

Country Report

Thailand

EFA National Plans of Action

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PART I: Legal Framework

The economic, political and social crisis has caused all concerned to realize the expediency for the reform of Thai education. At present, the *framework* of education in *Thailand* is based on the 1997 *Constitution* and the 1999 *National Education Act*. They provide principles and challenging guidelines for the provision and development of Thai education in order to prepare all Thai people for a learning society in a knowledge-based economy. The *Constitution* has greatly increased the rights of people to political participation and the rights to voice public opinion on major problems while the *National Education Act* has introduced new initiatives and provides principles and guidelines for the comprehensive reform of education in Thailand.

Following the *Constitution* and the *National Education Act*, the National Education Plan (2002-2016) was promulgated emphasizing education which embraces equity and quality and aims at increasing the quality of life of its citizens. The provisions in the *Constitution* relating to education and essential features of the *National Education Act* and the *National Education Plan* are summarized as follow:

1. The 1997 Constitution of the Kingdom of Thailand

The new *Constitution* promulgated in October 1997 contains several provisions relating to education, religion and culture. It is stated in *Section 81* that the State will “*improve education to be in harmony with economic and social change*”, which means that the Government is committed to initiate educational reform whenever is necessary to keep up with the pace of change.

The new *Constitution* ensures that all people will have both the right and duty to receive education and training (Section 30 and 69) as well as academic freedom (section 42). It also include the right to receive care and education for children, youth, women, the elderly, the underprivileged, and the handicapped as provided in sections 53, 55 and 80. These provisions will protect the right to education of all Thai people thereby moving forward towards a knowledge-based economy.

2. The 1999 and 2002 National Education Act

In order to meet the requirements of *Section 81* of the 1997 *Constitution*, the first *National Education Act* was promulgated in August 1999 to serve as the fundamental law for the administration and provision of education and training.

For several decades, the *Ministry of Education (MOE)* also supervised issues relating to religion and culture in addition to education. The 1999 *National Education Act* was drafted in that spirit. However, since the *bureaucratic reform in 2002*, religious affairs has been under the supervision of the *Office of the Prime Minister* and the *Ministry of Culture*. To reflect the revision, the *National Education Act* was amended in 2002, and the Act differs slightly from the 1999 *National Education Act*. This Act includes certain provisions having implications on restriction of a person's rights and liberties. The followings are some significant parts:

Section 6 *Education shall aim at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live in harmony with other people*

Section 10 *In the provision of education, all individuals shall have equal rights and opportunities to receive basic education provided by the state for the duration of at least 12 years. Such education, provided on a nationwide basis, shall be of quality and free of charge.*

Section 14 *Individuals, families, communities, community organizations, private organizations, professional bodies, enterprises, and other social institutions, which support or provide basic education, shall be entitled to the following benefits as appropriate:*

- (1) State support for knowledge and competencies in bringing up those under their care;*
- (2) State support for the provision of basic education as provided by the law;*
- (3) Tax rebates or exemptions for educational expenditures as provided by the law.*

Section 17 *Compulsory education shall be for nine years, requiring children aged seven to enroll in basic education institutions until the age of 16 with the exception of those who have already completed grad 9. Criteria and methods of calculating children's age shall be as stipulated in the ministerial regulations.*

Section 22 *Education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality.*

Section 23 *Education through formal, non-formal, and informal approaches shall give emphases to knowledge, morality, learning process, and integration of the following, depending on the appropriateness of each level of education:*

- (1) Knowledge about oneself and the relationship between oneself and society, namely: family, community, nation, and world community...;*
- (2) Scientific and technological knowledge and skills, as well as knowledge, understanding and experience in management, conservation, and utilization of natural resources and the environment in a balanced and sustainable manner;*
- (3) Knowledge about religion, art, culture, sports, Thai wisdom, and the application of wisdom;*
- (4) Knowledge and skills in mathematics and languages, with emphasis on proper use of the Thai language;*
- (5) Knowledge and skills in pursuing one's career and capability of leading a happy life.*

Section 63 *The State shall distribute frequencies, signal transmission devices, and other infrastructure necessary for radio broadcasting, television, telecommunication radio, and other media of communication for use in provision of formal, non-formal, and informal education and enhancement of religious, artistic, and cultural affairs as necessary.*

3. The 2002-2016 of National Education Plan

As mandated by *Section 33* of the *1999 National Education Act*, a 15-year *National Education Plan* was prepared in place of the former *National Scheme of Education*. Authorized for subsequent implementation by the *Council of Ministers* on 17 June 2002, the *National Education Plan* focuses on the integration of all aspects of the quality of life. It emphasizes human-centred development and an integrated and holistic scheme of education, religion, art and culture. In this regard, Thai people shall attain full development in terms of physical and spiritual health, intellect, morality and integrity as well as a desirable way of life that focuses on living in harmony with other people.

Covering 15-year period from 2002-2016, the *National Plan* will serve as a framework for formulating the development plans pertaining to basic education, vocational education, higher education, religion, art and culture. It also provides guideline for formulating operational plans at the levels of educational service areas and educational institutions.

The *National Plan* represents a major reform plan, bringing together the relevant provisions of the *Constitution*

and the *National Education Act*. Besides, it is based on the government policy aimed at transforming Thai society into a knowledge-based society. The Act enables all Thai people to have equal access to lifelong learning and training, and, being endowed with intellect, serving as a capital resource for income generating employment, thus protecting the country from economic and social crisis.

The *National Education Plan* stipulates 3 objectives and 11 policy guidelines for implementation as follows;

Objective 1 <i>All-round and balanced human development</i>	Objective 2 <i>Building a society of morality, wisdom and learning</i>	Objective 3 <i>Development of social environment</i>
1. Developing all people to have access to learning; 2. Learning reform for the benefit of learners; 3. Inculcating and strengthening morality, integrity, ethics, and desirable values and characteristics; 4. Manpower development in science and technology for self-reliance and enhanced competitiveness capacity;	5. Developing a learning society to create knowledge, cognition, the good behaviour and integrity of the people; 6. Promotion of research and development to increase the knowledge and learning of Thai people and Thai society; 7. Creation, application and dissemination of knowledge and learning.	8. Promotion and creation of social and cultural capital limitation; 9. Limitation, decrease and elimination of structural problems for social justice; 10. Development of technologies for education; and 11. Systematizing of resources and investment for education, religion, art and culture.

Based on the principles and guidelines provided by the 1997 Constitution and the National Education Act, it is hoped that the National Education Plan will 1) lead to a knowledge-based society; 2) promote continuous learning; 3) involve all segments of society in designing and decision-making concerning public activities. It is also expected that the National Education Plan will empower Thai people so that they will be able to adjust to world trends and events while maintaining their Thai identity as well as to develop desirable characteristics including virtue, competency, happiness and self-reliance.

PARTII: NFE Components of National Plan of Action and UNLD

Review of National EFA Plan

The 1999 National Education Act, the Cabinet's Resolution (16 March 1999), the medium and long term education plans related to human capacity building (established during the period of the Ninth National Social and Economic Development Plan) are all in accordance with the Dakar Framework for Action. This has helped to shape the following EFA policies, goals and guidelines:

1. Policy Directives

1.1 Development of all with gender equality from birth throughout life through education by focusing on:

- (1) All-round development of children aged 0-5 years and their preparation for entry to the education system.
- (2) Equal rights and opportunities of nine-year compulsory education and twelve-year basic education.
- (3) Equal rights and access to free basic education for the disabled and crippled, including the rights to access the facilities, media, services and other forms of education aid.

- (4) Special rights and access for the disabled and disadvantaged to basic education.
- (5) Promotion of a community learning process and lifelong learning development in all forms.
- (6) Development of a Learning Network to enable lifelong and extensive learning of all.
- (7) Development of learning and life skills giving an importance to HIV/AIDS prevention.
- (8) Allocation of media and infrastructure for the use of modern technology, to expand educational services and exchange knowledge and information with the public.

1.2 Learning reform for learners' development in accordance with their potential, abilities and interest by promoting:

- (1) Learner-centred learning process, self-learning and lifelong learning
- (2) Development of educational innovation to meet the needs of all target groups
- (3) Development of teachers, faculty staff and educational personnel in aspect of creating learner-centred learning process and activities.
- (4) Continuous internal and external quality assurance of education

1.3 Resource mobilization and investment for education by :

- (1) Appropriate resource mobilization at the local as well as national levels such as the collection of an education tax.
- (2) Participation of individuals, families, communities, government agencies, organizations and institutes in the provision of education and resource mobilization and their sharing the education expenditure burden as appropriate and necessary.
- (3) Government budgetary allocation to provision of education as a priority of the country's sustainable development.

2. Goals

The 15-year EFA plan (2002-2016) has conformed to the time frame for the Ninth National Economic and Social Development Plan (2002-2006) and the National Scheme of Education (2002-2016). Therefore, the operational goals are defined in two phases:

Phase 1 Operational goals for the period of 2002-2006 are as follows:

- (1) Expansion and development of comprehensive early childhood care for the children aged 0-3 years
- (2) Expansion of all-round development programmes to reach all children aged 3-5 years prior to their entry to the education system
- (3) Transition of all grade 6 and 9 graduates to lower and upper secondary levels
- (4) Provision of vocational job training for grade 9 or 12 graduates not continuing their education to a higher level
- (5) Increase in access to compulsory and basic education for the disabled and disadvantaged children and the provision of proper forms of education and educational aid for these groups
- (6) Upgrade of knowledge for at least 50 % of the work force to a lower secondary level
- (7) Increase in the average level of education to at least 9 years among young 15-years old and older
- (8) Increase the learning achievement of learners, especially in Thai and foreign languages, mathematics, science, basic information technology applications and life skills

- (9) Wide expansion of continuing education services and training in various forms to promote life skills learning as well as retention of literacy
- (10) Reduction of drug addiction and HIV/AIDS

Phase 2: Operational goals for the period of 2007-2016 are as Follows:

- (1) All-round development of all children aged 3 years and younger
- (2) Access of all school-aged children to 12 years of basic education
- (3) Equal access and opportunities of all Thais to quality educational services
- (4) Equal access and opportunities to all Thais to various high quality continuing education programmes depending upon their needs, interest and skills
- (5) Increase level of education of the workforce to at least a lower secondary education level
- (6) All Thais will enroll in and complete 12 years of education
- (7) Drug-free and HIV/AIDS-free among Thais
- (8) Better quality of life among the elderly

3. Overall Achievements

As mentioned from the foregoing part, the provision of EFA aims at the full development of the Thai people in all aspects: physical and mental health, intellect, knowledge, morality, ethics, culture, desirable way of life so as to be able to live in harmony with other people, and with the ability and skills to earn a living and do good things for society. The past achievements, according to the EFA 2000 Assessment, were summarized as follows:

3.1 Early Childhood Care and Education (ECCE) – was concerned with children aged 3-5. Child Care and Development for the 0-3 years old was implemented in various forms by public and private sectors as well as religious organizations. In academic year 2000, a total of 2.771 million children or 95.82 % of 3-5 years old children had accessed to ECCE through schools and child care centres. Special projects supporting ECCE included the School Lunch Programme, the supplemental food (milk) programme, the Iodine Deficiency Disorders Solving Programme, the School Health Programme, the parental Education Programme, the Child-Rearing Programme, etc..

3.2. Basic education – covered primary education up to upper secondary education, both in the General Academic Stream and the Vocational Stream.

- **Primary education**

In the academic year 2000, the gross enrolment rate of all students in the primary education system (grade 1-6) was 103.14 % or 6.021 million of the expected rate of 5.837 million. This was due to a variance in the age of the students attending classes (5-12 years old). Anticipated 100 % enrolment included all children that were the target age to attend primary education classes (6-11 years old). The primary school children were eligible to receive similar subsidies from the government such as the School Lunch Programme and the Supplemental Food (milk) Programme.

- **Lower secondary education** was provided through both formal and non-formal school systems. The transition rate from grade 6 to 7 in the formal school system in the academic year 2000 was 90.22 %. This represents 82.77 % of the total population aged 12-14 or 2.339 million out of 2.826 million enrolled.

- **Upper secondary education** was provided in two Streams: the General Academic Stream and the Vocational Stream. In the year 2000, over half of the students enrolled in the General Academic Stream (64.41 % or 1.111 million out of 1.725 million), while a smaller number (35.59 % or 0.614 million) enrolled in the Vocational Stream.

In the age group (15-17 years) 57.40 % of the population or 1.725 million out of 3.006 million enrolled in upper secondary education. A high percentage of the students

(94.44 %) transitioned from grade 9 to grade 10.

3.3 Lifelong Education took different forms: continuing education, training, life skills development activities. These were implemented by both public and private sectors. A large number of the disadvantaged population did not have access to formal school programmes. This group is, both in the work force and the aged is currently becoming the largest group of the country. Therefore, *non-formal and lifelong education* has been regarded as the significant tool for the country's human resource development.

4. Integration of NFE Components in National Plan of Action

Non-formal education today has played an integral part in the national education system based on the National Education Act of 1999. Most of the activities are organized through the District NFE Centres and Community Learning Centre (CLCs) in almost every sub-district scattering around the country, with the aim to promote community participation in education provision through the collaboration among concerned local administration organizations. In compliance with the EFA National Plan of Action to be conducted according to Dakar Framework to achieve its 6 goals, the Office of Non-Formal Education Commission (ONFEC) has tried hard to achieve and promote equal right in basic education and lifelong learning among out-of-school youth and adults through the following strategies:

- 4.1 Promoting literacy skill and retention among disadvantaged groups who live in remote and mountainous areas along the borders of the country.
- 4.2 Expansion of equal opportunities for free basic non-formal education for all.
- 4.3 Mobilization of local resources such as local wisdom, local literacy teachers and walking volunteer teachers to support and carry out literacy classes.
- 4.4 Encouragement of community organizations to take part in the followings:
 - Planning and management of literacy programmes and literacy retention activities.
 - Improving NFE curricula to suit the local needs.
 - Development of teaching / learning materials to be appropriate to the local conditions.
 - Implementation of research and development on innovative programmes to promote literacy and vocational skills for improving the quality of life.
- 4.5 Increasing the number of community learning centres (CLCs) and public libraries in the remote areas.
- 4.6 Providing distance education devices and methods to upgrade the quality of teaching/learning.
- 4.7 Encouragement and supporting the provision of continuing education among the out-of-school people.
- 4.8 Undertaking training of teachers and NFE facilitators to improve their teaching and coordinating skills.
- 4.9 Allocating a sufficient budget to meet the needs of continuing and sustainable development of non-formal education.
- 4.10 Promoting various kinds of educational technologies and media productions, and providing the information linkage not only at the district or village level, but also at the global level.

5. Educational investment

In fiscal years 2002 and 2003 the educational expenditures for pre-school level and basic non-formal education, excluding higher education and vocational education, were 134,894 and 148,534 million baht respectively. In other words, in the fiscal year 2002-2003, the numbers of 13.2 % and 14.9 % of total government expenditure or 2.5 % and 2.6 % of GDP were allocated to pre-school and basic non-formal education.

6. Specific programmes / activities planned for the promotion of UNLD which link to NPA***i. Bi-lingual literacy programme the Pwo Karen Hilltribe in Omkoi District of Chiang Mai Province, Thailand: A pilot project under cooperation of Department of Non-formal Education, SIL and UNESCO APPEAL***

Reaching marginalized groups, such as rural poor villagers and ethnic minority, is currently an important task of UNESCO APPEAL. Manual of learning material development for ethnic minority had been prepared and training for policy makers and practitioners from 8 countries had been done. National pilot projects had consequently been developed and partially supported by UNESCO APPEAL. Bi-lingual approach becomes new framework for these projects to i.e. mother tongues would be learned first so that learners can have bridge for facilitating of national language learning. By having experience on their own writing systems, minorities would be strongly empowered, and able to better preserve their cultural heritages.



A typical classroom of NFE elementary programme for hilltribe students.

In Thailand, learning Thai language is one of requirements for hilltribe students of non-formal elementary education programme, and used as instruction language. Due to lacking of appropriate language environment, i.e. in some hilltribe villages no one can even speak Thai, most students face several troubles and cannot proceed well enough in this learning situation. This pilot project is aimed at finding ways to facilitate learning of hilltribe learners though bi-lingual approach. Villagers of Pwo Karen hilltribe of Omkoi District, Chiang Mai Province are identified as the target learners. They have no scripts for representing their own writing system.

Through a close cooperation with SIL, the most active international agency with expertise on preserving of

languages of minorities, the working team have learned a great deal on linguistic analysis of Pwo Karen oral language, developing of alphabetical chart by using Thai scripts, developing of learning materials and teacher training.

The working team had firstly visited 2 Pwo Karen villages in the area of Omkoi District, then on 3-7 March 2003 a workshop for development of community survey instrument and plan of field data collection was organized. The second workshop on phonemic analysis of Pwo Karen was done on 10-14 March 2003. The findings of previous research on Pwo Karen in Srisawat District, Kanchanaburi Province and Hot District, Chiang Mai Province, were used as the basis for collecting words to illustrate the Omkoi Pwo Karen sound system. About 360 words were selected for identifying the consonants, vowels and tones of Omkoi Pwo Karen. Three NFE Pwo Karen teachers of hilltribe learning centers from Omkoi District were the key informants.



Pwo Karen NFE teachers together with a linguist of SIL are analysing Pwo Karen word list.

On 17-19 March 2003, the word list was brought to the target Pwo Karen village in Omkoi District for revalidating with local Pwo Karen. A sample of passage, using Thai alphabet for representing a short oral folktale, was written. Also, samples of additional vowel sounds were recorded for doing further acoustic analysis. Pwo Karen Alphabet design Workshop was held on 12-24 May 2003. The purpose of this workshop was to determine Thai scripts needed to represent Pwo Karen phonemes. Participants were asked to write stories in Pwo Karen using the designated scripts. Then, the scripts which suitably represented the Pwo Karen sounds were identified in the stories. Options for the representations of Pwo Karen sounds not found in Thai were presented and discussed. The Pwo Karen then

made decisions on what scripts could represent their special sounds well enough. They also tested their new writing system by writing a list of words for each consonant and vowel. These lists were checked by the Pwo Karen and made correction. Problems were discussed as they came up and changes to the writing system were made as necessary.

During May 26 – July 18, 2003, collection of information on cultural themes and the village calendar by the Pwo Karen students with the help of Pwo Karen adults in Nong Ung Tai village was made. On July 21- August 1, 2003, curriculum development workshop was organized. The target learners would be adults (17-35 years of age) who are interested in language study and have time to participate learning group at night. Learning materials called "Big Books", which can be used for weekly instruction, were developed. The contents were derived from ways of living of Pwo Karen community. Text typing, using of Thai scripts from the designated alphabet chart, and illustrations had been made by NFE Pwo Karen teachers. Weekly and daily teaching plans were also recommended for the NFE Pwo Karen teachers who were assigned to try out at the two pilot sites. Teacher training will be organized afterwards.

The first writer workshop will be held at both Pwo Karen villages on October 2003. Participants will be villagers who have enough basic reading and writing skills, be interested in Pwo Karen language preservation and have experience in this new bi-lingual literacy programme. They will have chance to practice producing booklets, poster, and other printed materials themselves. Later, it is hopeful that they can compile Pwo Karen-Thai dictionary and set up their own village library as a cultural place for collecting all kinds of stories of the community, written or printed in their own writing system.

Computer, printer and digital camera will be available for teachers and Pwo Karen learners as soon as possible so that they can have better chance to explore producing materials together. At the same time they can gradually develop computer literacy skill. Report on project evaluation and model of bi-lingual literacy programme for hilltribe community will be finalized next year.

Learning experience from this project will have serious impact on revision of NFE curriculum for hilltribes, learning material development and teacher training as well as reconsidering of literacy programmes for other ethnic minorities of Thailand.

ii. Development of a learning community: case of Ban Samkha

Poverty reduction can be effectively managed at community level. The most important learning experience was that the villagers at Ban Samkha need more knowledge on management, not money or materials from the government, for solving the poverty problem.

Children and youth were the prime movers of Ban Samkha village to explore learning about computer and internet. They needed the new technology for benefit of their school education, while adult people were not willing to spend more money on this matter. Finally, Samkha Constructionism Lab, equipped with some used computer and internet, can be established at the village elementary school through continuous support provided by Suksapatana Foundation, Siam Cement Group and NFE Department. It turns out that the Lab becomes learning center for all. School students and teachers can take benefit during day time. Youth club takes charge of the Lab during after school hours and weekends on the basis of who use who pay, naturally at affordable level. By taking such responsibility, they also had a great chance to practically learn about "management".

At the beginning, adult villagers did not see any advantages of the new technology. A school teacher and her students had tried several measures to motivate them, i.e. doing paper works for village headman, finding some interesting information from internet and disseminating through village broadcasting station, and offering free computer training for everyone. However, there was no satisfactory result.

There were 3 activities which nearly all villagers participated, i.e. community retail store, village trust fund and bookkeeping as mention earlier. When the transactions became bigger, the community needed help from a professional accountant to revise the existing bookkeeping system. Siam Cement (Lampang) Ltd., National Electronics and Computer Technology and NFE Department have then cooperatively developed 3 packages of computer software and provided training for local children and

youth and then ask them to train some responsible persons later. This was the starting point for adult villagers to see computer as a functional tool for improving community work effectiveness.

Mrs. Nari Inmapan (Na Tim) has only grade 2 certificate from school and keeps telling others that she is an illiterate. She is recognized as a diligent and honest person. Thus, she was selected by committee of community retail store to take responsibility as its manager some years ago. After trying so hard to



Prime Minister Dr. Taksin Shinawat is discussing with Na Tim and her daughter at Samkha Constructionism Lab

keep record of all transactions and calculate annual dividend for all members, her literacy skills have been improved tremendously. Her daughter had shown her that a new bookkeeping computer programme can be used for improving her manual work. Then, she started her personal and meaningful learning from her daughter. Currently, she can use the programme herself well enough.

By realizing that a low-educated woman like Na Tim can learn and use computer skill well, more villagers come to the Lab and spend their convenient times to learn new skill from their children.

Children and youth can gain gradually self-confidence through such management experience. Later, they had chance to organized several camps themselves, i.e. English, homework and Lanna (local dialect) camps. They have created new activities such

as Brain Bank (using donated money for constructing knowledge through practicing roles of young entrepreneurs) and Meditation center. They are also participating actively in the process of creating community bank and long-stay service which is every new to this rural community. Adults accept more their capability and increasingly need their involvement in community affairs.

Actually, there are several external partners involved in this process of community learning. The villagers need continuous support, but it should be provided at the right time and amount so that they can keep improving their own capability and spirit of self-reliance. Thus, suitable coordination among internal and external facilitators become a key factor for creating of learning environment for all.

PART III: Literacy/NFE Programme**Review of 2002-2003 Regional Literacy/NFE Programmes**

The Office of Non-Formal Education Commission (ONFEC) has long been working in close collaboration with ACCU and APPEAL in promoting literacy and continuing education programmes mostly involved in related literacy training and media production. The followings are some related literacy programmes organized by ONFEC in collaboration with ACCU and APPEAL:

Programme/ Project Title	Main Activities	Strength	Weakness	Suggestions
Materials development	1. AJP Prototype Materials for Neo-Literates	It is found useful for literacy programme and is benefit to out-of-school people in the remote areas. The materials produced are appropriate to the needs of the adult learners. The booklet on “Savings Group :Save a Little, Save a Lot” recently produced by ACCU is seen very useful	Number of the copies produced sometime is not adequate for disseminating to the target areas and, very often cannot be access by the remote areas.	Future AJP materials should be developed in more varieties. Apart from the booklets and poster, the materials may employ the use of appropriate and advance technology to make literacy learning more meaningful and interesting.
	2. Package Learning Materials on Environment (PLANET)	This programme encourages motivation and improvement of current and future environment. PLANET 1 “Water Polution” and PLANET 2 “Forest Conservation” are seen very important for people’s quality of life promotion	As same as the AJP production, the PLANET should increase the number of production to be adequate for the rural areas.	The programme itself yields very satisfactory outcomes. The preparation of PLANET 3 “Waste Management” and future PLANET to be developed by the member countries should be very beneficial to the rural communities and other minority groups.
	3. Literacy Clip Art	This material development programme is an innovative example of ICT use for NFE	The programme has not yet fully utilized to its full potential.	Some software package should be developed or trained to enable easy creation of local versions

		material development		
Meetings/ workshops	<ol style="list-style-type: none"> 1. Asia-Pacific Forum for UNESCO (July 2003) 2. National EFA Coordinators Meeting (Sept. 2003) 3. Regional Workshop on Capacity Building for Trainers of NFE Facilitators (Dec. 2002) 	These meetings/workshops were found very beneficial to varieties programmes on capacity building of NFE concerned personnel and organization	The programmes were less participated by the local concerned. It was actually involved by the high-ranking/policy makers, thereby made the follow-up activities sometimes delayed	The meetings/workshops should, in the future, be involved by countries' representatives at both high ranking and operating levels to enable the member countries to further plan for more appropriate programmes for various local concerned.
Projects	<ol style="list-style-type: none"> 1. Asia/Pacific Literacy Data Base 2. ICT for NFE 3. CLCs development 	These projects are seen to promote EFA which provide and disseminate reliable and up-to-date information as well as building regional network on literacy development of the country	Staff / personnel at the local Level have less knowledge on ICT	More trainings programmes on ICT should be organized among the member countries