

Guidance on Preparation of Country Report

Brief Situation Analysis of CLC

Please complete this report and submit to UNESCO Bangkok before the end of June 2011 (total 6-8 pages max)

1. Establishment and expansion of CLCs in the country – 1½ pages

1.1. National policies and strategies of CLCs

1.2. Objectives and target groups of CLCs

- National Federation of UNESCO Associations in Japan (NFUAJ: Non-governmental UNESCO organization established in 1948) has been implementing the World TERAKOYA* Movement (WTM: CLC program) since 1989 by collecting donation from people of Japan. The numbers of countries we supported over the past 21 years has been reached 43 countries and 1 region. At present, we are implementing the WTM in 5 Asian countries: Afghanistan, Cambodia, India, Lao PDR and Nepal by getting full support from the Department of NFE, Ministry of Education and / or local authorities following the framework of respective country's national policies.

* **TERAKOYA**: Private literacy classes actively operated during the 17th century to 19th century in Japan. Regardless of social status, anybody could attend and nation wide expansion of TERAKOYA contributed to a high literacy rate in Japan. Thus, NFUAJ named the non-formal education project as the "World TERAKOYA Movement" wishing to share the message that the foundation for national development is education of people at the grassroots level.

- The objectives of the WTM are (1) to promote basic education for all through CLCs. (2) to provide vocational skills and life-long learning to improve the quality of life. (3) to strengthen and conduct the capacity of the NFE officers and community leaders for effective and sustainable CLC management and (4) to promote mutual understanding and foster mutual respect among peoples.
- The target groups of CLCs vary depending on the situation of project sites; however, basically it is for the socially underprivileged people; such as children, women and ethnic minority.

1.3. Number of CLCs (please fill in the table below. If necessary, modify the table)

On going CLCs as of the year 2011

	Learning/NFE centre ¹ (multi learning programme)	Adult literacy Centre (only literacy)
Afghanistan - (A)	13	0
Cambodia - (C)	7	0
India - (I)	45	0
Lao PDR - (L)	12	0
Nepal - (N)	16	0

1.4. Types of activities taking places at CLC (if you have government/NGO supported CLCs in your country)

¹ Learning centers of which functions and approaches are similar to CLC

#	Lesson, Training, Activities at CLC	(A)	(C)	(I)	(L)	(N)
1	Literacy	✓	✓	✓	✓	✓
2	Post literacy		✓		✓	✓
3	Non formal Basic Education	✓			✓	✓
4	Technical, Vocational, Income generation	✓	✓	✓	✓	✓
5	Early Childhood Care and Education		✓	✓		✓
6	Equivalency Programme (Primary)	✓	✓		✓	✓
7	Equivalency Programme (Lower/junior secondary)					✓
8	Equivalency Programme (Secondary)					
9	Community dialogue and meeting	✓	✓	✓	✓	✓
10	Others (Health Clinic, Cooking Class, Sports Class, Youth Club, Women's Group, Micro Credit, Rice Bank)	✓	✓	✓	✓	✓

2. Quality Assurance of programme delivery and learning achievements- 1½ pages

2.1. Quality Assurance System for CLC programme/Literacy programme delivery (M&E system, minimum standards, accreditation, etc.)

- Most of the cases, we follow the National standard in respective countries. When we haven't been given such a standard in the country yet, we try to give our own standard after due consultation with the authorities concerned. In most of the countries, we start from the capacity building of governmental people, CLCMC, and literacy teachers. As for the Literacy program delivery, we conduct monitoring regularly.

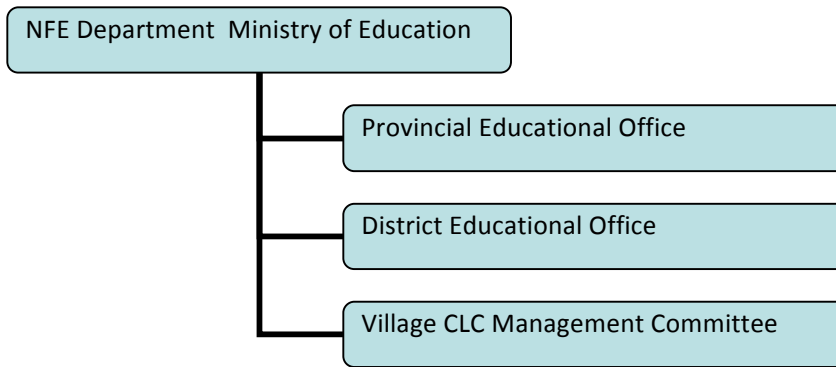
2.2. Quality Assurance /Certification system to assess learning achievements (minimum standards/benchmarks)

- When there is a governmental certification system, we follow the system. If there isn't any, we set our own standard and conduct an achievement test at the end of the literacy class and give an original certificate to the learners.
- At the end of the classes, those students who kept a good percentage of attendance and attained good results in the achievement tests are awarded.

3. Decentralization and Management of CLC- 2 pages

3.1. Organization charts from the Ministry/district government to CLC

- It varies depending on the country; however, usually it is as stated below.



3.2. Decentralization of programme delivery and curriculum development

3.3. Management of CLC

- In every community where CLC is set up, CLC Management Committee (CLCMC) are formed by the community people. In most of the cases, CLCMCs hold regular meeting among CLCs in order to share the progress, issues and perspectives. CLCs are basically managed by CLCMC members and we provide backup support for them in order CLCs to be of the community people, by the community people and for the community people. Ex.: In INDIA, A Federation of CLCMC has been formed and the federation is now trying to get support from the private sectors and local government.)

4. ICT and NFE ²- 1 page

4.1. Cases: Use of ICT to improve CLC management, monitoring and its delivery

Computer trainings for the social mobilizers have been provided.

4.2. Cases: Use of ICT to improve learning of learners

Based on the community needs and request, computer classes are held in some countries.

5. Literacy Survey and Assessment- ½ pages

5.1. Literacy survey and assessment at regular intervals

- Before we launch a project, we try to conduct a Baseline survey. A few years later, we conduct Mid-term survey and Evaluation not only for the literacy classes but also over all programs we implement in the CLC such as income generation programs, hyginene and sanitation programs, sports events, community gatherings, etc..
- Since all the project are still on going in the afore-mentioned five countries now, we are under the process of settling evaluation schemes. We wish to conduct an evaluation when we complete our support and also a follow-up evaluation after several years from the completion.
- As for the Literacy classes, we carry out survey at regular intervals.

5.2. Literacy survey and assessment at ad-hoc base (recently done or to be done in near future)

6. Issues and challenges - ½ pages

- Our goal is to establish “model” CLCs in the target area. Therefore, we hope that the scheme of management of CLCs and how to maintain the quality of learning at CLCs will be

² Any projects already implemented/to be implemented by the governments/NGO/private sector.

handed over to the respective countries' government so that they may expand CLCs to other regions as an effective mechanism of delivering NFE. When we launch a project in a country, we try to make an overall plan including withdrawal of our financial and technical support. However, still we are struggling to establish model cases on how to withdraw our support and how to assure the sustainability and self-management of the CLCs.

- Another challenge is how to maintain the quality of learning in each program.