



APPEAL RESOURCE AND TRAINING CONSORTIUM

ARTC 2005-2006



United Nations
Educational, Scientific and
Cultural Organization

UNESCO Bangkok

Introduction

APPEAL and ARTC

UNESCO's Asia-Pacific Programme of Education for All (APPEAL) is a regional co-operative programme designed to promote basic education for the entire Asia and Pacific region. Originally launched in 1987 to focus mainly on non-formal adult education, APPEAL has since expanded its programmes to promote the six EFA goals set out in the Dakar Framework for Action adopted at the World Education Forum in 2000. To achieve the EFA goals, APPEAL emphasizes lifelong learning through the integration of all aspects of educational planning, including literacy, continuing education, universal primary education, early childhood care and education, inclusive education, mainstreaming gender in education, mainstreaming a human rights-based approach to education and promoting human rights education.

APPEAL's programmes are implemented through a network of selected governmental, non-governmental, and private institutions and agencies involved in the promotion of basic education and lifelong learning. Among these, a group of lead institutions across the countries of the region serves as the APPEAL Resource and Training Consortium (ARTC).

How was the ARTC established?

The APPEAL Resource and Training Consortium (ARTC) was initiated in May 1997 at a Technical Working Group Meeting organized by APPEAL in cooperation with the Indian Institute of Education (IIE) in order for Member States to provide technical support and assistance to APPEAL.

Attended by selected institutions which are active in the promotion of literacy and basic education for all in the countries of the region, the meetings deliberated on ways and means of strengthening and enhancing support for human resource development and training essential for effective promotion of EFA and lifelong learning within the framework of APPEAL.

How does APPEAL facilitate the work of the ARTC?

APPEAL facilitates the work of ARTC to organize and support periodic consultations among its member institutions. The ARTC member institutions are regularly informed about the programmes and activities of APPEAL, and receive relevant documents and announcements pertaining to APPEAL. The members of the Consortium make similar reciprocal arrangements with APPEAL and among its other member institutions.

APPEAL promotes programmes in EFA and lifelong learning among the members of the Consortium through regional/sub-regional training programmes, meetings and conferences. Where possible (subject to the availability of funds), APPEAL provides technical and financial support to the member institutions of the ARTC to implement APPEAL's high priority programmes. Each member institution mobilizes its resources and generates additional funding support from their respective governments, intergovernmental organizations, and other donor agencies.

What are the ARTC's aims and functions?

The aim of ARTC is to provide technical support and assistance to the work of APPEAL in the participating Member States. It is an inter-country co-operative mechanism designed to support and facilitate APPEAL's mission to reach the goal of EFA and lifelong learning in the Asia and Pacific region. It is comprised of selected institutions in both governmental and non-governmental sectors that are engaged in the promotion of EFA and lifelong learning. Its main functions are:

- ▶ To promote and popularize the mission and goals of APPEAL in the Asia-Pacific region
- ▶ To provide technical support and contribute towards capacity-building and enhancing technical expertise necessary for the effective promotion of EFA and lifelong learning in the region
- ▶ To serve as the resource and training base for undertaking inter-country collaborative programmes
- ▶ To participate in and undertake action research and case studies, with emphasis on grassroots participation that focuses on critical areas of EFA and lifelong learning
- ▶ To promote the sharing/exchange of experiences and insights on EFA among the Consortium's member institutions.

Who are the ARTC's members?

As of August 2005, thirteen countries compose the ARTC:

1. Australia: Charles Darwin University – Faculty of Education, Health and Science (EHS)
2. Bangladesh: Dhaka Ahsania Mission (DAM)
3. India: Indian Institute of Education (IIE)
4. Indonesia: Center for Development of Non-Formal Education and Youth Regional II Jayagiri (BP-PLSP REGIONAL II JAYAGIRI)
5. Japan: Asia/Pacific Cultural Centre for UNESCO (ACCU)
6. Kazakhstan: National Observatory of Kazakhstan (NOB)
7. Malaysia: Institute for Rural Advancement (INFRA)
8. Nepal: National Resource Centre for Non-Formal Education (NRC- NFE)
9. Pakistan: Bunyad Literacy Community Council (BLCC)
10. Philippines: SEAMEO Regional Centre for Educational Innovation and Technology (SEAMEO/INNOTECH)
11. People's Republic of China: International Research and Training Centre For Rural Education (INRULED)
12. Republic of Korea: Korean Educational Development Institute (KEDI)
13. Thailand: Sirindhorn Institute for Continuing Education and Development (SICED)

ARTC Activities

1. Research Study Publications

a) ***Innovations in Non-formal Education (2002)***

During 6-10 September 1999, APPEAL convened an ARTC technical meeting at the Korean Educational Development Institute (KEDI), one of the ARTC members.

Participants recommended that ARTC members should undertake joint research

projects to document and disseminate the innovative approaches to basic education and lifelong learning implemented in the region. The meeting, therefore, focused on the organization of these projects.

ARTC members selected the following topics for investigation:

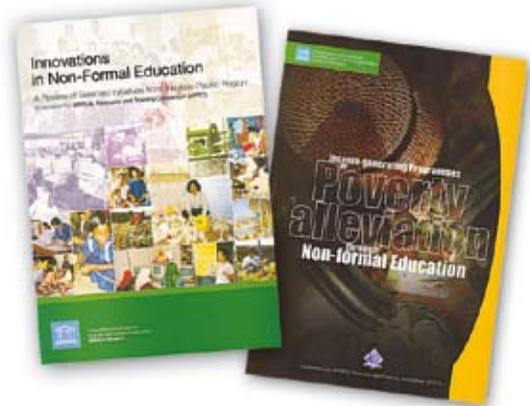
1. *Innovative approaches to functional literacy for poverty alleviation* (Bangladesh and China)
2. *Innovative approaches to non-formal education for sustainable development* (India, Indonesia, Philippines, and Thailand)
3. *Innovative approaches to lifelong adult learning* (Australia, Korea, and Malaysia)

This resultant document is divided into two sections: Part I is a synthesis of reports from the nine member institutions. Part II presents the highlights of the research findings contained in the nine reports. The complete reports of the participating member institutions are available at APPEAL, UNESCO Bangkok.

b) ***Income-generating Programmes for Poverty Alleviation through Non-formal Education (2003)***

During 8-13 September 2001, APPEAL convened an ARTC technical meeting in conjunction with the Lifelong Learning Forum in Chiangmai, Thailand. Participants recommended that ARTC members who specialize in implementing income-generating programmes for poverty alleviation through non-formal education (Bangladesh, China, India, Indonesia, Philippines, and Thailand) should undertake joint research projects to document and disseminate their innovative approaches.

This document is divided into two sections: Part I is a synthesis of the reports from the six member institutions. Part II presents the highlights of the research findings contained in the six reports. The complete reports of the participating member institutions are available at APPEAL, UNESCO Bangkok.



2. Workshops and Meetings

a) ***ARTC Meetings for Technical Contribution***

- ▶ September 1997 (INRULED: Baoding, China)
“Inter-Country Resource and Training Consortium”
- ▶ 6-10 September, 1999 (KEDI: Seoul, Korea)
“Joint research on innovative approaches of basic education and lifelong learning in Asia-Pacific region”

- ▶ 8-13 September, 2000 (DAM: Chaka, Bangladesh)
“Promoting lifelong learning through community centres”
 - ▶ 8-13 September, 2001 (SICED: Chiangmai, Thailand)
Review Meeting on ARTC
 - ▶ January 2003 (INRULED: Baoding, China)
Review Meeting on ARTC
 - ▶ October 2004 (JICA: Tokyo, Japan)
“Future NFE Programmes and Strategies”
- b) **ACCU-APPEAL Planning Meetings for Regional EFA Contribution** (attendance of selected members)
- ▶ 9-13 July, 2002 (ACCU: Tokyo, Japan)
 - ▶ 2-5 December 2003 (ACCU: Tokyo, Japan)
 - ▶ 12-16 July 2005 (ACCU: Tokyo, Japan)
- c) **Sub-regional Training Workshops on Capacity-building for CLC Personnel in the Management of CLCs and Implementation of Continuing Education for Regional EFA Contribution**
- ▶ 29 April - 4 May, 2002 (INRULED: Hebei, China)
 - ▶ 29 April – 4 May, 2002 (SEAMEO/INNOTECH: Quezon city, Philippines)
 - ▶ 20-25 May, 2002 (DAM: Dhaka, Banglaesh)

3. Software Development

a) **Manual & Handbook Development**

ARTC members contributed to the development of many APPEAL publications, such as the *Handbook on Effective Implementation of Continuing Education at the Grassroots Level* (2001), *CLC Management Handbook* (2003), and the *APPEAL Resource Pack* (currently in publication).

b) **Software Development**

Two ARTC member institutions – SEAMEO/INNOTECH (Philippines) and the Department of NFE (Thailand) – are developing a prototype software package for literacy and post-literacy education that will help train illiterates and neo-literates to consolidate and expand their literacy skills.

4. Information Exchange and Networking

The ARTC’s main website can be found under APPEAL’s website at:
<http://www.unescobkk.org/index.php?id=52>

The ARTC also shares information and ideas with one another through the Bulletin Board at Asia-Pacific Literacy Data Base developed by ACCU (Japan). This network covers ACCU’s Literacy Resource Centres for Girls and Women (LRC) and other active GOs and NGOs in the field of NFE. You are welcome to join the network at: <http://www.accu.or.jp/litdbase/board/index.htm>

5. ARTC Secondment Programme

ARTC members are invited to second their staff to APPEAL for 3- to 6-month periods, with a possible further extension to 12 months. The main objective of this programme is to strengthen the cooperation between APPEAL and ARTC members. Specifically, this programme will enable APPEAL to better respond to needs and requests from Member States. In addition, we hope that the staff of ARTC members will obtain practical experience through exposure to UNESCO's operations, thereby contributing to the staff development of their organizations.

The main tasks of ARTC seconded staff are:

1. To assist APPEAL in carrying out various literacy and continuing education activities, such as research, meetings, documentation and technical support.
2. To collect and analyze information on EFA, especially literacy and continuing education, to develop APPEAL's strategies and actions.
3. To coordinate and strengthen collaborative mechanisms among ARTC members.

The following ARTC experts have worked with APPEAL thus far:

Jan.- Jul. 04	Mr. Leonard Tabaranza (Philippine: INNOTECH)
Feb.- May 04	Ms. Wilaipan Somtrakool (Thailand: ONFEC)
Aug.- Nov. 04	Mr. Nafiz Uddin Khan (Bangladesh: DAM)
Nov. 04 - May 05	Ms. Valentina Belosludtseva (Kazakhstan: NOB)
Jan. - Jul. 05	Ms. Li Fang Wang (China: INRULED)
Jul.- Dec. 05	Mr. Muhammad Bilal Aziz (Pakistan: BLCC)

6. United Nations Literacy Decade (UNLD) Team

UNESCO has been promoting the United Nations Literacy Decade (UNLD) since its launch in 2003 within the overall EFA framework and in cooperation with its relevant partners.

To further the initiatives for UNLD within this framework, the resource team for Asia and the Pacific has been constituted using existing networks and resources within the region (such as the ATRC and ACCU's LRC network), rather than creating new teams of individual experts. Reflecting this approach, the Bangladeshi Dhaka Ahsania Mission (DAM) was most recently invited to join the team.

The resource team functions in close contact with the Thematic Working Group (TWG) for EFA, and provides technical assistance to each country to formulate concrete action plans for UNLD in consultation with local counterparts, as well as with UNESCO offices and other UN agencies. The team concentrates on the following six areas: policy, programme, capacity-building, research, community participation, monitoring/evaluation.

More details about the UNLD, such as issues and team members, can be found under APPEAL's website at: <http://www.unescobkk.org/index.php?id=3060>



Introducing ARTC Member Institutions

The description of the ARTC member organizations covers the following aspects:

- Mission and Goals
- History
- Programmes, Projects and Main Activities
- Networks and Partners
- Types of Activities the Institution Can Support in the Region
- Contacts

ARTC members are introduced in the following order:

- ▶ *Australia:* Charles Darwin University – Faculty of Education, Health and Science (**EHS**)
- ▶ *Bangladesh:* Dhaka Ahsania Mission (**DAM**)
- ▶ *India:* Indian Institute of Education (**IIE**)
- ▶ *Indonesia:* Center for Development of Non-formal Education and Youth Regional II Jayagiri (**BP-PLSP REGIONAL II JAYAGIRI**)
- ▶ *Japan:* Asia/Pacific Cultural Centre for UNESCO (**ACCU**)
- ▶ *Kazakhstan:* National Observatory of Kazakhstan (**NOB**)
- ▶ *Malaysia:* Institute for Rural Advancement (**INFRA**)
- ▶ *Nepal:* National Resource Centre for Non-Formal Education (**NRC- NFE**)
- ▶ *Pakistan:* Bunyad Literacy Community Council (**BLCC**)
- ▶ *People's Republic of China:* International Research and Training Centre For Rural Education (**INRULED**)
- ▶ *Philippines:* SEAMEO Regional Centre for Educational Innovation and Technology (**INNOTECH**)
- ▶ *Republic of Korea:* Korean Educational Development Institute (**KEDI**)
- ▶ *Thailand:* Sirindhorn Institute for Continuing Education and Development (**SICED**)

All information is valid as of August 2005.



Australia : Charles Darwin University – Faculty of Education, Health and Science (EHS)

Mission and Goals

To provide a wide range of educational courses, from Vocational Education Training (VET) through to undergraduate and postgraduate, and to gain a national and international reputation for excellence in both teaching and research.

History

In 2004, Alice Springs' Centralian College and the Menzies School of Health Research joined with the Northern Territory University, which had delivered education to the Northern Territory for more than 50 years, to become Charles Darwin University. It is the Northern Territory's major tertiary institution.

Programmes, Projects, and Main Activities

The EHS faculty provides a broad selection of innovative programmes, and their research is well respected nationally and internationally, particularly for its specific focus on regional and tropical environments. EHS has made major contributions in shaping the local (and wider) community's future through its programmes in teaching, agriculture and horticulture, land care, biology and environmental sciences.

The university aims to have a lasting impact on the policies and actions of governments, non-governmental organizations, businesses, and individuals, while contributing to knowledge both in the region and globally. The diverse indigenous populations of the region give a special focus to much of the research, and such research aims to broaden understanding about indigenous people: who they are, the forces that have shaped their societies, how their futures might unfold, and options for influencing their futures. In recent years, approximately 25 percent of all research and development carried out in the Northern Territory has been conducted by the university. Emphasis is given to:

- ▶ Understanding identity creation – emerging regional and local identities, youth identities, sources of conflict and solutions
- ▶ Demographic and societal trends, their causes both past and present, and their likely consequences
- ▶ The role of remoteness, economic dependency, cultural diversity, and environmental harshness in the current structure and function of society
- ▶ Means by which a regional economy could be developed and diversified, including micro-business, tourism, creative arts, and a better built environment
- ▶ Ways in which community resilience can be enhanced, including institutional design, policy reform, reconfiguration of service provision, community participation and control

Networks and Partners

- ▶ **Charles Darwin University's Institute of Advanced Studies**
 - Schools within the Institute currently include: School for Social and Policy Research, Research School of Environmental Studies, and Menzies School of Health Research
- ▶ **Key Centre for Tropical Wildlife Management, Charles Darwin University**
 - The Centre for Remote Telecommunications Solutions (CRTS) - The services available from CRTS include access to core government systems such as education and health, and the delivery of programmes aimed at building awareness and capacity within communities.
- ▶ **Cooperative Research Centres**
 - Cooperative Research Centres include Tropical Savannas CRC, CRC for Aboriginal Health, Desert Knowledge, and Sustainable Tourism CRC, CRC for Tropical Plant Protection)

Charles Darwin University courses are taught in Malaysia, Hong Kong, India, Papua New Guinea and Brunei, and exchange agreements are in place with a number of institutions in Europe, Canada and the United States.

Types of Activities the EHS Faculty Can Support in the Region

Elaboration and implementing educational and research projects on local community development through programmes in teaching, educational access, English as a second language, child care, nursing, community services, psychology and social work, agriculture and horticulture, land care, biology and environmental sciences.

Contacts

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Bangladesh : Dhaka Ahsania Mission (DAM)

Mission and Goals

The Mission motto is 'Divine and Humanitarian Service.' The basic purpose of the Mission is to render services to the cause of humanity through: 1) Annihilation of distinctions between human beings by promoting unity, peace, love and brotherhood among people throughout the world; 2) Cultivation of the inner unexplored potentialities of human beings and the development of the human community; 3) Promotion of non-formal education and income-generation activities in various countries of the world; 4) Promotion and preservation of the natural environment; 5) Promotion of health services; 6) Prevention of the illicit use of narcotic drugs; 7) Organization of relief and rehabilitation activities in times of natural calamity; and 8) Support for the work of the United Nations, and promoting knowledge of its principles and activities.

History

DAM was established in 1958, and has gradually developed not only as a national level non-governmental development organization in Bangladesh, but also as a region-wide organization. DAM has been given Consultative Status with the United Nations Economic and Social Council (UN ECOSOC) and Operational Relationship status with UNESCO.

Programmes, Projects, and Main Activities

Although education – particularly non-formal and continuing education for all age groups - is the main concern of DAM, it has some other major areas of intervention. These include technical/vocational education, skill training, human resource development, gender, poverty alleviation, environment, health issues, child and women rights, ICT, curriculum development, and personnel training. Research is also an important activity. During the last ten years, DAM's education programme has covered 3.8 million learners, established 1,132 Ganokendras (People's Centre), trained over 2,00,000 participants and developed around 315 titles of IEC materials.

DAM has been playing an important role in providing lifelong education through what is known as Ganokendras (People's Centres). Ganokendras endeavour to meet the diverse learning needs of communities and to facilitate institutional support so that people can improve their quality of life through economic self-reliance and social empowerment.

The special features of Ganokendras include - a) covering all age groups, including out-of-school children, adolescents and adults, b) providing open-ended literacy support, i.e. support for lifelong learning, c) serving as information centres, where daily newspapers, periodicals and Information, Education, and Communication materials of other agencies are available, d) providing multi-dimensional services, including skills training, awareness creation, sports and cultural activities, e) acting as a launching pad to other organizations' services, and f) encouraging community "ownership" through localized organizational management.

The innovative model of Ganokendra has been documented by UNESCO, as well as several other organizations, for dissemination throughout the Asia Pacific region. DAM has also helped several South Asian countries to replicate the programme in their respective countries.

Networks and Partners

The DAM network includes:

- ▶ Ahsanullah Institute of Information & Communication Technology (AIICT)
- ▶ Ahsanullah University of Science & Technology
- ▶ Ahsania Mission Cancer Hospital (Cancer Detection and treatment Cancer)
- ▶ Khan Bahadur Ahsanullah Teachers Training College
- ▶ Institute of Technical, Vocational Education and Training
- ▶ Institute of Literacy & Adult Education
- ▶ Vocational Institute for Working Children
- ▶ Ahsania Mission Book Distribution House
- ▶ Ahsania Mission College
- ▶ Child Labor Resource Center
- ▶ Bangladesh Literacy Resource Center

International Organizations: UNESCO, UNHCR, ESCAP, UNDCP, ACCU, DANIDA, and UNIC National Organizations: Primary and Mass Education Division (PMED), Directorate of Non-Formal Education (DNFE), Directorate of Narcotics Control (DNC), Bangladesh National Commission for UNESCO (BNCU), and Directorate of Public Health Engineering (DPHE)

Types of Activities DAM Can Support in the Region

DAM can help countries in the region through: 1) providing capacity-building training of EFA partner organizations, 2) improving quality of education, 3) organizing Ganokendra type lifelong education centres, 4) developing practitioners manuals on different aspects of literacy and continuing education, 5) developing resource books for NFE facilitators, and 6) providing training in the various fields of NFE, which will eventually contribute towards achievement of EFA goals.

Contacts

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India : Indian Institute of Education (IIE)

Mission and Goals

With the belief that education serves as an effective stimulus for creating an egalitarian social order based on the principle of social justice, freedom, and dignity of all people, IIE offers an integrated programme of research, teaching, experimentation, extension, and publication in NFE. It attempts to identify and use non-professional teaching resources and techniques that emphasize learning more than teaching.

History

IIE is a non-government organization, registered as a Society and Public Trust. It was established in Bombay (Mumbai) on 1st January, 1948 by two eminent educationists: R. V. Parulekar and J. P. Naik. They were joined in this pioneering enterprise by other eminent educationists and reformers of those times, and shifted to Pune in 1976 to avail of better facilities and scope for outreach.

Programmes, Projects and Main Activities

The Institute's programmes consist of research, training and publications. All programmes are directed towards fulfillment of the Institute's EFA objectives. Flexibility of organization is ensured so that the programmes remain relevant to changes in educational and socio-economic conditions.

- ▶ **Centre for Educational Studies (CES)** is the co-ordinating centre for research and innovative projects, and recognized by Pune University as a 'research institute.' Apart from basic research, action-oriented research concerning the educational problems of disadvantaged sections of society is given considerable attention.
- ▶ **Centre for Education and Development of Rural Women (CEDRW)** launched a special project in 1995 for the education and development of rural women in Shivapur village. Programmes are short- to long-term educational activities that include topics such as vocational skills development, health, population, legal literacy, library movement, self-help, income generation, and so on.
- ▶ **The Vidnyan Ashram (Science Hermitage) Project**, conducted in the drought-prone village of Pabal for formal education (FE) and NFE of youth, has achieved remarkable advances in training teachers and learners in ICT.

- ▶ **The G D Parikh Centre in Bombay** organizes activities related to education problems in an urban setting. It has been doing significant work in the fields of adult literacy and non-formal primary education in collaboration with several NGOs.
- ▶ **J. P. Naik Centre for Education and Development in Pune** has been devised to conduct projects relating to alternative strategies for EFA. It has built up an all-India network of NGOs for this purpose. It is collaborating with the national programme of Sarva Shiksha Abhiyan.
- ▶ **The project Science and Technology for Rural Integrated Development and Education (STRIDE)**, commenced in 2003, aims to contribute to sustainable development by enabling the rural community to become the leading partner in promoting scientific transfer and use of technology for socio-economic transformation, particularly for improving the quality of life among rural populations – especially women.

Network and Partners

Over the years, IIE has built up strong working relations with several international, national and state-level organizations and institutions, and collaborated with them in research projects, meetings, conferences, workshops, seminars etc. The prominent among them are:

- ▶ International Organizations: UNESCO, UNICEF, Ford Foundation
- ▶ National Organizations: MHRD, Government of India, New Delhi; Planning Commission, GoI, New Delhi; ICSSR, New Delhi; NIEPA, New Delhi; NCERT, New Delhi; Ed.Cil., New Delhi; Institute of Social Sciences, New Delhi
- ▶ Local Organizations: State Government of Maharashtra, MSCERT, Government of Maharashtra, IGIDR, Mumbai.

Types of Activities the IIE Can Support in the Region

- ▶ **Training:** IIE is well-equipped to conduct training programmes of both short and long duration in any area relating to FE and NFE, rural development, empowerment of the socio-economically depressed - particularly rural women and girls, officials of village-level democratic organizations, and workers of NGOs. IIE has the necessary well-developed infrastructure to successfully conduct training programmes, as well as qualified academic faculty and support-service staff. In addition, it has a group of experienced and well-qualified visiting faculty who could serve as resource-personnel for training programmes.
- ▶ **Research:** IIE is capable of conducting both action research and in-depth conceptual/theoretical research to meet the needs of the developing countries in Asia and the Pacific.
- ▶ **Appraisal and Evaluation Studies:** The Institute can undertake appraisal and evaluation (both concurrent and *post-facto*) studies for a variety of development projects, including: education, rural development, empowerment of women and girls, and social welfare.

Contacts

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Website: N/A



Indonesia : Center for Development of Non-Formal Education and Youth Regional II Jayagiri (BP-PLSP REGIONAL II JAYAGIRI)

Mission and Goals

The Center for Development of Non-Formal Education and Youth Regional II Jayagiri (BP-PLSP REGIONAL II JAYAGIRI) is a government institution which acts as the technical unit of the Directorate General of Non-Formal Education and Youth of the National Education Department.

It aims: 1) to study the implementation of NFE for youth; 2) to develop models of NFE for youth; 3) to facilitate the development of NFE and youth resources that are relevant to local needs; 4) to develop and manage the educational information system; and 5) to provide guidance and evaluation on the implementation of NFE and youth programmes.

Its strategies are: 1) to strengthen the connection between institutional support and community empowerment; 2) to strengthen NFE systems so that they are relevant to local development policies; 3) to enhance the capacity of NFE facilitators and the Center officers; 4) to improve the quality and quantity of programme facilities; and 5) to optimize the system and information networks.

History

Founded as Pusat Penyelidikan dan Latihan Nasional Pendidikan Masyarakat / PPLNPM (National Research and Training Center of Community Education) in 1961, the institution has experienced a change of names five times. In 1991, it underwent a major restructuring of its aims and organization, and became a functional institution for both West Java and West Kalimantan. In 1997, its working area became solely concentrated in West Java. Then, in 2003, BPKB Jawa Barat was changed into Balai Pengembangan Pendidikan Luar Sekolah dan Pemuda/ BP PLSP (The Center for Development of NFE & Youth) Regional II, covering Jawa Barat, Banten, DKI Jakarta, Lampung, Bengkulu and Bangka-Belitung.

Programmes, Projects and Main Activities

The Center's main programmes include literacy, early childhood education, equivalency, continuing education, NFE based on community development, facilitator training, and educational information system.

In general, these programmes are structured through (a) developing a model site and a pilot project, and disseminating/replicating/adapting of the model, (b) capacity-building by means of training and technical assistance, (c) developing learning media, electronic as well as printed, (d) developing information system, data and information service, and developing partnership networking, and (e) conducting applied research.

The 2005 programmes are focused on: (1) development based on many kinds of models (literacy, early childhood education, equivalency, continuing education, and youth and sport education) that is intended to improve a community's Human Development Index (HDI) and the life skills of its population, (2) facilitation on strengthening the institution and NFE facilitators at the district level through training and technical assistance, and (3) the improvement of management systems for institutional quality.

Networks and Partners

NFE institutions in Jawa Barat, Banten, DKI Jakarta, Lampung, Bengkulu and Bangka- Belitung

At national level:

- ▶ National and private universities
- ▶ State Minister of Women Empowering
- ▶ Coordinative Agency for National Family Planning
- ▶ Local governments
- ▶ Correctional Institutions
- ▶ Many active self-funded community institutions of education and development
- ▶ Private companies

At international level:

- ▶ ILO, UNICEF, ACCU, Save the Children Fund, CARE, KOICA

Types of Activities the Center Can Support in the Region

The Center's activities could include conducting various regional workshops in Asia and the Pacific, such as developing standard management of CLCs, developing training packages and conducting training of managerial reinforcement for CLC education staff, adapting various publications: *Manual for the Implementation of CLC*, *Training of Trainers for CLC's Facilitators*, and *Pilot Project for Developing Literacy Learning Model* (integrating mother tongue-based instruction with community development).

Contacts

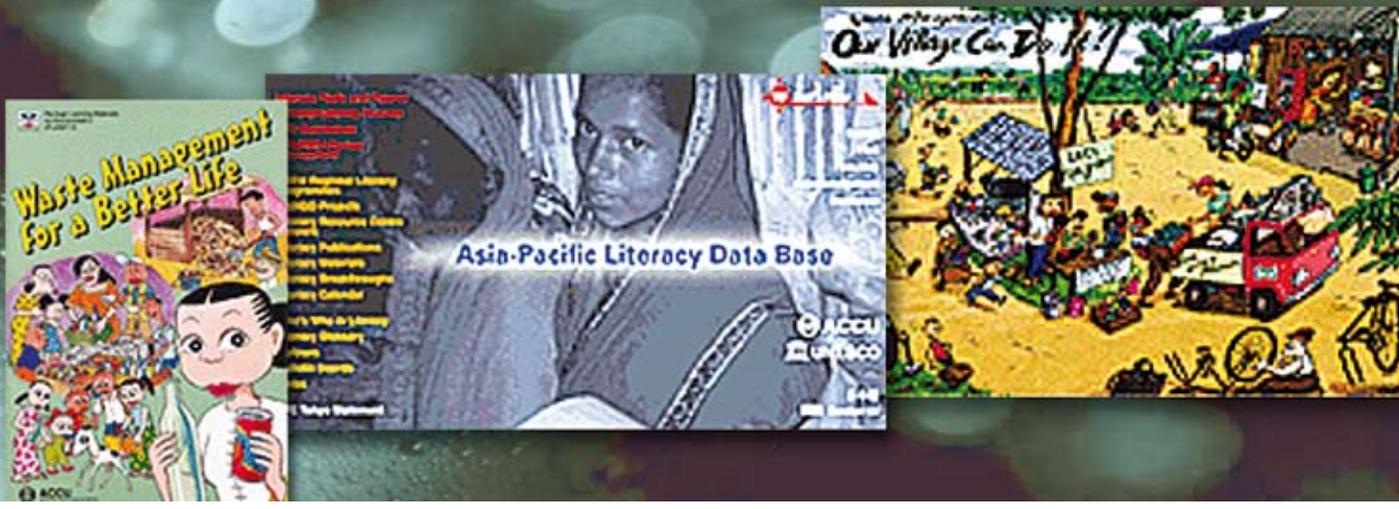
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Japan : Asia/Pacific Cultural Centre for UNESCO (ACCU)

Mission and Goals

ACCU is a non-profit organization that supports regional activities in line with the principles of UNESCO: working for the promotion of mutual understanding and cultural cooperation among peoples in Asia and the Pacific. ACCU has been implementing various regional cooperative programmes in the fields of culture, education and personnel exchange, in close collaboration with UNESCO and its Member States in Asia and the Pacific.

History

ACCU was established in 1971 in Tokyo through the joint efforts of both public and private sectors in Japan. During these early days, it merged with the Tokyo Book Development Centre (TBDC), which had been actively engaged in book development in Asia. In the 1980s, the ACCU responded to the growing needs of the region by expanding its material production programmes to cover learning materials for neo-literates,.

Programmes, Projects, and Main Activities

The ACCU places special emphasis on programmes planned and implemented jointly by the Asian and Pacific Member States of UNESCO. Under a joint programme scheme, the ACCU implements regional cooperative programmes, such as production of quality learning materials for common use, to encourage better understanding of diversified cultures in the region.

► Education Cooperation Programmes

- Material Production
 - + Literacy/NFE Materials (AJP Materials)
 - + Package for Developing Adult Learning Materials (PALM)
 - + Package Learning Materials on Environment (PLANET)
- Planning Meeting on NFE Programmes
- Literacy Resource Centres for Girls and Women(LRC)
- Capacity-building for Literacy/NFE Personnel
- Asia-Pacific Literacy Data Base
- Promotion of ESD

▶ **Cultural Cooperation Programmes**

- Safeguarding of Tangible/Intangible Cultural Heritage
 - + Asia-Pacific Database on Intangible Cultural Heritage
 - + Intangible Heritage Management Workshops
 - + Personnel Trainings on Protection of Tangible Cultural Heritage
 - + Protection of Intellectual Properties
- Concours for Picture Book Illustrations
- Photo Contest in Asia and the Pacific
- Production of Books for Children
- APPREB—Network for Reading Promotion and Book Development

▶ **Personnel Exchange Programmes**

- International Exchange Programme under the UNESCO/Japan Funds-in-Trust
- Invitation Programme for International Educational Exchange of Teachers and Professionals

▶ **ACCU Library**

- NFE/Literacy Learning materials for NFE developed in countries of the region are largely collected and classified by country.

Networks and Partners

- ▶ Government agencies, including National Commissions for UNESCO and NGOs of 43 countries in Asia and the Pacific participate in ACCU activities.
- ▶ Literacy Resource Centres for Girls and Women (LRC) is founded to promote a network of NGOs and government agencies for NFE/literacy activities in the region. The network is now enlarged to 18 LRCs in 17 countries, and many ACCU programmes are implemented through the LRC network.
- ▶ ACCU cooperates with government agencies, NGOs, and international organizations, especially UNESCO APPEAL, in the field of EFA and ESD. It is supported by more than 500 institutional and individual members all over the world.

Types of Activities the ACCU Can Support in the Region

ACCU-APPEAL Regional Planning Meetings are organised annually in close cooperation with APPEAL. More than 20 Member States, LRCs and ARTC members participate to share and exchange views about how to contribute to EFA and regional networking.

Through its network, the ACCU provides various training experiences in the field of NFE/literacy, education for sustainable development, and cultural heritage protection. International understanding is promoted by educational exchange programmes among Asia and the Pacific countries.

The Centre also provides quality NFE learning materials by developing AJP (Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas) prototype materials in English, and by supporting mass production and distribution of local language versions in the region.

In terms of Information Communication Technology (ICT), the ACCU has developed a database on NFE/literacy and tangible/intangible cultural heritage that provides a large amount of facts and figures for many countries in the world.

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Kazakhstan : National Observatory of Kazakhstan (NOB)

Mission and Goals

To assist in the promotion, implementation, and achievement of global EFA goals in Kazakhstan through the provision of information, expert consultants, media and training services related to education for all, lifelong learning, TVET reform and human resource development.

History

NOB was officially registered in 2002 as "Association 'Education for All in Kazakhstan,'" within the auspices of the National Observatory of Kazakhstan on TVET. The National Observatory was established in 1996 with technical and financial support from the European Training Fund (ETF).

Programmes, Projects and Main Activities

To implement its mission, the Association:

- ▶ Collects and analyses relevant information from national and international sources, and adapts it to the national context
- ▶ Participates in the dissemination and practical implementation of EFA and LLL goals
- ▶ Ensures that information about new programmes and concepts in the field of education are available
- ▶ Organizes training on innovative training methodologies
- ▶ Conducts information sessions and consultations
- ▶ Prepares research reports, comparative reviews and studies on various issues related to education and related areas
- ▶ Promotes co-operation between national authorities by developing capacity for labour market analysis; its network is a key tool for involving social partners and for linking educational institutions and employers

The Association has taken several initiatives in the reform process, through organising policy seminars, disseminating information and best practice, and providing lectures and consulting, such as:

- ▶ Awareness-raising , advocacy and implementation of projects in EFA and lifelong learning
- ▶ Establishment and monitoring of community learning centres in Kazakhstan aimed at developing a model of CLC fit for local context
- ▶ A policy seminar on financing and managing TVET systems, followed by a project aimed at the implementation of some of the seminar’s recommendations at the vocational school level
- ▶ An experts group in charge of designing future trends in vocational education and training in Kazakhstan
 - A pilot labour market assessment in a growing economic sector
 - A pilot project on the development of a structure for flexible curricula corresponding to the demands of the labour market
 - A review and a seminar on entrepreneurship in education and training
 - A project on standards development, aiming at developing methodologies for standards in line with European practice
 - A project on core and entrepreneurial skills in TVET to improve the employability of graduates
 - A three-year project on the development of a model for social partnership in TVET at the local level
 - A regional project on training for enterprise development aimed at raising awareness among employers and employer organizations about the need to invest in human resource development
 - A dissemination project aimed at establishing change agent teams in all regions of Kazakhstan (financed by the EC Delegation)
 - Research for the “Human Development Report in Kazakhstan: Education for All: the Key Goal for a New Millennium”

Network and Partners

- ▶ Association/NOB “EFA in Kazakhstan” includes 5 non-governmental educational organizations that are members of the Association. It has a core team of committed and competent staff, and a large network of local and international experts.
- ▶ It is also acting as a UNEVOC centre (International Project on Technical and Vocational Education of UNESCO) and has established close contacts with other donors such as UNESCO, the Soros Foundation and the Asian Development Bank.
- ▶ It has good links with governmental organizations, social partners, educational institutions, NGOs and international organizations (Kazakhstan Confederation of Employers, Academy of Education, Almaty Association of Entrepreneurship, etc.).
- ▶ It is recognized by the National Ministry of Education and Science, the Ministry of Labour and the National Academy of Education as a centre of expertise.

Types of Activities the NOB Can Support in the Region

It provides GOs, NGOs and international agencies with information, experts, consulting, research, training and other services in the field of FE, NFE and the labour market. A large number of thematic publications are available in English, Russian and local language.

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Malaysia : Institute for Rural Advancement (INFRA)

Mission and Goals

The INFRA's vision is to become Malaysia's national institute of excellence and an international resource in the field of rural training, NFE and related research. Its mission is to play an effective role in complementing the efforts of nation-building by strengthening human resource capability through personnel training in NFE.

History

Two years after launching the Second Rural Transformation in 1994, which emphasized human resource development in the nation's rural development agenda, the Government of Malaysia established the Institute for Rural Advancement (INFRA). As an institute totally devoted to rural training and research, INFRA is placed under the supervisory jurisdiction of the Ministry of Rural Development (MRD). The Secretary General of the MRD heads an Advisory Panel which includes representatives from NGOs and grassroots leaders.

Programmes, Projects, and Main Activities

INFRA's programme is directed towards formulating and implementing specific changes in paradigms for managing rural people and physical development in line with the Movement Toward Empowering Rural People.

▶ Training

Training programmes in INFRA focus on changing the work culture of the Ministry of Rural and Regional Development agencies to be more responsive to current development and changes. The training curriculum was developed to suite the need of its target group and to build a rural society that is more positive and participative in facing the rural development process.

The training curriculum and methodology are mainly based on strategies to empower the target group, especially grassroots leaders.

▶ **Rural ICT Literacy**

Malaysia believes that its rural areas will inevitably experience an information explosion in the very near future. To a certain extent, this is already happening. INFRA has, therefore, undertaken a process of designing strategies and appropriate methods to generate computer usage of information and communication technology to rural areas.

▶ **Research**

INFRA's research programmes concentrate on action to accelerate change in rural areas in line with the new paradigms for rural development. The current view advocates more effort at capacity-building and more effort to increase labor mobility and off-farm income. The research programmes of the future will emphasize investigations into rural people's quality of life - to not only alleviate poverty, but more to increase functional literacy. The educational process will involve cooperation with local and international educational institutions.

Network and Partners

Despite being a relatively young institution, INFRA is already quite extensively networked with both local and international organizations, including those closely affiliated to the United Nations and the Commonwealth Secretariat. In subscribing to the idea of 'prosperity-neighbor' and mutual-sharing, INFRA also organises international training workshop offering Malaysian experience and expertise, particularly in the fields of poverty alleviation and sustainable development.

▶ **International network**

INFRA works towards becoming a centre of excellence in relation to changing the paradigms of rural development. Such an effort must be undertaken since every country will soon face rapid changes in a globalized environment. In attempting to deal with this universal trend, several developing countries have already expressed interest in studying and sharing the Malaysian model of development.

Thus, INFRA has established a network of relationships and co-operation with several international organizations:

UNESCO, UNICEF, AARDO (Afro-Asian Rural Development Organization), COMSEC (Commonwealth Secretariat), APDC (Asia-Pacific Development Center), CIRDAP (Center for Integrated Rural Development In Asia and The Pacific), OIC (Organization of Islamic Conference), IDB (Islamic Development Bank)

Types of Activities INFRA Can Support in the Region

N/A

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Nepal : National Resource Center for Non-formal Education (NRC-NFE)

Mission and Goals

The NRC-NFE was established to improve literacy and non-formal education. More specifically, its vision and mission are based on the following premises:

1. Education is a basic ingredient of human development.
2. Educational opportunity should be easily available for all; but education should be both relevant and of high quality.
3. Special measures should be taken to provide education for excluded and disadvantaged populations, such as girls and women.
4. Education should not be equated with schooling. Education can be provided at any place and time, and through various means. Both FE and NFE should receive equal emphasis.
5. Education and development should go hand-in-hand. Whatever people learn should be applicable in practice.
6. Modern and scientific media should be harnessed for education.
7. The LRC's purpose is to promote literacy and NFE.

History

The NRC-NFE was established in 1995 in order to strengthen and improve literacy and NFE programmes by making them more relevant and functional. Since its inception, the Center has been providing technical support to the Nepali Government and NGOs for planning, designing and implementation of literacy and NFE activities. In 1996, a well-equipped LRC for girls and women was also established with ACCU support.

Programmes, Projects, and Main Activities

The NRC-NFE is working in cooperation with national authorities, and has a long and successful experience in the promotion of CLCs.

Major programmes, projects, and activities have been undertaken as follows:

- ▶ Preparing literacy, NFE and continuing education curricula for different target groups, including the National NFE Curriculum of Nepal for the entire country; training manuals based on the APPEAL Training Materials for Literacy Personnel (ATLP) and ATLP-CE (Continuing Education) were developed and utilized in different training sessions
- ▶ Promoting the establishment of CLCs all over the country; it has also successfully set up 20 CLCs in different parts of Nepal and helped to establish 205 CLCs in collaboration with the Government of Nepal and UNESCO Katmandu
- ▶ Implementing “Literacy and NFE Project in Rupandehi and Kapilvastu” with the support of NFUAJ
- ▶ Providing technical and human resources to GOs / NGOs/ INGOs to implement CLC programmes in different parts of Nepal
- ▶ Producing and utilizing ACCU’s AJP materials and PLANET Series
- ▶ Developing and distributing three training manuals on mobilization, planning & management and technical resource development based on needs assessed through a national survey
- ▶ Developing various guidebooks for the facilitators of literacy and post literacy classes, local needs-based materials, vocational materials and capacity-building materials for local NGOs
- ▶ Publishing 24 issues of the *Literacy Watch Bulletin* on various issues of literacy and NFE
- ▶ Developing reproductive health materials for adolescents
- ▶ Participating in the revision of the Education Act to include CLCs as community-based educational institutions.

Networks and Partners

National Level: LRC Nepal has networks with different GOs, NGOs, and INGOs, including Non-formal Education Center of the Government of Nepal, and the Ministry of Education of Nepal, Department of Education, Center for Non-formal Education, and Social Welfare Council of Nepal

International Organizations: National Federation of UNESCO Associations in Japan (NFUAJ), Asia/Pacific Cultural Centre for UNESCO (ACCU), UNESCO and others

Types of Activities the NRC-NFE Can Support in the Region

Providing technical support in:

- ▶ Development of curriculum and teaching/ learning materials for different target groups
- ▶ Development of training packages
- ▶ Research studies
- ▶ Organization of regional, sub-regional workshops/ trainings
- ▶ Promotion of CLCs in different situations and sharing of experiences from Nepal
- ▶ Production and utilization of needs-based curriculum and learning material for girls/women and linguistically or economically disadvantaged populations
- ▶ Learning materials for adolescents
- ▶ Out-of-school education curricula and learning materials
- ▶ Achievement studies of different literacy levels and NFE
- ▶ Materials for the conservation and improvement of environments

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Pakistan : Bunyad Literacy Community Council (BLCC)

Mission and Goals

BLCC's goal is to empower marginalized communities and groups through encouraging them to participate in their own development. In order to reach EFA goals, Bunyad seeks to deliver education to girls in rural areas through non-formal methodology and implementation of NFE projects.

History

Bunyad Literacy Community Council (BLCC) is a non-governmental, non-political and non-profit organization founded in 1994 by a group of people who wanted to make a difference in alleviating poverty and empowering through literacy education. Conceived first as a project that networked NGOs in order to promote literacy in Hafizabad district, the project soon revealed two critical issues: non-attendance by girls in the formal education system and the need for quality education as an essential ingredient in assisting the country to reach its EFA goal. Consequently, the BLCC has evolved into its current focus of addressing not only literacy education, but those factors in which illiteracy is rooted.

Programmes, Projects, and Main Activities

BLCC's programmes, projects, and main activities include:

- ▶ Education and literacy
- ▶ Women's empowerment
- ▶ Capacity-building of different stakeholders
- ▶ Combating child labour / child protection
- ▶ Capacity-building of newly established Citizen Community Boards
- ▶ Micro-credit
- ▶ Research including KAP surveys
- ▶ Database design and software development
- ▶ Health, including reproductive health

- ▶ Protection of the environment
- ▶ Audit and accounts
- ▶ Establishment of local resource centers (CLCs) in 14 districts

Project schools initially established through UNICEF support were known as ILM NFPE centres, and focused on literacy and education in Bunyad district. The project has gradually expanded both in geographical area of operation as well as in the field of its activities. Presently, activities take place in 18 districts of Punjab province, accounting for more than 2,000 villages. Its programmes, in addition to literacy and NFE, include projects in such diverse fields as child labour, women's empowerment for poverty alleviation, saving and micro-credit community development, integrated farming and sanitation, health, reproductive health, and environmental protection.

Networks and Partners

The BLCC has conducted more than 25 studies in collaboration with different educational institutes, including the Social Work Department of Punjab University, Lahore. Bunyad envisions a literate, enlightened, tolerant and just society in which all individuals enjoy the rights and opportunities to realize their full potential in striving to attain both individual and collective goals.

It also has a CLC network, which is called Basic Education Research Training Institute (BERTI), covering 14 districts of Punjab province.

- ▶ International Organizations: UNESCO, UNICEF, ILO, World Bank, ASPBAE
- ▶ Academic Institutions: Cardiff University of Wales, UK
- ▶ National Organizations: Ministry of Women Development, Social Welfare Dept.
- ▶ Local Organizations: Government of Punjab, PPAF

Types of Activities the BLCC Can Support in the Region

BLCC implements research on the following issues:

- ▶ Women's Empowerment
- ▶ Non-formal Basic Education for Rural Girls
- ▶ Health, including Reproductive Health
- ▶ Early Childhood Care and Development
- ▶ Environmental Protection

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People's Republic of China : International Research and Training Centre for Rural Education (INRULED)

Mission and Goals

INRULED's mission is to achieve rural social-economic development by bringing about positive changes in the thinking and behavior of rural people, who make up the majority of the population in developing countries, and to assist the country in achieving EFA goals.

History

INRULED was founded in 1994 with an agreement between the Chinese Government and UNESCO.

Programmes, Projects, and Main Activities

Functions:

- ▶ To promote international research and development of methods and techniques for rural education
- ▶ To promote consultation and cooperation among Member States by devising policies and strategies in human resource development for rural areas
- ▶ To create a wide network for exchange of academic and technical information in the rural education field among experts in various countries
- ▶ To coordinate cooperative research activities and provide facilities for laboratory research and field work to international experts
- ▶ To organize international training workshops and seminars, and provide fellowships to international researchers
- ▶ To produce and disseminate publications and materials for the various projects undertaken by the Centre.

Main activities:

INRULED is a professional resource centre committed to: promoting international research and development of methods/techniques for rural education, coordinating cooperative research activities and providing facilities for laboratory research and field work to international experts. Other activities include:

- ▶ Fellowships for the Joint Research Programme
- ▶ Fellowships for Advanced Training Workshop on Rural Education for African Educators
- ▶ Research
- ▶ Comparative studies

Network and Partners

In 1999, INRULED expanded its network and established two other associate centres, namely: Nanjing Associate Centre and Gansu Associate Centre. These centres are strategically based in Nanjing Normal University and in Gansu Institute for Education Research. INRULED's network is established through co-action among its partners, such as the University-Link Programme and Joint Research Programmes.

The Centre's objectives are: 1) to create a network of university research institutions and experts specialized in rural education and rural development, whereby innovative research and practices can be shared and disseminated among different regions, and 2) to carry out joint research, training and experimental projects on rural development that contribute to the strengthening of national/regional capacities in rural development technique and methodologies for the improvement of quality of life among rural populations.

INRULED also works in partnership with other research institutions – both locally and internationally – to carry out the Centre's mission. It has so far attracted 15 international organizations (both NGOs and IGOs) and several other key Chinese organizations.

Types of Activities INRULED Can Support in the Region

The focus of research activities is on education for rural development, poverty alleviation in the context of sustainable development, and strengthening of national capacity. The area of research covers rural literacy, rural adult education, rural basic education, vocational and technical education for rural development, higher education for rural development, and environmental education.

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Philippines : SEAMEO Regional Centre for Educational Innovation and Technology (SEAMEO/INNOTECH)

Mission and Goals

INNOTECH is one of three SEAMEO regional centres hosted by the Government of the Philippines (GOP). The Centre facilitates teaching and learning through innovative and technology-based research and training solutions in order to fully develop South-East Asia's human resource capacity.

INNOTECH is responsible to its client-ministries, learning organizations, work communities, and institutions serving in South-East Asia. It is also in the business of developing innovative learning infrastructure, generation of information and creation of knowledge in the region. It has specialists equipped with knowledge, imagination, integrity, and expertise in working as a team.

History

INNOTECH was established in January 1970 when the SEAMEO Council approved its five-year plan and interim plan of operations. Its headquarters was first set up at the SEAMEO Secretariat headquarters in Thailand. It was then moved to Singapore and Viet Nam before returning to Thailand in 1975. On 1 July 1976, a memorandum of agreement was signed between the GOP and SEAMEO for the temporary hosting of SEAMEO/INNOTECH in the Philippines. On 1 July 1981, the GOP accepted the formal request of the SEAMEO Council for the Philippines to permanently host SEAMEO/INNOTECH. The Center is now located within the campus of the University of the Philippines in Diliman, Quezon City.

Programmes, Projects, and Main Activities

Reflecting SEAMEO's mission and goals, the Centre seeks to:

- ▶ Undertake high-quality training, research, and information programmes that anticipate and respond to national and regional requirements
- ▶ Strengthen management by ensuring efficiency and responsiveness to the rapidly changing environment and needs of education stakeholders

- ▶ Ensure sustained financial viability by broadening its funding base, maximizing revenues and controlling costs
- ▶ Increase access of the Centre's programmes and services to wider markets within the region and beyond
- ▶ Strengthen the Centre's institutional linkages and networking schemes

Some of the Centre's most significant courses are in the following areas:

- ▶ Leadership for the Effective Administration of Schools
- ▶ Supervisory Development Programmes
- ▶ Preparing Teachers to Teach with Technology
- ▶ Assessing and Nurturing the Multiple Intelligences
- ▶ Newer Educational Technology and ICT Applications in Schools and Non-Formal Education
- ▶ Alternative Learning Systems

Network and Partners

Member countries include:

- ▶ Brunei Darussalam- Ministry of Education
- ▶ Cambodia - Ministry of Education, Youth and Sports
- ▶ Indonesia - Ministry of Education
- ▶ Lao People's Democratic Republic - Ministry of Education and Culture
- ▶ Malaysia - Ministry of Education
- ▶ Myanmar - Ministry of Education
- ▶ Philippines - Department of Education
- ▶ Singapore - Ministry of Education
- ▶ Thailand - Ministry of Education
- ▶ Viet Nam - Ministry of Education

Also there are 7 associate member countries and 1 affiliate member.

Types of Activities SEAMEO/INNOTECH Can Support in the Region

The institutional activities of SEAMEO/INNOTECH help promote educational development within and outside the region through its major programme areas on educational innovation and technology: (1) training and human resource development, (2) research and evaluation, and (3) information and communications technology. Further, the Centre conducts and manages educational conferences, workshops and other educational fora. It also provides consulting services and other educational technical assistance to its partner institutions.

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Republic of Korea : Korean Educational Development Institute (KEDI)

Mission and Goals

KEDI is one of the most prominent educational policy research institutes in Korea. It has demonstrated a strong commitment to developing innovational education systems and new teaching-learning methods so as to improve Korean education. Under its mission statement, which is to conduct excellent research programmes with professional accountability and to benefit society through these research results, KEDI aims to become a world-class research institute for educational policy.

The primary functions of KEDI are:

- ▶ To prepare and establish future direction and vision for Korean education
- ▶ To provide strategic alternatives for educational innovation
- ▶ To conduct in-depth analysis of school education
- ▶ To analyze the strengths and weaknesses of Korean education
- ▶ To undertake projects commissioned by the government
- ▶ To research fundamental theories in education

History

KEDI was established in 1972. KEDI became designated as the National Centre for Lifelong Education in 2002.

Programmes, Projects and Main Activities

In order to strengthen educational research & development (ER&D) networking, KEDI has embarked on research projects and exchange programmes with the Ministry of Education and Human Resources Development, provincial boards of education, and educational research institutes.

Given the challenges of globalization, it is vital that KEDI continue strengthening its worldwide educational network to increase international understanding and cooperation. KEDI will continue to carry out its functions as a national research institute to provide a constructive vision and policy direction to strengthen Korea's educational system.

▶ Lectures

KEDI organizes lectures from globally renowned scholars in education several times a year. These lectures cover a variety of topics and contribute to enhancing understanding about global educational trends and issues.

▶ Areas of KEDI research

- Educational administration and policy
- Educational management
- Teacher and curriculum policy
- Early childhood and elementary education
- Secondary education
- Higher education
- Human resource development
- Educational statistics and evaluation
- Lifelong education
- Gifted education
- International cooperative projects

Network and Partners

KEDI has already developed an international network with 18 different world-class educational organizations and institutions, such as OECD, UNESCO, and the World Bank.

▶ **International organizations:**

OECD, World Bank, Global Developing Network, UNESCO, Asia and Europe Foundation,

▶ **National organizations:**

CERID Nepal, NIEPA India, SEJ Mexico, INRP, Education Review Office New Zealand, Office of the Education Council, Thailand, NCEDR China

▶ **Academic institutions:**

University of Alberta, Beijing Normal University, Shanghai Academy of Educational Sciences, Hong Kong Institute of Education,

Types of Activities KEDI Can Support in the Region

KEDI extends an invitation to any relevant organizations and researchers to engage in collaborative efforts. KEDI's vision is to further the educational development of not only Korea, but that of our global community. Since its inception, KEDI has been hosting international forums, organizing collaborative research activities, and hosting visiting scholars for international exchange of ideas.

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SICED has provided various international training on:

- Literacy
- NFE
- NFE personnel development
- Planning and management of literacy and continuing education
- NFE management
- NFE planning and policy making
- Monitoring and evaluation systems
- Material development and NFE management
- Curriculum development

Network and Partners

SICED works hand-in-hand with GO's, including provincial NFE centres, district NFE Service Centres, district offices, municipal offices, sub-district offices, and NGOs, including SAVITA Foundation, the Study Centre of Sufficiency Economy According to His Majesty's Initiative and the SUPPORT Centre, Nakhon Ratchasima Province.

SICED also works with the personnel sections of the Office of the Non-formal Education Commission (ONFEC) and of the regional NFE centres.

Types of Activities SICED Can Support in the Region

SICED can support ARTC member countries by hosting workshops/seminars and study visit programmes, conducting training on CLC management and acting as a research station for NFE activities.

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