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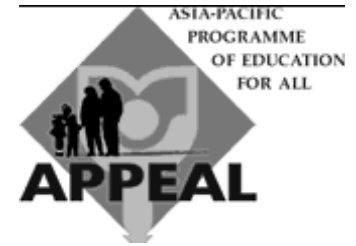
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INTRODUCTION

The Asia-Pacific Programme of Education for All, abbreviated **APPEAL**, is a regional programme of the UNESCO Principal Regional Office for Asia and Pacific, which seeks to promote literacy and basic education for all in the region.

The programme arose from a recommendation of the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (MINEDAP V), held in March 1985 in Thailand, and from a resolution adopted by the 23rd Session of UNESCO's General Conference held in Sofia in November 1985.

APPEAL was launched on 23rd February 1985 in New Dehli by the Director General of UNESCO.

The APPEAL Programme has been promoting literacy and basic education in the Asia-Pacific region through the implementation of three main programmes:

- **Universalization of Primary Education (UPE)**
- **Eradication of Illiteracy (EOI)**
- **Continuing Education for Development (CED)**

During the 1990s the APPEAL programme has focused its programme actions on literacy and continuing education, in addition to undertaking the challenges of working towards universal primary education.

In 1986 it was calculated that approximately 75% of the world's illiterate population, resided in the nations of Asia and the Pacific.

By that time most of the literacy programmes being run were of an ad-hoc nature and featured weak institutional and administrative frameworks for training. In light of these shortcomings and in an endeavour to systematize literacy programmes throughout the Region and address the lack of educationally appropriate and relevant materials, the APPEAL Programme produced and published a 12-volume set of literacy material. These were entitled the **APPEAL Training Materials for Literacy Personnel (ATLP)**. Prior to this initiative most of the literacy material used in the Asia-Pacific region did not place emphasis on the learner and were designed both in language and style in a manner unsuitable for adult learners. The 12 ATLP manuals which were designed by experts on literacy in the region tries to overcome these shortcomings by combining theory and practice into flexible and practical manuals that can be adapted to the context and needs of the individual countries. The volumes are aimed at administrators, supervisors and instructors.

Since then the 12 ATLP volumes has been translated and adapted in 16 countries of the region. The volumes holistically and systematically cover literacy teaching activities ranging from curriculum design principles to literacy programme implementation, assessment and evaluation.

The **APPEAL Training Materials for Continuing Education Personnel (ATLP-CE)** is the logical extension of the ATLP. ATLP-CE aims at promoting

human development through lifelong learning. Consisting of 8 volumes, the ATLP-CE provides a framework for the design and development of locally relevant and needs-specific continuing education programmes for learners who have achieved basic literary skills. The ATLP-CE manuals are a comprehensive collection that provides examples of six different education programmes.

The ATLP-CE manuals have been translated and adapted in 14 countries throughout the region.

In general the main objective of the ATLP and the ATLP-CE material has been to facilitate the development of an integrated, systematic and coherent literacy and continuing education system within a given country. Each of the participating countries produce their own versions of ATLP and ATLP-CE manuals via a systematic approach. Implementation strategies and procedures are not uniform throughout the region, but reflects the different country's own needs and context. The involvement of national experts in the translation and adaptation of the material has also contributed to wider circulation of ideas and methodologies contained in the material. Individual and institutional requests for APPEAL training materials have also been received from countries from outside the region and other parts of the world.

As the production and dissemination of the ATLP and ATLP-CE material represent the stem of the APPEAL programme, the programme has also over the years been extended and a number of more limited but specialised projects have been added to the main line.

One of these is support to Regional and Sub-Regional Training Workshops which has been arranged throughout the region over the years – in order to facilitate co-operation and sharing of experiences between the participating countries. These workshops has primarily been organised and directed towards Senior management personnel, Trainers of trainers and Supervisors and Instructors.

In order to make sure the achievements and experiences of the Regional and Sub-Regional workshops are brought back to the different countries, UNESCO support has also been given to national follow-up activities and workshops on the national level.

Another most important extension of the programme is the promotion, development and set-up of so-called Community Learning Centres (CLCs). APPEAL has been supporting the Community Learning Centres as they are considered important vehicles for promoting literacy and continuing education and to facilitate the training of educational personnel at the local level. The CLCs are local educational institutions outside the formal education system, usually set up and managed by local people to provide learning opportunities for community development and general improvements of people's quality of life.

Apart from those above mentioned main aspects of the APPEAL programme, there are also developed and implemented other activities and projects for special purposes or targets under the APPEAL umbrella. Among those may be mentioned "Training Manual for Small-Scale Enterprises", "Functional Literacy for Indigenous Peoples", various projects specially designed and implemented towards women and girls and also activities directly targeted towards particularly disadvantaged groups.

The NFIT – supported parts of APPEAL are as follows:

- Development and dissemination of;
 - APPEAL Training Manuals for Literacy Personnel (ATLP)
 - APPEAL Training Manuals for Continuing Education Personnel (ATLP-CE)
- Regional and Sub-Regional Training Workshops on literacy and continuing education for;
 - Senior management personnel
 - Trainers of trainers and supervisors
 - Instructors
- Support for national follow-up activities on Regional and Sub-Regional Training Workshops
- Support for the establishment and implementation of Community Learning Centres (CLCs)

The present evaluation report is limited to deal with only the NFIT-supported projects and activities, and as such the main questionnaire on which the evaluation is based, is designed to cover the above listed activities.

APPEAL Resource and Training Consortium (ARTC), APPEAL Regional Networking.

The APPEAL programme has, however, also made a special effort to provide technical support and expertise to the participating countries by pooling resources in a consortium. This is called the APPEAL Resource and Training Consortium (ARTC). This is a network or consortium of leading institutions across the countries of the region, and the main objective of this ARTC is to provide technical support and assistance to the work of APPEAL in the participating countries.

As this effort also has been supported by NFIT, a special, less comprehensive questionnaire was designed and disseminated in order to be able to evaluate the effectiveness and the member state's experiences with this particular part of the APPEAL programme.

REMARKS ON THE EVALUATION

The Terms of Reference clearly states that the evaluation of APPEAL was an undertaking to be carried out by a three member mission consisting of one representative from the donor country, Norway, one representative from UNESCO, and the consultant evaluator. Unfortunately neither Norway nor UNESCO found the opportunity to send representatives. The evaluation was therefore carried out according to the Terms of Reference by the evaluator alone.

As the evaluation of a complex and diverse programme like APPEAL necessarily is a quite time-consuming and complicated undertaking, it must be stated that the evaluation to some extent was hampered and restrained by the fact that the original planned three member mission was reduced to the evaluator only. The

evaluation would probably have benefited from participation from the donoring and executing parties in the sense that particular interests and points of view from these parties would possibly been more expressively stated, and discussions/meetings with administrators, trainers and local people more nuanced and complete. As it was, the evaluator carried through the evaluation on his own without clear guidelines from the donor regarding evaluation priorities but still trying to cover all aspects and interests as far as possible.

The tight time schedule of the field survey somehow reinforced this limitation, because the evaluator in this manner could not possibly be in more than one meeting at the time or discuss with more than one or just a few persons at the same time. With a mission of three people a division of labour could have been practised to some extent, and wider fields could have been covered within the same time limitations. It is therefore regrettable on behalf of both Norway and UNESCO that the mission was reduced to one person only.

The Wrap-up meeting held in Bangkok 10-11 May was attended by representatives from UNESCO headquarter in Paris as well as the Director and staff from UNESCO-PROAP including staff of the APPEAL Programme.

EXECUTIVE SUMMARY

The overall conclusion of the evaluation is that the APPEAL Programme in the Asia-Pacific Region is considered highly important and most valuable in terms of eradicating illiteracy and offering continuing education to the disadvantaged groups of the region. Particularly to be noted is the **holistic** approach through the combination of materials/manuals on one hand and the set-up and running of Community Learning Centers (CLCs) on the other, a combination which appears most fruitful in terms of local community development and empowerment of local people. This point is extremely important as it represents a major contribution to the **sustainability** of the programme. The evaluation also finds the programme quite cost-efficient and targeted in relation to objectives. On the basis of this conclusion the evaluation offers the following recommendations:

- The systematic and comprehensive approach of APPEAL towards eradication of illiteracy and continuing education should be continued. Particularly important is the holistic approach to basic education and general community development. The evaluation most strongly recommends donor(s) to continue, hopefully increase, their financial support in the years to come.
- Continued financial support is also important in light of expressed needs for revisions and updating/modernizing measures. In order to maintain what is already obtained by the APPEAL Programme, it is crucial that UNESCO/APPEAL maintain its initiating and coordinating role.
- The evaluation also recommends that UNESCO/APPEAL continue, or strengthen its support to members in the form of technical advice, expertise and coordination, particularly in the field of continuing education.
- More emphasis should be put into focusing on coherency between aspects of literacy training, vocational training and continuing education.
- The CLCs have proved most successful and efficient in terms of increased literacy, continuing education, enhanced empowerment of local communities and people and increased life-quality. It is strongly recommended that this part of the programme is expanded and reinforced, both financially and qualitatively.
- It is recommended that in the future even more emphasis is put upon tailoring materials and activities with regard to the diversity of the region, culturally, ethnically, religious beliefs, living conditions etc.
- UNESCO/APPEAL should continue to pay close attention to monitoring and evaluation procedures.
- More emphasis should be put upon monitoring and capacity building among cooperating NGOs.
- It is strongly recommended that both UNESCO as well as the donor(s) take full account of the digital revolution, and include aspects of this in future

plans. Access to and assessment of information, may be considered as parts of basic human rights, and is vital to democratization processes. As such the APPEAL programme should strengthen its efforts to make the modern and digitalized world accessible also to disadvantaged groups in the region through ICT.

- UNESCO/APPEAL is recommended to consider the possibilities for exporting the systematic and comprehensive approach of APPEAL also to other parts of the world, particularly Africa, as the programme has proved most useful and efficient regarding eradication of illiteracy in the Asia-Pacific region.
- It is recommended that the APPEAL Resource and Training Consortium (ARTC) is provided with continued support. It has proved most valuable regarding sharing of experiences and promoting cooperation among member countries.
- Future planning of APPEAL Programme activities should be coordinated and seen in relation to EFA assessments and recommendations.

EVALUATION OF APPEAL

Introduction

The main objective of the APPEAL Programme is to eradicate illiteracy and promote basic education for all.

Literacy involves a continuum of reading and writing skills, often also extending to basic arithmetic skills, and thereby life skills. Literacy reflects the accumulated achievement of primary education and adult literacy programmes in imparting basic literacy skills to the population, thereby enabling people to apply such skills in daily life and continue learning and communicating using the written word.

The latest estimations and projections of the UNESCO Institute for Statistics show that four out of every five adults (aged 15 years and above) in the world are literate. During the 1990s, the most interesting decade in this context, the global literacy rate arose from 75 per cent in 1990 to 79 per cent in 1998. At this rate of progress, it will reach approximately 83 per cent by the year 2010.

Despite this progress, there were still some 880 million illiterate adults in the world in 1998, two-thirds of which were women (64 per cent). At the current rate of progress, it is estimated that the overall number will decrease to some 830 million by the year 2010, unless major efforts are made to improve the quality of basic education and eradicate illiteracy. More than 98 per cent of the world's adult illiterate population is found in the less developed regions.

Literacy rates among young adults (15 to 24 years) are generally higher than those for adults and have progressed from 84 per cent in 1990 to 86 per cent in 1998, bearing witness to efforts to improve the coverage and quality of education. However, despite such efforts, one out of seven young adults is still illiterate.

Regional variation

Among the world's less developed regions, the adult literacy rate varies significantly, and there are also considerable disparities between countries within each region. The overall numbers for relevant regions are given in the tables below: *

Literacy rates for population aged 15-24 years, 1998 (median value and variation within regions)

Region	Number of countries	Median	Range
East Asia/Pacific	9	98	25
South and West Asia	5	67	40

Literacy rates of population older than 15 years, 1998 (median values and intra-regional variation)

Region	Number of countries	Median	Range
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*Source: Statistical Document, Education for All 2000 Assessment

East Asia/Pacific	5	94	40
South and West Asia	7	58	54

Among the world's less developed regions, the lowest adult literacy rate is found in Sub-Saharan Africa (median rate 57 per cent), but as can be seen from the tables, South and West Asia are barely above with a median of 58 per cent.

Literacy and gender

In general, increases in overall adult literacy rates have been accompanied by reductions in the gender gap. But according to the latest estimations of the UNESCO Institute of Statistics, in 1990, there were eight literate women for every ten literate males, and this rate saw only a slight improvement over the decade.

South and West Asia is one of the regions where gender disparity in literacy remains especially high. But there are also encouraging examples; in Cambodia the literacy gender parity index increased from 0.52 in 1989 to 0.73 in 1997.

The gender gap among young adults (15-24 years) is generally lower than that of adults, but also here is the region of South and West Asia having the widest gender disparity gap among the regions. The numbers for relevant regions are shown below.

Literacy of adults (15 years and over); Gender parity index, 1998*

Region (N.of countr.)	Minimum	Median	Maximum
East Asia/Pacific (9)	0.65	0.98	1.02
S. and W. Asia (7)	0.44	0.76	1.01

Literacy of young adults (15-24 years); Gender parity index, 1998

Region (N.of countr.)	Minimum	Median	Maximum
East Asia/Pacific (6)	0.80	1.00	1.03
S. and W. Asia (5)	0.64	0.71	0.95

Additional statistics regarding literacy rates and literacy gender parity indexes by country are given in the appendix.

Evaluation methodology and philosophy

In light of the above described background, both the JFIT and NFIT have contributed to certain programmes, projects and activities at regional, sub-regional and national levels in the field of literacy and continuing education under the APPEAL umbrella. The region as a whole and the respective countries have identified certain priority areas for action and certain priority groups to be served. A major task for many of the countries in Asia and the Pacific have been to expand provisioning and services of basic education to those who have not yet had access or are under-

* The literacy gender parity index measures the gender gap between male and female literates.

served by existing regular literacy and basic education programmes. Girls and women, ethnic minorities and people living in remote areas are among those who have been identified as having little access to education.

The basic elements in these efforts have been the production and dissemination of the APPEAL Training Materials for Literacy Personnel (ATLP) – 12 volumes, and the APPEAL Training Material for Continuing Education Personnel (ATLP-CE) – 8 volumes. This has been the base-line activity of the programme from 1989 up to date.

This represents both a challenge and a problem for the evaluation of the programme. As this is an ongoing and continuous programme over a long period of time, it is in reality impossible to distinguish the various phases of the programme from each other. It is also very difficult to differentiate between the impact of the input from the two main donors to the programme. But there are also more serious problems related to this when it comes to evaluation. The main problem being the difficulty of distinguishing between the dissemination of the material and the actual effect or impact of the use of it. This is so because the dissemination and use of the material over time will have side-effects and maybe innovative consequences on different levels; regional, national, sub-national, local community level etc.. **To what extent the use and dissemination of the content and the ideas of the material has had an impact, and what kind of impact, is in reality impossible to measure in quantitative terms.**

This picture is even more complicated through the fact that during the programme period, the main stem of the programme has been extended and completed by a number of specially designed projects and materials for targeted groups like specially disadvantaged groups in remote areas, for women/girls, functional literacy for indigenous people, manuals on small-scale enterprises for neo-literates, establishments of CLCs etc.. All of these, in addition to the arrangements of the Regional and Sub-Regional Training Workshops and national follow-up activities of these, ought to be seen and evaluated **as a whole** in order to obtain a true picture of the effects and impact of the APPEAL programme as such – in relation to its original overall objectives.

Ideally this could be done through a thorough and comprehensive in-field and in-depth study, an exercise that would require quite a different amount of resources and time from what is available for the present evaluation team. But this point needs to be stressed also here because it touches upon the basic philosophy and priorities regarding programme and project evaluations in UNESCO programming and budgeting. It appears that UNESCO as such does not have any clear-cut ideology or evaluation policy, although new signals are emerging in this field.

The Director General of UNESCO has signaled a new management style in UNESCO that will also affect evaluation and monitoring. This includes **more emphasis on results, approaches and resources, instead of evaluation documents characterized by lists of activities to be carried out or actually carried out (meetings, studies, publications etc.)** In the Programme and Budget for 2000/20001 the Director General stress evaluation to be essential in order to improve the design and implementation of the programme. It is thus proposed that funds allocated to evaluation should be increased from 0.5 to 1.0 per cent of direct programme costs. This is a strong signal towards shifting emphasis from quantification of activities to objectives and results.

UNESCO does not have only one policy on evaluation. The evaluation policy for the regular programme is linked up to UNDP's policy, which is again reflecting OECD guidelines.

Evaluation of Funds-in Trust programmes on the other hand, are generally attuned to individual donor's needs and policies, which are generally communicated to UNESCO by way of framework agreements. In the case of the present evaluation of APPEAL, it should be noted that Norway as one of two main donors has not provided guidelines for the evaluation process as such.

The responsibility for evaluations in UNESCO is decentralized to the units/divisions. The role of the IOS seems to be mainly advisory. The consequence seems to be relatively large variations in evaluation practices and the quality of evaluation reports. It has, however, during discussions in UNESCO HQ been stressed that work is being done in order to update and improve evaluation and monitoring processes.

Neither the Agreement between UNESCO and Norway nor proposals made by the Norwegian Delegation in 1995 specify how evaluations of Norwegian funded programmes/projects should be carried out. But in the 1995 approach it is underlined that the reporting ought to be more result and problem-oriented, considerations of sustainability of projects should be included, as well as relevant gender data and considerations on cost-efficiency. It seems in this way that both UNESCO and Norway are thinking in terms of better integration of planning, monitoring and evaluation processes in development programmes.

In sum it can be said that both UNESCO as such and Norway as donor are concerned about evaluation procedures and practices in the sense that none are finding existing policies and procedures satisfactorily or sufficiently integrated into the overall programming and monitoring systems.

Then about the relevance of these background considerations for the present evaluation of APPEAL.

The overall objective of APPEAL is to promote literacy and basic education for all.

This objective seen in relation to the development of literacy in the Asia/Pacific region as shown in the introduction, raises then the following crucial question in evaluation terms:

To what extent has the APPEAL Programme been instrumental and effective in the literacy development in the region during the last decade?

In order to find this out, the APPEAL programme was also evaluated in 1998. This evaluation was organized and implemented in accordance to Terms of Reference of 1998, which is more or less identical to the TOR of the present one. Both of the TORs are authored by UNESCO. In the TORs are listed a number of quite extensive **evaluation objectives**, mainly oriented towards levels/quantities of **activities** carried out in the different countries. This appears to be a weakness in evaluation terms in relation to the above statements from UNESCO and Norway which are stressing increased attention towards **results, sustainability and cost-effectiveness**. In other words; the evaluation process itself has a built-in orientation towards the

measurement of UNESCO-APPEAL's ability and competence to carry out defined activities/production of reports/meetings/conferences etc. while the original objective of the programme is at best hiding in the background.

For these reasons it was decided in accordance with the APPEAL staff, to shift the emphasis in the design of the present evaluation towards the original objectives of the various parts of the programme. As can be seen from the questionnaires, each part of them starts with listing the original objective, and the following questions relate all in some way or another to this. In this way it is hoped that the respondents are able to see the relation between the questions and the original objective – namely to promote literacy and basic education in the region. In this way the present evaluation differentiates markedly from the previous one.

The shift of emphasis from activities to objectives does not however, solve all problematic sides of an evaluation process like this. It is still very difficult to know from the information gathered through the questionnaires what the information in reality measures/tells. The questionnaires have been responded to by a number of different sources, like the UNESCO National Commissions, NGOs and national authorities at various levels. One may suspect that the possibility is there that the various institutions/organizations may have self-interests in presenting certain amounts of success – which means that the information say more about the institutions/organizations ability to organize and implement education projects than the actual results in terms of increased literacy.

It is also very hard to distinguish between the different levels through the information gathered by the questionnaires alone. This because the questionnaires have been responded to by central authorities, which makes sense in one way because they have the total picture. At the other hand it is problematic because the voices and opinions of the actual beneficiaries in the local communities and remote areas are impossible to get hold of. It is therefore of outmost importance that a survey based on questionnaires is being followed-up of in-depth and in-field studies. But in both the present and the previous evaluation, the time and resources provided for this is very limited and inadequate. The in-depth studies are based on short visits to selected countries, which is good, but at the same time inadequate because the mission do not have ample time to really meet and talk to trainers/beneficiaries at the local level in their communities.

Thirdly the evaluation does have shortcomings when it comes to organizational and cultural dimensions and differences. It is obvious that a comprehensive program like APPEAL which has been disseminated and implemented at least to some extent in altogether 18 countries has to be general. There have been local adaptations and translations to local languages. But still the policies, attitudes and organizational apparatus in the different countries will be of highly different character. The success or failure of the programme in each country will therefore be **culturally sensitive**, in the sense that the acceptance, ability and effectiveness with regard to the implementation of the programme is to a high extent dependent upon qualitative, cultural factors. Neither the TOR nor the actual evaluation takes this into serious consideration. This is probably especially problematic when it comes to gender rated discrepancies between the different countries. Gender equality and gender-neutral access to basic education are notions carrying different value orientations and cultural meanings in different political and religious regimes, but also within some of the countries there are great variations of this kind between regions and geographical areas. It was stated several times during the field visits, in all the three countries, that it was not possible to develop training

materials/manuals and procedures that suited all purposes and all groups/minorities. It is clear that culture or cultural factors will be highly influential and contain explanatory value in these matters. But also other, less obvious examples of failures/successes in the implementation of literacy and continuing education programmes may be found understandable or explainable if the evaluation provided resources and time for these kinds of questions and studies.

Some countries have for a long time already smooth running, professional and competent administrative set-ups and national policies engaged and geared also towards literacy and non-formal education, while others have not. In some countries the NGOs are given the responsibility of implementing the programme, while there is almost no connection to the national/formal administration of education sector and policy making. In this way the implementation of programmes and projects may be part of the NGO's own particular ideology and schemes. This is also to be considered as part of the "cultural climate" of the education sector, and as such very determining factors for the success of literacy programmes.

The questions of sustainability and cost-effectiveness will of course also be heavily dependent on elements of this kind. The administrative/organizational ability to handle budgetary matters and monitoring of expenditures will vary as well as the continuity and stability of the apparatus over time will influence the ability to monitor and implement long lasting projects and programmes over the years. The lack of detailed knowledge and comprehension on this appears to be a weakness both of the programme as such and the evaluation process in particular.

In general it may be noted that a comprehensive program such as APPEAL have implicit ultimate and ambitious objectives of empowering people, deepening democracy, reduce poverty and thereby increasing life-quality in the sense that it will enable people to make qualified choices regarding their own lives. It is beyond the time and resources available to this evaluation to provide exact measures to what extent these ultimate objectives have been met or not. What the evaluation does within limitations is to provide answers to what extent the programme as such has met the requirements as they are stated in the programme document, if dissemination and use of material has fulfilled original requirements, if activities have been properly targeted and the programme has been cost-effective. Reliable information and assessments related to the degrees of success regarding the ultimate objectives will require further and more in-depth studies in the future.

SYNTHESIS OF RESPONSES TO MAIN QUESTIONNAIRE

The questionnaire was sent to altogether 15 countries. Of these, only Mongolia failed to respond.

14 countries, as listed in table A1, responded to the main questionnaire regarding:

Part A

Development and dissemination of ATLP and ATLP-CE training materials/manuals

Part B

Regional and Sub-Regional Training-Workshops utilizing ATLP and ATLP-CE materials/manuals

Part C

Support for national follow-up activities of the Regional and Sub-Regional Training Workshops

Part D

Support for the establishment of Community Learning Centres (CLCs)

Part E

Overall objectives of the APPEAL programme

All of the above parts are organized in the following sequences:

- I. Objectives***
- II. Project planning***
- III. Management and Implementation***
- IV. Project Monitoring***
- V. Cost effectiveness***
- VI. Impact and sustainability***

Not all of the above listed aspects are applicable to all of the 5 parts of the questionnaire. The numbering and organisation of the various parts therefore vary.

The major part of the synthesis of the responses is given in terms of number of countries. It is important to note that not all 14 countries have responded to all questions and in some of the differentiating response options some of the countries have responded to more than one option. The responses do therefore not necessarily sum up to 14.

Considering that the number of questionnaires is only 14, it appears meaningless to treat the responses in a strictly statistical manner with any significance. The responses given by the countries are there to be treated as more of a qualitative information on the various aspects of the programme. The results are however to be seen as important indicators of successes and failures of the programme, and valuable as guidelines for the future programme planning and implementation.

Part A

Development and dissemination of training materials/manuals

ATLP: APPEAL Training Materials for Literacy Personnel (12 volumes)

ATLP-CE: APPEAL Training Materials for Continuing Education Personnel (8 volumes)

I. Objective

The overall Objective of the production and dissemination of this material is to promote literacy and basic education for all.

A.

Material have been used in country:

1. By country

	ATLP	ATLP-CE
Bangladesh	X	X
Pakistan	X	X
Cambodia	X	X
Laos	X	X
Bhutan	X	
China	X	X
India	X	X
Indonesia		X
Malaysia		X
Nepal	X	X
Thailand		X
Uzbekistan		X
Myanmar	X	X
Vietnam	X	X
14 countries	10	13

2. Relevance of material in relation to needs of learners:

	ATLP	ATLP-CE
Very highly relevant	3	3
Highly relevant	10	7
Moderately relevant		2
Barely relevant		

3. Availability of materials:

	ATLP	ATLP-CE
In local languages	5	5
Generally available to any trainer	5	5
Not available in sufficient numbers	3	3

Available to official trainers	4	5
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4. Use of materials in local languages:

	ATLP	ATLP-CE
Widely used in country	3	2
Used only in official programmes	4	6
Used by NGOs: Widely	2	2
Used by NGOs: Limited	2	3

A summary of the figures and tables in point A regarding dissemination and use of the ATLP and ATLP-CE material shows clearly that the material is widely used, maybe even slightly more so for the continuing education material.

Both the ATLP and ATLP-CE material have a good availability, although there are discrepancies between the countries when it comes to use of material by different institutions/agencies, official programmes or NGOs.

Both the ATLP and ATLP-CE material is regarded as highly relevant in relation to needs of learners.

B.

Summary of responses given by level of use of training material (national, sub-national local community level):

1. Significant increase in number of trained personnel at:

	ATLP	ATLP-CE
National level	9	11
Sub-national level	8	11
Local community level	3	4

2. Trained personnel has contributed significantly to revising NFE-plans

	ATLP	ATLP-CE
National level	7	9
Sub-national level	8	11
Local community level	2	3

3. Trained personnel has contributed to better implementation of NFE-plans:

	ATLP	ATLP-CE
National level	7	9

Sub-national level	10	11
Local community level	6	8

4. *Trained personnel has contributed to better monitoring and evaluation of NFE-plans/projects:*

	ATLP	ATLP-CE
National level	7	9
Sub-national level	8	10
Local community level	7	9

5. *Innovative NFE projects/activities have been developed at;*

	ATLP	ATLP-CE
National level	8	11
Sub-national level	5	8
Local community level	7	7

6. *Better quality curriculum developed for NFE now takes place in local languages:*

ATLP	ATLP-CE
6	9

7. *Better quality training materials development in local languages for NFE now takes place:*

ATLP	ATLP-CE
8	10

Other comments:

Myanmar: “Some IGP materials locally developed or at CBW are now being used in Myanmar NFE programme”

Malaysia: ”The strong trend is towards human development with Life Long Education. It is the national strategy for national social economy development process”

India: “In addition to print materials audio cassettes & video cassettes are commonly prepared in most cases.”

Pakistan: “... in CLCs... ATLP-CE”

The figures and tables of point B, regarding the use and impact of the ATLP and ATLP-CE material by level; national, sub-national and local community, shows a tendency towards more use and impact of the material on national and sub-national level than at local community level. This is natural as the questions were made to investigate impact on revisions, innovations, implementations and monitoring of NFE plans and curriculums. It is very clear from the figures that the APPEAL material has been used and made an impact in these fields in most of the countries, which has again led to increased development of improved curriculums and training materials also in local languages.

Again it may be noted that the continuing education material has made an even more significant impact than the basic ATLP material.

II. Project management and implementation

1. *Development and dissemination of the materials have been of relevance to the needs and situation of country:*

Highly relevant	7
Medium relevant	7
Low relevance	

2. *To what extent the materials and techniques in the material/manuals have contributed to strengthen and develop basic and continuing education in country:*

To very high extent	3
To high extent	6
To medium extent	4
To low extent	1
None	

Comments:

Malaysia: “For the development, Community College and the improvement existing CLC.”

It may be observed that regarding management and implementation of the programme the participating countries feels that the programme material has been highly to medium relevant for their needs, but also express that for the majority of the countries the material has to high extent made a contribution to the strengthening and development of basic and continuing education in the country.

The only exception to this pattern is Nepal, who states that the material has contributed only to low extent. Unfortunately Nepal does not specify why.

III Impact and sustainability

1. *Number of learners who have benefited from the production and dissemination of the materials/manuals:*

Myanmar	277 635	(1997 to 2001)
Uzbekistan	700	
Thailand	50 000	
Nepal	1 000	
Malaysia	no response	
Indonesia	500	
India	25 000	

China	no response
Bhutan	8 000
Laos	60-80 % of literacy graduates each year
Cambodia	no response
Pakistan	2 000
Bangladesh	15 000 000
Vietnam	10 000

2. *Contribution of APPEAL programme to development of country and to local communities in particular:*

	Country	Local community
High positive impact	4	8
Medium positive impact	8	6
Low positive impact		
Insignificant		

3. *Production and dissemination of materials/manuals has led to (increased) integration of literacy and continuing education in national and local policy and planning:*

Yes	No
14	0

4. *APPEAL material has contributed to improved basic education curriculum and training methods:*

Yes	No
14	0

5. *The APPEAL manual on training for Small Scale Enterprises has made an impact on the activity level in the country:*

To very high extent	2
To high extent	9
To low extent	2
No impact	

6. *If some impact, please indicate types of enterprises established:*

Bangladesh: “Small trade, Nursery, Kitchen garden, Poultry rearing, Food Processing, Cattle rearing, Goat rearing, Pisciculture, handicrafts Sewing, shop making, Candle making, midwifery etc.”

Pakistan: “Poultry Forming, Live Stock, Kitchen Gardening, Food Preservation, Soap Making, Detergent, Cosmetics, Perfumes.”

Laos: “Bamboo handicraft enterprise, Poultry production, Handicraft production”

Bhutan: “Bambook craft enterprises has been established in one of the remolest area (Panbang)”

India: “ A group called “Vaneeta” is formed which comprises 15 women. They prepare sun dried products. A group called “Swadheen” comprising of 10 women prepares bags of various types. A catering group called “Annada” is also formed.”

Indonesia: “The enterprises has been to home industries, small business and agriculture.”

Malaysia: “ Small informal Sector”

Thailand: “Weaving group in Phayo province”

Uzbekistan: “It was established small enterprise on sewing and gardening”

Myanmar: “Food Preservation, Bamboo Handicraft”

Vietnam: “Handicraft making”

7. Number of enterprises established:

Bangladesh	5 000
Pakistan	86
Cambodia	8
Laos	25
Bhutan	1
India	50-55
Indonesia	630
Nepal	1
Thailand	1
Uzbekistan	5
Myanmar	15
Vietnam	100
Total	5 925

When it comes to impact and sustainability of the production and dissemination of the APPEAL material, this is more or less impossible to measure in quantitative terms. As it appears from table III, 1, the countries reports huge discrepancies in the numbers of learners that have benefited from the programme, from 500 in Indonesia to 15 million in Bangladesh. Even though the question on this matter was quite clear cut and therefore should not be subject to misunderstandings, it is difficult to interpret the discrepancies.

What is more obvious is that the APPEAL Programme and material has definitely led to increased integration of literacy and continuing education in national and local policies and planning in these fields, as well as contributed to improvements of curriculum and training methods.

In this part regarding impact and sustainability a question specifically regarding the “Manual on Training for Small Scale Enterprises” was included as this was considered important for measuring eventual long lasting effects of the programme. As can be seen from the figures in table III, 5, the responses to this are quite positive. A specification of types of small scale enterprises recorded is given.

But again, there are great discrepancies between the countries when it comes to numbers established, ranging from only 1 in Bhutan, Nepal and Thailand to 5000 in Bangladesh. Still, the findings on this matter must be considered encouraging.

Part B

Regional and sub-Regional Training Workshops utilizing the ATLP and ATLP-CE materials/manuals

I. Objective

Main objective of Regional and Sub-regional Workshops have been to promote the sharing of effective strategies and practice methods for promotion of literacy and continuing education.

1. In order to fulfil this objective, the Regional and Sub-Regional workshops have been:

Very highly efficient	4
Highly efficient	8
Medium efficient	2
Not efficient	

II. Project planning

1. Correspondence of Regional and Sub-Regional Workshops to training needs of personnel:

Very good correspondence	5
Good correspondence	9
No correspondence	

III. Management and implementation

1. To what extent Regional and Sub-Regional Workshops have contributed to strengthening and development of basic and continuing education:

Very high extent	5
High extent	8
Low extent	

V. Cost effectiveness

1. *Is the UNESCO funding of Regional and Sub-Regional Workshops a cost-effective way of strengthening basic and continuing education:*

Yes	No
13	0

VI. Impact and Sustainability

1. *Regional and Sub-Regional Workshops have promoted cooperation among participating countries, institutions, GOs and NGOs*

Strongly promoted	7
Some promotion	6
No promotion	

2. *Regional and Sub-Regional Training Workshops have strengthened integration of literacy and continuing education in national and local policy and planning:*

Definitely	8
To some extent	5
No impact	

3. *Regional and Sub-Regional Training Workshops have strengthened basic education curriculum and training methodologies:*

Yes	No
12	1

(Malaysia)

Malaysia: “Malaysia has good basic education programmes”

In this part of the survey regarding the Regional and Sub-Regional Training Workshops arranged by the Programme it may be observed from the figures that the countries are unitedly positive in their responses. This is so both in relation to fulfilment of the main objective as well as implementation, sustainability and cost effectiveness. The only exception is Malaysia as may be noted from the comment from Malaysia above.

Part C

Support for national follow-up activities of the Regional and Sub-Regional Training Workshops

I. Objective

The main objective of this part of the APPEAL programme has been to follow-up and strengthen the training of trainers and supervisors on the national level. For this reason a number of national training workshops has been organized.

1. Support for national follow-up activities of the Regional and Sub-Regional workshops has been:

Adequate and relevant	9
Partly adequate	3
Not Adequate	2

(Malaysia, Nepal)

2. Number of trainers and supervisors that have benefited from national follow-up activities:

Pakistan	100
Cambodia	150
Laos	-
Bhutan	600+
China	-
India	-
Indonesia	500
Malaysia	-
Nepal	486
Thailand	50+
Uzbekistan	90
Myanmar	140
Bangladesh	300
Vietnam	12000
Total	14416

3. National follow-up activities have also led to research and revisions of literacy curriculum:

Yes	No
12	1

(Uzbekistan)

Malaysia: “There is no national policy and no national ... to ... NFE programmes. However good programmes are done by a number of ministries and their agencies. The latest innovation is community college by Ministry of Education.”

II. Project Planning

1. Degree of correspondence of follow-up activities to training needs of trainers and superiors:

Very good correspondence	4
Good correspondence	7
No correspondence	

III. Management and implementation

1. To what extent have follow-up activities contributed to strengthening and development of basic and continuing education:

Very high extent	4
High extent	9
Low extent	1

V. Cost effectiveness

1. The national follow-up action of Regional and Sub-Regional Workshops have been an efficient way of strengthening basic and continuing education:

Yes	No
12	1

(Malaysia)

If no, suggestions of more efficient ways:

Malaysia: “Since there is no national policy and there is no national body to oversee program implementation, it is left to the national ministries and agencies to take the initiative.

VI. Impact and Sustainability

1. The support for national follow-up activities has strengthened the capacity and competence of trainers and supervisors in basic and continuing education:

To very high extent	4
High extent	7
Low extent	1
No impact	

(Nepal)

2. Support for national follow-up activities has led to capacity- and competence building in such a way that it also improves and increases the integration of basic and continuing education in national and local policy and planning:

Definitely	9
To some extent	4
No impact	

3. Support for national follow-up activities has led to increased access to basic education for learners/community people:

Yes	No
12	1

(Nepal)

The responses regarding national follow-up activities and national training workshops are quite positive from the majority of the countries as far as fulfilment of the objective concerns. This impression is also valid for planning, implementation, cost effectiveness and sustainability, except for Malaysia and Nepal. In Malaysia this differing view obviously has political reasons. For Nepal the reason is unknown. It may be observed, however, that Nepal reports that 486 trainers and supervisors have benefited from the national follow-up activities, which is good in comparison with some of the other countries.

Part D

Support for the establishment and implementation of Community Learning Centres (CLCs)

I. Objective

The main objective of the CLCs is to empower individuals and to promote community development through life-long education for all people in the community. The main beneficiaries of CLCs should be people with less opportunities for education.

1. The support for set-up and management of CLCs has led to promotion of community development and increased opportunities for the local population:

To very high extent	7
High extent	6
Low extent	1

(Nepal, only 3 CLCs)

2. Number of CLCs set-up

Pakistan	20
Cambodia	23
Laos	215
Bhutan	8
India	7
Indonesia	1 570
Malaysia	numerous
Nepal	3
Thailand	36
Uzbekistan	7
Myanmar	271
Bangladesh	4 000
Vietnam	150
Total	6 310 + numerous in Malaysia

3. Number of these actively carrying out educational activities:

Pakistan	(all) 20
Cambodia	(all) 23
Laos	5
Bhutan	7
India	(all) 7
Indonesia	1 445
Malaysia	all
Nepal	(all) 3
Thailand	(all) 36
Uzbekistan	(all) 7
Myanmar	(75%) 200
Bangladesh	almost all
Vietnam	all

Laos: “main activities”

Malaysia: “CLS carries educational programmes ... CLC aims to change traditional attitudes with modernizing system”

4. List of other activities carried out in some or all of CLCs:

Pakistan: “Functional Literacy, Skill Development, Micro Credit, Sanitation & Health, Micro Enterprises Non-Formal Basic Education”

Cambodia: “Literacy activities, Vocational skill training, Small business, Small credit”

Laos: “Village office, meeting of village, primary/pre-school”

Bhutan: “1. Literacy classes, 2. Skill development training, 3. Information and reading corner”

India: “1. Introducing rural women to technical skills such as typing, computers and domestic appliances. 2. Development of artistic skills e.g. crylin-painting, Mehendi etc.”

Indonesia: “1. Income Generating Programme. 2. Life skill education. 3. Courses. 4. Agriculture, functional literacy, youth activities (sport)

Malaysia: “IGP, QLIP, IIP and FOP”

Nepal: (See appendix)

Thailand: “Activities for quality life and community improvement Vocational skills training”

Uzbekistan: “training, publication, small scale enterprise, research, gardening”

Myanmar: “Basic Literacy Programme, Income Generation Programme, Better Life Programme”

Bangladesh: “Credit programme, income generating activities, continuing education, Skill Training programme, gender and development, human rights programme, Continuing education, Basic literacy, community development activities, cultural activities, Health and sanitation program, water and sanitation, child and women trafficking programme etc.”

Vietnam: “Income generating activities, Quality of life improvement activities, Cultural and sportive activities, Community development activities, Skill-life training activities”.

II. Project Planning

1. Correspondence of CLCs to national needs of basic and continuing education:

To very high extent	7
High extent	7
Low extent	
No Impact	

2. Set-up and management of CLCs meets the needs of target groups:

Yes	No
14	

III. Management and implementation

1. The implementation of CLCs has contributed to strengthening and development of the access to basic and continuing education for less privileged people:

To very high extent	7
High extent	7
Low extent	

2. Support for CLCs has led to increased empowerment and community people and improved their quality of life:

To very high extent	7
High extent	7
Low extent	
No impact	

3. Set-up of CLCs has led to linkages/networking of community organizations/agencies working for community development:

Yes	No
14	

IV. Project monitoring

1. The monitoring of the set-up and management of CLCs has been adequate for ensuring the smooth and continuous running of CLCs and their activities:

Yes	No
13	1

(Cambodia)

V. Cost effectiveness

1. Considering the costs of setting up CLCs, the improved access to basic education and empowerment of community people has been at a level of:

Much better than expected	4
Better than expected	9
Less than expected	1
No impact	

(Nepal)

2. The set-up of CLCs has a side-effect of improving local community people's self-confidence:

Yes	Maybe	No
13	1 (Uzbekistan)	

3. Type of unintended side effects from CLCs:

Laos: "Rural development"

Bhutan: "CLC project has been used as means of establishing formal community schools"

India: "Interest is developed in increasing agricultural yield, preparation for aurvedic medicines, improvement of primary & secondary education. Urban "Rotary Clubs" have been interacting with view to rural development.

Indonesia: "The teaching learning process can be managed and controlled easier so that the quality of NFE programme improved."

Malaysia: "Widening of vision and community understanding"

Nepal: "Effecting in NCR/NFE set up CLC"

Thailand: "Gathering and unity of community"

VI. Impact and Sustainability

1. The set-up of CLCs has led to improved and sustained access to basic and continuing education for community people:

Yes	No
14	

2. Number of learners who have benefited from CLCs:

Pakistan ca 5 000

Cambodia 938

Laos -

Bhutan 500+

China 1 000+

Indonesia 10 000

Malaysia "Massive. It contributed towards drastic decrease in the rate of poverty and literacy"

Nepal 10 000

Thailand	10 000+	
Uzbekistan	700	
Myanmar	2 000	
Bangladesh	0.5	million
Vietnam	1.5	million

3. The set-up of CLCs has led to more sustain and better integration of basic and continuing education in local policy and planning:

Yes	No
12	2

(Pakistan, Cambodia)

The main objective of the establishment of the CLCs is to empower local individuals and communities and promote community development by life-long education. Considering this, the responses to this part of the Programme appears overwhelmingly positive. Not only so in relation to the main objective, but also the process questions regarding planning, implementation, cost effectiveness and sustainability is unitedly considered to be very efficient and having quite positive impacts. It is additionally considered efficient in terms of side-effects of the CLCs like improved self-confidence and life-quality of local people and communities.

Considering the responses regarding the CLCs in comparison with other parts of the evaluation, the CLCs must be regarded as one of the most appreciated and successful parts of the Programme by the participating countries.

Part E

The overall objectives of the APPEAL programme are threefold: Promoting literacy for all, Universalising primary education and Promoting continuing education to ensure education for all

1. Comments upon the overall APPEAL objectives with regard to implementation and effectiveness, by country:

Pakistan

“The implementation of EFA and Universal Primary Education in Particular has been greatly emphasized and objectives met fairly and inflectionally, but there has been insignificant progress in the promotion and implementation of continuing education.”

Cambodia

“The APPEAL programme create the opportunity to learn for disadvantaged people according to their free time.”

Laos

“Conduction training of local staffs at provinsicial district and community levels.”

Bhutan

“APPEAL programmes have been very effective in enhancing human resourse development and capacity-building of literacy personnel.”

India

“By and large, the project has been effectively implemented except in the case of some northern states and forest tribal communities.”

Indonesia

“Appeal programme to be adapted to local need based on the priority of the community need, and local supporting.”

Nepal

“UNESCO/PROAP has provided assistance to the government to follow-up APPEAL Program. Government has implemented BPEP Project with the assistance from the World Bank and Denmark. Some progress has been done in primary Education, but no progress in literacy and Continuing Education.”

Uzbekistan

“Taking into account the high literacy level of people in Uzbekistan the focus of CLC project was directed to promote non-formal, informal education, functional literacy, to raise the quality of education, improve quality of community life, to increase their income.”

Myanmar

“Increase in adult literacy rate and school enrolment and improvement in income.”

Bangladesh

“The project in Bangladesh is very effective, but the number of CLCs is not adequate considering the number of targeted people”

Vietnam

“The implementation of the project at grassroots level is effective and sustainable. CLC Project is very successful”.

2. Measures taken to ensure sustainability of basic and continuing education programmes; by country:

Pakistan

“The main stay of the sustainability of basic education programmes has been community participation. The community organizations and their empowerment has been an integral part of the programmes.”

Cambodia

“We plan to integrate in the basic and continuing education program small credit, small scale enterprise, small scale enterprise, small business, Vocational skill.”

Laos

“- Capacity building of NFE personnels
- Combining literacy and CE programmes with basic skills training
- Establishment of CLCs”

Bhutan

“Government is gradually decentralising all the planning process to the grassroot level and at the same time providing adequate skills in planning and management at local level.”

India

“Programmes of community education centres are promoted”

Indonesia

“We have been conducting continuing education programme taskforce and carry out meeting regularly.”

Malaysia

“Integrates of NPG/Continuing educates as National Development Strategy”

Nepal

“Actually the Center for Education for All, Nepal (CEFA) and National Resource Center for Non-formal Education *(NRC-NFE) are helping the government and the NGOs to implement APPEAL Program”

Uzbekistan

“The basic education in Uzbekistan is compulsory. In 1997 the Government of Uzbekistan adopted the National Programme of Personnel According to this programme, the Government ensure 12 year compulsory education for all people. After graduation of 9 year of Basic education every person can choose two types of education according to his ability: secondary-vocational or academic lyceum. Person graduated from such educational institutes will have profession and full secondary education. This programme foresees the implementation of the national model of personnel training, the creation of socio-economic, legal, psychological pedagogical and other conditions for the molding(?) of versatile development personally,

adaptation to the life in the contemporary ever changing society, conscious choice and the next mastering and educational and professional programme, upbringing of citizens aware of their own responsibility before the society, state and family.”

Myanmar

“Basic and continuing education programme is now in the long term 30-year Education Development Plan in Myanmar.”

Bangladesh

“Active involvement of more community people in planning, implementation, monitoring and evaluation of basic and continuing education programme.”

China

“The government at all levels should pay attention to the basic and continuing education that has been written in the Outline of Development and Reformation of Chinese Education.”

Vietnam

- “- Community involvement
- Community capacity building
- Community awareness raising”.

3. Suggestions for future actions to be taken in order to improve basic and continuing education in region, by country:

Pakistan

- “- Sustained political will and commitment
- Continuity in policy
- More resources and decentralized management structure combined with effective monitoring and evaluation”

Cambodia

“We plan to revise the old curriculum and develop the lower and upper secondary program to learn in shorter time than formal education and to integrate the interesting content corresponding to target group.”

Laos

“Training of NFE personnels
Development of NFE materials for community level”

Bhutan

“Curriculum materials should be reviewed and revised. Training programmes must match the needs of different countries in the region.”

India

“It is necessary to evolve alternative approaches in the organizing funding & learning processes in the light of local community needs and resources which are extremely diverse in all parts of India and many other nations in the Asia-Pacific Region.”

Indonesia

“The committee should be provide ARCT members training and prepare report guideline.”

Malaysia

“Establishment of National Policy of NFE
Establishment of R & D Institution for NFE in line with Life Long Education promotion. “

Nepal

“Assistance should be given to NRC-NFE and CEFA to implement to APPEAL Programme.

Uzbekistan

For the future we are planning to attract grants and investments to the rural area of Uzbekistan for the development of continuing education through CLCs in every district of Uzbekistan.”

Myanmar

“Conceptualization and advocacy for basic and continuing education as the important component of learning society.”

Bangladesh

“1. Sharing of technical expertise and dissemination of information as well as good practices among the member countries can contribute to improve basic and continuing education in the region.

3. Capacity development of NFE personnel and development of qualitative aspects of basic and continuing education programmes should get priority.”

China

“The activities should be linked with social development and the needs of the countries.”

Vietnam

“Basic and Continuing Education should be focused on women and girls and Ethnic minorities.

Promoting and sustain CLCs”.

The last part of the questionnaire was designed as an effort to let the countries themselves make comments upon the overall objectives of the APPEAL Programme as such, on the sustainability of the programme and their own suggestions for future actions/improvements of the programme in order to enhance basic and continuing education.

As far as the first part is concerned, fulfilment of objectives, all the responding countries are positive but at the same time mentioning or referring to various shortcomings and bottlenecks in their specific context. As the APPEAL programme has its most important role as a catalyst in order to improve, integrate and promote basic and continuing education through a more systematic approach, the real effects of this is very hard to measure directly. But it may be noted that in addition to the generally positive responses, a couple of the countries are stressing that more emphasis should be put on continuing education. (Pakistan, Nepal)

The second section of the last part of the questionnaire is about sustainability. When it comes to measures taken to ensure sustainability, it appears clear that APPEAL has made a long-lasting impact in the sense of more attention given to long-term planning and integration of basic and continuing education into national strategies and educational planning.

It may be noted here that the catalyst role of APPEAL not only refers to educational matters, but also to general development, community participation, improvement of life-quality and improvement of income-generating opportunities. This appears to be quite interesting in terms of the real impact of the APPEAL Programme; it is obvious that the countries consider the side-effects and off-springs of the program as important and vital parts of it when they are invited to comment upon the long-lasting impacts and sustainability. There are therefore reasons to believe that the real impact of the APPEAL Programme in terms of improvement of life-quality and community development are important additions to the educational improvements.

The last issue in this part are suggestions for the future from the countries themselves. The list of responses may speak for itself, but it is quite clear that the countries consider a continuation of APPEAL, or at least parts of it, as crucial to their needs for further improvement and promotion of basic and continuing education in their countries. It is also quite clear from the responses that questions of literacy and basic education should be seen in combination with general community development and life-quality improvement. The CLCs may be a vehicle in this respect. In other words, the programme should continue to give support to educational planning and implementation, and it should do so in a broad perspective.

SYNTHESIS OF RESPONSEs TO QUESTIONNAIRE ON APPEAL RESOURCE AND TRAINING CONSORTIUM (artc)

The Questionnaire regarding the establishment and strengthening of APPEL Resource and Training Consortium, APPEAL Regional Networking, was sent and responded to by the following 7 countries:

Philippines
Bangladesh
India
Indonesia
Japan
Thailand
Malaysia

I. Objective

The objective of ARTC is to provide technical support and assistance to the work of APPEAL in the Member States.

1. Degree of usefulness of ARTC in efforts to improve basic and continuing education

	To very high extent	High extent
Philippines	X	
Bangladesh		X
India		X
Indonesia		X
Japan		X
Thailand		X
Malaysia		X
	1	6

2. ARTC has been important for sharing experiences and networking among member states:

	Yes	No
Philippines	X	
Bangladesh	X	
India	X	
Indonesia	X	
Japan	X	
Thailand	X	
Malaysia	X	
	7	0

3. *ARTC has contributed to more innovative approaches in basic and continuing education:*

	Yes	No
Philippines	X	
Bangladesh	X	
India	X	
Indonesia	X	
Japan	X	
Thailand	X	
Malaysia	X	
	7	0

II. Management and implementation

1. *Meetings of ARTC members have corresponded to need of country and region in terms of technical support:*

	Definitely	To some extent	No
Philippines	X		
Bangladesh	X		
India	X		
Indonesia		X	
Japan		X	
Thailand	X		
Malaysia		X	
	4	3	0

2. *The ARTC provisioning of expertise on basic and continuing education correspond to needs of country:*

	Yes	No
Philippines	X	
Bangladesh	X	
India	X	
Indonesia	X	
Japan	X	
Thailand	X	
Malaysia	X	
	7	0

III. Cost effectiveness

1. Considering the costs of organizing the ARTC and the meetings; the expectations regarding shared experiences, innovative approaches and access to expertise have been fulfilled:

	To very high extent	High Extent	Low extent
Philippines	X		
Bangladesh		X	
India	X		
Indonesia		X	
Japan	X		
Thailand		X	
Malaysia		X	
	3	4	0

IV. Impact and sustainability

1. The constitution of ARTC has contributed to long-lasting and sustained impact on sub-regional policies and implementation in area of basic and continuing education:

	To very high extent	High Extent	Low extent
Philippines	X		
Bangladesh			X
India		X	
Indonesia		No response	
Japan		X	
Thailand		X	
Malaysia		X	
	1	4	1

Specification of types of contribution:

Philippines:

“Some specific projects of the SEAMEO INNOTECH as a member of the ARTC that have been inputted to the policy environment of basic and continuing education are in the areas of research and training.

The study we conducted on accreditation and equivalency (A and E) further field validated the need for such scheme to recognize prior learning and equivalent experience of learners when they desire either to get mainstreamed into the formal system or to determine the learning level (school level at the elementary or high school) that they have achieved. This grade placement helps the learner in their application to the next grade level or in presenting their credentials on educational level that that have attained.”

India:

“A network of NGOs and GOs has been organised by ARTC throughout the country on a voluntary basis to promote EFA. A newsletter is published. Membership is increasing.”

Japan: (See appendix)

2. Constitution of ARTC has contributed to improved basic and continuing learning programmes in country, thereby also benefiting the learners:

	Yes	No
Philippines	X	
Bangladesh	X	
India	X	
Indonesia	X	
Japan	X	
Thailand	X	
Malaysia	X	
	7	0

Remarks:

As may be seen quite clearly from the tables above, the set-up and implementation of the APPEAL Resource and Training Consortium (ARTC) is regarded as highly valuable and cost-effective by the countries that responded to the questionnaire.

ARTC is considered useful in efforts to improve basic and continuing education and important for the opportunities to share experiences and build networks for this purpose in the region. It also appears as if the ARTC makes a contribution towards more innovative approaches in this field. All of the responding countries reports that the ARTC provisioning of expertise corresponds to the needs of the country.

The single slightly negative response to be found among the responses is the one on sustainability from Bangladesh which states that the ARTC only to low extent has contributed to long-lasting and sustained impact in the area of basic and continuing education. Unfortunately Bangladesh does not specify further on this matter, although invited to do so.

This does not, however, alter the general impression that the Consortium is considered to be both efficient and instrumental in promoting net-working, innovative approaches towards basic and continuing education, and is highly appreciated by the participating countries as a contribution to sustained impact in this field. All the countries reports that the constitution of the ARTC has contributed to improved basic and continuing learning programmes in their countries.

FIELD SURVEY – 3 COUNTRIES

The field survey in the three selected countries were carried out in the period between April 27. and May 10. –2002.

Three countries were selected beforehand by the UNESCO-PROAP office in Bangkok and the Evaluator in cooperation. These were Cambodia, Bangladesh and China. The selection of these three countries are based on a number of criteria, the most important ones being the level of activities and variety of projects and activities in these countries, but it also represent an effort to cover all the main cultural and linguistic regions of the area. As such the three countries represent South East Asia, South Asia and East Asia respectively.

The field studies were hampered and constrained to some extent by several factors, the most important one being the fact that the consultant had to carry through the visits on his own, due to the fact that neither the donor country nor UNESCO as such found the opportunity to participate, as commented upon in the introduction.

The time schedule and limitations are also to be considered in this respect; both the travelling and the actual visits were programmed very tight, which made improvisations and closer follow-ups of particularly interesting aspects more or less impossible. Neither did the schedule take into consideration the eventuality of unforeseen events as in China were heavy rainfall and flooding of the roads made local visits difficult. The scheduled programs were carried through more or less in accordance with plans though. It would however, been easier to execute more thorough follow-ups and closer looks on details if the mission had consisted of three persons instead of one. As it was the consultant came very much in focus through all discussions and presentations, the capacity to make independent observations and absorb impressions along the way was somehow hampered.

Another methodological constraint was lack of command of English in some of the milieus visited, particularly in Cambodia, but to some extent this is valid for China as well. Although the interpreters tried their best to overcome the problems, it was felt from time to time as problematic to catch the details and nuances of various aspects of the projects under scrutiny.

CAMBODIA

In Cambodia the consultant was hosted and taken to the field/local sites by The Ministry of Education, Youth and Sports – Department of Non-Formal Education. The Department of Non-Formal Education was also responsible for the entire program of the consultant's visit in Cambodia.

Cambodia has a population of appr. 13.5 million, of which the general literacy rate is 67-68%. In this figure is included a Hilltribe population of appr. 200 000 with an illiteracy rate of 75%. This figure may again be broken down to **illiterates** (36.3%), **semi-literates** (26.6%) and **literate**s (37.1%). Of the complete illiterates (36.3%), the rate of **male** illiterates is 24.7% and the rate of **female** illiterates is 45.1%.

If the **illiterate** and **semi-literate** rates are added together, then some 62.9% of the population may be considered basically illiterate.

Literacy may also be correlated with a number of socio-economic factors, such as gender, age, income level, ethnicity, location etc.. A summary of some correlations may be listed as follows:

- In all groups female illiteracy is higher than men's.
- Occupations such as farmers, fishing people, labourers and housewives shows high levels of illiteracy, higher so among the females.
- Two thirds of the illiterates are to be found in the age group of 15 to 45 years, with little variation by gender.
- Low literacy rates correlates with low income.

During the visit in Cambodia a number of CLCs was visited in Takeo Province, in Kampong Speu Province and in Kandal Province. These visits in the local communities and field sites gave a very good opportunity to communicate with local inhabitants, trainees, trainers, local administrators of educational programs and administrators/steering committees of the CLCs. In all of the CLCs visited both the ATLP and the ATLP-CE material and manuals were in daily use as the foundation of the literacy and continuing literacy classes, the literacy classes being compulsory in order to enter continuing education classes. This also includes vocational training classes. The numbers of literacy classes in the three provinces varied between 12 and 18, rates of completion being approximately 80%. The vocational skill classes concentrated basically on the following skills;

1. Tailoring
2. Hair cutting
3. Motor bike repairing
4. Traditional music
5. Sewing

It was registered during the conversations with trainers and trainees a strong wish for the establishment of classes in electronic repairs as well, but this was not possible at present due to lack of funds.

In general there are at present a total of 12 CLCs operational in Cambodia, 3 of these are run by the Department of NFE, 9 by various NGOs and 1 by UNESCO. All of these are running literacy classes and continuing education classes, of which all are based on and making use of the APPEAL material. The CLCs are run by the local population, but controlled and evaluated by the Government and the NGOs. As a matter of fact the impression was that the reporting/monitoring and evaluation procedures and frequencies for the operational CLCs were quite adequate and thorough.

In the Priority Action Plan (PAP) of Cambodia the aim is to train 2500 literary teachers per year in the next 5 years. Of these 1500 are to be trained by the Government/NFE, while the remaining 1000 will be the responsibility of the NGOs in Cambodia. All of these will utilize the ATLP & ATLP-CE materials. There appears to

be around 1200 NGOs working in Cambodia at present, of these again between 300 and 400 have programs in education. There has previously been experienced a certain lack of coordination between various agents in the field, but it appears as if this situation now has improved considerably. A Consortium of NGOs in Cambodia (ICC) has been set up and coordination and cooperation in the field of education has improved considerably.

This is also the situation on the Donor side, a Committee for cooperation between Donors has been organized and is chaired by UNESCO. The satisfaction with this was expressed on several occasions and seems promising for the future development.

In general there seems to be an expressed will and dedication towards development and improvements within the education sector on the Governmental side, where key personnel now has been stable for the last three years.

But there are also several bottlenecks. One of the serious ones is the extremely low level of salaries for teachers and civil servants. Another one is that very few major donors have literacy programs even if they have educational ones. NFE is also suffering from low priority in the five-year plan (PAP), where non-formal education is nr. 9 within the educational sector. In this situation the UNESCO support and the APPEAL programme becomes utterly important. The UNESCO Cambodia office is actually quite active and supportive in its cooperation with the Department of NFE in the Ministry of Education, Youth and Sports. UNESCO also provides some technical support to the Department. The Department of NFE does also express satisfaction with the UNESCO organized workshops and national follow-up activities. It was also felt that the workshops adapted well to the local needs of Cambodia. But as the Department of NFE has a well distributed and organized network of cooperators both on national and community level, it was a felt need for more funding of provincial and national workshops.

In an overall assessment the local authorities of Cambodia expressed a high degree of satisfaction with the APPEAL Programme as such, and the training material in particular, which was widely used both by the Government and the NGOs. During the discussions with the Department of NFE, it was also clearly stated that there were needs for revisions of some of the material, and this was a capacity problem for the Department of NFE. This problem is related to the fact that while most of the volumes are directly usable on national and regional level, they may need some modifications before they are disseminated to provincial and community level. It was in this regard stated a need not only for financial support, but also for expertise.

Another bottleneck was that the Department had the capacity to translate the material, which was already done, but they did not have sufficient funds for printing and distribution of the same. This was for example the case with 6 volumes for NFE Facilitators which were in the pipeline for printing. Particularly was this the case when it came to some of the more specialized and targeted volumes like volumes for girls & women, for child labour and drop-outs, for girl trafficking etc. It was also expressed a need for more/new volumes on environmental education.

The Department of Non-Formal Education do also run an Ethnic Minority Program on literacy, also based on the utilisation of ATLP & ATLP-CE manuals which has been translated for this purpose. This is a bi-lingual program. Of the total population among 200 000 people belong to the hill-tribes. The same constraints as listed above are very much present also in this program.

The skeleton of the literacy and NFE programs in Cambodia appeared to be the CLCs. The existing ones definitely seemed to be success-stories, and the Priority Action Programme (PAP) provided for 5 more to be established during the period. Of these 2 should be established in Pnomh Penh. This is important considering the numbers of orphans and street children in Pnomh Penh. There are already operational CLCs in Pnomh Penh, run by NGOs and giving literacy and vocational training in cooperation with governmental authorities and UNESCO support. The evaluator visited also a number of these in the slum and garbage areas of the city and had discussions with both trainers and organizers. Among those were the Street Children Assistance and Development Programme (SCADP), Cambodian Women's Development Agency (CWDA), Khmer Development of Freedom Organization and The Vulnerable Children Assistance Organization. These organizations and their CLCs did also base their literacy training on the APPEAL Manuals, which they found satisfactory. But they also expressed a strong need for further support, both technical and financial, for the continuation of their programs. The evaluator became actually quite impressed by the levels of activity and dedication of the personnel working in these CLCs in the poor parts of the city.

Several other means of reaching the remote and disadvantaged groups of people in Cambodia were discussed with local trainers, organizers and authorities during the stay in Cambodia. Among these were the opportunity of drawing upon the traditional role of temples and monks in this country as local educational centres. Cambodia has about 3500 temples and 40 000 monks. In order to increase the number of learning centres this is a resource which can be drawn upon, many of these could be upgraded by some training in management and literacy training, which would also be in tune with traditional activities the temples. Mass media, particularly radio, is another potential which is not yet fully exploited. There are already plans for a Hilltribe radio station in East Cambodia, this one will be combined with the establishment of a CLC for the hilltribe population. In Pnomh Penh a Womens Media Centre is being planned. These initiatives gives further opportunities to reach groups otherwise difficult to access and offers possibilities for increased targeting of specific programs/groups.

In general the study of the APPEAL-related activities in Cambodia leaves the impression that they are comprehensive, targeted and effective, both by the local Governmental authorities (Dept. of NFE) and the NGOs involved in literacy work and programs. Particularly has to be mentioned the set-up and running of the CLCs as local activity centres. These seemed to be highly appreciated by the local communities and the CLCs visited seemed to be quite well organised and run. At the same time the monitoring and evaluation procedures of them, which were the responsibility of the Department of NFE, appeared quite adequate and close. The main positive element and effect regarding the CLCs in the views of the local population was not only the learning opportunities, but as much also the human/community development potential and not least the income generating possibilities as a consequence of the vocational skills training and the micro credit systems linked to this. Although the CLCs and the network of co-operators throughout the country are functioning reasonably smooth, there is still an obvious need for capacity building and strengthening the competence of the local steering committees and the involvement and motivation of the local population in this respect. This is a most important element in the work towards empowerment of local people and their feeling of handling and holding the responsibility of their own situation and development, both humanly and educationally.

BANGLADESH

The evaluator visited Bangladesh in the period 2. to 5. May 2002. The entire visit and hosting of the evaluator was in Bangladesh delegated to the Dhaka Ahsania Mission which were also responsible for the scheduled program of the visit.

Dhaka Ahsania Mission (DAM) is a quasi-international organization which is by constitution obligated to work for the promotion and fulfilment of the objectives of the United Nations and its Specialized Agencies, in this case UNESCO. DAM's involvement and cooperation with the programmes and activities of UNESCO started back in the early eighties, an activity which gained momentum from its wide-scale participation in their literacy programmes in 1987 and onwards. During the years 1987-88 DAM became heavily involved in the development of the literacy material and manuals packages under the APPEAL Programme. DAM contributed to the APPEAL Programme as one of five core members in the team which was organised for the development and production of the ATLP and ATLP-CE manuals. They also developed the Bangla version of the same material. Besides this DAM is holding Associate status with UN DPI and Consultative status with UN ECOSOC. In short, DAM is in many ways considered as a kind of focal point agency for a number of international and UN organizations, including Asian Pacific Cultural Centre for UNESCO (ACCU) and Appeal Resource and Training Consortium (ARTC), and is at present holding an Operational Relation with UNESCO.

In this capacity DAM is running and responsible for a number of research, consultancy and development projects, among these also a Human Resource Development Programme.

The Dhaka Ahsania Mission holds education at the forefront of its priority agenda and recognizes the crucial role of education in the development of both individuals and communities as such. The education programmes of DAM is therefore addressing different target groups through different methodologies, such as formal and non-formal, institution based, centre-based and guided self-learning. The non-formal approach of DAM is assigned to address the uneducated, poor and disadvantaged masses of people in Bangladesh, including school drop-outs, girls/women, street and working children etc.

DAM, like other NGOs in Bangladesh, is working closely with the Bangladesh Ministry of Education, particularly with the Directorate of Non-Formal Education (DNFE). The DNFE is providing financial subvention to these NGOs for the implementation of literacy programmes through organization, set-up and running of literacy centres. During the years 2000-2001 DAM managed a total of 1020 NFE centres with a total enrolment of 30 600 learners, spread out on 14 sub-districts. The enrolled learners were of the age groups 8-14, 11-45 and 15-24. Of the total enrolment of 30 600, 19248 were girls and women. In the age group 8-14 all learners were working children.

The centre-based approach plays a most important role in the efforts of both DNFE and DAM, as well as other NGOs efforts in the field of literacy training and continuing education in Bangladesh. The CLCs are called Ganokendras, and the common features of the programme include organization of the learning centres, involvement of the local community in the management of the centres, ensuring appropriate learning environment, the use of appropriate learning material (ATLP & ATLP-CE), regular assessment of learning achievements etc.. For adolescents and

adults some functional aspects have been tailored in order to make the curricula relevant to their needs and working circumstances as well as to enable them to improve their quality of life in general. In order to enhance gender equality, all the field programmes of DNFE and DAM are organized/adapted in favour of girls and women. Among the functional aspects incorporated in the reading materials for follow-up and consolidation of literacy skills already achieved may be mentioned topics such as family life such as early marriage, marriage and divorce, polygamy, women rights, children's rights, health care, basic economic aspects such as poultry, fruit cultivation, animal husbandry, environmental issues etc. The main intention of this being that beyond basic literacy training the programmes also enables learners to seek for better and more employment/self-employment after the courses.

The Ganokendras were initially conceived of as means of institutionalisation of providing continuing education. Subsequently they emerged as comprehensive community centres offering wide programmes of activities. These CLCs are constantly being reorganized, reinforced and strengthened in order to enable them to play more widened and comprehensive role in the empowerment of the local population, thereby strengthening the social and economic self-reliance and life-quality. The Ganokendras are all locally organised and managed centres, but monitored and evaluated either by DNFE or DAM. They are also engaged in other community development issues like environmental improvement, water supply, sanitation, gender issues, income generation opportunities and so on. They also promote cultural activities and support community cooperation and efforts in a number of fields. In addition they are also used for the purpose of launching/presenting projects and initiatives from other governmental agencies and NGOs.

During his visit in Bangladesh the evaluator visited a number of Ganokendras in the areas of Narsingdi, Birpur and Chilmondi, all in the district of Narsingdi. The evaluator met and discussed the literacy and non-formal educational programmes of DAM with a large number of organisers, steering committees of CLCs, managers, trainers and trainees during these visits in the field which were organised by DAM.

It is in this study somehow difficult to distinguish clearly between the programmes run by either DAM, the Government by DNFE or other NGOs in the area, as these activities were frequently coordinated and run in the same locations, each of the agencies being responsible for various or specialised services/activities. This cater for an extensive multi-purpose utilization of the physical facilities at hand, and is clearly to be considered as a strength of the programmes. In this manner the various agencies may specialize and target their efforts in a more efficient way, and the local communities are provided with more and better services in a number of fields such as education, health, community development, income generation etc. The coordination and monitoring of these activities was the responsibility of the Area Offices, again in close cooperation with the CLCs' Managing Committees, Advisory Committees and a number of Subcommittees for special purposes of different kinds. In the area office there are also Assistant Area Managers for the main particular areas, such as NFE/Literacy, Basic Education and Micro Credit.

It is also important to note that every single CLC do have one-year plans which is produced in close cooperation with the responsible agencies, and there are monthly meetings among these in order to evaluate the actual situation in relation to the plans, and eventually modify these or initiate some kind of action accordingly. There is a monthly reporting procedure throughout the entire administrative set-up.

All of the CLCs reported about high levels of activities and a combination of literacy classes, continuing education and vocational skills courses. The issue of targeting the various programmes for particularly disadvantaged groups were raised on a number of occasions and the impression was that there is no discrimination on the enrolment procedures, and the general impression was that a 50-50 gender distribution was aimed at. In some of the locations the adult classes were attended by 100% women, among the youth classes about 70% were women.

The micro-credit system and the incentive made up of this for local and individual development and initiatives is to be considered a most important part of the programmes, along with the APPEAL manual on establishment of small-scale entrepreneurial activities. The access to micro-credit conditioned by attendance in literacy and vocational skills classes appears highly efficient both for increased literacy rates but as well in terms of empowerment of local communities and individual self-reliance and increased income generation. A number of small-scale enterprises were visited such as tailoring shops, hair-cutting, fishing-net production, paper-decoration making etc. There were of course also examples of set-backs and failures, but in general the opportunities were highly appreciated and praised and the evaluator have a clear impression that the monitoring procedures of this were quite thorough and detailed. The management claimed that the micro-credit system obtained close to 100% recovery.

In addition to the field visits the evaluator also had meetings and discussions with the Governmental DNFE, the Management of DAM in their headquarter and one of the operational NGOs in Bangladesh, Save the Children USA.

All through these meetings and discussions the experience and status of the APPEAL Programme and initiatives in Bangladesh were in focus. In general the statements and attitudes towards the APPEAL Programme was very positive, both governmental and non-governmental bodies find the APPEAL manuals and materials quite useful and the comprehensive and systematic approach more efficient and stream-lined than previous efforts. Particularly is the centre based/CLC approach highly regarded. At the same time there were expressions of the need for renewals and future-oriented activities and considerations. According to DNFE 17 million has become literates in Bangladesh during the last four years. Of a total of 64 districts 6 districts have been declared free of illiteracy, 4 are in the pipeline. Only this raises the strong need for intensified efforts in continuing/post-literate education and income-generating activities, it is not only a question of making people literate – there is also a need for keeping them literate.

There were other expressions regarding updating and renewals of the APPEAL materials based on the fact that the programme has been running for more than ten years, and it was due time for updating and renewal of some of the material. In this respect it was felt that UNESCO /APPEAL would have a role to fill both in terms of providing expertise but also as coordinating agency. It was also mentioned that the ATLP-CE materials ought to be revised in accordance with what could be considered as the “success-stories” in this regard. It was several times stated that UNESCO/APPEAL had an important role to play as coordinating and to some extent innovating agency by provisioning of expertise to participating countries.

CHINA

The evaluator visited China in the period 6. – 9. May 2002. The survey and field visits were hosted and organised by the Ministry of Education and the National

Commission for UNESCO in Peoples Republic of China. Both these agencies were represented by Mr. Du Yue, who also arranged for a briefing of the evaluator in Beijing before going to the field in Guangxi Province. The UNESCO/APPEAL Programme on literacy is implemented in Gansu, Yunnan and Guangxi Autonomous Province. Of these the field survey was carried out in Guangxi Province which was selected by UNESCO and the Ministry of Education in P. R. China in cooperation.

Guangxi Province is quite densely populated with a total population of about 47 million. Of these 38% belong to national minorities, numbering 18 million. Although the Guangxi Province hold a favourable geographical location in the south of China and bordering the South-East Asian countries, it is still considered quite underdeveloped in terms of economy, education and social/cultural quality of life. In view of these background facts and situation, UNESCO launched its anti-illiteracy campaign in 1992, a programme which has been grossly expanded since then under the APPEAL umbrella and in cooperation with the Ministry of Education, Division of Projects.

The project start in 1992 focused on ethnic minority women in the Longsheng county. This was later on expanded into two more counties in 1998, namely the Rongshui and Tiandong. The expansion of the activities are related to the launching of two other projects; Project of Poverty Alleviation Through Education and the project on Community Learning Centres (CLCs) in 1998. In 2000 another expansion took place by the introduction of Continuing Education Programmes and Establishment of Small Enterprises for Neo-literates. The Ministry of Education and governmental agencies on different levels have attached great importance and support to these programs.

The Provincial Education Bureau of Guangxi has established a Leading committee for the purpose of implementation and monitoring of the various literacy projects. Leading committees are also established on county and township levels, they normally include personnel from various crucial sectors for the local communities like health, agriculture etc. In general the organizational set-up appears effective and adequate for the smooth running and close monitoring of the CLCs and the literacy/educational activities carried out there.

The actual implementation of the projects from 1992 until today has been divided into three cycles. The first one running from 1992 till 1998 consisted of a number of anti-illiteracy and motivational campaigns among ethnic minority women, and follow-up activities of these.

The second cycle, starting from 1998, has been focused more on continuing education and establishment of CLCs both at county and township levels. The third cycle, from 2000, concentrates more on the consolidation and follow-up/improvement of already running operations.

It is important to note that the project(s) through exchange of experiences and cooperation with the other provinces involved has benefited and gained momentum above expectations. In this context local follow-up activities and workshops initiated and organised under the APPEAL programme appears to be of outmost importance. China makes use of so-called demonstration families and villages as motivational factors in the projects, and more of these have been set up, with particular attention to learning facilities and channels for women and girls. More training material for more specialized purposed has been developed, availability of resources for community development increased and in general focus of the third cycle has been on strengthening the guidance and training of the community in order to enhance local

community development and empowerment. Training material and manuals has been targeted and developed in order to cater for local needs. This includes also continuing education and vocational training, particularly for farmers in the project areas in order to increase literacy and awareness of market operations and the increased utilization of modern technological means. Raising livestock, processing of farm by-products, environmental education, family planning, establishment of small-scale enterprises etc. are examples of these continuing and vocational training activities.

A number of methods have been utilized in order to reach the population with the anti-illiteracy programme, and one method to reach the women has been to recruit and organize younger women through the vocational training and let them participate in the campaigns through "house-to-house-visit education". But apart from this, the CLC model of literacy training and continuing education has proved most successful also in the Chinese setting. As mentioned before this is the case in the three provinces of Guangxi, Gansu and Yunnan, and the project has been strongly supported by UNESCO Commission for UNESCO, Federation of Women and a number of Governmental agencies, including agricultural and scientific departments. In addition to the administrative agencies at provincial level there is also close cooperation with universities/research institutions in the three provinces such as Gansu Institute of Educational Science, Faculty of Educational Science of Guangxi Normal University and Yunnan Institute of Educational Science. The Education Bureau of Women's Federation is involved in the implementation of the project. This linkage with specialist and research milieus has proved valuable and means that the project all along has been under close scrutiny with regard to achievements related to resources used. As well as the CLCs the learning materials and manuals developed is based upon APPEAL guidelines and material, and the projects in China has been strongly targeted towards rural and disadvantaged women and girls, particularly in the ethnic minority areas.

As far as numbers are available, the Guangxi province reports that in 1990 census numbers revealed that there were 39 000 illiterates or semi-illiterates above 15 years in the province, of which 31 700 were women. The APPEAL projects in cooperation with Chinese agencies has by reports of May 2002 made 28 000 of these literate, of which 24 500 are women. This means that the three project counties of Guangxi province has passed the national standards for non- illiteracy rate, a result which may be classified as more than satisfactory. According to the reports the projects also have strong side-effects in terms of enhanced self-esteem and improved community development and life-quality among the targeted groups. According to the statistics 85 000 women also attained a number of various vocational and continuing education training courses such as small scale enterprise establishment which has made a difference in positive terms by increased income opportunities.

GENERAL

In all the three countries visited by the evaluator, the APPEAL comprehensive approach, the ATLP and ATLP-CE material for literacy training appeared widely used and was considered quite relevant and in tune with the countries' needs with some modifications. In Cambodia and Bangladesh the literacy and continuing education work is very much organised as cooperative efforts between UNESCO/APPEAL, Governmental agencies and NGOs. In China the program was implemented by the Ministry of Education and UNESCO/APPEAL with the support of a number of governmental agencies. The organizational and monitoring procedures

was questioned and surveyed particularly by the evaluator, who found the set-up quite relevant and efficient at all levels. Another area of particular interest was the targeting of programs and projects. The findings in this area are also quite satisfactory, the program is clearly targeting and giving priority to the most disadvantaged groups such as women and girls, ethnic minorities, street children, poor people in remote areas. There are clear differences between the three countries in this regard, women/girls being the most needy in Bangladesh, street children in Cambodia, ethnic minorities in China. This was clearly taken into account and catered for in the program implementation and priorities.

In all the three countries the Community Learning Centre (CLC) model for facilitation of literacy training and continuing education was highly praised. It is the evaluators impression beyond doubt that this part of the APPEAL program is the ultimate success-story. The important side of the CLCs is not only the facilitation of training and continuing education, but as much the side effects of the CLCs in terms of community development and self-help, increased income generating opportunities and general life-quality improvements as a direct consequence of the CLCs. The CLCs are in principle run by the local communities and people who by this achieve self-esteem and enhanced empowerment of their own situation and life. This view was expressed again and again both by local people and administrators while discussing the program in the field.

There were of course also a number of bottlenecks and shortcomings to be observed. Apart from the expected problems and shortages associated with funding of projects and activities, the most frequently mentioned ones were needs for renewals, updating and extension of already existing materials at many levels. It was noted that in relation to this the trainers and representatives of the agencies felt that UNESCO/APPEAL ought to play a initiating and coordinating role in these processes. Increased efforts in terms of regional and national follow-up activities and workshops were in request, as well as provisioning of expertise for renewal and adaptation of training materials. The experiences of the countries with the ARTC and ACCU institutions seemed also to be good, but still a closer and professional assistance on the local level was a felt need. Development of better and more managerial skills on all levels, or capacity building in the non-formal education sector, was one of the areas mentioned as important in this regard.

Another area of shortages is the need for development of culturally tailored and specialized training materials for particular groups/minorities. It was stated both in Cambodia and China that no single package of training material could possibly meet the needs of all particular groups/minorities and there was a need for development of more specialized and targeted material.

As literacy rates increases, the need for more and better material for continuing education increases. At this level it is not only a question of more material, it is also a question of more specialized and modern methods and equipment. All the three countries stressed the need for the possibility of familiarizing neo-literates and continuing education trainees with modern ICT methods and equipment. Job opportunities were highly improved with at least a minimal knowledge of computers; it was no help in teaching people to type on type-writers when the labour market they meet is digitalized. There is therefore a huge demand for simple computers and digitalized training material in order to raise the qualifications of many of the continuing education trainees, qualifications which will enable them to approach the labour market ascertain career opportunities with greater success. The needs in this

field may be characterized as huge both in terms of money, training materials and professional assistance.

OBSERVATIONS AND RECOMMENDATIONS

OBSERVATIONS

The evaluation wants primarily to draw the attention to the fact that both through the comprehensive survey in all the 13 countries by questionnaires, and the field survey in the three countries Cambodia, Bangladesh and China, the overall conclusion is that the APPEAL Programme in the Asia-Pacific region is considered highly important and most valuable in terms of eradicating illiteracy and offering continuing education to the disadvantaged groups of the region.

The disadvantaged groups in the region consists of women and girls, ethnic minorities, street children and poor people in remote areas. It is quite clear from the questionnaires, and particularly from the field survey that the APPEAL Programme is highly targeted towards these groups in particular, while it also reaches other groups of people with quite limited opportunities for basic education and income generating activities, thereby also hampered by low life-quality.

The ATLP and the ATLP-CE material and manuals which may be said to make up the “stem” of the programme is widely disseminated and used in all the participating countries at various levels and contexts, it is considered highly relevant and to a large extent meeting and fulfilling the needs of the countries. It is important to note that the materials and approach of APPEAL is not only used by UNESCO funded and implemented projects, but as much and more by Governmental agencies and a great number of NGOs throughout the region.

It is also important to note that the APPEAL Programme activities and material is not only implemented and utilized for small scale and locally oriented efforts; most of the countries report that the APPEAL Programme has enhanced and influenced curricula developments and improvements and NFE plans and implementations on national and sub-national levels as well. This proves again beyond doubt that the participating countries find the APPEAL Programme highly useful and relevant for their own national needs and efforts regarding literacy eradication and continuing education both for neo-literates and others.

The regional and sub-regional training workshops arranged under the APPEAL Programme are considered efficient and relevant contributions to the strengthening and development of the basic and continuing education in the region, as well as important for the cooperation and sharing of experiences between cooperating countries.

The support for national follow-up activities from the APPEAL Programme is highly appreciated and considered relevant and efficient in terms of strengthening basic and continuing education and a strong contribution to revisions and integration of non-formal education in national plans as well as capacity and competence building both at national and sub-national levels.

In no other part of the survey are the responses as positive as when it comes to the establishment and running of Community Learning Centres (CLCs). If the APPEAL Programme as such can be considered a success, the CLCs represent the

peak of it. The success of the CLCs is not only related to the reduction of illiteracy and increased access to continuing education. It is as much related to the CLCs as a vehicle for community development, empowerment of local people in general, increased life quality and in many cases improved self-esteem among local community members. The CLCs represent a crucial and most important part of the APPEAL Programme. In this context it is natural to mention also the Manual on Establishment of Small Scale Enterprises, which appears as instrumental in the process of empowering people and increase their income generating opportunities and the side effect of this in terms of increased life-quality.

On several occasions during the field visits, questions about the digital revolution and the access to the digitalized world was raised. This is a serious and complicated theme, which should be addressed as soon as possible also by APPEAL. If development as such includes increased ability to handle information, communicate, and express own views, it is impossible to plan educational and developmental programmes in the future without taking the digital world into serious account. Already today cellular phones and internet café's have found their way even to the most remote areas of the world. Access to and ability to assess information is becoming increasingly important and should be considered as a basic human right, as it is vital for empowerment of people and their life-quality. In this sense it is ultimately a question of deepening democracy and giving people the opportunity to govern their own lives, factors of great importance and high priority in all developmental efforts. It may be timely here to mention examples such as the experiences gained from E-governance in Andra Pradesh, the Information Village Project of Pondicherry, both in India, and the Multipurpose Community Telecentre (MTC) project in some African countries. These are all projects where access to information and learning facilities is made through ICT at village and local community level by relatively simple and not too costly means. Considering the success of the CLCs of the APPEAL programme, there ought to be an opportunity here for combined efforts and more use of ICT for training purposes and increased access to information for local people.

The evaluation has paid particular attention to the cost-effectiveness and sustainability of the APPEAL Programme. As may be seen from the responses from the countries in the synthesis, the benefits from the programme is considered quite adequate and effective related to costs, a result confirmed also through the field survey. All the responding countries consider the impacts and benefits from the programme to be of long-lasting and sustainable character, statements that may be confirmed by the fact that in almost all the countries the ATLP and ATLP-CE manuals has been adopted by governmental and national NFE plans and curricula revisions. The conclusion to be drawn is that the effect and impact of the APPEAL Programme goes way beyond expectations in relation to costs.

RECOMMENDATIONS

Based on the above mentioned observations and results from the surveys and field studies, the evaluator recommends the following measures to be taken in order to ensure the continued effects and impacts of the APPEAL Programme:

- The overall concept of APPEAL as a most systematic and comprehensive approach towards eradication of illiteracy and continuing education to be continued. Particularly is the holistic approach in relation to the local communities to be mentioned. The APPEAL Programme views the

educational system as a holistic undertaking towards general development and empowerment of disadvantaged people. On this basis the evaluation most strongly recommends that the donor(s) continue, hopefully increase, their financial support to the Programme in the years to come.

- One of the reasons behind the strong urge for continued financial support is the expressed need for revisions/updating and modernizing measures to be taken. This is an aspect where the role of UNESCO/APPEAL is crucial as the initiating and coordinating agent of the process.
- Based on meetings and discussions with managers, administrators and trainers in the three countries visited, there is an expressed need for UNESCO to continue, or possibly strengthen, its support in the form of technical advice, expertise, backstopping of special needs and coordination, particularly in the field of continuing education.
- Considering the holistic and comprehensive approach of the APPEAL Programme, even more emphasis and effort should be put into the focusing on coherency between aspects of literacy training, vocational training and continuing education.
- The Community Learning Centre model has through the evaluation process proved most efficient and valuable as a mean to decreased illiteracy rates and training of local people and communities for enhanced empowerment, self-esteem and increased life-quality in the remote and rural areas. It is strongly recommended that this part of the programme is expanded and reinforced both financially and in terms of qualitative measures like managerial capacity building, guidance to local people, updated and modern materials and equipment etc..
- It is also recommended that the APPEAL Programme pay even more attention and effort to the tailoring of manuals, material and training devices in order to meet the specialised needs of many of the targeted groups and areas throughout the region. Particularly has to be mentioned the need for greater availability of training manuals/material in local languages, but also cultural diversity raises problems and issues to be considered seriously. This will also be in accordance with one of the priorities of the Education For All (EFA) Programme.
- The evaluation finds the monitoring and evaluating procedures of the programme adequate and thorough. It is, however, of utmost importance that UNESCO/APPEAL pay very close attention to this aspect of operations also in the future. The programme is huge and complex and the role of UNESCO as supervisory and monitoring agency is crucial to the success of the programme.
- The fact that much of the implementation of the programme is delegated and contracted to NGOs throughout the region should call for special measures in terms of monitoring and particularly capacity building efforts in order to ensure smooth operations and cost-effectiveness at all levels. It is recommended that UNESCO/APPEAL strengthen this part of operations and pay particular attention to its role as the Regional capacity and competence.

- It is most strongly recommended that both UNESCO and the donor(s) when planning for the future take full account of the digital revolution and ICT as a modern device even for literacy training and basic education. It is a fact that even though people may be trained in traditional ways, they increasingly have to face a digitalized world, even at local levels. It is no point in making people literate if they can find no use for it. It is therefore most strongly recommended that much more emphasis and attention is put on this fact when plans for the future and revisions of APPEAL are made. This is of course a financial matter on one hand, but at the same time it is about access to information and it touches upon serious problems of the world today in terms of gender equality, empowerment of people, health problems like HIV/AIDS, democratisation of information and thereby democratisation of politics etc.. These are all elements of development of which also form important parts of the EFA document and programme.
- Because the APPEAL Programme has proved such a success in the Asia-Pacific region, it is recommended that UNESCO seriously consider the possibilities for exporting the systematic and comprehensive approach of APPEAL to other parts of the world, particularly Africa. Africa south of Sahara is today the region with the most severe problems when it comes to eradication of illiteracy and basic education. As UNESCO/APPEAL now has long experience, high competence and qualified personnel in this field, it may be wise to let other regions benefit from this.
- As may be observed from the synthesis of the particular questionnaire on APPEAL Resource and Training Consortium, this initiative and institution is considered extremely valuable and important for the development and improvement of basic and continuing education in the region by all participating parties. Particularly is the opportunity for sharing of experiences and cooperative efforts through the ARTC to be noted. On this background it is recommended that the ARTC is to be continued and strengthened.
- It is recommended that future planning and implementation of the APPEAL Programme is closely coordinated and related to the EFA assessments and recommendations.

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ANNEXES

NFIT Evaluation Report
 By Mr. Bjorn Bauck Erring, Consultant
 15-22 November 2001

Establishment and strengthening of APPEAL Resource and Training Consortium (ARTC), APPEAL Regional Networking.

- I. A consortium of lead institutions across the countries of the region has been constituted to serve as the APPEAL Resource and Training Consortium (ARTC).

The objective of ARTC is to provide technical support and assistance to the work of APPEAL in the Member States.

1. To what extent has the ARTC been useful for your country's efforts to improve basic and continuing education

To very high extent -----
 To high extent -----
 To low extent -----
 No impact -----

2. Has ARTC been important for sharing experiences and establishment of networking among Member States:

Yes	No

3. Has ARTC contributed to more innovative approaches in basic and continuing education:

Yes	No

II. Management and implementation

1. Has the meetings of ARTC members corresponded to the needs of your country and the region in terms of technical support:

Definitely -----
 To some extent -----
 No -----

2. Has the meetings and membership of ARTC contributed to increase networking with regard to basic and continuing education?

Yes	No

3. Do the ARTC provisioning of expertise on basic and continuing education correspond to the needs of your country and the region

Yes	No

If no, please specify how it could be improved:

III. Cost effectiveness

1. Considering the costs of organizing the ARTC and the meetings of the Consortium, have the expectations regarding shared experiences, innovative approaches and access to expertise been fulfilled:

To very high extent -----
 To high extent -----
 To low extent -----
 Not fulfilled -----

IV. Impact and sustainability

1. Has the constitution of ARTC contributed to long-lasting and sustained impact on your sub-region policies and implementation in the areas of basic and continuing education:

To very high extent -----
 To high extent -----
 To low extent -----
 No impact -----

If yes, please specify how -----

2. Has the constitution of ARTC contributed to improved basic and continuing learning programmes in your country, thereby also benefiting the learners:

Yes	No

A. Development and dissemination of training materials/manuals

The following training materials have been developed and disseminated throughout the region:

- ATLP : APPEAL Training Materials for Literacy Personnel (12 volumes)
- ATLP-CE : APPEAL Training Materials for continuing Education Personnel (8 volumes)

I. The overall objective of the production and dissemination of this materials is to promote literacy and basic education for all. In order to measure the fulfillment of this objectives in your country, please respond to the following questions:

1. Please insert a “ √ “ in the appropriate cells.

	ATLP	ATLP-CE
Materials have been used in the country -----		
Relevance of content of needs of learners		
Very highly relevant-----		
Highly relevant-----		
Moderately relevant-----		
Barely relevant-----		
Availability of material in local languages:		
Generally available to any trainer-----		
Not available in sufficient numbers		
For any trainers-----		
Available only to official trainers -----		
Any other (Please specify)-----		
Use of material in local languages:		
Widely used in the country -----		
Used only in official programmes-----		
Use by NGOs: Widely-----		
Use by NGOs: Limited -----		
Any other(Please specify) -----		

2. The materials referred to in B1 above, have been used to train various categories of people in your country. In which of the following ways has this training – both outside and within the country – made its most significant contribution to the country in respect of its literacy and continuing education programmes? Please insert a “√” in the appropriate cells.

There has been a significant increase in the number of trained NFE personnel at,

	ATLP	ATLP-CE
National level-----		
Sub-national level (district/province/ ..)-----		
Local community level-----		

Trained personnel have contributed significantly
To revising NFE plans at,

National level-----		
Sub-national level (district/province/....)-----		
Local community level-----		

Trained personnel have contributed to better
implementation of NFE plans/projects at,

National level -----		
Sub-national level (district/province/...)-----		
Local community level-----		

Trained personnel have contributed to better
monitoring and evaluation of NFE plans/projects at,

National level -----		
Sub-national level (district/province/...)-----		
Local community level-----		

Innovative NFE projects/activities have been
developed at,

National level -----		
Sub-national level (district/province/...)-----		
Local community level-----		

Better quality curriculum development in local
languages for NFE now takes place-----

Better quality training materials development in
local languages for NFE now takes place-----

Any other (Please describe briefly)-----

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II. Project management and implementation

1. Has the development and dissemination of the materials been of relevance to the needs and situation of your country?

Highly relevant

Medium relevant

Low relevance

2. To what extent do you think the methods and techniques in the material/manuals have contributed to strengthen and develop basic and continuing education in your country:

To very high extent -----

To high extent -----

To medium extent -----

To low extent -----

None -----

VI. Impact and sustainability

1. How many learners have in your country benefitted from the production and dissemination of the material/manuals?

Estimated number: -----

2. How would you describe the contribution of this programme to the development in your country in general and to local communities in particular:

	Country	Local community
High positive impact		
Medium positive impact		
Low positive impact		
Insignificant impact		

3. Has the production and dissemination of the material/manuals led to (increased) integration of literacy and continuing education in your country's national and local policy and planning?

Yes	No

4. Has the APPEAL material contributed to improved basic education curriculum and training methods:

Yes	No

--	--

5. One of the APPEAL manuals is about Training for Small Scale Enterprises. To what extent has this manual made an impact on the activity level in your country:

- To very high extent -----
- To high extent -----
- To low extent -----
- No impact -----

6. If the Training Manual for Small Scale Enterprises has made an impact, please indicate what types of enterprises has been established:

7. Please indicate the estimated number of Enterprises established:

Estimated number -----

B. Regional and Sub-Regional Training Workshops utilizing the materials/manuals mentioned in part A. (ATLP, ATLP-CE) for

- Senior Management Personnel
- Trainer of Trainers & Supervisors

I. The main objective of the Regional and Sub-Regional Workshops have been to promote the sharing of effective strategies and practice methods for promotion of literacy and continuing education. On behalf of participants from your country, to what extent you think this objective has been fulfilled:

The Regional and Sub-Regional Workshop have been;

- Very highly efficient -----
- Highly efficient -----
- Medium efficient -----
- Not efficient -----

II. Project Planning

To what extent did the Regional and Sub-Regional Training Workshops correspond to the training needs of the participating personnel from your country

- Very good correspondence -----
- Good correspondence -----
- No correspondence -----

If no correspondence, please specify why:

III. Management/implementation

1. To what extent do you think that the Regional and Sub-Regional Training Workshops have contributed to strengthening and development of basic and continuing education in the participating countries:

To very high extent -----
high extent -----
low extent -----

IV. Project monitoring
(Not applicable)

V. Cost effectiveness

On behalf of your country, do you feel that the funding from UNESCO for organizing Regional and Sub-Regional Training Workshops is an efficient way of strengthening basic and continuing education:

Yes ----
No ----

If no; what is in your opinion a more efficient way to utilize the funding:

VI. Impact and sustainability

1. Do you think that the Regional and Sub-Regional Training Workshops have promoted the cooperation and networking among participating countries, institutions, GOs and NGOs:

Strongly promoted -----
Some promotion -----
No promotion -----

2. Do you think that the Regional and Sub-Regional Training Workshops have strengthened the integration of literacy and continuing education in your country's national and local policy and planning.

Definitely -----
To some extent -----
No impact -----

3. Has the Regional and Sub-Regional Training Workshop strengthened the basic education curriculum and training methodologies in your country:

Yes -----
No -----

C. Support for national follow-up activities of the Regional and Sub-Regional Training Workshops.

I. The main objective of this part of the programme has been to follow-up and strengthen the training of trainers and supervisors on the national level. For this reason a number of national training workshops has been organized.

1. Has the support for national follow-up activities of the Regional and Sub-Regional Training Workshops in your country been;

Adequate and relevant -----
Partly adequate -----
Not adequate -----

2. How many trainers and supervisors have benefited from the national follow-up activities in your country;

3. Has the national follow-up activities in your country also led to research and revisions of the literacy curriculum;

Yes -----
No -----

II. Project planning

1. To what extent did the national follow-up activities correspond to the training needs of trainers and supervisors in your country;

Very good correspondence -----
Good correspondence -----
No correspondence -----

III. Management and Implementation

To what extent do you think that the implementation of the national follow-up activities of the Regional and Sub-Regional Workshops have contributed to the strengthening and development of basic and continuing education in your country;

To very high extent -----
high extent -----
low extent -----

IV. Project monitoring
(Not applicable)

V. Cost effectiveness

On behalf of your country, has the support for national follow-up activities of the Regional and Sub-Regional Training Workshops been an efficient way of strengthening basic and continuing education:

Yes ---
No ---

If no; what is in your opinion a more efficient way to utilize the support:

VI. Impact and sustainability

1. Has the support for national follow-up activities strengthened the capacity and competence of trainers and supervisors in basic and continuing education in your country:

To very high extent ---
 high extent ---
 low extent ---
No impact ---

2. Has the support for national follow-up activities led to capacity- and competence building in your country in such a way that it also improves and increases the integration of basic and continuing education in national and local policy and planning;

Definitely ---
To some extent ---
No impact ---

3. Has the support for national follow-up activities led to increased access to basic education for learners/community people.

Yes ---
No ---

D. Support for the establishment and implementation of Community Learning Centers (CLCs)

I. Community Learning Centres are local educational institutions outside the formal education system, usually set up and managed by local people. The main objective of the CLCs is to empower individuals and to promote community development through life-long education for all people in the community. The main beneficiaries of CLCs should be people with less opportunities for education.

1. Has the support for set-up and management of CLCs in your country led to promotion of community development and increased opportunities for education for the local population;

To very high extent	-----
high extent	-----
low extent	-----
No impact	-----

2. How many CLCs have been set up in your country;

3. How many of these are actively carrying out educational activities;

4. Please list what kind of other activities are carried out in some or all of the CLCs:

II. Project planning

1. To what extent has the set-up and management of the CLCs corresponded to the national needs of basic and continuing education in your country:

To very high extent	-----
To high extent	-----
To low extent	-----
No impact	-----

2. Does the set-up and management of the CLCs meet the needs of the target groups (people with less opportunity for education):

Yes	-----
No	-----

If no, please specify how the CLCs could be changed in order to meet the needs of the target groups in a better way:

-

--

III. Management and implementation

1. To what extent has the implementation of the CLCs contributed to the strengthening and development of the access to basic and continuing education for less privileged people:

To very high extent	-----
To high extent	-----
To low extent	-----

2. To what extent has the support for CLCs led to increased empowerment of community people and improved their quality of life:

To very high extent	-----
To high extent	-----
To low extent	-----
No impact	-----

3. Has the set up of CLCs led to linkages/networking of community organizations/agencies working for community development:

Yes	-----
No	-----

IV. Project monitoring

1. Has the monitoring of the set-up and management of the CLCs been adequate for ensuring the smooth and continuous running of the CLCs and their activities:

Yes	-----
No	-----

V. Cost effectiveness

1. Considering the costs of setting up CLCs, has the improved access to basic education and the empowerment of community people been at a level of:

Much better than expected	-----
Better than expected	-----
Less than expected	-----
No impact	-----

2. Has the set up of CLCs a side-effect of improving local community people's self-confidence:

Yes	Maybe	No

VI. Impact and sustainability

1. Has the set-up of CLCs in your country led to improved and sustained access to basic and continuing education for community people:

Yes -----
 No -----

2. How many learners have benefited from the CLCs in your country:

3. Have the set-up of CLCs in your country led to more sustain and better integration of basic education and continuing learning in local policy and planning:

Yes -----
 No -----

E. The overall objectives of the APPEAL programme are threefold: Promoting literacy for all, Universalizing primary education and Promoting continuing education to ensure education for all.

1. Considering the APPEAL objectives referred to above as a whole, please comment upon the implementation and effectiveness of the project as such:

2. What measures are taken by your country in order to ensure the sustainability of basic and continuing education programmes:

3. Please suggest eventual future actions to be taken in order to improve basic and continuing education in the region:

RESPONSES BY COUNTRY/QUESTIONNAIRE

Country	Main questionnaire	ARTC-questionnaire
Laos	x	
Cambodia	x	
Pakistan	x	
Philippines		x
Myanmar	x	
Bangladesh	x	x
Bhutan	x	
China	x	
India	x	x
Indonesia	x	x
Malaysia	x	
Nepal	x	
Thailand	x	
Uzbekistan	x	
Japan		x
15	13	5



UNESCO PRINCIPAL REGIONAL OFFICE
FOR ASIA AND THE PACIFIC, Bangkok, Thailand

ASIA-PACIFIC PROGRAMME OF EDUCATION FOR ALL
(PROAP/APPEAL-Evaluation NFIT, Bangkok)

**TERMS OF REFERENCE FOR THE EVALUATION
OF INTER-COUNTRY COOPERATIVE PROGRAMMES ON LITERACY
AND CONTINUING EDUCATION SUPPORTED BY
NORWEGIAN FUNDS-IN-TRUST**

Background

The Norwegian Government provided support to APPEAL in the following activities:

Phase I (504-RAS-10) US\$ 1,033,070 from 1989-1993

The project was initiated in 1989. The objective of the project was to develop a literacy package in 12 volumes called the APPEAL Training materials for Literacy Personnel (ATLP) and train literacy and non-formal education personnel utilizing the ATLP manual. The materials were translated by the Member States. Seven sub-regional workshops and one regional workshop were organized to train literacy and NFE personnel. A number of countries organized national training workshops to develop literacy curricula and training materials, and provided training to a large number of literacy personnel. Eleven countries were covered by the project; Afghanistan, Bangladesh, Cambodia, China, India, Indonesia, Laos, Nepal, Thailand, Tonga and Vietnam.

Phase II (504-RAS-11) US\$1,921,000 from 1993-1997

The objective of the second phase was to develop a continuing education package entitled the APPEAL Training Materials for Continuing Education Personnel (ATLP-CE) and train non-formal education personnel. Three regional and four sub-regional workshops on continuing education for development have been organized, together with numerous national workshops, to train non-formal education in the concepts and methodologies of continuing education. Fourteen countries were covered by the project; Bangladesh, Cambodia, China, India, Indonesia, S.Korea, Laos, Malaysia, Myanmar, Nepal, Pakistan, Philippines, Thailand and Vietnam.

Phase III (504-RAS-12) US\$640,814 from 1998-2001

Objectives of the project were to set up regional networking for promotion of literacy and continuing education called APPEAL Resource and Training Consortium (ARTC); establish Community learning Centres (CLCs); develop materials focusing on grassroots for indigenous peoples and women, develop monitoring and evaluation system. Eighteen countries have been covered by the project: Bangladesh, Bhutan,

Cambodia, China, India, Indonesia, Iran, Laos, Malaysia, Myanmar, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Vietnam, Thailand and Uzbekistan.

Justification

The activities of phase I and II were evaluated in 1998 together with the project under Japanese Funds-in-Trust. The project under Norwegian Funds-in-Trust (NFIT) phase III will be completed by end of 2001. It is necessary to evaluate the project.

The proposed evaluation will focus on APPEAL inter-country co-operative programmes on literacy and continuing education with funding support from the Government of Norway.

Objectives

The objectives of the evaluation are:

- To assess whether the projects have been implemented in the appropriate target areas, and for the specific target population
- To assess the impact of the projects by identifying the benefits to the country and to the target groups
- To find out whether the strategies and methodologies utilized in implementing the projects are efficient and effective
- To investigate whether the projects have been sustained by the participating countries and to identify ways adopted to ensure sustainability
- To assess the contribution of the projects in the promotion and strengthening of co-operation and networking among various organizations within the participating and other countries in the region
- To recommend future actions based on the results of the evaluation.

Focus of the Programme Evaluation

The evaluation will focus on key programme areas as follows:

1. Development and dissemination of training materials/manuals

The following training materials have been developed and disseminated throughout the region:

- APPEAL Training Manual for Literacy Personnel (ATLP) during the first and second phases.
- APPEAL Training Manual for Continuing Education Personnel (ATLP-CE) during second and third phase.
- Practitioners' Manual on Monitoring and Evaluation of Literacy and Continuing Education
- Manual on Small- Scale Enterprise for Neo-Literates
- Functional Literacy for Indigenous Peoples
- Effective Implementation of Continuing Education at the Grassroots

2. Regional and sub-regional training workshops utilizing the above training materials for
 - Senior Management Personnel
 - Trainer of Trainers and Supervisors
 - Project officers
 - Instructors
3. Support for national follow-up activities of the regional and sub-regional workshops
4. Support for the establishment and implementation of community learning centres (CLCs)
5. Establishment and strengthening of APPEAL Resource and Training Consortium (ARTC), APPEAL regional networking

Areas to be evaluated

The evaluation will look into the 'effectiveness and efficiency' of the programme areas undertaken during 1990-2000? as follows:

1. Objectives of the 5 programme areas
 - To what extent the objectives have been met
2. Project Planning
 - (i) Whether the programme areas correspond to the need of the participating countries
 - (ii) Whether the target groups were clearly identified
3. Project management and implementation
 - (i) Development and dissemination of training materials/manuals
 - * relevance to the needs and situation of the participating countries
 - * effective use of the materials, e.g. for training
 - * to what extent the methods and techniques given in the materials/manuals have helped to strengthen and further develop basic and continuing education projects in the region
 - (ii) Regional and sub-regional training workshops utilizing the training materials/manuals
 - * relevance to the situation and needs of the participating countries
 - * appropriateness of the methodologies used
 - * contribution to the improvement of literacy and continuing education programmes of the participating countries in general and trainees in particular

- (iii) Support for national follow-up activities of the regional and sub-regional workshops
 - * use of innovative approaches
 - * response to the interest and needs of specific target groups
 - * application of effective training strategies
 - * contribution to the improvement of literacy and continuing education programmes of the participating countries in general and trainees in particular
- (iv) Support for the establishment and implementation of community learning centres (CLCs)
 - * innovativeness and use of appropriate technology
 - * response to the interest and needs of specific target groups
 - * application of effective training strategies
 - * contribution of the programme activities to the enhancement of the target group's access to available educational and training resources
 - * empowerment of community people and improving of their quality of lives
 - * establishment and strengthening of networking among community organizations/agencies working for community development
 - * identification of ways to ensure sustainability and continuity of the projects
- (v) Establishment and strengthening of APPEAL Resource and Training Consortium (ARTC), APPEAL regional networking
 - * support of Member States in training and implementation of pilot projects
 - * sharing of innovative approaches
 - * provision of expertise to improve literacy and continuing education in the region
 - * contribution to the improvement of literacy and continuing education programmes of the participating countries in general and trainees in particular

3. Project monitoring

- (i) Provision of financial support to the Member States
- (ii) Provision of technical support to the Member States

4. Cost effectiveness of the project

- (i) utilization of funds supported by the project for planning, implementation and monitoring of the activities

5. Impact and Sustainability

- (i) the benefits derived by the target groups
- (ii) the contribution of the programme to the development of the country in general and the communities in particular

- (iii) the promotion of co-operation and networking among participating countries, institutions, GOs and NGOs
- (iv) integration of literacy and continuing education in national and local policy and planning

Methodology of Work

The proposed evaluation will consist of the following actions:

i) Evaluation tools/techniques

The following tools and techniques will be used for evaluation:

- secondary data and information
- questionnaires
- discussion/interview
- observation
- in-depth evaluation

ii) Preparatory Documentary Review

Secondary data and information

To compile secondary data and information, APPEAL with assistance of a consultant (an external evaluator) will prepare the necessary background documentation covering a comprehensive review of all programmes and activities organized and supported during third phase of the project.

Questionnaires

The external evaluator with assistance of APPEAL will prepare questionnaires to evaluate the programmes supported by NFIT. The draft questionnaires will be sent to BER and Norwegian Government.

Around 15 countries will be invited to participate in the evaluation exercise. Responses from participant Member States/institutions on various aspects of the project in line with the objectives of the evaluation will be compiled and synthesized. This will be made available to the members of the evaluation team prior to their visits to selected countries.

In-depth evaluation

Six countries will be selected to conduct in-depth evaluation, which will include the three countries that the evaluation team will visit.

iii) Field Evaluation Mission

The Evaluation Team will undertake field visits to three countries, namely Bangladesh (or Nepal or Pakistan), China, and Cambodia (or Vietnam or Myanmar) which are chosen to represent the three major geographical zones of the Region which are East Asia, South Asia, and South- East Asia. The mission will observe programmes on the ground and discuss with the national authorities, the personnel directly involved in the implementation of the activities and with the learners, in order to gather information on the impact of APPEAL's literacy and continuing education programmes.

Composition of the Evaluation Team

The Evaluation Team will include specialists as follows:

1. One representative specialist from the Government of Norway.
2. One consultant (an external evaluator)
3. One representative from IOS, UNESCO, Hqs.

(iv) Wrap up meeting

The wrap up meeting will take place in Bangkok and will be attended by the Evaluation Team and:

- A representative of the Norwegian National Commission for UNESCO
- a representative of UNESCO/HQs. from ERC/CFS

Asia-Pacific Programme of Education for All [APPEAL]

APPEAL stands for UNESCO's Asia-Pacific Programme of Education for All. It is a regional co-operative programme designed to promote 'literacy and basic education for all' in Asia and the Pacific.

Its goal is to promote literacy, primary education and continuing education as interdependent components of basic education as interdependent components of basic education, and an essential precondition for sustainable human development and poverty eradication.

The Programme arose from: a recommendation of the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (MINEDAP V) held in March 1985 in Bangkok, Thailand; and a resolution adopted by the 23rd Session of UNESCO's General Conference held in Sofia in November 1985.

APPEAL was launched on 23 February 1987 in New Delhi by the Director-General of UNESCO.

Literacy and basic education is the major focus in UNESCO's current Medium Term Strategy (1995-2001), which was adopted by the General Conference held in Paris in 1995.

The three priority programme areas of APPEAL are:

- Reaching the un-reached, under-served and the disadvantaged population groups in rural and urban areas with particular emphasis on girls and women.
- Improving relevance and quality of basic education and enhancing learning achievement of all children, youth and adults.
- Promoting community participation and ownership.

Aim of APPEAL

To facilitate, through regional co-operation, the national efforts of the UNESCO Member States in Asia and the Pacific in three main areas: eradicating illiteracy; achieving universal primary education; and promoting continuing education.

1. Eradication of illiteracy (EOI)

- > Promoting literacy programmes for various target groups.
- > Generating quality literacy materials, methods and delivery systems.

- > Promoting effective strategies and methods for training literacy workers, instructors, and managers.
- > Ensuring effective follow-up and evaluation of learning needs and programme outcomes.

2. Universalization of Primary Education (UPE)

- > Enhancing social and political commitment.
- > Expanding access and reducing school drop-out rates, class repeaters and ensuring early childhood development.
- > Reorienting curricular/learning materials and education processes to meet societal and learner's needs.
- > Enhancing the quality of primary schooling and learning achievements of children.

3. Promotion of Continuing Education (CE)

This involves identifying the CE needs of different population groups, including those who have completed primary schooling and/or literacy programmes or primary school drop-outs. Programmes focus on:

- > Generating CE programmes and materials targeted at specific population groups.
- > Promoting effective training programmes for various categories of CE personnel.
- > Ensuring effective monitoring and evaluation of CE activities.

APPEAL Resource and Training Network

APPEAL's programmes in the Member States are supported and organized by a network of selected governmental, non-governmental and private institutions and agencies involved in the promotion of literacy and basic education. Among these a consortium of lead institutions across the countries of the region is recently being constituted to serve as the APPEAL Inter-country Resource and Training Centres (ARTC).

APPEAL's programmes are supported by the regular programmes of UNESCO; Japanese Funds-in-Trust for Promotion of Literacy in Asia and the Pacific; Norwegian Funds-in-Trust for Regional Training of Literacy Personnel; Japanese Funds-in-Trust for Preventive Education in Asia and the Pacific; and voluntary contributions of Member States, educational institution and universities.

Annex 4

Draft introductory letter.

Questionnaire for Evaluation of APPEAL activities funded by the Norwegian Government

Please find enclosed a questionnaire which is designed in order to gather information about projects implemented by APPEAL with funding from the Norwegian Funds-in-Trust (NFIT).

The information is needed for an evaluation of the projects, and for this reason the enclosed questionnaire is organized around project activities. There are altogether 5 sections. Section A-D relate to four activities as follows:

- A. Development and dissemination of training materials/manuals. (ATLP , ATLP-CE).
- B. Regional and Sub-Regional Training Workshops utilizing the materials/manuals mentioned in section A.
- C. APPEAL support for national follow-up activities of the Regional and Sub-Regional Training Workshops.
- D. Support for the establishment and implementation of Community Learning Centers (CLCs).

The 5th section, E, intend to gather more general and overall information on the total impact and effectiveness of the APPEAL programme and its objectives.

Some of the requested information may be available from your records, others may need consultations with resource persons and institutions. Where a particular activity has been implemented in your country by a particular agency or institution, this agency or institution may provide the relevant information.

Some questions may call for only your own judgement. Please feel free to device your own methods to gather the information requested.

Two copies of this document are being sent to you. Please return one copy to us duly completed. There is provision for brief comments and suggestions. Should the space provided in this document not be adequate, please use additional sheets.

We would request that the completed document be sent us by fax not later than 20. February 2002.

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Mr. Soeurn Ing, President

Street Children Assistance and Development Programme (SCADP):

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The Vulnerable Children Assistance Organization (VCAO):

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Mr. Net Virak, Programme Officer

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