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**ADULT EDUCATION**

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**IN SELECTED**

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**COUNTRIES IN THE**

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**ASIAN REGION**

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**A Reference for Policies,  
Programmes and  
Delivery Modes**

**Edited by Madhu Singh**



**UNESCO Institute  
for Education,  
Hamburg**

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## **Preface**

This reference guide on policies, programmes, and delivery modes was undertaken in the framework of the Policy Dialogue on Adult and Lifelong Learning in the Asian context held in Hyderabad, India, in April 2002. Such a compilation of examples of existing programme initiatives was needed at the regional, national, NGO, and community levels in order to provide an overview and lead to a better and shared understanding of adult learning in the Asian context. Although several issues are unearthed through this exercise and shed light on several interesting aspects of the programmes, it is important to focus on policies and organisational structures which are enabling and supportive of good practice. They include legislation and regulations, financing and programme strategies, mechanisms for promoting NGO involvement, ensure gender equality, equivalency programmes, and many more.

It is hoped that the programmes and delivery modes of adult learning identified in this reference will bring to light some common key issues and trends that will promote cross-national exchanges. Much can be learnt from innovative approaches to solve what are often similar problems in adult education and lifelong learning.

Dr. Adama Ouane

Director, UIE

December 2002

## Introduction

The widespread need for adult learning is an indisputable fact in countries in the Asian region. Several countries have witnessed tremendous expansion of adult education since the Education for All Conference held at Jomtien in 1990.

The Jomtien Declaration of 1990 was a landmark because it stated that initial basic education was an absolute priority in order to ensure equity for all, and that this was impossible without expanding non-formal approaches to education. It stressed that complementary policies were needed to take into account adult learning, basic education for children and school leavers. However this complementarity was not reflected in policies and programmes. As countries were going through reform processes, new forms of vulnerability and insecurity were created. Schooling and adult literacy were set against one another, thus eroding the rights to education of the people who most needed it. A Midterm Review of the Jomtien Conference and more importantly the Fifth International Conference on Adult Education in 1997 (CONFINTEA V) in Hamburg underlined the necessity of guaranteeing adults the right to basic education. CONFINTEA V underscored that 'Basic Education for All means that people, whatever their age, have an opportunity, individually and collectively, to realise their potential. It is not only a right, it is also a duty and a responsibility both to others and to society as a whole. It is essential that the recognition of the right to education throughout life should be accompanied by measures to create the conditions required to exercise this right' (Final Report 1997: 22).

Adult basic education has also grown into a priority area of policy and action for economic, human, and sustainable development. The World Bank officially recognises that no amount of growth can be sustained without basic education for young people and adults. UNDP report on human development is explicit about the relationship between

development and raising adults' basic education level and has included basic education as an indicator of a country's development.

Researches on citizenship and democracy are pointing that contemporary society cannot function effectively without adult basic education. The massive use of written forms of communication and the democratisation of basic education are imperative for the development of democratic societies. One simply cannot wait to improve instructional delivery in primary schools to reduce the need for adult learning. The problem is much larger. "The informed and effective participation of men and women in every sphere of life is needed if humanity is to survive and to meet the challenges of the future. Adult education thus becomes more than a right; it is a key to the twenty-first century. It is both a consequence of active citizenship and a condition for full participation in society" (Hamburg Declaration: 1-2)

In the Asian region, initial attempts in adult education were primarily focussed on imparting basic literacy skills. While these programmes and policies met with some initial success, programmes lacked sustainability, and relapse into illiteracy by learners posed a significant problem. The ability to read and write alone was not sufficient to ensure functional literacy. Adult basic education is more than literacy. It encompasses reading, writing and numeracy, but also includes the competencies, knowledge and expertise needed to improve living and working conditions and meeting the collective needs of the local community. At the same time literacy is no longer spoken of in abstract terms but in terms of its context, use and different meanings.

The concept of literacy has therefore been expanded to encompass improvements in the human condition. Basic literacy in itself is not sufficient; however it remains the necessary entry condition to continuing education programmes and lifelong learning. Basic literacy is a foundational part of lifelong learning. Literacy seen as a tool for self-empowerment and a step in lifelong learning is a natural outcome of the expanded concept. UNESCO has advocated lifelong learning as one

of its central concerns and put lifelong learning goals on centre stage. Lifelong learning is not an abstract concept but the daily practice of ordinary people. It is context and culture specific, and relevant not only to rich countries but also to developing and least developed countries of the South.

There are commitments in several Asian countries to re-organise their educational systems from the perspective of lifelong learning and to systematise the learning which is already reflected in traditions, knowledge, experience and personal fulfilment that are rooted in the daily lives of the ordinary men and women. Though the range of lifelong learning is increasing, the provision continues to be fragmented. Sharp growth can be seen in agricultural extension and co-operative development programmes, skills development, rural education, and accreditation and equivalency programmes. Open education systems are being set up in every country. Non-formal education to continue post-primary and post-secondary education is being offered to out-of-school and disadvantaged youth and adults who have been deprived of access to the formal system for various socio-economic reasons. Programmes have been established to focus on improving access to education for women, cultural minorities, rural and remote communities, the ageing population, street children, and persons living in conflict areas and in poverty conditions.

There is also a shift to a creation of literate societies and networks of lifelong learning in which many factors other than school come into play, such as the practice of writing integrated into the daily living and working environments, celebration of oral traditions in print media, and reflection of community life in newsletters. This implies policies on the access to written material including libraries, newspapers, books, databases and competencies for use of the different forms of communication and information. These policies require the participation, commitment, and co-operation of all stakeholders, between labour, social welfare, health care, environment, agriculture and

justice, as well as co-operation of the state polices with non-governmental organisations, electronic and traditional media, business and local authorities. The state therefore has a greater role to play as co-ordinator of these different agents and players.

The emphasis is on empowering communities and individuals, rather than on deficits, which dominated the adult learning scene for a long time. The focus is on making learning more relevant, maintaining an ongoing relationship with learning content and life experience, revitalising local cultures and learning in the mother tongue and giving special attention to community participation.

While adult learning programmes differ in the Asian context based on the political circumstances in the countries, a common tenet is that greater involvement of civil society in the organisation of adult learning programmes has helped to strengthen the activities of the government and to develop alternative programmes with a greater sense for local community concerns.

Many achievements and innovations have been made in adult learning in the Asian region. The promotion of community ownership through the transfer of responsibility for implementation of programmes as well as by encouraging communities, learners, teachers, and a various governmental and non-governmental agencies to participate in the development of adult learning programmes has promoted the sustainability of programmes. This inter-sectoral and multi-level approach aids in increasing the relevance of programmes to the needs and concerns of communities, therefore engendering interest not only in the adult learner, but also the literate community members.

Policy makers are now turning their attention to adult learning, particularly in relation to the fight against poverty. Many countries in the Asian region are seeking to integrate basic literacy programmes with skills training to increase employability and income generation opportunities thus linking adult learning and sustainable development. The emphasis is on adult general and community education rather than

narrowly defined skills training alone. Greater importance is being given to promoting the values and practices of critical citizenship, democratic participation, gender justice, and the right to education for all.

Countries are providing a second chance for adults who were unable to attend formal school through programmes implemented by special schools and through distance education. Moreover, many programmes are addressing the implications of globalisation and market forces for the rural communities and tailoring programmes to enable communities to adapt to the changing needs.

Adult learning is also increasingly exploring the possibilities afforded through information and communication technologies (ICTs). Alternative and innovative delivery methods have been developed in terms of providing distance education to increase access to educational opportunities, particularly for remote and rural communities. ICTs have also played an important role in the development and distribution of learning materials, such as facilitating the production of literacy materials in a variety of languages, and enabling increased access to materials to sustain literacy skills, increase continuing education opportunities, and promote lifelong learning.

The reference guide details some of the institutions and delivery modes in the administration and co-ordination of adult learning policies and programmes. It represents therefore only a modest starting point for discussions on best practices, future directions, challenges, and achievements in adult learning in the Asian context

This compilation has been made possible through the intellectual exchanges with a number of interns. In particular, the editor would like acknowledge the contributions of Frederike Haumann for producing the manual, Lezlee Dunn for her careful editorial work, and Lise Boissennault for aiding in the layout of the publication. I thank them for their interest, commitment, and generous support.

Dr. Madhu Singh

UIE



**1**

**Policy**

The role of non-formal education in serving national development aspirations and the goals of individual self-realisation point to a number of factors germane to the development of a vision and policy framework for non-formal education in Bangladesh. So are a number of factors arising from the operational and management lessons of programme experience. These include: Objectives and scope of non-formal education (including the concept of basic literacy, post-literacy and continuing education; criteria of internal efficiency, external effectiveness and relevance); Target groups and coverage (including equity and gender concerns); Organisational and management structures, functions, professional capacities, decentralisation issues, the policy-making and decision-making process, and partnership-building; Quality elements; and sustainability and community ownership of programmes.

Summary reviews of major non-formal education projects, three of which consist of variations of the basic literacy programme, indicate that a large proportion of learners do not achieve a functionally useful and sustainable level of literacy skills. Post-literacy and continuing education courses focusing on income-earning skills are expected to compensate for this deficiency. So far two post-literacy and continuing education (PLCE) projects, consisting of 3 months of literacy enhancement followed by 6 months of skill training, are designed to serve 3.2 million completers of the Total Literacy Movement. The two projects are supported by the International Development Association (IDA) and Swiss Development Co-operation (SDC), and the Asian Development Bank (ADB) and Department for International Development (DFID) respectively.

The overall objective of the PLCE-I (IDA/SDC supported) is consolidation of literacy followed by application of literacy skills in skill training for income generation. It targets 1.6 million neo-literates, who completed the basic literacy course, in 230 upazilas. The project

duration is 5 years starting from January 2001. The course duration is 3 months of post-literacy followed by 6 months of continuing education focused on skill training. The programme implementing organisations (NGOs or other service providers) provide post literacy and continuing education training with tailor-made courses at 6,900 centres to be established in the project upazilas. Five Divisional Teams provide support to upazila programme officer who provides assistance to programme implementing organisations. Regular monitoring is done by Monitoring Associates and DNFE officials; in-house monitoring is conducted by programme implementing organisations; an assessment is made of learners' achievement and improvement in their economic status and quality of living individually; annual, mid-term and end-of project-reviews; focused studies are conducted on the project components; and sample based in-depth studies on quality aspects of programme and impact.

The objective of the PLCE-II (ADB/DFID supported) project is to increase literacy leading to higher income generating capacity. The course duration is 9 months, maintaining the proportion of one third for post literacy and two-thirds for continuing education focused on skill training. The project duration is 6 years starting from 2002. Implementing NGOs provide PLCE training with tailor-made courses at centres to be established in the project upazilas. The national taskforce develops curriculum and trains master trainers for each NGO and the NGOs train the facilitators. Monitoring activities are conducted periodically by the monitoring and evaluation section of the DNFE; contracted third parties reporting directly to DNFE; progress reports, annual reviews, amid-term reviews, periodic evaluations and studies, and impact monitoring are carried out.

Contribution to poverty alleviation has been a key rationale of the government for the basic literacy initiative and its follow-up with a restricted view of continuing education focusing on income-related skill generation.

Source: Ahmed, M. Lohani S. (2001) *NFE in Bangladesh: Synthesis of Experience and Future Direction* (Draft), Dhaka, Directorate of Non-formal Education.

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## **Adult Education Policy**

## **Bhutan**

Education has been conceived as an important part of the religious life in Bhutan for centuries. The Royal Government is committed to basic adult education in order to enable the increasing participation of the population in the country's development activities and to strengthen the country's culture. The broad objectives of education sector are in line with national development objectives of improving the quality of life, developing human resources and facilitating meaningful participation. The Seventh Plan (1992-1997) of Bhutan envisaged that the community school will be used for adult literacy and other non-formal educational programmes. The Bhutanese concept of maximising gross national happiness propounded by his Majesty, King Jigme Singye Wangchuck, in the late 1980s is the unifying and guiding principle for all development and educational efforts and recognises that individuals have material, emotional and spiritual needs.

Source: Royal Government of Bhutan, Planning Commission (1991) *Seventh Five-Year Plan (1992-97)*, Bhutan, Royal Government of Bhutan.  
UNPD (2000) *Joint Donor Database Report*, Bhutan, UNDP.

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## **Education Strategic Plan on Non-formal Education**

## **Cambodia**

The goal of Cambodia's Education Strategic Plan (ESP) is 'to develop an inclusive, easily accessible and high quality service, which is available to all', as a means of enabling 'economic growth, improved employment prospects and income-generating opportunities'. The Plan also recognises education as necessary to realising improved family wealth and nutrition, family planning, and to 'engendering democratic traditions' (Ministry of Education, Youth and Sports (MoEYS) 2001: 7).

As such, it is clearly right in making education a 'central tenet' in all efforts to end the marginalisation of vulnerable and under-served groups. It is rather less strong in appearing to limit inclusive education to 'inclusive schooling' (MoEYS 2001: 12). A critical gap in the framework is in not giving due recognition to education as a *system* made up of core delivery components of formal schools and non-formal programmes. As parts of a whole, each needs to act 'in-tandem'; to evolve in terms of its own organisational and professional pedagogical requirements, but with an open and effective link between them.

The need to make education more available, and the education system more inclusive, is indisputable. The problems underlying this need are enormous and the implications of not taking action will certainly be tragic. The estimated functional illiteracy rate (combining the fully and semi-illiterate) of 15-45 year olds is 63 percent; the annual school dropout rate 350,000 (and many of these are the youngest children). The 1999 survey estimated that only about 2 percent of the adult illiterate population is being effectively reached. In such a situation, it is critical that all decisions around policy, legitimacy and resources must take equally into account both delivery systems.

Source: Ministry of Education, Youth and Sports (MoEYS) (2001) *Education Sector Support Programme 2001-2005*, Lnom Penh, Royal Government of Cambodia/MoEYS.  
MoEYS (2001) *Education Strategic Plan 2001-5*, Phnom Penh, Royal Government of Cambodia/MoEYS.

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## **Policy Towards Literacy Education and Rural Adult Education**

## **China**

China has formulated a number of decrees and policy measures to actively promote literacy and rural adult education. In 1988 the Chinese government promulgated the 'Regulations on Eradicating Illiteracy', which were revised and reissued by the government in 1993, as 'Guidelines for the Reform and Development of Education in China'. It

specified that by the year 2000 illiteracy among young and middle-aged adults should be basically eradicated, with illiteracy rates reduced to less than 5 percent. Moreover, rural adult education should be energetically developed through cultural and technical schools for adults so as to raise the quality of the rural work force. In a more detailed suggestion for implementing the guidelines it was stipulated that in urban and rural areas, there should be a proportion of gainfully employed people receiving job-related training of diverse forms in each year. The policy further clarified that by the year 2000, the peasants' cultural and technical schools should be set up and operate year-round in most townships and villages.

In 1994, the Communist Party of China (CPC) Central Committee and the State Council jointly convened the National Conference on Education. At this conference it was decided that universalisation of 9-year compulsory schooling and the eradicating of illiteracy among young and middle-aged adults should be the 'top priorities' of educational development in the 1990s. The State Education Commission went further to set the target that by the year 2000, a three tier (country-township-village) network of cultural and technical schools for peasants should be established in all towns and in over 85 percent of the villages. The Education Law of the People's Republic of China promulgated in 1995 stated that people's governments at various levels, grassroots autonomous mass organisations, enterprises and institutions should take all possible measures to carry out literacy education programs. Citizens capable of receiving literacy education according to the relevant regulations of the State should receive literacy education. In the same year the State Education Commission formulated the regulations on Demonstrative Township (Town) Cultural and Technical Schools for Adults in accordance with certain established norms and standards. In June 1999 the decision of the CPC Central Committee and the State Council on Deepening Education Reforms and Promoting Essential-Qualities-Oriented (EQO) Education in a holistic way was promulgated

and the Ministry of Education also drew up the 'Action Scheme for Invigorating Education Toward the 21st Century'.

Accordingly, the following measures were envisaged to promote literacy work and adult education in rural areas: The efforts of various governmental agencies and NGOs were coordinated with suitable division of labour under the general guidance of the government. An integrated approach was adopted for development of primary education, literacy education, post-literacy and continuing education. Efforts were made to bring the content of rural adult education in line with the needs of the learners in their production work and daily life so as to help the rural people to become prosperous and serve the needs of local economic and social development. It was stipulated that the modes of educational delivery and the arrangement of learning time should be flexible and varied in the light of local conditions and efforts should be made to strengthen the developments of teaching materials and the management of teaching programs so as to raise the quality of education. The funds needed would be raised through multiple channels including fiscal appropriations and funds contributed by collectives and individuals. A system of verification, acceptance, inspection and evaluation, as well as a system of commending and rewarding the outstanding units and individuals were also to be instituted. International exchange and cooperation in these fields would be strengthened. All these measures were aimed at enabling literacy work and rural adult education to become important items on the agenda of both the CPC party committees and governments at various levels.

In the 1990s, literacy education and rural adult education have made big strides in China with significant achievements. According to available data, in the period from 1990 to 1998, 45,030,000 people became neo-literate. The adult illiteracy rate was reduced from 22.27 to 14.5 percent, and the illiteracy rate among the age group 15-50 was reduced from 10.38 to 5.5 percent. Thus so far, 23 provinces, autonomous regions and municipalities directly under the central

government, and 2500 counties (cities and districts) have attained the targets set by the state for essentially eradicating illiteracy among young and middle-aged adults.

However at present, literacy education and rural adult education in China are faced with a number of difficulties. China ranks second in the world in total number of illiterates, and according to the United Nations is one of the nine big developing countries with the largest illiterate populations. Therefore, China bears the responsibility to eradicate illiteracy as a priority task. 90 percent of China's illiterates live in the countryside and 70 percent of them are women. The illiteracy rates of the people are much higher than the average in the remote, mountainous areas and in minority areas. The remaining illiterates are scattered over vast areas and have high mobility - two factors contributing to difficulties in conducting literacy education among them. The content of teaching in literacy education falls short of the diverse demands of learners. It has become increasingly manifest that the old practice of waging literacy campaigns mainly through administrative means is ill adapted to the market economic system. The quantity, quality and effectiveness of rural adult education programmes still fall short of the ever-increasing demands of the rural people to alleviating poverty and becoming prosperous. In recent years the number of illiterates becoming neo-literate has tended to decrease, and the problem of the large number of neo-literates relapsing into illiteracy is striking. Thus realising the goals of eradicating illiteracy among young and middle-aged adults and of consolidating and expanding the gains of literacy education remains formidable.

Source: Wang Jiping and Zhang Zhaowen (1999) *On the Planning of Literacy Education and Rural Adult Education in China and Policy Measures Taken*, paper presented at the Third Asia Regional Literacy Forum, held in Beijing, October 18-22.

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## **Adult Education Policy**

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## **India**

The National Policy on Education (NPE) framed in 1986 stresses the crucial role of adult education in reducing economic, social and gender disparities. It emphasises that the nation as a whole has to assume the responsibility for providing resource support. The spread of literacy and education is necessary if the growth rate of Indian population is to be brought down. Lifelong education, which presupposes universal literacy, is a goal of the educational process. In this regard, opportunities should be provided to the youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice, at a place suited to them, and the potential of open and distance learning should be explored. The NPE accords high priority to the education for women's equality through provision of special support services, setting of time targets, and effective monitoring. It has opened Anganwadis (Mother and Child Care Centres) and Non-formal and Adult Education centres on a priority basis in areas predominantly inhabited by the Scheduled Tribes.

The importance of adult education, including adult literacy, is acknowledged as a main instrument for learning and liberation from ignorance and oppression.

Participation by beneficiaries in the development programmes is seen as crucial in the adult education policy. Systematic programmes of adult education are organised, strengthened and revised, and linked with national goals such as alleviation of poverty, national integration, environmental conservation, energisation of the cultural creativity of the people, observance of small family norms, promotion of women's equality, universalisation of primary education, basic healthcare etc. The eradication of illiteracy, particularly in the 15-35 age group, is a national initiative. The Central and State Governments, political parties and their mass organisations, the mass media, and educational institutions must



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## National Policy on Education

## Indonesia

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The decision of the People's Consultative Assembly of Indonesia has stated clearly that work productivity level of the people must be raised, new employment opportunities must be developed, and development programmes and projects in all fields, including education, must be geared to bridge existing gap between the haves and the have-nots.

The President of the Republic of Indonesia emphasised that 'a new effort to fight illiteracy in a new style' must be carried out. These new efforts are intended not only to abolish ignorance of the Indonesian national language, but also to raise the level of basic education.

This is one of the reasons why literacy education in Indonesia has been successful in reducing the estimated number of 21 million illiterates in 1977 to less than 4 million by the mid-1990s.

Source: Napitupulu, W.P. (1996) 'Asia, Southeastern Literacy' in *International Encyclopaedia of Adult Education and Training*, 2<sup>nd</sup> edition, Tuijnman, A.C. (ed.) Oxford, Pergamon.

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## National Policy on Continuing Education

## Lao PDR

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The national policy and strategy for promoting continuing education focuses on literacy, upgrading education and basic skills training. The country's non-formal education lays importance on three major activities:

- 1) Eradication of illiteracy for ethnic groups residing in the countryside, especially for women and disadvantaged population in remote areas;
- 2) Raising the primary and secondary level education for staff, military personnel and police, in conjunction with the two responsibilities above,

- 3) The promotion of basic vocation for educationally disadvantaged and low-income populations, in order to increase levels and to improve social conditions;

In Lao PDR ethnic groups make up 48 percent of the population and live largely in rural areas. In recognition of the inadequacies of the formal curriculum and methodology in relation to the rural population of Lao PDR, the Ministry of Education established the Department of Non-Formal Education (NFE) in 1991 as a supplement to – and in some areas as a substitute for – formal education. The NFE topics are connected to rural life, encompassing health and agricultural subjects, various income-generating activities, e.g. chicken raising, as well as literacy classes. In the NFE activities the rural communities are involved in the planning, and wisdom and resources are built upon.

Source: APPEAL Resource and Training Consortium and Indian Institute for Education, Pune (2001) *Preparation of Continuing Education Materials in Rural Areas in Asia and the Pacific*, Final Report of the 17<sup>th</sup> Regional Workshop, China, 6-15 October 1999.

Kanstrup-Jensen, A. (2000) 'Educational Constraints and Educational Resources among Ethnic Minority Groups in the Lao PDR', presented at the Third International Conference on Hani/Akha Culture, organised by the Municipality of Xishuangbanna, China.

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## Policy on Resource Allocation for Adult Learning

## Malaysia

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The need for adult learning in Malaysia began to be realised in the 1970s as seen from the emphasis given by the New Economic Policy (1971-1990) and the 5-Year Malaysian plans. New training institutions were established not only by existing and newly formed government agencies but also by large private firms. Adult learning is basically provided by the government in the industrial, agricultural and community development sectors especially for the rural poor. A large sum is allocated through government agencies to carry out the learning

activities. However, to realise the vision of a productivity driven economy, greater private sector participation in adult learning was promoted through strategies including the setting up of the Human Resources Development Fund in 1993. A special programme was also formulated by the government to develop and train *bumiputera*, who are Malay communities and groups indigenous to the country. The focus is on assisting the entry of *bumiputera* entrepreneurs into business as well as developing a viable competitive and resilient small and medium entrepreneur group.

The shift to industry as a priority sector of the economy when manufacturing became the focus in the late 1980s resulted in a corresponding shift in resource allocation for adult learning. Public allocations went to technical training in manufacturing and recently, to instructional technology for the purpose of producing skilled workers to boost productivity and effectiveness. Greater private sector participation in training programmes for their employees was promoted and facilitated in the early 1990s.

In the mid-1990s the government took measures to improve accessibility in order to increase participation in educating through the distance-learning programme as stipulated in the Seventh Malaysia Plan. Second-chance education has materialised in the country to provide opportunities for advanced education and career enrichment for the adults who missed opportunities through the initial education system. Distance education supported by instructional technology will particularly address the challenge of providing access for adult learning, especially among the people in the rural areas, neglected areas in the city, women and disadvantaged groups. Training providers should adequately respond to the efforts of the government to upgrade skills for personal, community and cultural development.

Government regulations such as the Human Resource Development Fund influence the participation of the employees of many organisations. The focus of contemporary adult education is related to

personal growth and development and occupational and career related education.

All of these resulting trends would not have materialised without the direction set by the Government. Reviews of the Government Five-Year Plans show the consistent importance placed on education and training for the purpose of national development and to meet the human resource requirements to enhance economic growth with emphasis in areas related to science and technology. The providers in education and training from all sectors have aligned initiatives with the national agenda set by the Government.

Source: Mazanah Muhamad and Associates (2001) *Adult and Continuing Education in Malaysia*, Kuala Lumpur, UNESCO Institute for Education and the Universiti Putra Malaysia Press.

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## **National Strategies for Non-formal Education** **Mongolia**

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To develop non-formal education in Mongolia, the National Non-formal Education Development Programme has developed 6 strategies. They are: To increase the literacy education rate; Improve the general level of education; Implement equivalency programmes; Provide vocational education and skills; Enhance and promote creativity; and contribute to the development of self learning. Each strategy will have its own specific management, content and approach.

The Ministry of Education, Science and Culture specifically established the Non-formal Education Centre in 1997 to implement the programme nation-wide. The Centre has the task of implementing government policies on Non-formal Education, improving the curricula, developing handbooks, teaching-learning materials and aids, as well as mobilising material resources, improving skills of the personnel, organising workshops and introducing distance learning.

Recently, the government of Mongolia implemented the National Distance Education Programme as an important step in developing adult lifelong learning. The programme has a mission of improving efficiency, quality and effectiveness in formal and non-formal education delivery services. It also supports people in getting opportunities for lifelong learning through the national distance education system. The National Distance Education Programme includes co-ordination of policy and management system, mechanisms for service and activities, capacity building, sufficient, qualitative, effective technical and information infrastructure as well as appropriate media, research, content and methodology.

Source: Government of Mongolia (1997) *National Non-formal Education Development Programme*, Ulaanbaatar, Government of Mongolia.  
Government of Mongolia (2002) *National Programme on Distance Education*, Ulaanbaatar, Government of Mongolia.

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## **National Policy on Literacy and Non-Formal Education**

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## **Myanmar**

A national literacy policy, which will be effective as well as self-sustaining, has been adopted by the EFA Central Co-ordinating Committee to cover the whole union. In order to reduce the adult illiteracy rate by half, from 22 at least 11 percent in the 1990s, the Myanmar government will be organising literacy programmes through non-formal education.

In the context of Myanmar, non-formal education refers to any organised educational activity outside the structure and routine of the formal school system to provide selected types of learning to sub-groups in population, especially out of school youth and adults. Programmes of non-formal education cover the following activities: literacy; training for tackling common socio-economic problem; occupational skills for raising productivity in agricultural and industrial sector; supplementing formal education or providing an alternative to it; and entrepreneurship.

The target groups for non-formal educational include the rural population, school dropouts and out-of-school youths, unemployed, under-employed and under-privileged youths, and handicapped persons. While the Departments of Basic Education and the Department of Education Planning and Training are responsible for conducting formal education programmes, the Myanmar Education Research Bureau (MERB) is responsible for NFE programmes.

The strategy is to create community-based literacy groups, which are self-sustaining and linked by a nation-wide network (central, state and divisional levels). The local authority and community are to carry out the programmes and mobilise local resources. Local literacy committees at the ward and village level will also serve as focal points to organise learning centres for the illiterates.

The Non-formal Education Committee is supported by four teams. The Township Committees are responsible for supervising township-wise non-formal education activities. The Technical Team develops teaching-learning materials. The Information Team organises informal education and cultural programmes for awareness raising on literacy. The Fund-Raising Team collects donations and other sources of funding.

The programmes included in Education for All and Non-formal Education are basic literacy, post literacy, functional literacy, income generation programmes and quality of life improvement programmes.

The national policy on literacy clearly believes that literacy programmes can be sustainable with the strong will and participation of the local administrative body and community. Hinthada district of Ayeyarwaddy Division is an example. The District Peace and Development Council gave guidelines and assistance for basic literacy movement. Literacy classes were organised and supervised by the Township Committees and also monitored by the district EFA Committee.

Continuing programmes will have to be given priority for future development by governments and NGOs, various UN agencies, private

sectors and most of the communities. The shift towards a market-oriented economy has directed attention to skills-based NFE as a strategy for meeting Myanmar's changing manpower needs.

Source: Tin Nyo, U. (1999) 'An Overview of Non-Formal Education in Myanmar', in *Final Report of the National Workshop on Development of Strategies for Promoting Continuing Education through Community Learning Centres* held in Yangon, Myanmar, 23 February - 4 March 1999, Yangon, Asia/Pacific Cultural Centre for UNESCO (ACCU).

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## **State Policy on Education**

## **Nepal**

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Adult education in Nepal consists of a basic literacy programme, a functional literacy programme of six months duration, and a non-formal education programme of the same duration.

Two kinds of approaches to offering adult education were adopted in Nepal. First, a functional approach was adopted on an experimental basis, according to which high schools with a vocational bias were selected to provide functional literacy classes and skills training in agriculture, health, family planning, home science and crafts. Secondly, a less structured and less formal approach was taken in providing adult education in workplaces with the help of interdisciplinary resource teams. An 'integrated' non-formal education approach has also been developed as a part of rural development programmes.

The whole programme is still largely oriented toward increasing functional literacy. In Nepal many of the skill training programmes come under non-formal education.

The Ninth Five-Year Plan will be completed at the end of the year 2002. This plan aims to increase the literacy rate to 70 percent among the population above 6 years of age. It targets to reduce the gender gap by 20 to 30 percent. Nepal has also set a goal of *eradicating illiteracy* by the end of the Twelfth Five-Year Plan (2012-2017).

In regards to the policy response, the Basic and Primary Education Master Plan Phase II is also worth mentioning. This has given emphasis to strengthening the organisational structure of NFE, training of NFE human resources, material development, mobilisation of local resource and support, improvement in programme delivery approach, the creation of linkages and expansion of agencies that implement NFE programmes, and recognising all stakeholders' role in NFE programmes.

Apart from the Ministry of Education as the supreme body, the policy formulation for non-formal education takes place through the National NFE Council. The Council established the Non-Formal Education Centre (NFEC) to carry out NFE programmes for children, youth and adults who have been deprived of access to any non-formal educational activity due to various socio-economic reasons.

Recently, the Education Act of 1971 was amended giving more importance to NFE. His Majesty's Government of Nepal had actively participated in the conference at Jomtien, Thailand in March 1990 and made a commitment to follow up the decision of the Conference. Nepal also furthered its commitment through its participation at the World Education Forum in Dakar, 2000 where the World Declaration on Education for All and the Dakar Framework for Action to Meet Basic Learning Needs was approved.

The government of Nepal has committed to improve the literacy situation in the country in accordance with the targets set by EFA - to achieve a literacy rate of 90 percent by 2015.

The current literacy rates show steady improvement, however the pace is still inadequate to meet the EFA goals by 2015. It could be now assumed that the problem of illiteracy lies more on the current population. Since enrolment in schools has improved, a higher proportion of upcoming adults is likely to be literate. In order to achieve 100 percent literacy, net enrolment will also need to be improved to 100 percent in addition to providing literacy programmes to illiterate adults. The limitation of such description is that it cannot explain the quality of

the classroom situation, that actual learning taking place, and that the process in practice is mainly responsible for making literacy meaningful. There is a need for several case studies, and socially diagnostic/ethnographic studies to provide some understanding of these and other aspects.

Source: Jandhyala, B. Tilak, G. (1996) 'Indian Subcontinent', in *International Encyclopaedia of Adult Education and Training*, 2<sup>nd</sup> edition, Tuijnman, A.C. (ed.) Oxford, Pergamon.

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## **National Policy on Education** **Pakistan**

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Though adult education had a promising beginning in Pakistan in the Village AID programme initiated in 1954, it was only after the formulation of the 1970 and 1972 educational plans that adult education and literacy activities became more common. Evidence indicates that these plans, including the 1979 National Education Policy, have had a relatively small impact on the overall literacy rate.

The present education policy (1998) has accorded priority to educating out-of-school children and youth through non-formal and participatory methods of education. The policy targets to raise the literacy rate from the present 39 to 55 percent by 2003 and 70 percent by 2010. The salient objectives and policy provisions are: (1) Provision of massive NFE programme on war footing basis to the out-of-school children (5-6) and youth (10-14) to enable them to complete primary education (first five years) cycle in a reduced time of 2-3 years; (2) Provide lasting functional literacy and income generation skills for rural women in the 15-25 age groups; (3) Provide literacy, social, and occupational skill training programmes with appropriate income generating skills for adults and; (4) Expand the facilities and service of middle level education through community involvement and non-formal means.

In its policies the Government of Pakistan also emphasises the links between literacy and poverty alleviation. The main features are:

- (1) The recognition that 'any attempt to reduce poverty must address illiteracy' and a commitment to 'ensuring improved access to education, vocational skills training – that help the poor become productive employees and make them capable of starting their own business ventures on a small scale;
- (2) Recognition in the Government of Pakistan's planned reforms 2000, that literacy is a priority, with proposals to use non-formal education to improve literacy at post-school levels, particularly for females;
- (3) To provide 18 months of training for up to 1.5 million adults, of which two thirds would be female, comprising 12 months of literacy and 6 months of skill training, through government literacy agencies and NGOs.

Source: APPEAL Resource and Training Consortium and Indian Institute for Education, Pune (2001) *Preparation of Continuing Education Materials in Rural Areas in Asia and the Pacific*, Final Report of the 17<sup>th</sup> Regional Workshop, China, 6-15 October 1999.

Bines, H., Morris, C. (2000) 'Literacy, Livelihoods and Poverty Alleviation in Pakistan', paper presented at Department for International Development Conference *Literacy for Livelihoods* held in Nepal, 4-6 December 2000.

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## **Education for All** **The Philippines** **Plan of Action**

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In pursuit of global development and lifelong learning opportunities, the government of Philippines has developed a blueprint for action popularly known as 'Education for All: A Philippine Plan of Action' (EFA-PPA) which concretised the fundamental ideas and issues raised in the local and international literacy and continuing education conferences in order to reinforce the concept that education is a never ceasing process, a never-ending lifetime commitment, hence it is for life and takes place throughout life.

The same document pushes for a learning system that goes beyond the structures and strictures of formal schooling, wherein the world is viewed as a classroom with lifelong learning providing the tools for people's empowerment. In recognition of the fact that education has increasingly become a lifelong process, the task of providing lifelong learning in the Philippines becomes a shared responsibility of both the public and private sectors. One of the features is the institutionalisation of the participation of civil society as partners in the implementation and management of non-formal education programmes.

The Philippine Constitution provides that the state shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society. Non-formal, informal, as well as self-learning, independent, and out-of-school study programmes will be encouraged particularly those that respond to community needs. Adult citizens, the disabled, and out-of-school youth shall be provided with training in civics, vocational efficiency, and other skills.

Source: Guzman, R.J. (2001) 'Non-formal Education Accreditation and Equivalency System' in *Asia/Pacific Programme for Education for All: Final Report*, Tokyo, ACCU-APPEAL.

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## **Adult Education Policy**

## **Sri Lanka**

Adult and non-formal education have been recognised as effective strategies to combat illiteracy and bring about human resource development and social justice in Sri Lanka. The Article 27 (2) of the Constitution of the Democratic Socialist Republic of Sri Lanka (1978) has upheld the right of all persons to universal and equal access to education at all levels. The policy lays equal emphasis on elementary and adult education, as both are crucial for eliminating illiteracy. The government has also emphasised extending opportunities for school dropouts and unemployed youth in the community. One of the striking

features of Sri Lankan adult education policy is the inclusion of agricultural extension and co-operative development programmes. Apart from the state institutions, several non-governmental organisations viz. Sarvodaya Movement, Sri Lanka Technical Institute, Lanka Mahila Samiti Organisation and Red Cross Society are also actively involved in the operationalisation of adult education policy and programmes, mainly through life-skill and leadership training programmes, husbandry, farming, trade and crafts.

Source: Peeris, A. (2001) 'Adult Literacy Policy and Practice in Sri Lanka', in *Learning Opportunities for All*, Patel, I. (ed.) New Delhi, ASPBAE.

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## **National Education Act**

## **Thailand**

Thailand has explored non-formal education and informal education as a complement to formal education and places it within the overall holistic and integrated lifelong learning framework. The concept has been found very fruitful for Thai citizens. In 1999, the Thai Government passed The National Education Act. Under the Act, 'Education' means the learning process for personal and social development through imparting of knowledge; practice; training; transmission of culture; enhancement of academic progress; building a body of knowledge by creating a learning environment and society with factors available conducive to continuous lifelong learning. The Act also states that 'Credits accumulated by learners shall be transferable within the same type or between different types of education, regardless of whether the credits have been accumulated from the same or from different educational institutions, including learning from non-formal or informal education, vocational training, or from work experience'. These statements show the willingness of the education system in Thailand to open the opportunity to all and consider it as a lifelong learning process.

According to the Educational Act, which is in response to the concept of lifelong education, the Thai Government considered the time

for Educational Reform. Many aspects of the changes can be described briefly as follows. Education provision shall be based on the following principles: Lifelong education for all; all segments of society participating in the provision of education; continuous development of the bodies, knowledge and learning process.

In organising the system, structure, and process of education, the following principles shall be observed: unity in policy and diversify in implementation; decentralisation of authority to educational services areas, educational institutions, and local administration organisations; mobilisation of resources from different sources for provision of education; partnerships with individuals, families, communities, local administration, private organisations, professional bodies, religious institutions, enterprises and other social institutions.

Early childhood and basic education shall be provided in early childhood development institutions namely, child care centres, pre-school child development centres of religious institutions, initial care centres for disabled children or those with special needs. Basic education will also be provided learning centres organised by non-formal education agencies, individuals, families, communities, private organisations, religious institutions, enterprises, and other social institutions.

Source: Office of the National Education Commission (1999) *Education in Thailand 1999*, Bangkok, Amarin Printing and Publishing Public Company Limited.  
Office of the National Education Commission (1999) *National Education Act of B.E. 1999 (2542)*, Bangkok, Seven Printing Group.

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## **Non-Formal Education Policy Thailand**

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The Department of Non-Formal Education provides the out-of-school and underprivileged population with opportunities to study and improve their occupations and living conditions. The Department's services are organised through the operationalisation of five Regional NFE Centres, 76 provincial NFE centres, 2 vocational training and development

centres, and 4 Bangkok NFE centres. Courses are offered through these centres to tackle illiteracy and meet vocational training needs in addition to their role in researching, planning and co-ordinating with other non-formal education agencies.

The Department of Non-formal Education has 3 principal missions as follows:

1. Organisation of non-formal education activities and/or services for populations who have missed the chance to pursue their learning in the formal education system and for those populations who are disadvantaged for one reason or another.
2. Providing support and encouragement to programmes and activities conducted in formal education sector in order to enable them to achieve curriculum goals and objectives.
3. Providing support and encouragement to the population in their pursuits of learning through informal modes in order to help them achieve their learning goals from various sources such as families, communities, societies as well as other educational resources that exist in the environment in which they live.

The prominent services of non-formal education can be categorised into 3 components:

*Basic knowledge for subsistence:* The activity to be organised under this category are functional literacy programme, the education for special target group, the curriculum of elementary education for hill-tribe inhabitants and the general non-formal education programmes at primary level, lower secondary level and upper secondary level through classroom teaching, distance education and self-instruction.

*Current news and information services:* After being endowed with basic knowledge it is necessary for the people to further acquire up-to-date information regularly in order to improve their life. The activities conducted in this category cover the provision of village reading centre public library, science museum, planetarium, mobile audio-visual education, mobile museum, mobile boat library, etc.

*Augmentation of knowledge and skills on vocational education:* This type of non-formal education activities will deal with interest group learning, vocational training of short and long-term, as well as disseminating vocational knowledge through mass media.

Source: Department of Non-formal Education and Ministry of Education (1995) *Department of Non-formal Education 1995*, Bangkok, Rungsri Printing.

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## **The Khitpen Approach** **Thailand**

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Integral to the Thai policy on adult education, especially with the functional literacy programme, is the Khitpen approach. It is based on the philosophy of being in harmony with one's environment. This postulate forms the basis of the different possible courses of action and knowledge in different contexts. Three types of knowledge are crucial. These are: knowledge about the self, knowledge about the environment - social and physical environment, and technical skill or technical knowledge.

This philosophy has been applied to the Functional Literacy Programme. Didactic materials designed for functional literacy often begin with problems likely to be encountered by the adult in the rural community. Dialogue then ensues among the learners, under the teachers' guidance. Key words are then identified and used as the basis for literacy learning. This humanistic approach to learning uses the dialogical method, which gives each individual the freedom to make a decision after weighing the pros and cons of each solution to the problem. It also follows the andragogical methodology as proposed by Malcolm Knowles. It utilises the experience of the learners in the problem-solving process, as well as focusing on the specific problem likely to be encountered in the rural environment of the learners. However, what distinguishes the Khitpen approach as typically Thai is the worldview as implied in the concept of happiness, and the belief in the harmony of social realities. Happiness is the harmonisation of

realities - between the self and the environment. Such an assumption characterises the mainstream of Thai culture throughout its history, which is a continuous process of adaptation and interaction between tradition and the constantly changing environment.

Source: Tunsiri, V. 'Nonformal Education in Thailand Philosophy, Concept and Practice', in *Adult Education and Development*, vol. 33.

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## **Adult Education Policy** **Uzbekistan**

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There is a special national policy concerning adult education, which is based on a legislation of the Republic of Uzbekistan. In accordance with the Law on Labour of the Republic of Uzbekistan: (a) An employer (state enterprises) is obliged to provide the necessary conditions for combining work with training. (b) People who take training courses while continuing to work have the right to additional vacation paid by their employer and a shortened working week. When annual vacation is provided, an employer is obliged, in accordance with the wishes of those people who take training courses, to guarantee vacations to take necessary examinations. (c) For employees who are taking training courses at secondary schools without giving up their work, the working week is shortened by one day. For employees in village secondary school, the working week is shortened by two days.

In the Republic of Uzbekistan, it is only the governmental structures that deal with adult learning activities. According to the Education Law, the Ministry of Public Education of Uzbekistan regulates the development of networks with local executive authorities, provides the technical equipment, designs and recommends curricula, programmes, textbooks and carries out the training of teachers.

Co-ordination and co-operation of adult and non-formal education with other countries are not carried out in Uzbekistan. However, attempts are being made to widen relations with other countries.

Since people study only in governmental schools and institutions, non-formal institutions are not developed in Uzbekistan. However, in the near future the demand on non-formal education will be increased due to trends in the development of market relations.

There is a special legislation, which guarantees equal rights for adults for availing of education independent of origin, sex, language, age, race, nationality, religion, social status, occupation etc.

Current programmes in adult education in evening secondary schools are the same as in the regular secondary schools, but they are shortened. Regarding methodology of teaching, although every teacher has his own method and approach to teaching, he or she may not deviate from definite limits.

Financing of adult education is done through the local budget. The funds are given to the education sector as a whole, taking into consideration the requirements of evening schools and Centres of Adult Education. The Government subsidies to education are increasing every year. While there are not yet non-governmental sources of financing, every educational institution is entitled to obtain non-budgetary funds by renting out premises for the additional training of trainees.

Source: Ikramov, A. (2001) *National Policy on Development of Non-Formal Education*, Final Report, Tokyo, ACCU-APPEAL.

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## **State Policy on Literacy**

## **Vietnam**

The Vietnamese Government sees education and training as a state policy of prime importance, a driving force and a fundamental condition for the achievement of socio-economic goals. Education and training are seen as crucial in the implementation of the open door policy to shift the economy to the state-regulated market economy.

There is a clear policy of ensuring the complementarity between primary education, literacy and continuing education. Within the broad goals of promoting literacy and education for all, there is a plan for each

age group according to its characteristics and proportion in the population, while taking into account the needs of the life span. In order to prevent illiteracy, it is necessary to eliminate illiteracy among children. There are children who either have no access to school (out-of-school) or are dropouts. Therefore, effective measures are being taken to mobilise children of six years of age to attend first grade classes, as well as to reduce the incidence of repetition, reduce the number of drop-outs, and raise the efficiency of primary education. The enhancement of literacy among women has proved to be useful in reducing the number of out-of-school children and drop-outs. At the same-time, it is necessary for all adults to be literate, to better attend to their children and all other aspects of life. Literate mothers, especially, are in a better position to take care of their children and encourage them to attend school. Finally, once adults are made literate, continuing education is essential for retention and consolidation, and to promote lifelong learning.

Adult literacy, especially the literacy of women constitutes an important element of Vietnam's education and training policy. The National Commission for Literacy and Universalisation of Primary Education co-ordinates the activities of the various governmental institutions and the non-governmental organisations in Vietnam who are active in the domain of literacy, viz., the Ministry of Education and Training, Ministry of Finance, State Planning Committee, Vietnam Women's Union, Farmers' Association, Youth Union.

Vietnam has specified certain norms in the attainment of literacy among adults. At present, the norms of literacy for adults are equivalent to the 3rd year of primary education with 3 levels and 3 corresponding sets of textbooks.

The introduction of functional knowledge into literacy textbooks constituted an initial step towards the making of a literate society, and the improvement of the literacy levels of girls and women. With the assistance of UNESCO, Bangkok, Vietnam introduced into the contents

of the books functional knowledge concerning the improvement of the quality of life of the learners and the requirements of the economic development of the locality. This includes instruction on family life, household economy incomes, the fundamentals of farming techniques, health protection, population and environment, and civic education. Because of this, the number of women and girls learners has increased dramatically. Apart from the 3 sets of textbooks prepared by the Ministry of Education and Training, some localities have produced supplementary materials in accordance with their local conditions, namely Vinhphu, Gia Lai, Kontum, Ho Chi Minh city, Hanoi. In quite a few localities, literacy has been conducted together with job training of women and girls with the aim of enabling them to increase their incomes.

However, the introduction of functional knowledge into the literacy textbooks constitutes only an initial step. Other steps include simplifying the methods of teaching the national language. Today, in the disadvantaged areas, boarding schools are maintained to enrol girls and young women for literacy, with the aim of making them good community managers, in the place of the 3 responsibilities school which were opened for women during the war. Each mountain or island district has built such a school for women, where the learners are provided with a government scholarship. Two fairly special forms of education of women in Vietnam are: 'Charitable Classes' and 'Special Classes'. While the former are meant for both boys and girls, 'Special Classes' are designed for prostitutes and drug abusers.

Follow-up education in Vietnam is meant chiefly for the farmers to maintain and develop the achievements of literacy, prevent relapse into illiteracy and create favourable conditions for continuing education. The follow-up curricula are associated with the programme for building up a new countryside with the aim of stabilising and developing the rural economy.

Functional contents, approach of participation and methods of teaching the national language based on the achievement of linguistics are a novelty for literacy teachers. Therefore great attention has been paid to training and re-training literacy teachers. Literacy teachers include primary school teachers, mostly women, pensioners, secondary school boys and girls and college students. In the border areas, border guards also take an active part in the eradication of illiteracy. With the financial support of UNESCO, the package of 'training materials for literacy personnel' has been translated into Vietnamese, published and distributed to teachers.

Source: Due Van, N (1993) 'Eradication of Illiteracy of Women and Girls in Vietnam', in *Adult Education and Development*, vol. 41.

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## **Programmes and Practices**

The total literacy campaign model has been the dominant strategy for eradication of adult illiteracy in India since 1990s. These campaigns are area-specific, time-bound, volunteer-based, cost-effective and outcome-oriented. The thrust is on attainment of functional literacy through prescribed forms of literacy and numeracy. The learner is the focal point in the entire process and measurement of learning outcome is continuous, informal, participative and non-threatening.

The campaign is implemented in eight stages, which may be overlapping at times:

*Preparing the Ground:* The initiation of a total literacy campaign begins with a process of consultation and consensus, involving political parties, teachers, students and cultural groups. A core team is identified and the project is formulated.

*Creation of the Organisational Structure:* The campaigns are implemented through district-level literacy committees which are registered under the Societies Registration Act as independent and autonomous bodies to provide a unified umbrella under which a number of individuals and organisation work together. Leadership is provided by the District Collector/Chief Secretary and the Zila Parishad (District Council). All sections of society are given due representation in planning and implementation of the programme. The structure rests on three pillars - participatory people's committees, full-time functionaries and area co-ordinators - and a support system provided by government officials. It forms an interactive and a communicative process of management and implementation. The campaign is delivered through volunteers without any expectation of reward or incentive.

*Survey and District Profile:* A detailed survey is conducted in the district to enumerate and identify the non-literate people. The process of the survey also provides opportunities for personal contacts and

interaction. During the survey, volunteer teachers and master trainers are also identified.

*Environment Building:* This is an extremely important part of the total literacy campaign, where mass mobilisation takes place through a multifaceted communication strategy, which creates the right environment and enthusiasm for teaching-learning activities. The success of a total literacy campaign depends to a large extent on the effectiveness with which all sections of society are mobilised. The basic objective of the environment building stage is to generate a demand for literacy. It includes: mobilising public opinion, creating community participation, sensitising educated sections of the community and recruiting them as volunteers, and mobilising and motivating non-literate people to become literate. Several media are utilised for environment building. Effective results have been obtained by using folk art forms, *jathas* (procession), *nukkad nataks* (street plays), *bhajans* and *kirtans* (divine singing), *padyatras* (foot march), literacy walls, etc.

*Development of Teaching-Learning Materials:* The objective is to make the materials relevant, while keeping the larger national canvas and its concerns in view. The materials are based on an innovative pedagogy called Improved Pace and Content of Learning (IPCL) that incorporates motivation oriented teaching-learning materials. Books especially suited for neo-literates and adults have been prepared. A three-grade primer is used with each grade corresponding to a different level of literacy. The primer contains exercises, tests and space for practice to achieve the objective of imparting literacy in 200 hours.

*Training of the Task Force:* Training is conducted through key resource persons and master trainers - one master trainer for every 25 to 30 volunteer teachers, and one key resource person for every 25-30 master trainers. First the key resource persons are trained, who in turn train the master trainers. The master trainers in batches then train volunteer teachers.

*Actual Learning Process:* There are three progressive sets of primers. Each primer is an integrated one, in the sense that it combines workbook, exercise book, tools of evaluation of learning outcome, certification etc. The entire process is based on the principle of self-evaluation. The tests are simple and participative. Every learner is free to attain the desired level according to his/her convenience. It is, however, expected that a learner should be able to complete all the three primers within the overall duration of 200 hours spread over six to eight months.

*Monitoring and Evaluation:* Monitoring and supervision of total literacy campaigns is done through a periodic system of reporting, and visits of the officials of the National Literacy Mission, State Directorates of Adult Education and the State Resource Centres. The management information system in a campaign is based on the twin principles of participation and correction. It has to be accountable, credible and instead of being enrolment oriented, it has to be outcome-oriented.

Though the total literacy campaign is meant to impart functional literacy, it also disseminates a 'basket' of other socially relevant messages such as enrolment and retention of children in schools; immunisation; propagation of small family norms; promotion of maternity and childcare; women's equality; and empowerment, peace and communal harmony. The achievement of total literacy campaigns has been much slower in the northern states of Rajasthan, Madhya Pradesh, Uttar Pradesh and Bihar. The conditions are different and demand innovative approaches. However, despite the slow take-off, the essence and the spirit of the campaign remain the same.

Source: National Literacy Mission (2000) *A People's Movement: Directorate of Adult Education*, New Delhi, Government of India.

The National Literacy Mission designed a programme of continuing education for neo-literates, which came into force in 1996 and a scheme of Continuing Education Centres (CEC) was launched. The main objective of the programme is to institutionalise continuing education for neo-literates and to ensure flexibility in design and implementation in order to cater to the needs of the neo-literates. More specific objectives include the provision of facilities for retention and reinforcement of literacy skills; application of functional literacy for quality of life improvement; dissemination of information for participation in development programmes; creation of awareness on national concerns; training in vocational skills; provision of library; and organisation of cultural and recreational activities.

The responsibility for the implementation of the scheme rests with the district committee, the Zilla Saksharta Samiti (ZSS).

The National Literacy Mission (NLM) has identified four broad programmes areas, which can help the CECs develop specific programmes in specific situations. These four programme areas are identical to the continuing education programmes contained in the APPEAL documents. These are:

*Equivalency Programmes (EPs)* designed as alternative education programmes equivalent to existing formal, general or vocational education.

*Income Generating Programmes (IGPs)* designed for acquisition or upgradation of vocational skills for income generating activities.

*Quality of Life Improvement Programmes (QLIPs)* designed to equip the learners with essential knowledge, attitudes, values and skills, both as individuals and members of the community.

*Individual Interest Promotion Programmes (IIPPs)* designed to provide opportunities for individuals to participate in and learn about their own chosen social, cultural, spiritual, health, physical, and artistic interests.

Source: Daswani, C.J. (2000) *Changing Concepts and Shifting Goals: Post Literacy and Continuing Education*, New Delhi, NIEPA.

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## **Education for Women's Equality - Mahila Samakhya**

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**India**

Mahila Samakhya (MS) programme was launched in 1988 to fulfil the commitment of affirmative action in support of women's education mandated in the National Policy on Education. As a programme dealing with women's education and empowerment, Mahila Samakhya endeavours to create a learning environment where women can collectively affirm their potential, gain the strength to demand information and knowledge, and move forward to change and take charge of their lives. Education in Mahila Samakhya is understood as an ongoing process of learning and empowerment that transcends the mere quest to become literate. The programme, which is not constrained by the present agenda or predetermined targets, responds to and designs interventions to meet the articulated need of the poor women in rural areas. The Sangha (village level women's collective) is the nodal point around which the programme revolves.

The Mahila Sanghas actively assist and monitor educational activities in the villages - including the primary school, adult education and NFE Centres and facilities for continuing education. They assist women and adolescent girls with the necessary support structure, and an informal learning environment to create opportunities for education.

The following non-negotiable principles ensure that the basic spirit and ethos of the programmes are not subverted during the course of implementation:

- All processes and activities within the programmes must be based on respect for women's existing knowledge, experience and skills.
- Every component and activity within the project must create an environment for learning, help women to experience and affirm their strengths, create time and space for reflection and respect individual uniqueness and variation.
- Women and women's groups at the village level set the pace, priorities, form and content of all project activities.
- Planning, decision-making and evaluation processes, as well as all levels of personnel must remain accountable to the collective at the village level.
- All project structure and personnel play facilitative and supportive, rather than directive roles.
- A participatory selection process must be followed to ensure that project functionaries at all levels are committed to working among poor women and are free from caste/community prejudices.
- Management structure must be decentralised, with participative decision-making and devolution of powers and responsibilities to district, block and village levels.

The process of mobilising and organising women is facilitated by a 'Sahayogini' (a cluster coordinator in charge of 10 villages). She is a crucial link between the village Sangha and the district implementation unit of the programme.

The Sanghas address a wide range of issues, which relate to the livelihood, education and health of women, as well as accessing resources among others. The Sanghas have taken an active lead in enrolling children, especially girls, in the village schools. Monitoring the functioning of schools and encouraging parents to send their children to schools is high on the Sangha's agenda. Using campaigns, meals,

festivals, participatory rural appraisals, the Sangha has tried to shed light on issues connected with girl's education. This has resulted in the concomitant mobilisation and organisation of adolescent girls along with women. Non-formal education centres for school dropouts or illiterate girls have increased in number bearing testimony to the growing importance of girl child education within the programme as well as with the Sanghas.

The Mahila Shikshan Kendras (Women's Training Centre) are a unique residential learning opportunity for adolescent girls and young women.

An important and growing indicator of Sangha empowerment has been the confidence with which Sangha women have been addressing issues of violence, stopped child marriages, and played a prominent role in stopping the initiation of girls as *devadasis* (temple dancers) at temples. Women's Courts have emerged as vocal and effective informal courts that have gained community respect and acceptability. Literacy is an enabling factor in empowering women. The anti-liquor or anti-arrack movement of Nellore, which spread to other districts later, was unparalleled in its size and strength. Lessons in the literacy classes, which dealt with women's unity and the problems caused by drinking are said to have inspired the women to demonstrate against the drunken behaviour of men in the village. The role of the media was crucial. The Telugu paper, gave considerable coverage on the day-to-day agitations in various places for banning arrack and contributed to the spread of the movement and in its achieving social legitimacy.

The inclusion into literacy manuals of the problems women were confronted with on account of the drunkenness of the men in the village, was crucial in triggering and sustaining the anti-arrack movement.

The anti-arrack movement has to be seen in the context of attempts by successive State Governments to increase the spread of arrack for the sake of revenue enhancement and for political funding. This included issuing licenses for establishing liquor shops, making for the easy

availability of liquor in plastic sachets, and centralised at the district level the practice of auctioning of arrack shops at the village level. This caused a situation in which more aggressive sales practices began to be introduced at the village level. By 1992-93 the movement for ban of liquor became widespread in Andhra Pradesh. Women were enforcing the closure of shops in many places and preventing the district level auction of arrack to take place. In Nellore, the auction was postponed several times (Anweshi and Shatrugna 1992). Of prime importance was the role of co-ordination committees of various women and other voluntary organisations. These got together to agitate for the ban of arrack.

As a result of the ban on liquor, women got a better hold on household finances as a result of the literacy and anti-arrack movements. The thrift movement is the product of the post-literacy phase.

Source: Ministry of Human Resource Development (2001) *Annual Report 1999-2000*, New Delhi, Government of India

George, A. (2000) 'Beyond Literacy: The Adult Literacy Movement in Nellore and its Impact', in *Reading The World, Understanding the Literacy Campaigns in India*, Malvika Karlekar (ed), ASPBAE.

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## Learning Without Frontiers

## India

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Learning without Frontiers (LWF) is a UNESCO sponsored programme which is still in the experimental phase. It aims to create educational opportunities for those sections of society who are unable to take advantage of the regular programmes of education because of barriers of space, time, gender, age and economic circumstances. It propagates a view of human resource development in which access to education for these disadvantaged and unreached sections of the society is perceived to be a critical input for achieving the goals of Education For All (EFA).

Learning without Frontiers goes beyond the goals of EFA, which is rooted in the concept of basic primary education or its equivalent. LWF

locates the narrow concept of education within the large concept of learning, in which human resource development includes global concerns such as equality, democracy, peace and lifelong learning, and their translation into programmes of environment awareness and protection, health education, population education, poverty alleviation and empowerment of the weaker sections of society. In essence, LWF is an approach that focuses on the individual in his/her socio-economic and cultural context by providing realistic options for lifelong learning for the individual.

The LWF approach emphasises the need to look at learning needs in a community in their totality. It stresses that the links between formal school and the non-formal alternatives need to be realistic and acceptable within the community. It addresses the educational needs of both school children as well as those who are out of school, of young adults who wish to find opportunities for continuing their education, as well as the neo-literates and semi-literates who are seeking newer possibilities for personal and economic development through education. It also addresses the needs of girls and women who are often unable to take advantage of available educational opportunities on account of social and cultural barriers and of tribal populations who are bounded by both traditional inhibitions as well as economic under development.

In order to plan LWF interventions, it is necessary first to map the existing learning opportunities in a community and to identify barriers that inhibit learning, or prevent individuals from participating in or completing a regular programme of education or vocational training.

Source: UNESCO (1996) *Learning Without Frontiers in Karnataka*, New Delhi, UNESCO.

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## **The Learning Kejar Packet Programme**

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## **Indonesia**

The Learning Kejar Packet Programme is a programme for illiterates or primary school dropouts in Indonesia. The Indonesian word 'Kejar' means to 'catch-up'. The illiterates or primary school drop-outs studying Learning Kejar Packet A have not only to catch up in terms of literacy, but should also form a learning group and learn together and earn a living while utilising their leisure time to learn i.e. they learn by doing. The success of the programme lies in the integration of knowledge, skills and attitudes in content, graded material, learning by doing, a delivery system tuned to daily habits and situations of learners, openness and flexibility, and mutual assistance social system - or the system of volunteerism.

The 'Packet A' consists of a series of basic learning materials on all aspects of life (packet A-1 to A-100) needed by the illiterates and primary school dropouts. The Indonesian illiteracy eradication programme has been perceived and conceived as pre-literacy, literacy and post-literacy programmes in one continuous process. Learners are, therefore, first motivated under the pre-literacy programme and then learning packet A-1 is introduced until the learners master up to A-20 of the literacy programme. The materials from A-21 to A-100 come under the post-literacy programme.

Packet 'A' consists of 100 booklets structured into 22 levels of difficulties. The contents, knowledge, skills and attitudes are very closely linked to real life situation while reading, writing and arithmetic are integrated. The knowledge, attitude and skills introduced in Packet A are not just to be known and understood but also to be utilised and practised for quality of life improvement (viz. skills like dress making, vegetable growing, fish breeding, chicken-raising etc.).

The delivery system is not formalised and neither are special literacy teachers trained for the programme. The tutors and facilitators of

Learning Kejar Packet A are volunteers recruited from available educated villagers including the village primary school teachers and religious leaders. As the Indonesian economy improves, the tutors are now given a token, small amount of cash.

A unique feature of the programme is that it opens the learners to new ideas such as motivating the members of the armed forces to participate both as tutors as well as facilitators of the Learning Kejar Packet A.

The Kejar Pakat A programme is implemented at the village level. It is designed for illiterates - adults and dropouts from the elementary schools. Learner groups consist of five to ten people. They use materials in the form of sheets and booklets. Successful completion of Kejar Pakat A is considered equivalent to elementary education.

Kejar Usaha is the name for Income Generating Learning groups. These groups consist of three to ten members and typically function at the village level. Those who have completed Kejar Pakat A are admitted to this programme.

The apprenticeship programme operates at village as well as sub-district levels. It has been developed essentially for dropouts from the junior and senior high schools.

Source:Handa, R. (1997) 'The Learning Kejar Packet A of Indonesia', in *Indian Journal of Adult Education*, April-June.

Bhola, H.S. (1994) *A Source Book for Literacy Work*, London, Jessica Kingsley Publishers and UNESCO.

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## **The Bachelor's Degree Examination Programme for the Self-Educated** **Korea**

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Despite the expansion of regular colleges and universities, and the introduction of distance education systems such as correspondence and open universities, the continuing practice of college entrance examinations has resulted in a situation where applicants outnumber

available places - by 200,000 every year. This is causing significant social problems. In order to make up for this state of affairs, the Bachelor's Degree Examination Programme for the Self-Educated (BDEPS) was created after a law by the same name was enacted in 1990.

BDEPS not only contributes to the psychological happiness of adult learners but also helps the economic and social status of non-degree holders by conferring on them an academic degree.

Applicants are expected to pass the 4-stage examination system to acquire a Bachelor's Degree. The first examination is the Qualifying Examination for Liberal Arts, which evaluates the liberal arts and science knowledge required in regular college. The 2<sup>nd</sup> stage, Qualifying Examination for Major-Basic, evaluates common knowledge and skills on the major area required for scholarly research. In the 3<sup>rd</sup> stage of Qualifying Examination for Major-Advanced, a more sophisticated evaluation on the major area knowledge and skills is conducted. Lastly, the Comprehensive Examination is the 4<sup>th</sup> stage, which evaluates general & subject area knowledge and professional skills.

Source: Baik E. S. *et al* (1999) *Cross-Cultural Comparison on Open Learning System in APEC Member Economies*, Seoul, Korean Educational Development Institute.

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## **The Credit Bank System** **Korea**

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The Credit Bank System (CBS) is an open educational system which recognises diverse learning experiences gained not only in-school but also out-of-school. When the learner accumulates the necessary CBS-approved credits, he/she can be awarded a degree from Credit Bank. Credit Bank System, as a central agency for continuing education, aims to provide all citizens with greater access to a variety of educational opportunities and to foster a lifelong learning society. It seeks to innovate, diversify and maximise the educational opportunities for

students studying at post-secondary institutions, and adults who are seeking additional education and training.

The Credit Bank System accredits a variety of educational programmes, with the goal of guaranteeing open and flexible access to quality continuing education. CBS also grants recognition to learners' diverse learning experiences, including prior course credits and other diverse forms of learning. Credits are acquired primarily through educational and job training institutions, part-time enrollment, certificate acquisition, and subjects passed by the Bachelor's Degree Exam.

*Accreditation of Educational Programme:* Non-formal educational institutions are formally evaluated on the basis of instructors, facilities and curriculum. Examples of conditions that must be met include the following:

- Instructors must possess at least the same qualifications as a full-time professor at a junior college. There must be a sufficient number of instructors and the total teaching hours per instructor should not exceed 18 hours a week.
- Classrooms should be larger than 1.0 m<sup>2</sup> per student and additional facilities should include a laboratory, administrative office, counseling office, and library. Other provisions may apply, as dictated by the Ministry of Education and Human Resources Development (MOE).
- Programmes must comply with the standardised curriculum for each subject, as defined by Korean Educational Development Institute (KEDI).

Institutions offering accredited educational programmes are: Adult and continuing education institutions or private education institutions; Vocational education and training institutions; Centers for university extension programmes affiliated with universities or colleges; Advanced technical training schools or special schools with relevant departments; Mass media agencies which fulfill an adult & continuing education function; and other continuing education facilities or vocational education training institutions recognised by the MOE including

business affiliated universities or vocational training centers

Standardised curriculum refers to a comprehensive learning plan, which is customized for each subject major. On the one hand, it provides instructors with specific guidelines for curriculum preparation, while on the other hand, it gives learners a detailed description of possible learning paths and educational goals and outcomes.

Credit Bank System is equipped with a comprehensive information service system. This computer-based system provides learners with access to their personal record and CBS credit history. Additional information on accredited courses and standardised curriculum is also provided.

*Degree Award:* After completing the necessary credit requirements (140 credits for a bachelor's degree, 80 credits for a two-year associate diploma, and 120 credits for three-year associate diploma), graduation candidates may submit a Degree Application to either KEDI or their Provincial Offices of Education. These applications are reviewed by the Screening Committee for Academic Credit Accreditation at KEDI, and then forwarded to the MOE for final approval. Candidates can be awarded a degree by the MOE or they may receive a degree directly from a university or college. In the latter case, candidates must meet the specific degree requirements of the awarding institution (e.g. over 85 course credits for universities and over 50 course credits for colleges).

The following institutions are involved in the administration of the Credit Bank: The Ministry of Education and Human Resources Development, Korean Educational Development Institution, Provincial Offices of Education, etc. The Lifelong Learning Policy Division of the MOE formulates all policies related to Credit Bank System, approves the educational programmes offered by education and training institutions, proclaims the standardised curriculum, and awards degrees to individual learners. The MOE delegates much of the development and administrative work to KEDI.

Source: KEDI homepage: <http://edubank.kedi.re.kr>

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## Education Programmes for Minority Education

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### Lao PDR

The characteristic of indigenous education is that it is learning for life, a process that is not confined either to a schoolroom, a fixed curriculum or a timetable, and does not end with exams showing academic results. The ultimate goal of indigenous education is to integrate the individual into his society. Among indigenous peoples the rites of passage encompass both social and practical learning as well as the responsibilities that follow from passing from one stage of life to another.

Indigenous education is carried out in the Lao PDR following approximately the same pattern. The womb-to-tomb learning is essential for the maintenance of the society, and the learning processes are present in all aspects of indigenous life – in the mythology, songs, handicraft, herbal medicine etc.

In other words the understanding of the importance of learning is innate in everybody. In order to make education programmes succeed among minority groups, functional learning must be reflected in practice, and educators must understand that ‘basic education’ is already carried out by the villagers themselves.

In order for the minority groups to have equal opportunities, master their own development and to make choices, the curriculum ought to be better adapted to rural life, in terms of topics and language.

Source: Kanstrup-Jensen, A. (2000) 'Educational Constraints and Educational Resources among Ethnic Minority Groups in the Lao PDR', presented at the Third International Conference on Hani/Akha Culture, organised by the Municipality of Xishuangbanna, China.

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## Agricultural Adult Learning

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### Malaysia

The agricultural sector has for a long time been the main contributor to the economic development of Malaysia. With the formulation of the NEP (1971-1990) in 1971, the agricultural sector was prioritised to contribute to the objectives of eradicating rural poverty by raising income levels and generating greater employment opportunities and restructuring society to correct economic imbalances. Many new agencies were established by expanding existing functions of the Department of Agriculture. These agencies were established to support the small holder sub-sector of agriculture in the rural areas. The main thrust of adult education was to improve productivity and income of the small holder through extension programmes and farmers' training. Many training centres were built in the early 1970s in the area of fisheries and management of land development.

The other aspect of adult learning in the agricultural extension services, is the transfer of agricultural technologies to farmers. Many agencies are involved in providing extension services to farmers based on commodity specialisation. The budget for agriculture extension and training is mainly from public allocation, either from the federal or state government, as agriculture extension is a state matter.

With the introduction of the National Agricultural Policy (1984-2000) and the new National Agricultural Policy (1992-2010) launched in 1992, focus was given to the development of entrepreneurs among the farmers. Agencies are now trying to make use of the facilities and some changes are being undertaken to transform existing training centres into agrotourism, marketing or entrepreneur development centres.

Source: Mazanah Muhamad and Associates (2001) *Adult and Continuing Education in Malaysia*, Kuala Lumpur, UNESCO Institute for Education and the Universiti Putra Malaysia Press.

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**Basic Education Through  
Equivalency Programmes**

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**Mongolia**

Equivalency programmes for primary school (4 years of school) are provided for children, youth, and adults who have never studied at school. Equivalency programmes for basic education (8 years of schooling) are offered to children, young people, and adults who have already obtained primary education.

Equivalency programmes for primary education comprise 12 lessons studied in primary schools packaged into 5 lessons. These are: Mongolian, Mathematics, Country Study, Life Skill and Music. Teaching for out-of school children and adults takes place in primary school through face to face meetings with teachers and through self-teaching.

Equivalency programmes for basic education follow the content of formal education given in 5-8 grades. Over 20 lessons in formal education are combined in 5 kinds of packaged lessons and 7 textbooks. These are: Humanity (Mongolian, Literature, Culture, Foreign Language), Mathematics and Informatics, Natural Sciences, Social Sciences, and Technique and Technology. Teaching is conducted in secondary schools through face-to-face meetings with teachers and through self-learning.

Source: ACCU and APPEAL (2001) *Final Report of the Joint Planning Meeting on Regional NFE Programmes in Asia and the Pacific*. Tokyo, Japan, 26-30 June 2001, Asia/Pacific Cultural Centre for UNESCO (ACCU) and UNESCO Asia-Pacific Programme of Education for All (APPEAL).

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**Non-formal Primary  
Education Programme**

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**Myanmar**

Myanmar educationists, in collaboration with experts from UNESCO and financed by UNDP, initiated the Non-formal Primary Education Programme (NFPE) in 1998 to improve access, quality, and equity in education and started in some project areas in 2000-2001. The project has two chief purposes, namely: to produce a literate and numerate population that can deal with problems at home and at work; and to serve as a foundation upon which further education can be built.

NFPE's aim is to achieve EFA goals by offering a second chance for education to the younger age group (10-14 years) who missed the opportunity to complete formal primary education. It is a two-year programme, which is flexible, and is equivalent to formal primary education in terms of knowledge and skills.

The Myanmar concept of continuing education is adopted as a broad concept of education, which includes all forms of lifelong learning. The starting point of continuing education is the place where formal education ceases to be in a position to provide time for further learning opportunities for citizen in the country.

Post Literacy, Income Generation and Quality of Life Improvement Programmes have been carried out in Community Learning Centres (CLCs). Future Oriented Programmes and Equivalency Programmes are under preparation.

Continuing education via CLCs includes: mobilising local resources with '*for them, with them, by them*' concept; ensuring sustainability of programme through strong will and community participation; basing programmes on the realities and needs of the community; and networking between governmental, non-governmental, and international organisations.

There are 135 CLCs in the Mandalay Division. Income generation activities entail cash loans through revolving funds and various types of

skill-based training. Many families in low socio-economic groups shift to the middle economic group. Future plans include increasing the quantity of CLCs and promoting the quality of activities. The literacy rate is currently 94.69 percent. The factors for success include choosing the right key persons; relevant approaches (sometimes IGP first, literacy second and vice versa); strong partnership between local authorities, central government, NGOs, the private business sector and communities; sufficient financial and technical support and finally encouragement and support of local authorities and leaders, and a strong commitment by NFE personnel.

The Century Resource Centre and Resource Centre for Ancient Manuscripts were opened in Yangton and Mandalay in 2000 and 2001 respectively to further promote continuing and further education. They can enable researchers from both Upper and Lower Myanmar to conveniently conduct research.

The New Century Resource Centres with e-Education learning centres, e-Education resource centres, computer training centres, language labs and shops that sell computer related books and equipment are providing access to the general public to e-Education giving them the opportunity to attend a broad range of ICT related courses.

Source: ACCU and APPEAL (2001) *Final Report of the Joint Planning Meeting on Regional NFE Programmes in Asia and the Pacific*. Tokyo, Japan, 26-30 June 2001, Asia/Pacific Cultural Centre for UNESCO (ACCU) and UNESCO Asia-Pacific Programme of Education for All (APPEAL).

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## **Combining Literacy and Micro-Finance** **Nepal**

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The literacy and micro-finance programme in Nepal offer micro-credit small scale lending - combining literacy teaching with enabling participants to establish and operate their own village-level banks. The learning strategy propagates that women's groups first learn literacy and then use workbooks to teach themselves to set up local village banks.

These in turn make loans to local enterprises run by women in the group, all the while keeping loan dividends within the group.

The process starts with the formation of a women's literacy group. Once the group achieves literacy, it moves on to a second workbook, 'Forming Our Village Bank', which leads the women through step-by-step process of establishing their own bank as in the example of the village of Thakali Chowk. The groups learn to use the full range of record keeping forms and tools used by banks everywhere, from individual savings passbooks to accounting ledgers. Other workbooks teach the women how to set up small businesses. A third element of the programme, beyond literacy and banking, is to encourage social action by the groups. Separate funding and support from the Asia Foundation has enabled the establishment of legal rights, responsibilities and advocacy components to the programme.

This programme has helped literacy participants in three years (1998-2000) to initiate local social campaigns against problems like alcohol abuse, domestic violence, child labour and trafficking of young girls.

Source: Bahai International Community (2001) *One Country: Newsletter of the Bahai International Community*, Jan-March 2001, vol.12, no.4.

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## **Educational Programmes for Women** **Pakistan**

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Community schools for girls established in remote and conservative rural areas of Pakistan suggests that involvement by mothers in Village Education Committees first develops the demand for education to be more effective members in those committees, and secondly encourages women to consider their own education, both to support their daughters and develop their own self-esteem and empowerment. Only then does demand arise for education linked to enterprise development. Equally however, a focus on education alone inhibits additional developments which could support school sustainability, including the money available for community contributions to financing school education. A multi-

sector, integrated approach is required which also recognises how difficult it is to reach the poorest, and how much time and effort is involved, particularly in working with women and their families and communities in remote, conservative areas of Pakistan.

More connections need to be made between localised villages and the wider infrastructure and economic developments. Village micro-enterprises also need to be linked to small urban small and medium sized enterprise development within rural areas, and much more attention given to urban livelihoods.

For women the main issue in Pakistan is the restriction on entering the open labour market, and the concomitant need to focus on home working and local enterprises. Adult education and vocational skill programmes at the local level also need to be linked to comprehensive national policies on adult education and lifelong learning.

Source: Bines, H., Morris, C. (2000) 'Literacy, Livelihoods and Poverty Alleviation in Pakistan', paper presented at Department for International Development Conference *Literacy for Livelihoods* held in Nepal, 4-6 December 2000.

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## **National Literacy Programme** **Pakistan**

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The National Literacy Programme, which started in 1983, aimed a reaching 40 million illiterates, achieving a literacy rate of 74 percent by 1993. Pakistan plans to use broadcast education extensively. Accordingly, a formal functional literacy project of the Pakistan television corporation runs a large number of community viewing centres.

Important agencies involved in adult education and literacy in Pakistan include the Allama Iqbal Open University, the National Literacy and Mass Education Commission along with the Provincial Councils, the Standing Committee on Adult and Special Education, the Pakistan Women's Association, television and radio companies, and the Department of Local Government and Rural Development.

Governmental and non-governmental organisations are thus actively involved in promoting adult education and literacy work.

Source: Jandhyala, B. Tilak, G. (1996) 'Indian Subcontinent', in *International Encyclopaedia of Adult Education and Training*, 2<sup>nd</sup> edition, Tuijnman, A.C. (ed.) Oxford, Pergamon.

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## **The Mobile Tent School** **Philippines**

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The Mobile Tent School (MTS) is the first of its kind in Asia that offers alternative schooling to groups of ethnic communities in the remotest, oppressed and deprived areas. These communities have learning needs and interests that require separate attention. There are presently huge inequalities and disparities in the delivery and allocation of resources with regard to these ethnic communities in remote areas.

The Mobile Tent School is an alternative system of schooling adapted to the culture and lifestyle of the ethnic communities. As a condition to preparing a curriculum for them, an ethnographic profile is drawn for each of the seven ethnic tribes under study. A collection of indigenous teaching materials is also a component of the project. Other studies involve identification of the training needs of teachers in deprived areas and the identification of policies that conflict with the culture of the hill-tribes.

The local community collaborates with various government departments in mobilising people and resources on an experimental basis.

The mobile tent school project significantly marks the growing interest and concern of the Philippines government to provide opportunities for the ethnic groups through a schooling system that will raise their consciousness to knowledge, skills and manpower on which they can build a better life, even if they do not receive further formal instruction; to map out for the government the manifestation of poverty

and malnutrition, disease, illiteracy and squalor that afflict their marginal groups; and to increase understanding and develop appreciation for these ethnic cultures through their folklore, songs and dances, customs and traditions.

Source: Lasam, G. (1990) *Philippines: Mobile Tent School for Selected Committees*, Geneva, International Bureau of Education.

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## **Equivalency and Accreditation Programme for Adults** **Philippines**

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The Non-Formal Education Accreditation and Equivalency (NFE A&E) System is a new national NFE equivalency programme of the Bureau of Non-Formal Education, which provides an alternative means of learning and certification for basically literate Filipinos and foreigners aged 15 years and above, who are unable to avail of the formal school system or who have dropped out of formal elementary or secondary education.

The NFE A&E System was developed with funding assistance from the Asian Development Bank as a component of the Philippines Non-Formal Education Project.

The flexible approach to learning gives the learners as much control and choice as possible regarding content and sequence. The NFE A&E System uses also a range of alternative delivery modes in order to maximise the flexibility of the programme.

The NFE A&E System specifically targets out-of school youth and adults who are basically literate. The decision to focus on young adults rather than children was deliberate as it enabled the curriculum, learning materials, learning process and learning support strategies to be built around adult learning principles and respond to adult learning needs. The NFE A&E is thereby clearly defined as a second chance education for those who either were unable to avail of the educational services of formal school system, or dropouts. This decision further clarifies issues of jurisdiction and responsibility regarding the provision of basic

education services, with the formal school system taking responsibility for serving children under 15 year old through traditional and alternative delivery strategies.

Source:Guzman, R. J. (2001) *Non-formal Education Accreditation and Equivalency System*, Japan, ACCU-APPEAL.

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## **Quality of Life Promotion Project** **Thailand**

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The Quality of Life Promotion Project, introduced in the 1980s aims to meet the basic minimum needs of learners within the framework of community development activities. The learning process is based on the Delsilife approach i.e. self-reliance through the organisation of villagers into problem solving groups. Villagers are grouped into different learning groups led by the village education volunteers. The department officials help to train the village education volunteers and later act as facilitators and advisors to the groups. Most educational activities, followed up by socio-economic activities for self-reliance, have to be organised by the villagers themselves, with the department officials and para-officials acting as advisors.

Apart from the social interaction and group action generated, this model offers a more integrated learning system. Comparative studies of the Delsilife projects in Indonesia, Thailand and the Philippines, have shown that basic life skills and the instrumental skills are integrated. Basic life skills include basic literacy, general competence in marketing and accounting, as well as human relationship and co-ordinating skills. Instrumental skills comprise predominantly vocational skills such as auto-mechanic, agricultural techniques, and so forth. The promising feature of Delsilife is that these two categories are integrated as necessary elements for the social and economic development of the village community for self-reliance.

Such a network of community-based learning needs to be continually maintained and promoted so that they serve as the connecting link

between the three sub-systems of the basic education facilities, the information facilities, and the vocational short courses. The sustainability of the group process is important for acknowledging the learning needs of the community for which the sub-systems need to be designed and provided.

Source: Tunsiri, V. (1989) 'Non-formal Education in Thailand Philosophy, Concept and Practice', *Adult Education and Development*, vol. 33.

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## **Practices in Literacy**

## **Vietnam**

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In 1990 Vietnam launched a literacy and a post-literacy programme. The former was structured in three levels, with a total of 150 lessons, each of which lasted 100 minutes. Level 1 focused on language (letters and words), while levels 2 and 3 combine language with knowledge and practice skills.

The post-literacy curriculum consisted of two levels and 96 lessons. It served to consolidate the learners' knowledge as well as practice skills, and helped them find ways of supplementing their income. At the same time, the literacy curriculum aimed at increasing awareness of health care and family planning.

The need for regular literacy programmes persists in several disadvantaged areas despite completion of the literacy campaigns. The literacy programmes for women have focused on the following gender issues:

- Promoting literacy among women and girls in the rural and mountainous areas;
- Understanding women's roles and responsibilities in the family, community and society;
- Imparting literacy skills and functional knowledge to women;
- Understanding the learning needs of women and girls to devise an appropriate strategy for educating them.

Literacy surveys conducted in 21 provinces show that in general,

women learners and illiterate women are interested in literacy skills that are integrated with functional knowledge in the areas of family education, economics and income, health education, agricultural production, civic consciousness and gender education, and that women are aware of the importance of learning. They feel that literacy skills can help them in the areas of farming, family planning and childcare.

Factors which discourage women from participating in literacy activities are socio-cultural customs, negative images of women, limited access to and control over productive resources, family problems and inadequate knowledge of matters related to health and family life, overwork, lack of confidence, and the traditional role of the woman as a wife and mother. The National Literacy Curriculum therefore includes topics related to the following four functional areas:

- Family life: taking care of children, relationships in the family, family planning;
- Health: feeding the baby, hygiene, building a health network;
- Economy and income: supplementing the family's earnings, women's cooperatives, work and income, daily savings;
- Civic consciousness: rights and duties of citizens, equality of men and women.

The approach and contents of the curriculum have been developed according to the following criteria:

- Functional content based on logical development from concept to concept;
- Progressive development of literacy skills;
- Enabling learners to re-examine the main areas for the functional content and attain deeper levels of understanding, using steadily improving literacy skills;
- Catering to the needs of certain groups of learners.

The framework of the curriculum is flexible so that a learner can start with a level that is suited to his/her literacy skills. Each locality must adapt the curriculum to meet its specific needs. The teaching and

learning materials (literacy training manuals) consist of exemplar materials, teacher's guides and learner's books. In keeping with the suggestion of UNESCO, the literacy materials have been developed on the basis of the systems approach. According to this approach, learning sequences are seen as a chain of input, process and output, known as the IPO cycle. The methods used for imparting literacy are based on the teaching methods used for adults, which take into account the characteristics of adult learners.

Source: Due Van, N (1993) 'Eradication of Illiteracy of Women and Girls in Vietnam', in *Adult Education and Development*, vol. 41.

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## **Institutions and Delivery Mechanisms**

# Regional

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## Asia Pacific Programme of Education For All (APPEAL)

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As a part of its global strategy for literacy and basic education for all, the Asia and Pacific Programme of Education for All (APPEAL) was launched in New Delhi on 23 February 1987. It originated through the recommendation of the Fifth Regional Conference of Ministers of Education and those responsible for economic planning in Asia and the Pacific. The Twenty-Third Session of UNESCO's General Conference subsequently unanimously adopted the resolution. APPEAL's programmes and actions have been designed to respond to the recommendations and resolutions of UNESCO's General Conference and its Medium-Term Strategy (1996-2001), the World Conference on Education for All and other regional consultations with member states, and the First Meeting of the Intergovernmental Regional Committee on Education in Asia and the Pacific.

The fundamental mission of the APPEAL is to contribute to the effective promotion of 'literacy and basic education for all'. The main target groups for APPEAL's programmes have been girls and women, children, youth and adults, and those under-served and unreached in remote rural and depressed urban areas.

APPEAL represents a major milestone in the collective effort towards achieving EFA in the region. During the nine years following its inception APPEAL, through its inter-country co-operative programmes, has made several important contributions in support of literacy and continuing education in the region. Their major contributions are:

1. Development of Exemplar Literacy Materials: APPEAL has accorded special emphasis on developing and producing exemplar

literacy materials targeted towards youth and adults, with special reference to women, disadvantaged and under-served population groups.

2. Training of Literacy Personnel.

3. Continuing Education Materials: Covering the themes of post-literacy, equivalency, quality of life improvement, income generation, individual interest and future oriented continuing education programmes.

4. Pilot Projects for Promotion of Literacy and Youth and Adults: APPEAL has supported a series of pilot projects for the promotion of literacy and continuing education among youth and adults notably in Bhutan, China, India, Laos, Nepal and Vietnam. The projects aim to mobilise the available physical and human resources including learning facilities, local manpower and expertise, and voluntary support and local ownership for the promotion of literacy at a village community level for disadvantaged groups.

Source: Draft Report of the *Asia-Pacific Regional Consultation on Adult Education*, 16-18 Sept. 1996, Thailand.

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## Asian South Pacific Bureau of Adult Education

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The Asian South Pacific Bureau of Adult Education (ASPBAE) was established, as a registered non-profit non-government organisation, through the UNESCO Regional Seminar on Adult and Non-Formal Education in Sydney, Australia in 1964. It is recognised by UNESCO with 'B' category consultative status and also as the regional arm of the International Council for Adult Education (ICAE) for the Asian and South Pacific regions. ASPBAE seeks to work with other agencies in the region that assist in non-formal adult education.

ASPBAE's fundamental purpose is to defend and advance the rights of adults throughout the region to learn throughout their lives in order to gain control of their destiny. ASPBAE is designed to provide services to adult and non-formal education in member countries where regional or

international assistance or exchange is required. ASPBAE considers adult education to include any form of education or training of persons. While its main interest rests in education outside the formal system, developments in the formal system are also considered in encouraging more open and flexible access to education for adults.

The objectives as set out in the Constitution are to:

- (a) Encourage interest in and support for the further development of adult education;
- (b) Promote understanding of and co-operation between adult/non-formal education and formal education, as an integral part of the total education process;
- (c) Provide and undertake services in adult education in any way appropriate to an international organisation;
- (d) Assist adult educators in efforts within member countries to involve governments in extending and improving provision of adult education including: understanding the nature and scope of adult education; stimulating co-operation and co-ordination of efforts between departments and agencies; establishing member associations, councils, and other similar bodies; sponsoring travel of adult educators to gain experience in other countries; and in any other ways conducive to the strengthening of adult education;
- (e) Serve as a centre of information in regard to all aspects of adult education;
- (f) Serve as a clearinghouse for the exchange of information, materials and experiences between adult educators in member countries;
- (g) Encourage the development of training of adult educators in ways appropriate to the needs of the region, whether on a country, regional or international basis;
- (h) Encourage inquiry, research, evaluation, experimentation and publication in the field of adult education;
- (i) From time to time to produce a newsletter journal and/or such other publications as may further the purposes of the Bureau;

- (j) Develop and maintain relations with other national and regional conferences, seminars and workshops in adult education;
- (k) Develop and maintain relations with other national and regional organisations within the region having interests or undertaking activities relevant to adult education;
- (l) Develop and maintain relations with international and regional organisations in other parts of the world, having interests or undertaking activities relevant to adult education including serving as the Asian and South Pacific arm of the International Council for Adult Education;
- (m) To undertake any other activities within the competence on a regional or sub-regional basis which are in conformity with its general objectives.

Since its inception, ASPBAE has organised several international conferences, workshops, training programmes and world assemblies-. It has also publishing newsletters, a number of reports, monographs and books on various aspects adult education.

Source:Asian South Pacific Bureau of Adult Education, *Plans for 2001*, (Brochure) and previous newsletters.

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**Regional Centre for Educational Innovation and Technology of the  
Southeast Asian Ministers of Education  
Organisation (INNOTECH)**

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**Philippines**

The Regional Centre for Educational Innovation and Technology of the Southeast Asian Ministers of Education Organisation (SEAMEO) is located in Quezon City, Metro Manila, Philippines. It is more popularly known as INNOTECH.

The Centre's mission is to support education and human resource development by initiating and disseminating innovative and technology-oriented programmes designed to contribute to the educational development and consequently the betterment of the region.

The Centre approaches this mission through four major programmes: training, research and evaluation, information and technology, and special programmes, which include biennial international conferences, regional seminars, personnel, exchange, consultancy and technical services.

The centre's training programme provide participants with opportunities for developing skills and attitudes and acquiring knowledge that will improve their competence to implement their country's Education for All programme. Training courses are mainly problem-oriented and goal-driven.

The Centre specialises in providing customised, innovative and technology-oriented materials and training in research, information and technology programmes.

To ensure that its training programmes have maximum impact on educational development, each participant is required to prepare a project proposal for the solution of a persistent educational problem in his/her field of operation, as well as a plan of action for multiplying the effect of his/her training.

Source: APPEAL Resource and Training Consortium and Indian Institute for Education, Pune (2001) *Preparation of Continuing Education Materials in Rural Areas in Asia and the Pacific*, Final Report of the 17<sup>th</sup> Regional Workshop, China, 6-15 October 1999.

## National

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### Strategies of Monitoring and Evaluation Mechanism

### Bhutan

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In the past, monitoring and evaluation remained the one of the weakest areas affecting the effectiveness of literacy programmes as it was conducted by instructors alone. As a result, most of the non-formal education (NFE) classes were not successful and had to be shut down.

Realising the importance of monitoring and evaluation, two strategies of monitoring have been now been established. Firstly, a monitoring section has been created in the Non-formal Education Division. The Monitoring and Supporting Division (EMSD) and the focal persons for the EMSD at the local levels were sensitised and made aware of the education policy that it is part of their responsibilities to monitor NFE programmes and not just the formal schools. The Education Monitoring Officers visit almost all the new NFE centres once a year across the Kingdom to monitor and provide professional support. They also visit some of the old centres wherever necessary. Education Monitoring Officers and focal persons provide feedback to the NFE divisions. This has helped in improving the quality of the NFE programmes.

The second strategy for monitoring and evaluation is the through the parental school system, whose main role is to monitor the NFE programme and provide professional support to the instructors and learners beside providing logistic support. The head teacher of the parental school is required to visit the NFE centres at least once a month if it is located outside the school. The head teacher also has the responsibility to verify the quarterly progress reports submitted by the NFE and subsequently submit the reports to the which the head teacher of the parental school has to verify. The reports are then compiled and submitted to the NFE Division

The instructors and the parental school carry out evaluation of learners' performance monthly. Overall, the EMSD and Non-formal Education Division carry out evaluations of the impact of the programme.

The Non-Formal Education Division also organises yearly workshops for NFE instructors, and parental school head teachers to train them on the planning management of literacy programmes.

Source: Royal Government of Bhutan, Planning Commission (1991) *Seventh Five-Year Plan (1992-97)*, Bhutan, Royal Government of Bhutan.  
UNPD (2000) *Joint Donor Database Report*, Bhutan, UNDP.

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## Literacy Assessment Practices

## China

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Based on past experience in literacy work, China has developed a fairly rigorous system of literacy assessment. The system is hierarchical and based on a set of regulations and documents promulgated by the State Council. The literacy work of the district office has to have the approval of the government of a province, which is directly under the central government. In the same way, the literacy assessment of an institution or enterprise has to have the approval of the local people's governments. The criteria and norms of literacy assessment for individuals and political entities are laid down by the Ministry of Education to judge whether an entity meets the requirements for eradicating illiteracy.

In each province, five economically and culturally underdeveloped counties with high percentages of illiterates among their populations are selected for fairly intensive assessment. In all, there are 5 counties, 15 townships and 45 administrative villages. In each county 3 townships and 9 administrative villages are selected. The neo-literates of past three years are tested and the participation rates should, as a rule, not be lower than 80 per cent.

The main emphasis in literacy assessment is placed on the mastery of literacy by the neo-literates, and on the quantitative changes in the number of illiterates and in illiteracy rates. Inadequate attention has been given to the evaluation of the production skills acquired, attitude to life, and the quality of life of the neo-literates. The current literacy assessment practices do little to get rid of ignorance and poverty or promote economic and social progress, which can be attained only through a holistic view of literacy education. Accordingly, China is

intensifying research on the relevant problems with a view to reforming its practice of literacy assessment and follow-up.

Source: Zhang Zhaowen (2001) *Monitoring and Evaluation of Literacy Work*: Final Report, Tokyo, ACCU-APPEAL.

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## National and State Resource Centres: Directorate of Adult Education

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## India

In a country such as India, which has 15 officially recognised regional languages besides a number of dialects, a resource support is of utmost priority and has to be based on the principles of flexibility, devolution, relevance and the needs of learners.

The areas of resource support in adult education include curriculum formulation, preparation of teaching and learning materials, development of methods and media, training of functionaries, monitoring and evaluation, research and innovation.

The Directorate of Adult Education, popularly known as the DAE is the national resource body for the adult education programme in India. It also functions as an active wing of the Ministry of Human Resource Development, providing academic and technical guidance in all matters connected with adult education. The Directorate of Adult Education ensures availability of adequate technical support to the adult education programme at all levels. It develops the capabilities of various agencies and institutions and involves these agencies in the task of resource development. The DAE also provides technical guidance and support in curriculum development and preparation of teaching learning materials, trains functionaries, and conducts post-literacy and follow-up programmes. The Directorate furthermore carries out monitoring, evaluation and research and has a system for documentation and information services on adult learning at the national level.

As of 31st March 2001, twenty-five State Resource Centres (SRCs) provide necessary technical support and guidance to the programme.

The role and functions of SRCs have expanded over the years. After the launching of National Literacy Mission in 1988 and the emergence of the Total Literacy Campaign (TLC) as a dominant strategy, the SRCs began to play an important role in environment building and mass mobilisation mainly through multi-media and regional art forms. Along with these activities, SRCs have also been undertaking research studies and evaluations of TLC. Today, SRCs have emerged as important professional organisation, providing a variety of academic and technical resource support to adult education programme in their respective states.

The different functions of SRCs may be classified as follows:

1. Development and publication of materials.
2. Planning and management of orientation and training programme.
3. Networking, advocacy and monitoring co-ordination with national level institutions.
4. Research, evaluation and documentation.
5. Innovation and extension.

Source: Naik, C. (1990) 'Role of State Resource Centres in Literacy Promotion' in *Campaigning for Literacy*, New Delhi, Directorate of Adult Education.

National Literacy Mission (2000) *Guidelines for Evaluation of State Resource Centres*, New Delhi, Directorate of Adult Education.

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## **National Open School**

## **India**

The National Open School (NOS) was established in New Delhi in 1989 as an autonomous organisation in pursuance of National Policy on Education by the Ministry of Human Resource Development, Government of India. The mission of NOS is to provide Education For All - with greater equity and justice in society thus paving the way for the evolution of a learning society. The objectives of NOS are to: (1) provide opportunities for continuing and developmental education to interested learners; (2) provide consultancy services and engage in model building; (3) serve as an agency for effective dissemination of

information related to distance education and open learning; (4) identify and promote standards of learning in distance education systems and open schools.

The prioritised client groups of NOS include: girls and women scheduled castes and scheduled tribes, physically and mentally disadvantaged rural people and urban poor, unemployed, and underemployed, mainly in the age bracket of 15-35.

The instructional system follows a multi-channel approach involving, printed self-learning materials, personal contact programmes, audio and video programmes.

The Open Basic Education programme is a way to consolidate literacy skills of the neoliterate adults and link them to the pre-secondary levels through a three-staged curriculum equivalent to standards III, V, and VIII respectively of the formal school. The learning materials comprise self-instructional materials in print with support of audio and videocassettes. The learner is a manager rather than a recipient of learning. The lessons incorporate objectives, self-check exercises and other features of self-learning. The evaluation of learning outcomes is done through the administration of competency based tests.

The National Open School in conjunction with the National Literacy Mission operates the Open Basic Education programme whose aim it is to provide a learning continuum for neoliterate adults, drop-outs from primary schools, and for those who have come out of the non-formal education centres through the Open Schooling Channel.

The Open Basic Education programme has three levels - preparatory, primary, and elementary - which are equivalent to formal school standards III, V and VIII.

The evaluation system is visualised to evaluate the progress of a learner as well as build confidence in the learner.

Source: Sangal, S. S. (1999) *Open Basic Education Equivalency Programme of NOS: A Part of Continuing Education*: Profile, New Delhi, National Open School.

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**Institute of Peoples Education  
Jan Shikshan Sansthan**

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**India**

Jan Shikshan Sansthan, (JSS) previously known as the Shramik Vidyapeeth, (Skill Training Centre) is a programme that responds to the educational and vocational training needs of adult and young people living in urban and industrial areas, and persons who have migrated from rural to urban settings. The Jan Shikshan Sansthans impart life skills through education and create awareness to widen knowledge and improve occupational capabilities through vocational training programmes. JSS have begun to organise more programmes for the families of the workers. They have also begun to attract a large number of unemployed youth, because they offer a number of short-duration vocational courses with more emphasis on practical skills, at lower fees. Their passing-out certificates also attract more credibility in comparison to those issued by private institutions.

Recently, the focus of JSS is shifting from industrial workers in urban areas to the numerous neo-literates and unskilled, unemployed youth throughout the country. These Sansthans are expected to act as district level resource support agencies especially in regard to organisation of vocational training and skill development programmes for the neo-literates and other target groups of the continuing education scheme. Hitherto, the JSS was restricted to urban/semi-urban industrial areas. However, their operation is now being expanded to rural areas as well.

The Jan Shikshan Sansthans are mostly set up under the aegis of non-government organisations. These institutes are required to be registered under the Societies Registration Act, 1960 and hence, they enjoy a considerable degree of autonomy. The Government of India provides financial assistance to these Sansthans in a set pattern and prescribes the ceiling of funds to be sent under different heads. The government does not interfere in the affairs of Sansthans but monitors their performance

and ensures before releasing further grants that the funds are utilised according to its guidelines.

Source: Ministry of Human Resource Development (2000) *Annual Report 1999-2000*, New Delhi, Government of India.

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**Learning Activities  
Development Centre**

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**Indonesia**

The Directorate-General of Out-of-School Education and Youth, Ministry of National Education, who is in charge of adult and lifelong learning has already established Balai Pengembangan Kegiatan Belajar - Learning Activities Development Centre (BPKBs) in each of the provincial capital of Indonesia with the main task of developing models for effective learning for youth and adults. Sanggar Kegiatan Belajar - Learning Activities Centre (SKBs) in each of the district/municipality is planning to draw an action plan based on the learning models received from the BPKBs to be implemented by the Pusat Kegiatan Belajar Masyarakat - Community Learning Activities Centre (PKBMs). While BPKBs and SKBs are managed and run by the Government, i.e. the Directorate-General of Out-of-School Education and Youth, the PKBMs are managed and run by the community. These centres were established mainly to serve adult and lifelong learning in Indonesia.

Source: Napitipulu, W.P. (1990) *Literacy in Indonesia: a Key to Modern Life - Literacy, Lessons for the International Literacy Year*, Geneva, International Bureau of Education.

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**National Centre for Lifelong Education**

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**Korea**

The National Center for Lifelong Education (NCLE) was established in March, 2000 to realise a 'lifelong learning society' on the basis of the idea of educational reform to guarantee each learner's right to access learning at any time and any place. The NCLE, created by the Lifelong

Education Act (Act No. 6003), is a comprehensive institution of research and information service for lifelong education.

NCLE works in partnership with the Ministry of Education, Korea Research Institute for Vocational Education and Training, Korea Education and Research Information Service, and other related research and development institutions to carry out missions commissioned by the Ministry of Education. The mission of NCLE is to build a lifelong learning society through improved quality and access to education for all people in the nation in collaboration with other lifelong education agencies. In pursuit of this mission, the objectives of the NCLE are: To build the capacity based on solid and up-to-date research activities; To enhance quality of professions in lifelong education; and to widen access to information on lifelong education.

To accomplish the objectives NCLE carries out the following four functions:

*Research and Development:* The NCLE conducts basic research on lifelong education, policy studies of lifelong education, and surveys of lifelong learning activities. The Centre also researches distance and cyber education and develops programmes in the areas of lifelong education.

*Development of Training Programmes:* The NCLE develops pre-service and in-service programmes for lifelong education personnel and management of training programmes for learners in general. The Centre also provides programmes in co-operation with other training agencies and organisations of lifelong education.

*Information Pool and Exchange:* The Centre collects information and materials of lifelong education and has established a database of activities and a network for information exchange and sharing. It develops and manages an electronic library and has also established a directory of experts and instructors in lifelong education.

*Policy Implementation:* the NCLE implements the Educational Credit Bank System, the Air and Correspondence High School, and the

Cyber Lifelong Education Programme.

NCLE seeks to realise an educational welfare society where all citizens are able to enjoy equal opportunity of education by providing learners with quality information services, policy-makers with reliable policy alternatives based on research, and lifelong education personnel with various opportunities for professional development. NCLE works with the Local Information Center for Lifelong Education at the provincial level, and more than 200 Lifelong Learning Centres at the local level.

Source: National Center for Lifelong Education: <http://ncle.kedi.re.kr>

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## **Institute for Rural Advancement** **Malaysia**

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The Institute for Rural Advancement (INFRA) functions under the Ministry of Rural Development as a dynamic centre for the management of rural development. It serves as a bridge between the world of training and research analysis and the world of development policy.

Objectives of INFRA are: (1) to produce 'Master Trainers' in the field of rural development management so as to increase the number of ordinary trainers on the ground, who will be able to advance the rural vision movement in each district; (2) to increase the capabilities of agencies in the public and private sectors and of NGOs, so they can act as effective channels for presenting the Rural vision programme; (3) to become a reference and research centre, a data bank and a 'think-tank' for non-formal education and rural development programmes; (4) to instruct those involved in rural development on the intended changes in the paradigms of management of rural development; and (5) to provide training support to other countries in accordance with South-South co-operation.

INFRA's central principle is radical change in the paradigms of rural management. INFRA works with experts from local and international institutions of higher learning to provide training course. INFRA's

clients will be government and private-sector employees, members of non-government organisation (NGOs), community leaders, and certain target groups. INFRA will also assist other countries with training, in accordance with South-South co-operation.

INFRA's main programmes cover: (1) Training, (2) Rural Computerisation, (3) Research, (4) International Networking (5) The Rural Gallery (6) and seminars at the national and international level.

Source: Mazanah Muhamad and Associates (2001) *Adult and Continuing Education in Malaysia*, Kuala Lumpur, UNESCO Institute for Education and the Universiti Putra Malaysia Press.

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## **Non-formal Education Centre** **Republic of Maldives**

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The Non-formal Education Centre came into being as a separate government institution in 1986. It has the mandate of assisting those who miss regular formal schooling opportunities with literacy and post-literacy skills needed for productive employment, mainly skills that are not offered through training opportunities by the private sector.

Additionally, under the responsibility of the Centre are those areas that do not fall within the official national curriculum, such as early childhood care and education, and population education for the community.

Furthermore, the Centre is also responsible for creating general awareness within the community of issues associated with socio-economic development. One of the methods of reaching out to the community is the publication of a monthly magazine, *Jamaathuge Khabaru*, and a yearly booklet, *Holhuashi*. While the former contains articles of significance by learned Maldivians, scholars and translations of various journal articles, the latter focuses on current concerns. Additionally, assorted children's books and other publications are produced yearly on topics of enduring educational value and made

available to the public. All of these productions are in the vernacular *Dhivehi*.

The Non-formal Education Centre's activities are classified in three categories: basic education, continuing education, and specialised programmes. Basic education courses consist of a condensed education programme of 1-3 years up to grade 10 standard, atoll based classes, and Male based classes. Continuing education courses consist of Male based courses as well as skill development training in the atolls. Specialised programmes include literacy and post literacy education, early childhood care and education, distance education, population education, and community awareness raising through material production and publishing.

Source: Ministry of Education (2000) *Country Paper of Maldives – 14<sup>th</sup> Conference of Commonwealth Education Ministers*, Halifax, 2000.

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## **Myanmar Literacy Resource Centre (MLRC)** **Myanmar**

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After the Jomtien Declaration of Education for All, under the guidance of the Myanmar Naing Ngan Education Committee, the Minister of Education assigned the Myanmar Education Research Bureau (MERB) as the focal institution for NFE. Since then, MERB has been working in close co-operation with the Asia Pacific Cultural Centre for UNESCO (ACCU) and UNESCFO-PROAP. As a result of concerted efforts made by MERB and ACCU, the Myanmar Literacy Resource Centre (MLRC) was established in March 2000 with financial assistance from the 'Japanese Grant Assistance for Grass Roots Project' of the Embassy of Japan. MLRC, with a newly established printing press, now serves as the technical centre for non-formal education and education for all activities in Myanmar. Three main functions are developing materials such as booklets and videos; holding capacity building workshops at the national, township or village level; and networking, mainly with ACCU,

UNESCO-PROAP (now the Asia and Pacific Regional Bureau for Education), Learning Resource Centres in Asia Pacific, Local Community Learning Centres, UNHCR, UNDCP, UNDP, other governmental and non-governmental organisations.

The following activities were implemented by MLRC during 2001-2002: dissemination of continuing education ideas through mass media; organising activities to celebrate International Literacy Day; expansion of new community learning centres (CLCs); providing courses for instructors in literacy and non-formal primary education; providing capacity building workshops for CLCs by a mobile training team; implementing literacy continuing education and non-formal primary education programmes; translation of Volume 1 & 8 of the ATLP-CE Handbook; translation and distribution of the Tokyo statement; setting up a LAN system in MLRC and MERB; conducting National Training Workshop; and development of NFE Material Database.

MLRC activities for 2002-2003 include basic literacy programmes for border areas, continuing education implementation via CLCs in model villages in Myanmar according to the national development plan and production and distribution of NFE materials (printed and non-printed audio, video and electronic data broadcasting).

Source: ACCU and APPEAL (2001) *Final Report of the Joint Planning Meeting on Regional NFE Programmes in Asia and the Pacific*. Tokyo, Japan, 26-30 June 2001, Asia/Pacific Cultural Centre for UNESCO (ACCU) and UNESCO Asia-Pacific Programme of Education for All (APPEAL).

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## **National Centre for Human Resource Development Myanmar**

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The National Centre for Human Resource Development based at the Department of Higher Education, Lower Myanmar was established by the Ministry of Education in June 1998. Viewing education as a lifelong learning process, the centre was established with the main purposes to

establish a parallel education system, which will aid the formal system to produce a number of skilled technicians and intellectuals required by the country. It also attempts to address educational wastage by enabling those who have not completed their higher education to do so at their own pace during their free time, and widens the scope of choices, increasing education and re-education, training and retraining opportunities.

Source: APPEAL Resource and Training Consortium and Indian Institute for Education, Pune (2001) *Preparation of Continuing Education Materials in Rural Areas in Asia and the Pacific*, Final Report of the 17<sup>th</sup> Regional Workshop, China, 6-15 October 1999.

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## **Links Between Formal, Non-Formal and Informal Education Myanmar**

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From the perspective of lifelong education, the following settings are the contexts through which learning takes place in Myanmar:

- 1) Every day life experience; informal education (IE),
- 2) Formal institutes of learning; formal education (FE), and
- 3) Organised out-of-school programmes; non-formal education (NFE).

Adults continue to benefit from the informal education provided by newspapers, periodicals and books, radio and television, and social contacts relating to political and cultural activities.

The organised teaching-learning situations fall in two categories, the formal and non-formal. Teaching-learning situations are formal when they are provided in a specialised institution. Non-formal teaching-learning situations are those that are provided outside the formal system of education, however they may use the facilities and the personnel of the formal system. The teaching-learning which takes place in programmes of rural agricultural or industrial development, falls into the category of non-formal education.

Most of the existing non-formal education programmes are linked to formal education in either of the following ways:

- 1) Complementary Programmes: evening classes to complement certain formal school programmes
- 2) Successor Programmes: agricultural extension programmes for youth who have completed primary school
- 3) Second Chance Programmes: programmes aiming at reintegrating school dropouts into the stream of formal schooling.
- 4) Substitute Programmes: literacy course for rural youth who have never had any access to formal schooling.

Source: Tin Nyo, U. (1999) 'An Overview of Non-Formal Education in Myanmar', in *Final Report of the National Workshop on Development of Strategies for Promoting Continuing Education through Community Learning Centres* held in Yangon, Myanmar, 23 February - 4 March 1999, Yangon, Asia/Pacific Cultural Centre for UNESCO (ACCU).

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### **Thaicom Distance Education Centre and Sirindhorn Institute for Continuing Education**

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### **Thailand**

The Department of Non-Formal Education of the Government of Thailand administers two important educational institutions viz., Thaicom Distance Education Centre and Sirindhorn Institute for Continuing Education. The Thaicom Centre, established in October 1993, aims at developing, administering, co-ordinating and implementing the distance education, innovation and communicative technology in the management and development of distance educational plan and policy as well as economic and social development. Thaicom Distance Education Centre is the central point where rescues and co-ordination among sectors have been mobilised for the development and implementation of non-formal education programmes to serve the less privileged population in several communities.

The Centre has assumed the following roles and responsibilities:

1. Planning and undertaking research and development of distance education management system to serve all target groups of learners involved in both formal and non-formal as well as those in informal learning situations. The Centre is also responsible for undertaking academic development tasks and mobilising innovative and new technological communication for use in distance education.
2. Developing planning systems for the dissemination of learning and teaching materials through the conduct of satellite distance education programmes.
3. Co-ordinating with Thaicom Foundation and other concerned sectors, both of government and non-government organisations, in providing needed equipment for transmitting distance education programmes through a satellite system to serve the people in rural communities all over the country.
4. Co-ordinating with concerned authorities in undertaking the training programmes for personnel development in order to equip the people involved in the management of distance education with relevant knowledge and skills in teaching through satellite programmes.
5. Developing follow-up, evaluation and informative systems on satellite distance education.

The Sirindhorn Institute for Continuing Education and Development is located in Pak Chong district in Nakhon Ratchasima province. The Institute marks the first ever example of real collaboration between governmental and non-governmental organisation. Central to the theme of the Institute is the emphasis on development and continuing education for adults. Educational programmes include teacher and vocational training to train people in practical skills aiding them in their search to find fulfilling careers. Additional programmes promote awareness of sustainable development techniques in area such as environmental reform, and management and information dissemination.

Source: Department of Non-formal Education (1995) *Department of Non-formal Education 1995*, Bangkok, Rungsri Printing.

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## **Adult and Non-Formal Education Organisations** **Uzbekistan**

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All citizens in the country including adults are entitled to education in different kinds of educational establishments such as vocational, secondary special, high school, universities, advanced training institutes, cultural houses, studios etc. The forms of education are diverse: full-time, correspondence, family and extension education. Although the literacy rate is practically universal for both men and women, the transition from Cyrillic to Latin script has meant short-term changes in the literacy rate.

Networks of Centres of Adult Education (CAE) are beginning to play a crucial role in adult education in Uzbekistan, particularly with the transition to a market economy. It provides adults and young people to improve their potential in the labour market. The Centres of Adult Education provide theoretical as well as practical knowledge. There are fifty-four CAEs where curriculum is designed for three year education (grades 10-12), and students are prepared to enter such professions as accountant, master of electronic equipment, designer, restorer, cook, clothing-industry workers, and stenographer.

While the need for adult education (18 age and above) is diminishing in secondary schools, it is increasing for 9<sup>th</sup> graders (16-17 ages) who would like to continue their education in full-time training schools.

During the next decade a significant trend will be the simultaneous acquisition of secondary school and professional certificates. However the main governmental concern is citizens finding employment after finishing primary and secondary school. This is why the government has set up various kinds of Centres of Adult Education.

The disruption of the economy during the transition and the ensuing financial difficulties have created new problems that require urgent

attention. The transition to new economic and labour market conditions has meant that people have to be retrained. There are also problems with producing separate textbooks for adults taking into account the new requirements of the economy.

Source: Ikramov, A. (2001) *National Policy on Development of Non-Formal Education*, Final Report, Tokyo, ACCU-APPEAL.

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## **Supplying Resources for Literacy Programmes** **Vietnam**

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The government and the National Committee for Literacy gives priority to eradicating illiteracy among those who are directly involved in socio-economic development programmes. These include cadres, women and the young labour force (20-25 years of age). The socio-economic development programmes serve to supply resources for literacy programmes and create conditions and opportunities for learners to translate their knowledge and literacy skills into reality.

Socio-economic development programmes facilitate the provision of teachers for literacy and post-literacy classes, and/or instructors for the practical application discussions included in the literacy and post-literacy programmes. At the same time, socio-economic programmes also provide part of the funds to purchase materials such as writing paper, pens, books, desks and chairs for the learners.

Most socio-economic development programmes require the instructors to be conversant with reading and writing, and to be capable of performing simple calculations. These programmes give the learners who are directly involved in them a chance to apply literacy skills. For instance, learners who are also involved in hunger and poverty alleviation projects can apply their literacy skills to apply for loans, keeping records of loans and reading instructions for farm work and husbandry. Linking literacy with work therefore results in better utilisation of loans. Such an approach also creates motivation and

enthusiasm among the learners, thereby increasing the efficiency of the programme.

In response to the EFA conference in Jomtien in 1990, the Vietnamese government established the National Committee for Literacy, with branches at all administrative levels (provincial, district and commune) in an effort to guide, manage and mobilise resources for combating illiteracy. This committee is composed of representatives from government agencies, and social and mass organisations. The Education and Training Service plays a central role in the activities of the committee.

While the National Committee for Literacy and the Ministry of Education and Training perform administrative functions and provide guidance, the Education and Training Service has designed an illiteracy eradication programme that involves social and mass organisations such as the Youth Union, the Women's Union and Border Soldiers. These organisations work closely with the education service in the professional management of illiteracy eradication efforts at the local level.

Meetings, seminars and propaganda also help the authorities and society to appreciate the importance of eliminating illiteracy and universalising primary education.

During the annual review of the school year, all the administrative and directive organs for the Education and Training Service, from the central to the local level, evaluate the literacy work done in the past year and plan for the following school year. Five such meetings were held in 1998. These included meetings on the implementation of activities related to literacy and the universalisation of primary education in the northern mountainous provinces with special difficulties (March 1998), in the southern-central provinces and the central highland (April 1998), and in the south (April 1998). In June 1998, a meeting was held on the guidelines for accomplishing the targets of illiteracy eradication and universalisation of primary education by 2000 in 10 provinces with difficulties.

In February 1999, the Government established the National Committee for EFA Assessment to evaluate the progress in the sphere of education in Vietnam. This exercise revealed that the great achievements in the field of literacy could largely be attributed to the stress laid on the quality of the learning. Today, 93 per cent of Vietnam's population in the age group of 10 years and above is literate. This is expected to increase to 94 per cent in 2000 and 97 per cent in 2005. Thus, Vietnam is moving towards the goal of attaining 100 per cent literacy. As of the end of 2000, all 61 provinces and cities had completed the literacy work and universalising primary education. To renew the continuing education system to meet the changing needs of the country, many new policies had been issued by the Government or by the Ministry of Education and Training. Currently, 415 Continuing Education Centers at the district level and 57 Continuing Education Centers at province level have been established and serve 320,000 learners.

Source: World Bank (1999) *Vietnam Development Report 2000: Attacking Poverty*, Washington, World Bank.

## Non-Governmental

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**Institute of Literacy and  
Adult Education**

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**Bangladesh**

The aim of Institute of Literacy and Adult Education (ILAE) is to promote the professional standards and efficiency of literacy and adult education personnel involved in various development programmes and projects which are implemented by NGOs as well as in the public sector. The objectives of ILAE are: (a) skills development of non-formal education workers; (b) development of non-formal basic and continuing

education materials for children, adolescents and adults; (c) development and improvement of the technical skills of various occupational groups; (d) the provision of advisory and consultancy services to various agencies and organisations on the planning, designing, implementation, management, research, evaluation and monitoring of non-formal education programmes. The main focus of monitoring of literacy programmes of the Department of non-formal education is the learner in the literacy centre. The literacy centre facilitators are the most important monitors assessing continuously the progress of learning. Four local level monitoring organisations and the Community Management Committee (CMC) assist the facilitator.

In addition, ILAE organises information campaigns through workshops, seminars and conferences and through mass media such as radio, TV and newspapers, with a view to raising social awareness and mobilising public opinion so that poor people themselves can assert their rights to literacy and education.

The Institute has two major divisions; namely Training and Materials Development. Apart from these two divisions, there are also two units attached to the Institute dealing with the Audio-Visual Unit and the ACCU Resource Centre for women and girls, which is staffed by 25 highly qualified and experienced professionals.

Source: APPEAL Resource and Training Consortium and Indian Institute for Education, Pune (2001) *Preparation of Continuing Education Materials in Rural Areas in Asia and the Pacific*, Final Report of the 17th Regional Workshop, China, 6-15 October, 1999.

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## **Bharat Gyan Vigyan Samithi** **India** **(Indian Education and Science Organisation)**

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The two streams of development - literacy and science popularisation - were merged together to set up the Bharat Gyan Vigyan Samithi (BGVS) as a national level non-governmental organisation in New Delhi in 1989. It was built as a people's movement for literacy under the leadership of Dr. Malcolm S. Adhisheshiah, an eminent educationist, with a target 'to reach to every corner of India with a call to stamp out illiteracy and to interlink all literacy efforts in the country both governmental and non-governmental, big and small, and create among them a feeling of being partners in one and the same national mission'. The broad objectives of the BGVS sought to mobilise students, teachers, youth and all other sections of the society, on the pattern of freedom struggle of India towards the cause of 'science and literacy for national integration and self-reliance'.

As an adjunct to this campaign, BGVS aimed to interlink all literacy efforts in the country; instil into the field activists adequate enthusiasm (without which learners cannot be motivated); develop an informal machinery for rapid information transfer and mutual reinforcement among all literacy workers; create scientific awareness (through Caravan); generate demand for literacy and adult education centres where they do not exist; and strengthen and consolidate the work of already existing groups and voluntary organisations which are working for the creation of scientific awareness and literacy.

BGVS helped to make literacy an issue for the people. The involvement of thousands of politicians, administrators, educationists and media persons together with the demand for literacy programmes brought literacy onto the political agenda, and centre-stage of development initiatives in the country. BGVS brought under one umbrella diverse organisations, individuals, trade unions, women's movements and adult educators; and networked them into a common

platform. To many, BGVS gave new hope to their struggle for social change. It mobilised and motivated about two million volunteers to teach 20 million adults.

Source: Bharat Gyan Vigyan Samithi *Perspectives, Achievements, Tasks... & Dreams*, New Delhi, Bharath Gyan Vigyan Samithi, no date.

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## **Indian Adult Education Association**

**India**

Indian Adult Education Association (IAEA) is a national level voluntary organisation established in 1939. It is a pioneering organisation that has been instrumental in promoting the adult education movement in the country. In the pre-independent era, IAEA strove to mobilise public opinion for an exclusive policy on adult education. In the post-independence era, with the recognition by the Government of India that adult education is an essential component of national reconstruction, the Association has been implementing a variety of field programmes, training and short courses.

IAEA functions as a federation of over 500 affiliated organisations and 3000 individual members spread over the country. It supports their activities by bringing them together in its conferences, seminars, workshops and discussion groups. IAEA readily co-operates with movements aiming at the eradication of illiteracy and ignorance and promotion of civic, economic and cultural interests of the people. It serves as a connecting link for inter-state co-operation and is affiliated with several international organisations.

In addition to its periodicals it publishes a number of books, monographs and reports on adult education. Since 1986 IAEA has been awarding Dr. Mohan Singh Mehta Research Fellowships for encouraging research in adult education. It runs Amarnath Jha Library and a documentation centre on literacy and population education. The Association has instituted two annual awards - Nehru Literacy Award (for men since 1968) and Tagore Literacy Award (for women since

1987) - for outstanding contribution to the promotion of adult education in the country. Dr. Zakir Hussain Memorial lecture is another annual event of the Association. The Association has ten state branches that also organise several activities.

Source: Saxena, J. C. (2000) 'Fifty Years of Indian Adult Education Association' in *Adult Education in India: Selected Papers*, Daswani, C. J. , Shah, S. Y. (eds.), New Delhi, UNESCO.

Indian Adult Education Association (1999) *Annual Report*, Pune, Indian Adult Education Association.

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## **Association of Neo-Literate Women: The Mahalir Association for Literacy Awareness and Rights (MALAR)**

**India**

In order to sustain the process of literacy acquired through the literacy campaign in India, an innovative approach was undertaken of tying literacy to livelihood concerns of women neo-literates to avoid relapses into illiteracy. In the Kanya Kumar district in Tamil Nadu, India, neo-literate women were organised around small saving groups to form a federation registered as the Mahalir Association for Literacy Awareness and Rights (MALAR). ('Mahalir' is the Tamil word for women). A group of twenty women form one savings group, which meets unfailingly every week. The groups pool in at least Rs. 5 per person every week and rotate their savings as loans to each other. As part of the 'ten commandments' of each group, they are meant to read a newsletter, some literacy material and debate issues among themselves, besides depositing their savings as the last agenda item for every meeting. Regularity in attendance is a must to be able to qualify for loans, and this is one reason why the groups have continued to meet unfailingly. The main common shared need that keeps them together is the loan, and being a cohesive group they are all meant to know the requirements of each person, while keeping track of the details of each transaction.

Indeed this seems to be a marriage of shared needs, where literacy gets tied to the requirement of getting a loan.

Discussion of local and personal problems is encouraged as integral to the group's agenda, and so that woman can share their concerns and take collective decisions to resolve them. Interestingly, it was found that even though such groups had been functioning in some neighbouring districts, there had not been a real demand for literacy materials as part of their regular activity. One reason was the frequency of such meetings, since the other groups met only once a fortnight or once a month, and did not sustain their interest in reading as the MALAR groups had done. As the groups stabilise, the MALAR district organisation help them to explore avenues for income generation and collective enterprise. There is already one unit that makes and sells ready-made garments and several other small units involved in local food processing.

Source: Rampal, A. (1999) *Developing A Literate Environment*, Mussoorie, National Literacy Resource Centre and LBS National Academy of Administration.

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## **Kutch Mahila Vikas Sangathan (KMVS)      India**

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KMVS is a rural women's non-governmental organisation working in Kutch district in the Gujarat state in Western India. Its aim is to empower poor rural women through education and skill building. KMVS works on the issue of handicrafts, organising craftswomen, developing alternative marketing mechanisms and quality control. Their educational work incorporates the issues of health, environment, micro-credit and legal literacy.

The Kutch Mahila Vikas is an example of providing real life education by combining it with issues of women's empowerment and literacy. Starting in 1989 with rural women in Gujarat, the first phase consisted of asserting and highlighting the collective identification of women as artisans, understanding linkages with the market and creating a network of women's groups. Building leadership skills and ensuring

proper remuneration for their work was also part of the first phase. The second phase focused on the formation of an identity and education was information based. Women sought information on a range of issues including an understanding of the body, reproductive health, laws, government schemes and water harvesting systems. Women were able to identify with larger social and development issues. They also organised around domestic violence. The third phase comprised consolidating the identity of the federation of women's groups as a body controlled and managed by the women themselves, focusing around capabilities of its members to handle power position, develop systems of power sharing, transparency and accountability.

Source: Nirantar (1997) *Learning to Survive: Exploring Linkages Between Adult Education and Survival*, Bonn, Zed.

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## **Nirantar**

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## **India**

Nirantar is a feminist resource centre for gender education, promoting literacy, vocational training and health education. It was established in New Delhi in 1993 under the Societies Registration Act. The major activities range from: enabling access to information that allows all women to participate politically to influence governance and development; providing information with a gender perspective; promoting women's literacy; gender-related issues of identity, violence, health, the right to political representation, and the right to life and bodily integrity.

Nirantar conducts fieldwork to build perspectives on issues of gender caste and class. It also conducts workshops to build capacities of grassroots groups to produce their own material, including newspaper-broadsheets and booklets on rural journalism, reporting, editing, and production. It trains groups in the specialised skills of writing for neo-literates and in writing with a gender perspective.

Nirantar also holds training and orientation programmes with health workers, literacy volunteers and teachers in health education. These trainings build perspective, provide information on the human anatomy, and create awareness on reproductive health, adolescence and violence against women.

Nirantar has been publishing Pitara, a bi-monthly news magazine (in Hindi) for readers with basic literacy. It produces booklets on a range of issues of women's interest. It encourages research on women's rights. Its resource centre has a large collection of books on a wide range of subjects covering gender, education, violence, health, *Panchayatiraj*, reports and policy documents.

Source: Nirantar, *Nirantar Vision*, New Delhi, Nirantar, no date.

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## **Strengthening Democratic Institutions and Community Participation –PRIA** **India**

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One of the primary strategies of the Society for Participatory Research in Asia's (PRIA) work is direct strengthening of the capacities of citizens, citizens' organisations, voluntary development organisations, support organisations and networks and coalitions of such organisations. To promote democracy at the local level, a variety of local civil society organisations have been involved in strengthening the institutions of local democracy through successful conscientisation, group building and promotion of local leadership among marginalised sections. As a result, these voluntary agencies and activities have been enabled and mobilised to play a more direct role in the promotion and strengthening of local institutions of democracy such as the *panchayatiraj* institutions.

The second strategy is to strengthen the participation of adult villagers in the village people's body called the *Gram Sabha*. The adult villagers are able to use this forum to directly participate and suggest what can and needs to be done for their own village, and how.

The third strategy is collaboration with community groups. In every village there are a number of functional groups like self-help groups, community based organisations and village development committees. While one category of groups emerges from the community's own needs and initiative, other types of groups are those which are created by external agencies, projects and programmes and are usually there for a specified period.

Source: PRIA (2001) *Annual Report 2000-2001*, New Delhi, PRIA.

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## **Nepal Association for Continuing Education** **Nepal**

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Nepal Association for Continuing Education (NACE) is a non-profit organisation that aims at the promotion of adult education and development in the country. It was established on the International Literacy Day (8th September) of 1984. And since then, it has been working primarily in collaboration with the Asian and South Pacific Bureau of Adult Education (ASPBAE) and undertaking research activities, evaluation studies, organisation of seminars and workshops and dissemination of information and knowledge concerning different aspects of adult education and continuing education for adults.

Its main objectives are to: promote adult literacy and non-formal education for adults; undertake research and action projects aimed at contributing to the cause of continuing education in the country; organise seminars, workshops, etc. in the area of continuing education; and serve as an information and dissemination centre for continuing education.

Source: Pakistan Association for Continuing and Adult Education, *Symposium on Continuing Education-key to Effective Living*, October 11-17 1987, Islamabad.

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**Education Curriculum and Training Associates (ECTA)**

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**Nepal**

Education Curriculum and Training Associates, a non-governmental organisation, promotes the Women's Empowerment Programme (WEP) through innovative curriculum and training of field staff.

ECTA was founded in 1997 by a group of Nepali Bahai's, who had been working for rural development headed by Mr. Keshab Thapaliya and David Walker. The latter has written a manual, *Women in Business*, which clearly says that 'many spiritual principles lie at the foundation of sound economic progress, such as sacrifice, honesty, discipline, accountability, responsibility and transparency'. ECTA's role is two fold: making the programme and training materials suitable to Nepali villagers and leading field operatives. ECTA focuses on grassroots empowerment in Nepal.

Source: Bahai International Community (2001) *One Country: Newsletter of the Bahai International Community*, Jan-March 2001, vol.12, no.4.

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**Pakistan Association for Continuing and Adult Education**

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**Pakistan**

Pakistan Association For Continuing and Adult Education is a registered non-governmental voluntary organisation with a central body and provincial branches in the Punjab, Sind, NWFP and Baluchistan. The Association is duly affiliated with the International Council for Adult Education (ICAE) and the Asian and South Pacific Bureau of Adult Education (ASPBAE). The Association came to be organised in Pakistan as a result of the initiative undertaken by a former Chairman of Literacy and Mass Education Commission, who having attended a number of adult and continuing education conferences and workshops abroad felt that a non-government organisation for adult and continuing education needed to be set up in Pakistan.

The Association aims at educating the public about the basic philosophy underlying the world-wide movement for continuing adult education related to the need for personal and community education on a continuing basis through its various programmes. It prepares them to cope with the demands and challenges of changing socio-economic technology development.

During its brief existence, the Association has brought together men and women from different walks of life and held a number of conferences and workshops at Peshawar, Lahore, Rawalpindi, Islamabad as well as in Sind. One of the strategies followed by Association is the organisation of networks in various places relating to subject areas such as: law and the citizen, health and population education, civic education, science and technology in everyday life, women's and youth education and development functional literacy, environmental deterioration and drug abuse.

Source: Pakistan Association for Continuing Adult Education, *Symposium on Continuing Education: Key to Effective Living*, October 9-11, 1987, Islamabad.

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**Community Education Association**

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**Sri Lanka**

The Community Education Association of Sri Lanka was established as a non-government voluntary organisation in 1993. The Association is affiliated with the International Community Education Association in England and Asian South Pacific Bureau of Adult Education (ASPBAE). The main aims and objectives are to encourage the development of community education in Sri Lanka; motivate community educators; support formal and informal groups engaged in similar activities; promote understanding and co-operation between formal and non-formal education as an integral part of the community education process; serve as a centre of information in regard to all aspects of community education; encourage inquiry, research, evaluation and publication in the field; develop and maintain relations with other

organisations, both national and international, which undertake activities relevant to community education; raise, collect and solicit funds and other assistance for furthering the aims and objectives of the association.

The main activities cover a wide range directed towards strengthening the Association: upgrading the skills and knowledge of the membership, conducting seminars, workshop, surveys and discussions in furtherance of the aims and objectives of the association; providing training facilities to the other NGOs, participation in activities individually and jointly with other organisations in skills development and community uplifting; gender awareness and entrepreneurship development programmes.

Source: Proceedings of Regional Workshop on Innovations in Literacy and Post Literacy Interventions: *Learning from Experience* July 19-22, 1999, Latipur.

## Private

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### Private Providers

### Malaysia

In the area of adult and continuing education in Malaysia, the growing numbers of private providers offer a variety of programmes to meet the demand of their clients. The primary motivating factor is the clients' demands and in return, providers gain expected profits. The increase in the number of private providers is also due to corporatisation and privatisation policies in Malaysia. Several government providers are corporatised through Acts to offer programmes, especially in training. The 1996 Private Education Act and the establishment of the Human Resource Development Council, which specifies that private companies have to allocate some money for staff development, has given the opportunity for private companies to receive allocations from the Human Resources Development Fund to sponsor training for their personnel. Based on the resources and facilities available to them, there

are two categories of private providers. The first is a small and medium sized companies of only 5 to 20 staff. This type of provider typically does not have its own facilities and resources. Their business does not only focus on providing training but is sometimes combined with other kinds of business transactions. The second category of provider is usually an institution or training centre that is part of private or corporate organisation.

Source: Mazanah Muhamad and Associates (2001) *Adult and Continuing Education in Malaysia*, Kuala Lumpur, UNESCO Institute for Education and the Universiti Putra Malaysia Press.

## Community

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### Community Learning Centres Ganokendra

### Bangladesh

The community learning centre programme or *Ganokendra* was initially planned to serve those persons who completed the adult and adolescent literacy courses. School dropouts and people with limited literacy skills also became part of the target population at the inception stage of Ganokendra. About 70 per cent of the beneficiaries are female. Each Ganokendra serves approximately 75-100 learners, providing them with continuing learning opportunities to ensure that they are able to retain their newly learned literacy skills and acquire new skills to supplement their family income. Ganokendra is open to the all members of the community in which they are located.

Initially, the Ganokendra programme was established for post-literacy purposes only. Gradually, however, its role was widened to cater to the learning needs of the community in other fields. The Ganokendra now plays the role of a village community centre, with a library and facility for recreation and other socio-cultural activities. There are also

regular discussions on issues of local interest in which all the people can participate. The graduates from the non-formal education classes in the areas are linked with the local Ganokendra for continuing education; the community in general utilises it as a place for sitting, reading and socio-cultural activities. Ganokendra now functions as a community learning centre.

The general objectives of the Ganokendra programme are to provide learning opportunities to the people through institutionalised information support services for the improvement of the quality of life. The specific aims of the programme are: (1) to organise an institution through which non-formal education and training can be provided to those who have completed basic literacy courses, for promoting a culture of lifelong learning and development; (2) to organise a community library stocked with easy-to-read materials, wall magazines, newsletters and newspapers, thus making available to remote rural communities information that is relevant, practical, and that can be understood by people who have only basic literacy skills; (3) to build up an institution that brings the people of a community together, enabling them to network with NGOs and government agencies, and to access services that are available to them.

Ganokendra are locally managed institutions and they focus on creating an environment for literacy practice and to acquire life skills through the provision of a library centre, together with providing access to information, and organising community development activities with local initiatives. Each element in a Ganokendra reinforces the others. Basic literacy skills allow materials on issues such as health and hygiene to be read and understood. The availability of useful materials that people want to read facilitates the retention of literacy skills and promotes lifelong learning. The availability of reading materials in the Ganokendra brings the community together. The provision of development services encourages the community to ensure that library services are maintained.

A Ganokendra in its most simple form is a community library. They provide facilities such as sitting accommodation for the neo-literates, easy-to-read books covering interesting and current topics to stimulate social awareness and self-development.

Source: Rogers, A. (2000) *Ganokendras: An Innovative Intervention for Lifelong learning and Community Development*, Bangladesh and Bombay, ASPBAE.

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## **Dhaka Ahsania Mission and PROSHIKA**

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**Bangladesh**

Dhaka Ahsania Mission (DAM) is a private voluntary development organisation based in Bangladesh. Its role is to assist in the socio-economic and cultural development of poor women, children and men in both rural and urban areas through the provision of a package of development and support services.

The main focus of the mission is on education. As it considers illiteracy to be the root cause of under-development, the Mission's development programme begins with education, proceeds with skills training, produces wealth accumulation and ultimately results in an environmentally sustainable programme which draws children into the process and continues to build on its own momentum to move to higher levels.

The package of development support services provided by the Mission covers a wide range of programmes such as formal and non-formal education for all age groups, child and adult illiterates, continuing education at different levels including equivalency programmes, skills training, credit support for income generation, development of educational and communication materials, environmental protection and women's development.

The Institute of Literacy and Adult Education (ILAE) is one of the most important constituent elements of the Mission. It is devoted to

overall development and promotion of non-formal education in general and the training of non-formal education personnel in particular.

PROSHIKA envisages a Bangladesh society which is economically productive and equitable, socially just, environmentally sound and genuinely democratic. Its mission is to conduct an extensive and intensive participatory sustainable development process through empowerment of the poor. Its objectives are structural poverty alleviation; environmental protection and regeneration; improvement in women's status; increasing people's participation in public institutions and increasing people's capacity to gain and exercise democratic and human rights. In order to attain its objectives, PROSHIKA has clearly formulated certain strategies which are implemented through the following programmes: organisation building among the poor, development education, universal education programme, employment and income generating activities, disaster preparedness and management, rural housing programme, health education and infrastructure building urban poor development programme. The main activities of PROSHIKA are: 1) Providing human development training courses; 2) Non-formal education (functional literacy) for adults; 3) Non-formal primary education for the children; 4) Imparting training on paralegal literacy; 5) Aid and counselling; 6) Building advocacy skills, methods of advocacy and policy lobbying; 7) Analysing the situation of women in Bangladesh in general and rural and urban poor in particular; 8) Analysing the growth oriented development and how ecology and environment are damaged and degraded; 9) Observing some national and international days relating to human rights.

Source: APPEAL Resource and Training Consortium and IIE, Pune (2001) *Brochure on PROSHIKA Proshika Bhawan*, Dhaka, APPEAL Resource and Training Consortium and IIE.

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## **Community Temple Learning Centre      Cambodia**

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The objectives of Community Temple Learning Centres (CTLCs) and Community Learning Centres (CLCs) are to aid neo-literates acquire knowledge, as well as maintain and improve reading, writing and practice simple arithmetic skills. Furthermore, they also provide literacy training and prevent the learners from relapse into illiteracy. Cambodia has five UNESCO sponsored community temple learning centres in Battambang, Siem Reap, and Kandal provinces, as well as two community learning centres in Takeo and Kampong Speu provinces.

Source: APPEAL Resource and Training Consortium and Indian Institute for Education, Pune (2001) *Preparation of Continuing Education Materials in Rural Areas in Asia and the Pacific*, Final Report of the 17<sup>th</sup> Regional Workshop, China, 6-15 October 1999.

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## **Continuing Education Centres      India**

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Under the scheme of continuing education for neo-literates, post-literacy programmes will be implemented through the Continuing Education Centre (CECs). 'A continuing education centre serves a population 2000-2500 so that it caters to the needs of at least 500-1000 neo-literates'. A Nodal Continuing Centre (NCEC) serves a cluster of 10-15 CECs. A Prerak and an Assistant Prerak, who together provide the facilities at the centres and co-ordinate various activities, run each CEC and NCEC. The principal function of a CEC is to provide the following facilities: library, reading room, learning centre, training centre, information centre, Charcha Mandal, development centre, cultural centre, and sports centre.

The CECs are nerve centres for lifelong learning. A number of institutions and development departments lend support to the CECs/NCECs. The Jan Shikshan Sansthan (JSS) are charged with the responsibility of addressing the vocational training needs of neo-literates

and other rural youth and adults. The scheme of continuing education converges with the programmes of Nehru Yuvak Kendras, National Service Scheme, and others at the grassroots level. The infrastructure of these institutions is being utilised to facilitate functioning of the continuing education scheme.

Preraks are the grassroots level functionaries of adult education programme in India. They are the key persons for managing the Continuing Education Centres (CEC).

The duties of Preraks are well defined. Broadly, the Preraks are expected to undertake core activities and target specific programmes. While the former includes conducting literacy classes, establishing and managing library and reading rooms, Churcha Mandals, (Discussion Groups), organising short-term training courses, sports, adventures, recreational and cultural activities and information windows; the latter includes organising equivalency programmes, quality of life improvement programmes, income generating programmes and individual interest promotion programmes.

The other duties of Preraks include conducting surveys, mobilising resources for the operation of the CEC and Nodal Continuing Education Centres (NCEC), mobilising the community to participate and support in running of CEC/NCEC, forming groups to participate in different activities of CEC/NCEC, maintenance of records, and completing monthly pro forma monthly progress reports. In addition to the regular responsibilities, the Preraks of Nodal Continuing Education Centres are expected to supervise and monitor the functioning of the Continuing Education Centres.

Source: National Literacy Mission (2000) *A Handbook for Preraks*, New Delhi, Directorate of Adult Education.

National Literacy Mission (2000) *Manual for Training of Preraks*, New Delhi, Directorate of Adult Education.

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## **Learning Without Frontiers Centre (LWFC)**

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**India**

The objective of a Learning Without Frontiers Centre are to promote lifelong education and education for all by creating opportunities and awareness for lifelong educational process and enabling the local rural communities to become empowered and self-sufficient through open and self learning processes. In order to achieve EFA and Universal Elementary Education (UEE), the Centres also create partnerships with institutions and agencies including formal schools, Integrated Child Development Scheme (ICDS) anganwadis, creches, other early childhood care and education programmes, adult education programmes, open learning institutions such as National Open School, State Open School, and other multimedia educational programmes. The Centres assist local women's organisations as Women's Sangams to function more effectively; enable girls, women, tribals, unemployed youths and other members of the community to participate in and benefit from poverty alleviation programmes through training and empowerment; organise on a continuing basis awareness, advocacy, mobilisation and empowerment programmes for the rural people especially the scheduled castes, scheduled tribes, adult illiterates, landless labourers, women and girls, Panchayat representatives, and other local leaders. Learning Without Frontiers Centres also organise Continuing Education Centres and initiate and implement skills and vocational training programmes relevant in the local context, especially for out-of-school children, girls and women. Additional objectives are to establish a counselling, guidance and information service for the benefit of the rural students, farmers, unemployed youth, artisans, skilled workers, and the general public; and to provide relevant information and skills for the local community in areas such as health care and education, population education, environment preservation, communal harmony, secularism, peace, responsible citizenship and democracy.

Some of the specific functions and programmes of LWFC's include the following:

- 1) Tutorial and remedial classes for school children: who need additional help with the school curriculum. Many school children in the rural areas tend to drop out of primary school on account of the heavy curriculum. Remedial tuition in the mother tongue, maths and sciences will be the main focus of these tutorial classes. This will, over a period of time, arrest dropout from school and also enhance pupil achievement.
- 2) Non-formal education for all out-of-school children in the village in the age groups 9-13.
- 3) Community Education Centre (CEC) & Library operationalise the CEC scheme of the National Literacy Mission which seeks to provide continuing education opportunities for neo-literates. The LWFC will house a library, as a part of the CEC, catering not only to the reading needs of the neo-literates, but also the general community.
- 4) Skills training which includes short term modular courses in a small number of skills that are identified by the community as relevant within the local socio-economic context.
- 5) Career guidance for the educated unemployed youths in the village that wish to continue their education.
- 6) Awareness programmes in areas such as population education, environmental awareness, health education, and inculcation of scientific temper.
- 7) Lifelong learning centres where basic human values and other issues may be discussed and propagated. Issues such as communal harmony, national integration, peace, pluralism, respect for cultural heritage and democracy would be some of the concerns of the centre.

The LWFC will be co-ordinated by a full-time co-coordinator who will oversee the different functions of the LWFC. The skills training programme will be organised with the help of local artisans and skilled workers.

Source: UNESCO (1996) *Learning Without Frontiers in Karnataka*, New Delhi, UNESCO.

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## **Community Learning Education Centre**

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**Indonesia**

Community Education and Learning is imparted through community learning centres called *Pusat Kegiatan Belajar Masyarakat* (PKBMs). The PKBM is usually located at unused schools in the villages and aims to impart basic skills in reading, writing, accounting, general knowledge and certain vocational skills.

PKBMs are managed in a systematic way. The field supervisor (*Penilik Dikmas*) looks for a school building or other buildings that are vacant and subsequently reports and makes a proposal to the head section of community education of the Department of Education and Culture at the district level. The *Penilik* must consult with the local authority and owner of the building. The head section of community education checks whether it could fulfil the requirement, then recommends to the *Bupati* (the head of the district) to use the building proposed for the PKBM. It is the responsibility of the *Penilik* to find a manager for the PKBM. The Manager of PKBM is usually a head master or senior teacher of an elementary school, a local community figure, or an educated member of community in the village. The field supervisor and the manager of PKBM recruit learners and tutors, plan learning programmes and provide facilities such as books, learning tools, supporting materials and also a learning fund.

Source: Rachmatulloh, H.M. & Kallang (1999) *The Development of a Literate Environment in Indonesia, Training Co-operation and Literacy: Creating a Literacy Environment*, Final Report, New Delhi.

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## **Community Learning Centres (CLCs) Thailand**

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A community learning centre (CLC) as identified by UNESCO is a 'local educational institutions outside the formal education system, for villages or urban areas usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life'.

Thailand generally regards a CLC as a centre for organising educational activities to promote lifelong learning among people in communities by strengthening their participation and involvement to conduct CLC activities on their own. They aim to build opportunities in varieties of services and learning activities according to the needs of the community. In addition, the centres offer alternative programmes for self-development, thereby leading to the development of self-reliance among community members.

The CLC also promotes practical knowledge by extending the relationship between learning curriculum and people's way of life. CLC encourages self-study through opportunities to search for information from various sources within the community and media and promotes exchange of ideas and experiences among learners and community people who are regarded as 'local wisdom'. This has resulted in circulation of knowledge and information among people within the community.

CLC is an open-learning system in which community members come to take advantage of the services and activities on a continuous basis. Learners have opportunities to learn through practical training rather than listening to lectures or reading from texts. Learners are encouraged to select their own learning material, media, or supplementary reading materials so that they can promote their own effectiveness in learning. In

CLC, some educational technological media are disseminated to enable remote community members to learn more during their leisure time. The results of their success are evaluated from their work experiences and products. Therefore, success of learners will depend on their developed skills, their gained experiences, and their changed personality.

In Thailand, there are two types of CLCs, institution-based and community-based, established according to the readiness of location. Institution-based CLCs make use of part of existing office buildings such as schools, factories, temples, churches, community halls, and so forth. Community-based CLCs are established by community people on their own, where they will be responsible for allocating budget, constructing buildings, as well as identifying personnel to be in charge of the CLCs. The Government supports learning media and budget for undertaking the learning activities.

Source: ACCU (1999) *Final Report of the National Workshop on Development of Strategies for Promoting Continuing Education Through Community Learning Centres in Myanmar*, Tokyo, ACCU.

## **Institutions of Higher Education**

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### **University-Based Adult and Continuing Education India**

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Universities are renegotiating and redefining their relations with civil society, various economic partners and the public in many different ways. Notions of adult and lifelong learning are central to this institutional redefinition. Lifelong learning can only take place by building bridges between members of the academic community, the socio-cultural and economic realities around them and the day-to-day

actions of citizens attempting to create better living and working conditions.

In 1998 the Department of Continuing Education and Extension of the University of Mumbai, India drafted the Mumbai Statement on lifelong learning. University-based adult educators and other specialists in the field of lifelong learning and non-governmental organisations committed themselves to opening schools, colleges and university to adult learners and called upon the World Conference on Higher Education (Paris, 1998) to promote the transformation of post-secondary institutions into lifelong learning institutions, and to define the role of universities accordingly.

They noted that the transformation of genuine lifelong learning institutions requires a holistic approach that should take into account: (1) learning aspirations of the adult populations; (2) the wider society; (3) knowledge, research, teaching and learning with the diverse communities of women and men of all ages; (4) full and responsible partnerships with adult education communities, non-governmental organisation, public and private bodies, and other inter-governmental organisations in the full implementation of lifelong learning throughout the world.

University-based adult and continuing education has a range of meanings. It includes: flexibility of programme delivery to meet adults' specific requirements; university extension work; professional continuing education; university level distance education in a variety of methods of delivery; training of adult educators at both undergraduate and postgraduate levels; research on adult learning in all its complex dimensions and new partnerships with industry and civil society.

The initiatives of the Department of Adult and Continuing Education, Bombay University include:

- Opening of a new community education centre;
- Accreditation of work experience and work projects;

- Linkages between businesses, industry and university to improve employability of learners;
- Empowerment of women through extension projects and establishment of women's centres;
- Special courses related to health, environment and population issues;
- Short-term continuing education courses;
- Management courses;
- Functioning as a nodal agency for adult learning at the regional level.

Source: University of Bombay (1998) *The Mumbai Statement on Lifelong Learning*, Mumbai, University of Bombay.

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## **Korea National Open University**

**Korea**

In 1971, the government established the Korea National Open University (KNOU) as the first open learning institution. The objects of KNOU are the enlargement of higher education opportunity, the improvement of educational level for citizens, the development of adult education, and human resource development. Employed students make up about 85 percent of the enrolled. 46.8 percent of students are over 30 years old.

There are alternative delivery modes for students who cannot attend classes. The teaching methods of KNOU consist of radio lessons, TV lectures, and tape recordings of written textbooks. KNOU opened a cable channel called OUN (the Open University Network) in 1996 which was changed to a satellite TV channel to extend its services to remote regions in 1999. It provides regular courses for students and non-degree programmes for the public. KNOU also is managing non-degree courses in lifelong education centers.

KNOU has extended higher education opportunities successfully for those who cannot enter the regular university and want continuing education. It has opened its doors to those of various ages and academic backgrounds. One of its weaknesses however is that it still selects

students based on their high school academic records. The other most serious problem is the lack of flexibility of courses. Students are expected to follow the standardised courses decided by each department and there is little choice in the subjects open in other departments. KNOU is now however considering a revision of its curriculum in order to give more choice for students.

Although KNOU has used various distance education methods, it seems that students mainly learn by written textbooks and not by broadcast lessons. There is a lack of sufficient guidance or tutoring system for individual learning as well as a lack of interaction between teacher and learners. Even in class, one-way lectures are often used. So it can be said that KNOU has not developed an adequate student-centered teaching system.

KNOU has adopted a much more strict assessment system than even regular universities. Assessment method is mainly dependent on objective written test. KNOU does not admit credits acquired from other higher education institutions and does not have any ways to consider the learning results from job experience or certificates. In a sense, its evaluation method has been changed into simple directions. KNOU abolished individual correcting system on students' written tasks a few years ago. This may cause the deterioration of the quality of learning. KNOU currently adopts an institution-centered evaluation system. It needs to develop more diverse assessment methods to improve the quality of students' learning and to consider various learning results outside KNOU.

Until now, it seemed that KNOU had not considered students' needs and did not operate student-centered flexible support systems. KNOU is however now providing information by Internet and is managing 13 regional learning centers. Yet, students are still unable to contact professors easily and cannot find an adequate place to ask for advice. There are needs to provide professional guidance for study.

Source: Baik, E. S. et al (2000), 'Open Learning System in Korea', Korea Observer, 31, 2, Seoul, Institute of Korean Studies.

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## **University of Distance Education Myanmar**

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The University of Distance Education aims at developing a viable distance education system in the country by extending a wide variety of educational activities to urban, and more so, to rural areas. It aims at catering to the needs of those for whom learning and training in traditional institutions is difficult because of the limitations of time, space and curricular requirements. It also foresees that through innovations which strengthen the literacy capacity of learners, the University will enable a section of the labour force to improve their knowledge and skills without leaving their jobs, homes or farms.

Source: Ministry of Education (1992) *Education in Myanmar*, Yangon, Government of the Union of Myanmar.

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## **Allam Iqbal Open University Pakistan**

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Allama Iqbal Open University (AIOU) was established in 1974 by an Act of the Parliament of Pakistan. Its objectives are to serve Pakistan's rural masses by 'providing facilities for their educational uplift across barriers of time, space, race and class'. Administered through 35 regional offices, the AIOU offers an entire ladder of educational services comprising of over 180 courses, beginning at the pre-literacy level and extending through the M.Phil and other postgraduate degree programmes. An entire Faculty of Mass Education was established in 1975 with the aim of providing foundational and technical education at the basic level and to fulfil the university's commitment that basic functional education courses would constitute no less than 24 percent of all university offerings. The University has acquired the services of an independent television channel called the Educational Channel (PTV-2).

The University offers courses in a variety of subjects at all levels of education using television, radio, extension teachers, regional centres, and courses through mail. The packages developed by the Open University in areas like population, health, nutrition, environment and women and children's care have proved to be successful. They have helped the people to realise and become sensitive to the problems of the environment and the role which individuals and society can play in the participation and decision making that affects the environment.

Source: Filho, W. L. (ed.) *Lifelong Learning and Environment Education*, no date.