

INNOV DATABASE

1995

FOREWORD

At the World Conference on Education for All (Jomtien, Thailand 1990), governments and education specialists pledged to provide basic education for all children and adults. Yet if this promise is to be kept, inherited educational practice needs to be revised. The time has come for innovation.

The Innov database is part of a wider joint UNESCO/UNICEF Programme: « **Education for All: Making it Work** » which aims to collect, analyze and promote successful basic education projects throughout the world.

This is the update of the 1994 INNOV database. New projects have been added and others updated. It now presents selected innovations from developing countries with precise information on some 112 education projects. These projects are evidence that innovations and solutions are possible and, hopefully, such examples will help others embark on the necessary road to change. The data are continually updated in concertation with specialists from the field and non-governmental organizations.

For further information:

UNESCO
Education for All: Making it Work,
The Basic Education Division
UNESCO
7, Place de Fontenoy
75352 Paris 07 SP
France
Tel: (33-1) 45 68 21 26/05 81
Fax: (33-1) 40 65 94 06

ABOUT INNOV DATA BASE

The Innov Database has been developed with CDS ISIS Software (version 3.7) for PC. This version and its presentation of information have been considerably improved with the aim of facilitating search through: Name of project, Country, Region, Year of creation, Length of project, Cost data, Areas of innovation and Target groups. The criteria used in the Areas of innovation and Target groups are those of the « CDS Permuted Descriptor List » and the Region Codes are those most commonly used in the United Nations.

The Innov Database currently has 112 innovative projects. 84 of these appeared in 1994 but have now been modified and updated.

A **Worksheet for Data Entry** is included at the end of the document. It should allow those projects already present in the publication to update their entries. Details on other promising projects are also welcome. A diskette of the database and a brief manual for use with CDS ISIS software is available upon request.

Judith Roca Terry-Cournée
Data Editor

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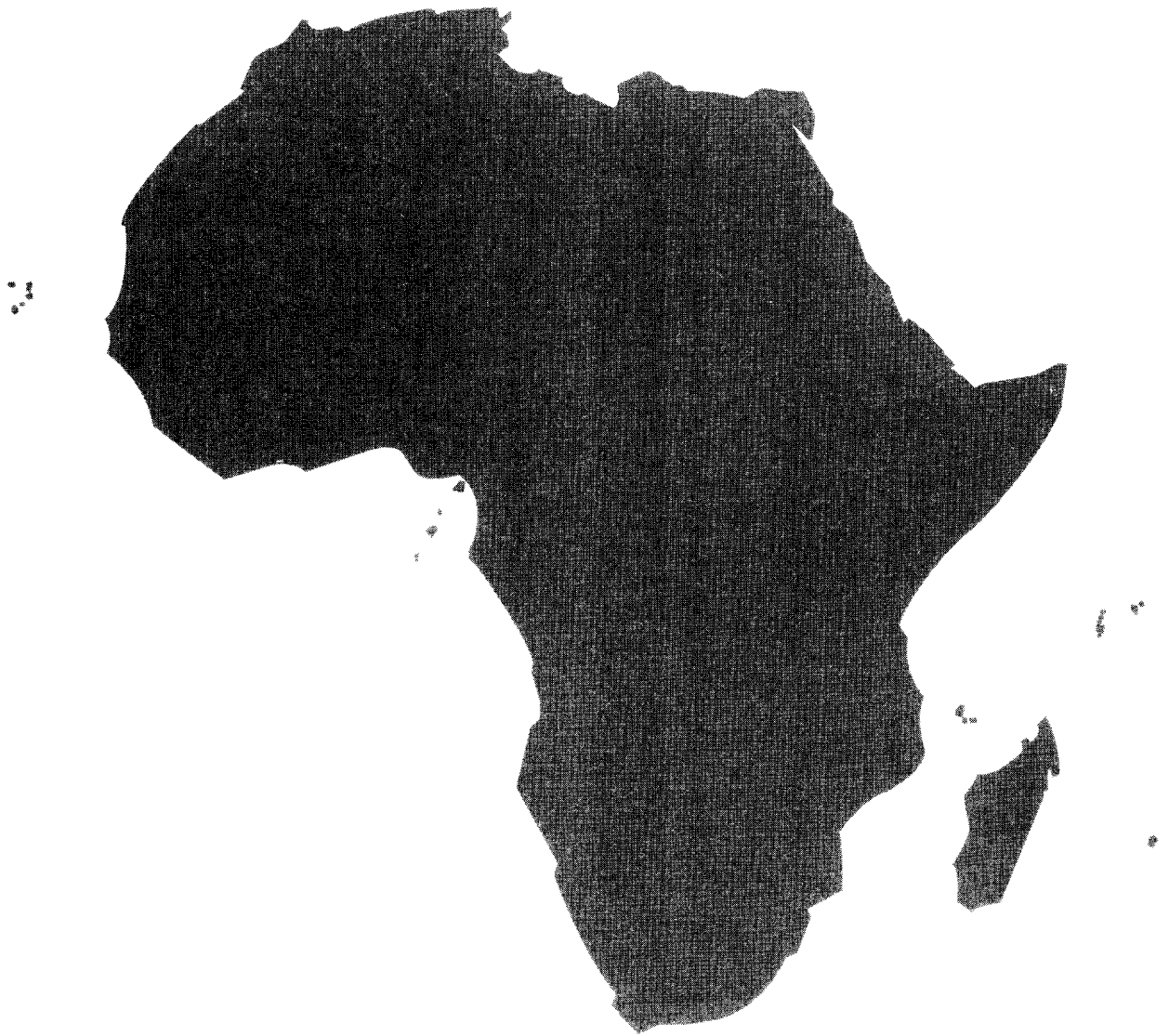
Womens' empowerment

0025

Youth unemployed

0022

AFRICA



Benin

0001

Complexe Scolaire Toussaint Louverture

Centre Panafricain de Prospective Sociale

Panafrican Social Prospects Centre

Boite Postale 1501

Porto Novo

BENIN

Telephone: 229-21 44 36 / Fax: 229 21 39 65

PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>girls education; vocational training</i>
TARGET GROUPS:	girls; socially disadvantaged children
OBJECTIVES:	To provide an alternative education which will lead to employment.
INF ON COMMUNITIES/LEARNERS:	Primary school level: 240 students; secondary level: 210 students
WORKING LANGUAGES:	French; Yoruba; English
STARTING YEAR:	1990
DURATION:	on-going
FUNDING SOURCES:	Panafrican Social Prospects Centre; UNICEF; income-generating activities; parent contributions; Government of Benin

BACKGROUND:

This school was launched as a follow-up to the World Conference on Education for All, by the Panafrican Social Prospects Centre, with support from UNICEF, Benin. It is also based on a report by Profesor Amoussou at the National University of Benin: "Quel avenir pour l'Education au Benin"?, which stresses the necessity to link education to the world of work and offer good quality vocational training. The other subjects deemed necessary to broaden knowledge are: science; languages (Yoruba and English, in addition to French); geography; history (mainly the history of black people in the world), taught in the spirit of Toussaint Louverture; values education; human rights; African dignity; family values; health education

PROJECT DESCRIPTION:

This pilot project is an alternative primary and vocational school which covers two educational cycles: six years of primary education followed by seven years of secondary education. The main innovative aspects of this project are improved learning achievement, curriculum and school organization, elimination of drop-out and repetition. The project aims at innovating the internal efficiency and raising the relevance of formal schooling through linkage with the world of work. One of the objectives of the school is to enroll disadvantaged children according to quotas. The vocational training workshops are used as income generating activities

SOURCES:

Complexe Scolaire Toussaint Louverture, presentation generale (project doc)

0002

Young Girls Education Centre

Centre de Formation des Jeunes Filles

Abomey, Adingigon, Agoli

Province of Zu

BENIN

ORIGINAL TITLE: Le Centre d'Education des Jeunes Filles en Milieu Rural dans la Province du Zu

COUNTRY: Benin

PROJECT TYPE: Nongovernmental

AREAS OF INNOVATION: *out of school education; access to education; girls education; vocational training*

TARGET GROUPS: girls; socially disadvantaged children; rural areas

OBJECTIVES: To prepare the girls to be self-reliant and self-sufficient by providing basic education.

INF ON COMMUNITIES/LEARNERS: 1992-93: 450 girls from rural areas of the District of Zu.

MANAGER: Mr Mgr AgbokaMr Abbe Joseph Tohq

WORKING LANGUAGES: Fon

STARTING YEAR: 1964

DURATION: on-going

FUNDING SOURCES: Catholic Church (Benin); parent contributions; income-generating activities; Private donations; ICEF

STAFFING:

180 volunteer teachers aprox. (For 37 centres)

BACKGROUND:

The Centre was founded and is still managed by Mgr Agboka, a diocesan catholic priest. The first learners were girls in conflict with their parents about marriage

PROJECT DESCRIPTION:

The Centre for the Education of Girls provides literacy and numeracy basic skills in the local language (Fon). The vocational training includes in addition to the traditional training provided to girls: sewing machine repairing; metal work; refrigerating techniques, and so on. Innovative teaching/learning methods put emphasis on personality development and values education with reference to traditional culture and Catholic principles. After four years of initial basic education, further training is provided in the framework of private workshops

SOURCES:

Report of the Second meeting on the Analysis and Dissemination of Innovations in Basic Education A. Tay

Botswana

0003

Kuru Development

UNESCO Harare
 P.O.Box HG 435
 8 Kenilworth Road
 Harare
 ZIMBABWE
 Telephone: (263) (4) 73 30 21; 73 34 97 / Fax: (263)(4) 73 30 22 (ED)

PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>adult education; income-generating activities</i>
TARGET GROUPS:	villagers
OBJECTIVES:	To assist villagers to find alternative sources of income through self-help projects. To assist the whole district to develop its own development initiatives.
STARTING YEAR:	1986
DURATION:	on-going
FUNDING SOURCES:	Donors; Small self-help groups affiliated with the organization and pay for services rendered

PROJECT DESCRIPTION:

Main areas in which the project is involved, are: education, culture, and resources, income generation, agricultural projects, human resource management, leadership development, institutionalization

SOURCES:

letter and questionnaire. Case Africa project, UNESCO, Harare

0004

Peer Approach Counselling by Teens; PACT

Botswana Young Women's Christian Association
 P.O. Box 359, Boipelego Close African Mall
 Gaborone
 BOTSWANA.
 Tel: 312092 / Fax: 357783

COUNTRY:	Botswana
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>Health services; access to education; life skills; self instruction; peer teaching; community participation</i>
TARGET GROUPS:	adolescents
OBJECTIVES:	To train teenagers to become peer educators in, family education and AIDS education.
INF ON COMMUNITIES/LEARNERS:	In-school youth aged 12-19 (boys and girls)
EXTERNAL CONTACT PERSONS:	Mrs Mabuse, Magdaline
WORKING LANGUAGES:	English; Setswana
STARTING YEAR:	1990
DURATION:	on-going
FUNDING SOURCES:	Swedish Embassy, World Health Organisation, INEPA

STAFFING:

1 Coordinator (Basic Education Nursing Education); 2 Counsellors (Bachelor of Arts Education); Social work staff: 3 persons

PLANS FOR GOING TO SCALE:

There are plans to have the project replicated nation-wide

WEAKNESSES/RISK FACTORS:

The project has grown quickly. The school population too. The YWCA does not have the financial capacity to expand the PACT staff. PACT is an innovative pioneering project that needs dedicated professionals of a very high calibre. The YWCA does not offer a salary package that is competitive. PACT staff needs on-going training, so do teacher counsellors in schools

PROJECT PUBLICATIONS:

Periodic reports. Other publications not possible due to lack of funds

BACKGROUND:

Unwanted teenage pregnancies are an increasingly important problem in Botswana

PROJECT DESCRIPTION:

PACT is school based. It is an extra curricular project involving all the schools in Gaborone. Ten peer educators are trained per school. The trained peer educators receive instruction in human sexuality, family life education, STD/HIV/AIDS education. The Peer Educators are trained in communication skills, counselling skills etc. They are intended to reach out to other youths in their schools in the community. This is in recognition of the fact that teenagers rely on other teenagers or other older young people in matters affecting human sexuality. PACT seeks to counteract myths about human sexuality and to provide positive peer pressure

0005

The YWCA Teen Mothers' Project

Botswana Young Women's Christian Association
P.O. Box 359, Boipelogo Close African Mall
Gaborone
BOTSWANA
Tel: 312092 / Fax: 357783

COUNTRY:

Botswana

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

access to education; girls education; motivation; educational facilities; out of school education

TARGET GROUPS:

girls; dropouts; teenage mothers; socially disadvantaged children

OBJECTIVES:

To offer the possibility to young girls who have been rejected from school because of pregnancy to pass the Junior Certificate, to go on to secondary school.

INF ON COMMUNITIES/LEARNERS:

21 girls and their babies

EXTERNAL CONTACT PERSONS:

Mrs Mabuse, Magdaline

WORKING LANGUAGES:

English; Setswana

STARTING YEAR:

1988

DURATION: on-going
FUNDING SOURCES: Pathfinder Fund (USA); UNICEF;
Bread for the World (Germany)

STAFFING:
1 Project Coordinator, Deputy Project Coordinator, 8 Teachers (Part-Time), 1 Book-Keeper/Secretary

PLANS FOR GOING TO SCALE:
It is the desire of the Botswana YWCA to have this programme replicated nation-wide, possibly with the financial help from the government

EVALUATIONS:
1990: Evaluation by Pathfinder

WEAKNESSES/RISK FACTORS:
The programme suffers from lack of sustained funding. Since 1988, it has had three different funders. Due to uncertain funding, staff salary packages are not competitive. It is difficult to attract and keep good personnel

PROJECT PUBLICATIONS:
Periodic reports only. Publications are restricted due to lack of fund

BACKGROUND:
Teen age pregnancies are increasing in Botswana and the Teen Mothers programme fills a deep need in providing alternative education to disadvantaged girls. Family life education and counselling fill a void in the growth of the teenager. The programme provides much needed sex education and counselling

PROJECT DESCRIPTION:
Twenty-one girls and their babies are fetched by mini-bus from their homes. The girls and their babies have three meals a day. The girls receive a well-rounded education to enable them to sit for the Junior Certificate in order for to return to Senior schools. Babies are cared for in a creche. Family Life Education and Counselling are important components of the curriculum. Craftwork is used too

Cameroon

0006

Centres of Hope

Diaconat de l'Archidiocese de Yaounde
B.P. 185. Yaounde
CAMEROON

ORIGINAL TITLE: Foyers de l'Esperance
PROJECT TYPE: Nongovernmental
AREAS OF INNOVATION: *vocational training; income-generating activities; juvenile delinquency*
TARGET GROUPS: street children
OBJECTIVES: Protection and social rehabilitation of children and young people in moral danger.
INF ON COMMUNITIES/LEARNERS: Arche de Noe Centre: Youngsters from Kondengui jail: about 50; Centre of Mfou: 20 children; Centre of Mvolvyé: 245 children; Nkoa-Mbang Village: focal point for children under 10; Centre Elig Essono: recreational activities for about 10,000 children since 1977.
STARTING YEAR: 1977
DURATION: On-going
FUNDING SOURCES: Conference Episcopale (BASC); private donations; Grants; Income-generating activities; Government of Cameroon

STAFFING: 10 to 20 persons (and a network of volunteers)

PLANS FOR GOING TO SCALE: Four centres for juvenile delinquents, are to be open as "micro-units" in urban and rural areas

EVALUATIONS: Continuous assessment of the work in collaboration with the co-ordinator of the project

WEAKNESSES/RISK FACTORS: Lack of equipment for the education, training and recreational activities

BACKGROUND: The infrastructure includes several micro-centres which have been established by the Archdiocese of Yaounde to deal with the phenomenon of street children in collaboration with a network of associations and volunteers

PROJECT DESCRIPTION: The "Foyers de l'Esperance" programme (Centres of Hope) offers a personalized approach to young people in need. Accommodation is offered in small, flexible, decentralized structures. The rehabilitation process starts with production of handicrafts, which aims at strengthening the children's self-confidence. The next step is planning for a new life in collaboration with the child. Alternative and practical teaching/learning methods are used. Peering has proved to give excellent results. Emphasis is put on: (a) short stay as near as possible to the original environment to facilitate the "re-rooting" ("re-enracinement") of the adolescent (b) self development for a genuine maturation and autonomy process. Each child is guided by a tutor. Rehabilitation into the family remains the main aim of the project. In the future, emphasis will be put on prevention through dissemination of similar micro-centres

SOURCES: « Working with Street Children. » UNESCO/ICCB, Paris, 1995

Cote d'Ivoire

0007

Action Socio-Educative en Milieu Ouvert; ASEMO

Ministère de la Santé et de la Protection sociale

Département régional des Affaires sociales

Centre Nord Bouake 01. B.P. 557

COTE D'IVOIRE

PROJECT TYPE: Governmental; Nongovernmental
 AREAS OF INNOVATION: *out of school education; vocational training; access to education*
 TARGET GROUPS: Street children; disadvantaged groups; urban areas
 OBJECTIVES: To meet the street children's basic needs and to rehabilitate them through basic education and vocational training programmes.
 INF ON COMMUNITIES/LEARNERS: Currently 157 street boys are enrolled
 MANAGER: Mr Kalo Bi Zah, ASEMO, (Centre social de Bouake en milieu ouvert). B.P. 557. Centre Nord Bouake 01
 Tel: 63.33.25
 STARTING YEAR: 1984
 DURATION: on-going
 FUNDING SOURCES: Terre des Hommes (Suisse); Government of Ivory Coast; Animators
 STAFFING: Staff: 3 persons (includes the assistance of the former trainees)

EVALUATIONS:

The criteria used for continuous and global assessment refer to the behaviour and socialization process

WEAKNESSES/RISK FACTORS:

Lack of training for the animators, namely through the exchange of experience with other teams. Lack of equipment

IMPACT:

In 1984-1992, 224 street children participated in the activities

BACKGROUND:

In Bouake, 45 per cent of the population is under 25 years of age. Rural exodus is increasing the size of the city of Bouake, focal point for trade with Burkina Faso. The illiteracy rate is about 40 per cent. 50 per cent of children leave school before completion of primary school. This means increasing numbers of street children. The project was launched by a member of a NGO (Les Volontaires du Progres) in collaboration with a social worker of the "Childhood Centre" ("La Maison de l'Enfance") and is sponsored by the Ministry of Social Affairs

PROJECT DESCRIPTION:

First the team helps the children in defining and meeting their basic needs. Recreational or cultural activities are proposed. Then assistance to the child is provided for defining and implementing an individual "Life Project" through basic education, including vocational training, and if necessary functional literacy. Practical and non-formal teaching/learning methods are used to develop interest in manual work (handicraft) and agriculture. Peering is often used for the orientation and training activities. Awareness and understanding of problems with regard to the street children phenomenon are developed through information activities. The team works in co-operation with governmental bodies and a network of volunteer associations

SOURCES:

« Working with Street Children. » UNESCO/ICCB, Paris, 1995

Egypt

0008

The Community schools project

Ministry of Education and UNICEF

8, Adnan Omar Sidky Street

Cairo

EGYPT

Telephone: 20 2 710 578 / Fax: 20 2 704 857

PROJECT TYPE:

Governmental

AREAS OF INNOVATION:

primary education; girls enrolment; community schools; flexible calendar

TARGET GROUPS:

girls; communities; parents; rural areas

OBJECTIVES:

To realize "Education For All" by concentrating on remote rural areas

Creating schools in the communities so that the distance from school no longer creates an obstacle.

Selecting female teachers from the community to encourage parents to send their daughters to school.

Adopting a positively biased policy towards girls' enrolment in community schools. Conducting awareness raising workshops on the importance of girls' education.

INF ON COMMUNITIES/LEARNERS:

Girls from rural Upper Egypt hamlets which previously had no school services.

EXTERNAL CONTACT PERSONS:

Mr M. Baquer Namazi. UNICEF Representative. Cairo, Egypt

WORKING LANGUAGES:

Arabic

STARTING YEAR:

1992

DURATION:

on-going

FUNDING SOURCES:

Government of Egypt; UNICEF

COST DATA:

UNICEF-NGO: \$173,098. Cost per student per year is estimated at US\$120. As the programme develops and expands this cost should decrease to an estimated US\$90 per student/year

GOVERNMENT SUPPORT/OTHER COLLABORATION:

The Ministry of Education, Egypt (will pay the teachers, provide guidance and assistance on curriculum matters, instructional materials and supplies and participate in the training and supervision)

PLANS FOR GOING TO SCALE:

The project has moved through three phases: development (1992-93) expansion (1994-95) and going to large scale (1995+) At the development stage, the programme started at four sites and expanded after one year to 20 further sites. In the third phase of expansion classes and enrolments double each year

EVALUATIONS:

The National Center for Educational Examinations and Evaluation (NCEEE) in cooperation with the facilitators and MOE district supervisors evaluated the programme after the first schools had been operating a year

IMPACT:

The impact on the communities is positive. Apart from bringing education to the communities, the opening of the schools brought the attention of the governor and other high officials to the community and non-educational activities have been initiated in the region as a follow up to the education programme

PUBLICIZING:

Various reports by UNICEF and brochure in UNESCO/UNICEF Series

BACKGROUND:

Over the last years Egypt has placed increasing policy emphasis and government resources on achieving quality basic education for all. The government has more than doubled expenditure to provide classrooms for primary schools and enhance the quality and relevance of the curriculum and instruction. In this context, UNICEF launched its community schools project in the rural areas of Upper Egypt. In this region, thirty percent of the population live in hamlets often located at a large distance from central villages and for the most part, cut off from the direct services of the larger towns. Many have no electricity, and schools and health services are a long walk away. While most boys in the hamlets walk the distance to the nearest government primary school, the great majority of girls do not attend. Traditional values and social patterns place a low or negative value on girls' education and the community considers education for girls to be a way out of the village rather than a provision of skills valuable for the community

PROJECT DESCRIPTION:

The Community Schools project provides free access to non-formal primary education. The classes take place at convenient times with schedules which respect the girls' work in their households. The schools provide the equivalent of a full primary school programme. Each school is guided by a local Community Education Committee responsible for providing adequate classroom facilities. The teachers are selected locally, and are provided with a training course which focuses on modern teaching methods appropriate for teaching small, multi-grade classes. The instructional programme is based on the national policy to place emphasis in the curriculum on developing children's critical thinking, problem-solving skills and appreciation of their environment. Materials have been developed for self-directed learning through group work, student tutoring and individual study. Art, drama and music are part of the curriculum. Following the schools, the learners have the opportunity to move on to primary school. The programme is based on a partnership with the initiative of the community to provide adequate classroom space - supported by UNICEF through a local service organization (NGO), and with financial, material and policy support from the Ministry of Education

SOURCES:

"Review of the community schools project". UNICEF (Egypt), 1994

« Education for All: Making it work. ». UNESCO/UNICEF, Series, Children of Isis, 1995., EFA: Making it Work, Programme. UNESCO/UNICEF, Videobank, Community Schools, 1995

0009

Investing the Efforts of Youth in Programmes concerned with Eradication of Illiteracy and Adult Education

Permanent Delegation of Egypt to UNESCO

UNESCO

7, Place de Fontenoy

Paris 753207SP

FRANCE

COUNTRY: Egypt

PROJECT TYPE: Governmental

AREAS OF INNOVATION: *adult literacy; access to education; life skills; peer teaching; teacher education*

TARGET GROUPS: disadvantaged groups; rural areas

OBJECTIVES: The project aims at reducing illiteracy in seven governorates.

INF ON COMMUNITIES/LEARNERS: 300,000 males and females in seven governorates along with graduating 10,000 students.

EXTERNAL CONTACT PERSONS: Mr Mohamed Sami Abdel Hamid.Ambassador

WORKING LANGUAGES: Arabic; English

DURATION: on-going

FUNDING SOURCES: General Agency for Adult Education and Eradication of Illiteracy

COST DATA: 44.950000 Egyptian pounds (Allocated budget)

STAFFING:

10 employees (from the executive authority of the general agency for Adult Education and Eradication of Illiteracy)

EVALUATIONS:

No information given for exact dates of evaluation. However, the graduates and the programme are evaluated by leaders, sponsors, and educators through visits and meetings

WEAKNESSES/RISK FACTORS:

The project has met difficulties in providing specialists, along with maintaining the continuity of a youth staff working in the field of eradicating illiteracy. Projected problems concern financial resources; although, no difficulties have been met here thus far

PUBLICIZING:

Efforts made by the press, broadcasting (mass media), local agencies and governorates in the public awareness of the project

PROJECT DESCRIPTION:

The aim of the project is to train graduates to help participate in programmes for eradicating illiteracy. The efforts of these graduates (males and females, juniors and adults) will help the national campaign for eradication of illiteracy. The project will also help youth acquire practical skills which will enable them to find job opportunities while promoting their careers

Kenya

0010

School Improvement Programme

Aga Khan Foundation
 P.O. Box 435
 1211 Geneva 6
 SWITZERLAND
 Tel:41-22-736 03 44 / Fax:41-22-736 09 48

PROJECT TYPE: Nongovernmental; Governmental
 AREAS OF INNOVATION: *primary education; teacher education; school community relationship; educational management*
 TARGET GROUPS: children; primary schools
 OBJECTIVES: Improve the quality of education in standards 1-4 in primary schools.
 INF ON COMMUNITIES/LEARNERS: 50 primary schools administered by the municipality as well as the AKES primary school
 EXTERNAL CONTACT PERSONS: Mr Jeremy Greenland
 WORKING LANGUAGES: Kiswahili; English
 STARTING YEAR: 1990
 DURATION: on-going
 FUNDING SOURCES: Aga Khan Foundation Service (Switzerland); Canadian International Development Agency -CIDA; ODA (UK); Municipality Government (Kenya)

STAFFING:

Project Director: 1; project assistants: 6

PLANS FOR GOING TO SCALE:

The project aims to reach all primary schools in Kisumu

EVALUATIONS:

1992: Evaluation by the Scottish Council for Research in Education

WEAKNESSES/RISK FACTORS:

Initially the classroom teachers felt threatened by the "intrusion" of the project team. Teacher movement between classes and schools sometimes left classes unattended. There was some resentment from trained teachers who did not receive the small fee that master teachers were paid. There was no opportunity to compete for the status of master teacher (only being in the right school at the right time)

IMPACT:

According to evaluations, teachers were generally positive towards the project. Parents felt that children were more motivated and eager not to miss school, more responsible and more curious

BACKGROUND:

Kisumu, Kenya's third largest town, situated on the shores of lake Victoria, was once a flourishing port. The political changes of the 1970's brought most of this trade to an end and created economic problems. In addition to an Aga Khan Education Service school, the municipality has some 50 primary schools. These vary in character because of differences in resources. Under the Kenyan "cost sharing" system, local communities are required to supply buildings, furniture and equipment. As elsewhere in the country, the education system is under pressure because of high birth rates. According to a survey by the Municipal Education Office, the main problems leading to low scores in the Kenyan Certificate of Primary Education are: lack of physical facilities; over-enrolment; lack of effective school management; inadequate fundraising by Parents' Associations; poverty; frequent changes in curriculum and implementation of new programmes resulting in teachers' inefficiency

PROJECT DESCRIPTION:

School Improvement in Kisumu wants to develop child-centred methods in primary schools, through "change agents" working alongside teachers within their own classrooms. The AKES, who runs a nursery and a primary school in town want to bridge the gap between the child-centred methods in the nursery school and the traditional formal teaching methods in primary school. The project is classroom-based. Teachers are expected to see to the whole range of children's emotional, physical and cognitive needs. In phase I, a Project Committee was established, including prominent members of the educational and business community. Phase II was launched in three model schools, where "master teachers" were formed (during a 12-month period), they would later work with the project assistants to disseminate good practice in other schools in the municipality. Phase III, the dissemination phase, addressed training of head teachers and school inspectors, and started to involve parents

0011

UNDUGU Society of Kenya

UNDUGU Society Of Kenya
Landhies/Jogoo Road
P.O. Box 40417
Nairobi
KENYA
Fax: (256-41) 245580

COUNTRY:

Kenya

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

*community participation; vocational training;
income-generating activities*

TARGET GROUPS:

Adolescents; dropouts; street children

OBJECTIVES:

To stem the increasing phenomenon of street and out-of-school children through an integrated community development programme.

Rehabilitation of street children through basic education and vocational training.

INFO ON COMMUNITIES/LEARNERS:

581 learners (primary education drop-outs) are currently enrolled in the Undugu Basic Education programme (292 boys and 289 girls from the slums).

MANAGER:

Mr Ezra T.L. Mbogori

WORKING LANGUAGES:

Kiswahili

STARTING YEAR:

1975

DURATION:

On-going

FUNDING SOURCES:

Wide variety of donors; Income-generating activities;
Government of Kenya

COST DATA:

Annual cost s about US\$1.4 million

STAFFING:

Staff: 148 persons; 2 volunteers from international partner agencies

IMPACT:

The Undugu Basic Education Programme is considered an acceptable non-formal education alternative to the formal school system. Similarly, the skills training apprenticeship has distinguished itself as a viable skills training approach since it takes half the time to equip an apprentice with sufficient skills to pass the lowest government trade test

BACKGROUND:

Rural migration to Nairobi has led to slums and shanty towns growing rapidly. Their inhabitants live in difficult circumstances, due to poverty, unemployment and illiteracy. The first Undugu Youth Centres were established to provide "reception-cum-drop in" centres and recreational activities to the growing number of out-of-school children and street boys ("parking boys"). As most of these boys are not accepted by the formal school system, a flexible non-formal educational system has been created in collaboration with university students and volunteers who provide a rudimentary learning "school for life". In exchange for regular attendance, the learners receive some food. Undugu began to interact more and more with communities to get to the roots of the street child phenomenon and the informal educational system became part of a community development programme. after the model of the Kenyan "Village Polytechnics" (today "Youth Polytechnics")

PROJECT DESCRIPTION:

Undugu is a community development project which co-operates with local administration, churches, schools and associations. The two main programmes are: (1) The Undugu Basic Education Programme (UBEP), which operates in four centres. It aims at providing basic skills for self-reliance. Much attention and recognition are given to the learners, so as to motivate them to attend and prevent drop-out. The teaching/learning methods are practical and participatory. Peer-counselling is also used. For further motivation and training, learners participate in the operation of a kiosk. (2) Vocational training programmes: workshops, established in order to generate employment for the community, are used as skill-upgrading for the learners in handicraft production, metal work, carpentry, motor vehicle maintenance services, etc, and are also generating income for the project. Theory classes prepare the trainees for the governmental grade tests. The trainers are local artisans (or former trainees) who often secure jobs for their trainees after completion of the course. A financial contribution is requested from the parents in order to stimulate the child's motivation. The training programme is linked to other community development activities, such as sponsorship programmes, youth groups, business development actions, and production activities

SOURCES:

« Working with Street Children. » UNESCO/ICCB, Paris, 1995

Lesotho

0012

Learning Post Programme; LP

Lesotho Distance Teaching Centre (LDTC)

P.O.Box 781

Mareu 100

LESOTHO

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

distance education; secondary education; higher education; community participation

TARGET GROUPS:

out-of school youth; communities

OBJECTIVES:

To offer opportunities to out-of-school youth and adults to develop their literacy and numeracy skills to a functional level.

To develop appropriate and innovative materials to motivate and train people in basic literacy and numeracy skills.

INF ON COMMUNITIES/LEARNERS:

There are currently 98 learning posts in five districts covering about 2000 learners.

STARTING YEAR:

1980

DURATION:

on-going

FUNDING SOURCES:

UNICEF; German Adult Education Association; Government of Lesotho

PROJECT DESCRIPTION:

The Learning Post Programme is village-based, and designed to use community resources. It makes use of helpers, that is, literate people in the community who volunteer to teach learners on an individual basis, with the help of materials produced by LDTC. This is known as the each-one-teach-one approach. Community leaders are also expected to play a supportive role as well as use their influence to improve participation in the programme. The Learning Post Administrators are elected by the communities. Activities are organized around 'Learning posts' located in regions of high population density and covering large areas

SOURCES:

Case Africa project, UNESCO, Harare

Mali

0013

Basic Schools

Commission nationale du Mali pour l'UNESCO
Ministère de l'Education
B.P. 1 A, Bamako
MALI
Telephone: (223) 22.25.15

ORIGINAL TITLE:	Ecoles de base
PROJECT TYPE:	Governmental
AREAS OF INNOVATION:	<i>primary education; access to education; teaching aids; learning methods; school community relationship</i>
TARGET GROUPS:	children; teacher educators; rural areas
OBJECTIVES:	To offer quality education to children in underserved areas.
INF ON COMMUNITIES/LEARNERS:	9718 pupils attended; 233 classes in 105 schools
EXTERNAL CONTACT PERSONS:	Mr Sall, A. Kire. Secretary General
WORKING LANGUAGES:	French; Bambara
STARTING YEAR:	1985
DURATION:	on-going
FUNDING SOURCES:	Fonds d'Appui a l'Enseignement Fondamental (FAEF); parent contributions; Government of Mali

STAFFING:

239 teachers (mostly graduated from The Matran Teacher Training College's IPEG and ENSEC)

EVALUATIONS:

Fomba, Cheick Oumar (1992) Effet du Type D'Ecole Primaire sur la Performance des Eleves, Etude comparative des "Ecoles de Base" et des Ecoles Publiques du District de Bamako

IMPACT:

There has been an extreme development from 2 schools in 1985 to 105 in 1991

BACKGROUND:

The "basic schools" experience started in 1985 in order to deliver primary education to underserved areas and also to hire unemployed young graduates from teacher training colleges. The first "basic school" was launched in San. Some young graduates from the Instituts pedagogiques d'Enseignement general (IPEG) taught children and received support in kind (clothes, grain, lodging) from the parents' associations. In Bamako, the experience started in the "quartier Mali", where the young promoters were paid

PROJECT DESCRIPTION:

The école de base (Basic school) is a school created at the initiative of a group of parents, a neighbourhood or a teacher. Thus the "basic school" is a private school. The curriculum is the same as in public primary schools and the implementation is controlled by a school inspector. The teachers who are paid by the parents are graduates from the teacher training colleges IPEG or ENSEC. Since unemployment is high among these graduates, (in 1990 2,000 found were unemployed) the teachers who are hired to work in the "basic school" are often highly motivated. School equipment is ordered through the parents' association and paid for by the parents. The "basic schools" are highly competitive and are recruiting an increasing number of children. Since the parents are the principal funders of the school, they monitor children's and teachers' performance closely. Therefore the quality of the "basic school" is probably higher than in many public schools

SOURCES:

Effet du Type d'Ecole Primaire sur la Performance des Eleves; Fomba, Cheick Oumar, 1992

0014

Village School

Save the Children/USA
 54 Wilton Road
 P.O. Box 950
 Westport CT 06881
 USA
 Tel: 203-226-7272

ORIGINAL TITLE: L'Ecole du Village
 COUNTRY: Mali
 PROJECT TYPE: Nongovernmental
 AREAS OF INNOVATION: *access to education; girls education; community participation*
 TARGET GROUPS: children; girls; communities; rural areas
 OBJECTIVES: To provide quality education for a maximum of children and adolescents in the framework of a community development programme.
 INF ON COMMUNITIES/LEARNERS: Village Schools (Ecoles du Village) were established in 4 villages of Kolondieba (Sikasso Region)
 There are 30 children in each of the 2 classes with parity between girls and boys.
 MANAGER: Mr S. Kante
 EXTERNAL CONTACT PERSONS: Mr A. Wood. Director of Education
 WORKING LANGUAGES: Bambara
 STARTING YEAR: 1992
 DURATION: 1995
 FUNDING SOURCES: Save the Children (USA); tuition fees (mainly); Ministry of Education (Mali)
 COST DATA: A Village School comes to 1,000 US\$ \$ (i.e. 30 times less than an official primary school). The teachers receive a lump sum covered by a small financial contribution on the part of those parents.
 STAFFING: 1 titulaire; 1 suppleant (for each class one man and one woman); 3 inspectors; 100 social development workers
 PLANS FOR GOING TO SCALE: The project has received funding from USAID to take the programme from four to fifty schools. The Ministry of Education is interested in applying the model
 EVALUATIONS: 1993: First evaluation. A supervision, with Headmasters, teachers and inspectors from the formal school system, acknowledged the teachers' efficiency in the village schools
 WEAKNESSES/RISK FACTORS: For the moment, there is no link between formal school system and Village Schools
 BACKGROUND: The Village School is the educational component of an integrated development programme launched in 1988 to facilitate the re-settlement of Peulhs in the Sikasso region (Kolondieba). In 1991, the experimental phase started with 4 Village Schools established in this region

PROJECT DESCRIPTION:

The BRAC (Bangladesh Rural Advancement Committee) was the model project for the Ecoles de village in Mali. The schools are built and managed by the villagers, who define the objectives, the contents, and the calendar of the teaching programme, which lasts 3 years. The curriculum includes writing, reading and arithmetic skills in Bambara and agricultural and commercial book keeping. The school has 2 classes (one for the 8-10 age group and another for 11-15 year olds). The teachers are selected among the best educated villagers and are trained by Save the Children/USA in collaboration with the "Institut Pedagogique National". Teachers receive only an allowance paid by the parents. There are 2 two-hour classes/day. The educational material is produced in Bambara. Three school inspectors are monitoring the schools, together with the Project Coordinator, who visits the villages weekly and organizes monthly meetings with the Village Management Committee to discuss implementation problems. School buildings are also used as centres for social and cultural activities

SOURCES:

Meeting with the Project Coordinator of the SC-USA School Village Project
Blazing the trail. UNESCO/UNICEF, EFA: Making it Work Programme Series, 1994

Namibia

0015

Council of Churches Children's Desk (Home Visitors Desk)

Council of Churches in Namibia

P.O.Box 41

8521 Mashego Street

Katatura, Windhoek

NAMIBIA

Telephone: 061-2215590/217621 / Fax: 061-62786/908834

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

pre-school education; early childhood development; health education

TARGET GROUPS:

pre-school children; rural areas

OBJECTIVES:

To improve the quality of early childhood care and development in homes and communities in Namibia.

To provide training and establish resource network for early childhood development workers and trainers.

INF ON COMMUNITIES/LEARNERS:

At present two centres are actively involved in this programme. Within the past two years 800 learners have benefitted.

STARTING YEAR:

1978

DURATION:

on-going

FUNDING SOURCES:

Namibia Association of Noray (Namas)

COST DATA:

N\$ 209.000 per year

STAFFING:

12 Teachers

PROJECT DESCRIPTION:

This project has been operating in informal settlements areas with no infrastructure in remote areas. Marginalized children from these settlements gather at a central designated point usually a private home/church and/or tree where the classes are conducted. The teachers are members of the community (home visitors) who have been trained in childcare and development. There is a great demand for this type of work in the country

SOURCES:

letter and questionnaire. Case Africa Study, UNESCO, Harare

0016

The Rossing Foundation

The Rossing Foundation

Rand street

P.O.Box Khomasdal, Windhoek

NAMIBIA

Telephone: 061-211721 / Fax: 061-11273

COUNTRY:	Namibia
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>adult education; agricultural education; women's education; technical education</i>
TARGET GROUPS:	women; adults; rural areas
OBJECTIVES:	To achieve greater national productivity through provision of education for Namibians in order to increase understanding between inhabitants.. To encourage the creation of opportunities for people to use their education.
STARTING YEAR:	1979
DURATION:	on-going
FUNDING SOURCES:	Rossing Uranium Limited; Students (small contributions)
COST DATA:	N\$ 6.000.000 per year

PROJECT DESCRIPTION:

Courses are offered in needlework, textile design, vehicle maintenance, basic technical skills, commerce, office management, typing, English competency course. At the end of their training learners sit for the Pittman's examination. In addition to the Pittman's international certificate, other certificates are also issued from various Rossing Foundation centres throughout the country. There is a great demand in the private sector for graduates from this programme

SOURCES:

letter and questionnaire. Case Africa, Study, UNESCO, Harare

Senegal

0017

Daara de Malika

Association Daara
 Region Nord-Est, Route des Niayes
 B.P. 6282.
 Dakar
 SENEGAL.
 Telephone: 22 12 19/21 74 70

PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>access to education; vocational training; income-generating activities</i>
TARGET GROUPS:	street children; child labour; students
OBJECTIVES:	Daara de Malika aims at abolishing child begging through the establishment of a centre for young talibes (koranic school children) who are forced to beg in order to survive.
INF ON COMMUNITIES/LEARNERS:	106 children (mainly talibes: i.e. children from the koranic schools) mainly from rural areas or suburbs (including 66 boarders)
MANAGER:	Mme. Cathy Koate
EXTERNAL CONTACT PERSONS:	Mme. Martine Yahiel, 20 rue de Saint Prix. 95600 Eaubonne. Tel: 16-1-34 16 69 85
WORKING LANGUAGES:	Arabic; Wolof; French
STARTING YEAR:	1980
DURATION:	on-going
FUNDING SOURCES:	Government of Senegal; private donations; income-generating activities

STAFFING:
 10 persons (aprox.)

BACKGROUND:

Talibes are small boys, often from rural areas, who are handed over by their parents to a marabout -koranic school teacher- for a religious education that may last for years. But in anonymous big cities, far from the village community, some marabouts have turned the talibes into professional beggars. According to a recent report by the local UNICEF office "these ragged children roaming the streets with begging bowls in search of a bit of food or money for themselves and for their marabout illustrate a serious social problem". This group of between 50,000 and 100,000 boys is recruited among the 42 per cent of out-of-school children aged between 7-12 in the country

PROJECT DESCRIPTION:

Daara de Malika is a centre located north of Dakar that provides basic education and vocational training to former talibes (koranic school students), who otherwise would be begging in the streets. Emphasis is put on language teaching to reinforce children's cultural identity and background. Active, evolving and open teaching/learning methods are used. The objective is to offer a solid primary and secondary school education, which will enable students to enter government schools. Daara de Malika, as the first school in the region, has introduced productive work (horticulture, cattle and poultry rearing) into the curriculum. These activities are remunerated. The assessment of achievement is the same as in formal schools. The community is mobilized through the media. For the reintegration of the children into their families, assistance of government bodies is mobilized to improve living conditions

SOURCES:

« Working with Street Children. » UNESCO/ICCB, Paris, 1995

0018

FA-FOUTA Development Programme

Coordination nationale de la Federation des Associations

Villageoises de FOUTA

Hore Fonde

SENEGAL

ORIGINAL TITLE:	Projet d'Alphabetisation du Fleuve
COUNTRY:	Senegal
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>access to education; girls education; vocational training; income-generating activities</i>
TARGET GROUPS:	adolescents; women; girls; rural areas
OBJECTIVES:	To provide literacy and vocational training in the framework of a community development programme.
INFO ON COMMUNITIES/LEARNERS:	Currently 33 villages of the Department of Matam (District of Thiologie) are integrated in the project.
WORKING LANGUAGES:	Pulaar
STARTING YEAR:	1985
DURATION:	on-going
FUNDING SOURCES:	UGTS/FA FOUTA (France); income-generating activities

STAFFING:

Administrative staff of the Federation: 10 persons; Field staff: 70 volunteers for the literacy programme

WEAKNESSES/RISK FACTORS:

Strong migration movement amongst the facilitators, and no post-literacy programmes to replace them. Lack of appropriate teaching material. Lack of planning and coordination for the literacy activities. Overloaded classes

IMPACT:

New attitudes concerning the education of women and the relationships between ethnic groups are reported, as well as success in stemming rural migration

BACKGROUND:

The drought that has struck the north of Senegal has caused a strong migration to large cities and out of the country. This community development project has been launched by the villagers themselves in the framework of Federation of various Village Associations, with the support of the UGTSF (Union Generale des Travailleurs Senegalais en France), so as to solve the practical problems of everyday life and to prevent young people from leaving the region

PROJECT DESCRIPTION:

The villages which take part in the development programme are grouped into the Federation FA-FOUTA (Federation des Associations villageoises de Fouta), each village nominating two delegates. The project is conceived and coordinated by the National Co-ordination of the FA-FOUTA (Dakar). (1) Literacy programme: The facilitators are volunteers selected among former drop-outs or neo-literates. The curricula refers to the population's daily needs and activities. Non-formal education (theater, songs) and participatory teaching/learning methods, centred on the learners, are used. The initial literacy programme lasts one year. (2) Vocational training is provided in many areas (dyeing, sewing, health...) by rural animators or employees of the CER (Centres d'expansion rurale); (3) The third training programme includes income-generating activities. There is no strategy of linking non-formal and formal education. The villagers participate in the financing of project activities. There are a growing number of villages admitted in the FA-FOUTA programme

SOURCES:

Mission report by M. L. Kane (Consultant, UNESCO/BREDA)

0019

The Tostan Basic Education Programme

Tostan, P.B. 326

Thies

SENEGAL

COUNTRY: Senegal
 PROJECT TYPE: Nongovernmental
 AREAS OF INNOVATION: *adult literacy; teacher education; learning methods; out of school education; community participation; access to education*

TARGET GROUPS: women; rural areas
 OBJECTIVES: To improve the educational situation of villagers, particularly women by helping them to achieve self-development through the use of adapted educational materials.
 To provide a sustainable basic education programme which could be used as a model by other organizations and countries.

INF ON COMMUNITIES/LEARNERS: 5,000 participants (75 per cent women) from rural areas of Kolda, Thies, Djourbel, Linguere and St Louis. Training of 35 trainers of trainers who trained more than 200 facilitators in the use of the Tostan programme.

MANAGER: Mrs Molly Melching. Director
 WORKING LANGUAGES: Wolof; Fulaani
 STARTING YEAR: 1989
 DURATION: on-going
 FUNDING SOURCES: UNICEF; Canadian International Development Agency - CIDA; Government of Senegal

COST DATA: Total cost per participant US\$30 (520 participants in 13 villages for 18-24 months), including equipment and supplies. This is significantly less than the cost for educating a child during one year in the formal school system in Senegal.

PLANS FOR GOING TO SCALE: 72 villages have officially requested the programme and in 13 surrounding villages of Kolda, villagers have collected funds to start a Tostan Programme in their community. To extend the programme, the following strategies have been defined: training of trainers and facilitators; training of government educators and field agents; adaptation of the programme to adolescents; reduction of the programme costs; adaptation of the programme in other national languages; establishment of a training center for the West Africa sub-region to meet requests from Mali, Guinea, Niger, Mauritania and Gambia

EVALUATIONS: (a) February 1991: ANAPA; November 1992: CIDA. Final evaluation in December 1992 by the TOSTAN CECI evaluator. Reports submitted to UNICEF. "Projet Tostan: Education non-formelle pour le developpement. Evaluation en cours d'execution" by the CIDA (Canadian Agency for International Development) (1993).

IMPACT: Many NGOs integrated part of the Tostan programme in their projects and either adapted or used the educational material produced by Tostan

PUBLICIZING: Through (1) the educational material produced by the Tostan Programme; (2) the training of trainers and facilitators (3) the establishment of a training centre for the West Africa Subregion

PROJECT PUBLICATIONS:

Session guides of the Tostan Basic Education Programme /An introduction to the Tostan Numeracy Methodology by Amadou Bah (1993)

BACKGROUND:

In 1988 the literacy rate of women of 15 years old was 18% and that of men 38%. Only half of all children (less than one third for girls) of school age complete the primary education cycle. For villagers (61 of the Senegalese population) the rates are even lower. The Tostan Basic Education Programme has its roots in a small-scale non-formal education centre for children in Dakar created in 1976 - the "Demb ak Tey" (Yesterday and today), started by Molly Melching with support from the Government. Messages on health, the environment and other development issues were included in stories, songs, games and theatre. The project moved to a rural community and expanded its scope, convinced that the hundreds of broken down millet machines, pumps, windmills and health huts littering the landscape would have been functional if the villagers had been more involved and educated before project implementation. In 1989 the project obtained support from UNICEF and the Ministry of Social Development, and the original team expanded to include other education specialists. In 1990 Tostan was created. Based on previous experiences, teaching modules were written and tested to the particular needs of rural women

PROJECT DESCRIPTION:

Tostan ("Breakthrough" in Wolof) is a comprehensive programme that teaches literacy and numeracy together with life skills such as problem solving, health care, hygiene, management skills and leadership. The programme has been designed with particular aim to the needs of rural women and has a flexible time schedule to make it possible for them to attend and assure sustained learning. The content of the six modules of the programme was defined in collaboration with former learners, particularly women. Literacy materials are dynamic and interactive and based on cultural traditions. The pedagogical approach is that the villagers first need to look at and analyze what they are doing and understand why they are doing it, so as to receive the relevant and often technical information in a way they can understand; to work as a group to process the information and decide if it can improve their situation. Emphasis is also put on social mobilization activities for reinforcing education classes

SOURCES:

"Beyond Literacy: The Tostan Basic Education Program" (Document)

Breaking Through. UNESCO/UNICEF, EFA: Making it Work Programme Series, 1995

0020

Young Maids Project

ENDA Tiers Monde
Equipe Jeunesse Action
Rue Carnot B.P. 3370
Dakar
SENEGAL
Fax:221-222.695

ORIGINAL TITLE:

Les jeunes employées domestiques de HLM Montagne

COUNTRY:

Senegal

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

*literacy programmes; vocational training;
income-generating activities*

TARGET GROUPS:

street children; child labour; women; girls

OBJECTIVES:

To provide young women with basic education, including child care, thereby offering them the possibility of finding a job or to start their own income-generating activities.

INFO ON COMMUNITIES/LEARNERS:

69 illiterate maids (mainly from the Serere ethnic group) from rural areas; 22 out-of-school girls (14 to 18 years of age) living in the suburbs of Dakar (HLM Montagne)

MANAGER:

Mr Fabrizio Terenzio

WORKING LANGUAGES: French; Wolof
 STARTING YEAR: 1985
 DURATION: on-going
 FUNDING SOURCES: private donations

STAFFING:
 Staff: 9 persons (includes volunteers)

GOVERNMENT SUPPORT/OTHER COLLABORATION:
 The Government supports the project by providing 1 teacher from the formal school system

PLANS FOR GOING TO SCALE:
 Extension of the programme to French- and Portuguese-speaking African countries by the training of urban animators

EVALUATIONS:
 The assessment of the literacy programme takes place monthly. For the 3-year basic education programme. annual evaluation

WEAKNESSES/RISK FACTORS:
 The difficulties reported are related to the instability of the girls, causing interruption or discontinuities in their attendance

IMPACT:
 The project has first a direct impact on the women who live in the neighbourhood as 80 per cent of them participate in the conferences or recreational activities; secondly on the women who stay in the villages where the young women return regularly and transmit skills and experience concerning health, hygiene and nutrition they acquired in the project

BACKGROUND:
 The socio-economic crisis (fall of the price of groundnut and long periods of drought) causes important rural exodus. Only 10 per cent of Senegalese children have access to secondary education. Enda Tiers Monde has other projects in Mali and Benin

PROJECT DESCRIPTION:
 The project is run in a centre established upon request of girls and women in the HLM Montagne area near Dakar, who wanted the following classes: 1) French literacy, so as to be able to work in a French-speaking family; 2) a three-year basic education programme (primary education degree); 3) vocational training: sewing and knitting, child care, health, nutrition and family life. 5) recreational activities. About 80 per cent of local women participated in the last two activities. (6) In 1988, a restaurant was established in the centre in order (a) to improve the nutritional status of the young women; (b) to finance the educational programme; (c) to develop opportunities for practical training in health, hygiene and nutrition as well as cooking. The curricula of the literacy and basic education programmes are designed by the young women. Participatory and active teaching/learning methods are used. No diploma is foreseen. The literacy material is provided through the UNESCO literacy network. Continuous self in-service-training for the animators in ENDA Jeunesse Action (Youth Action) projects is provided through their "Reflection Committee"

SOURCE:
 « Working with Street Children. » UNESCO/ICCB, Paris, 1995

Sierra Leone

0021

The Boys' Society of Sierra Leone

Boys' Society of Sierra Leone
 37 John Street, Private Mail Bag
 670, Freetown
 SIERRA LEONE

PROJECT TYPE: Nongovernmental
 AREAS OF INNOVATION: *vocational training; income-generating activities*
 TARGET GROUPS: street children
 OBJECTIVES: The main goals are to support, guide, train and educate under privileged boys, to rehabilitate them.
 INF ON COMMUNITIES/LEARNERS: No entry qualification is requested for the vocational training other than age (14 to 22) and a demonstrated readiness to learn a trade. At present, 648 severely disadvantaged boys are registered. The Society currently also supports 530 boys enrolled in primary or secondary schools.
 MANAGER: Rev. Michael Samura
 STARTING YEAR: 1966
 DURATION: On-going
 FUNDING SOURCES: Caritas (Netherlands); Terre des Hommes (Netherlands); The Catholic Relief Services; The United Christian Council; The Canadian Universities Services Overseas; The British High Commission; Private donations
 COST DATA: Since 1984, Caritas has been the major funding agency, through three-year programme phases. The third of these phases was completed in 1993. The Boys' Society of Sierra Leone aims to become entirely self-supporting through income-generating and training activities.

STAFFING:

For the Training Skills Workshop: 28 persons (1 workshop manager; 1 Chief-instructor ; 26 technicians)

WEAKNESSES/RISK FACTORS:

Regularity of attendance is difficult to achieve due to lack of motivation by the learners and/or support from the family. Insufficient infrastructure. Inadequate teaching material. Poor pay for the teachers

IMPACT:

No information on the total number of trainees since the vocational training project started in 1986. Drop-out rate in the vocational sector: 20 per cent, mainly due to the fact that expectations of quick money are not fulfilled. In addition, trainees change their minds as to what they want to do as they grow up

BACKGROUND:

According to recent estimations, there are tens of thousands of homeless young people in Freetown, where more than 40 per cent of the population is under the age of 15. The Boys' Society of Sierra Leone was founded and is run by local people to assist in the rehabilitation of these children. For several years, the Society focused on community-service activities (for example, maintenance of the grounds of historic sites) and sports carried out in the several "zones". These activities are always implemented in the framework of the Welfare and Publicity programme sector. The keystone of the overall programme today is vocational training

PROJECT DESCRIPTION:

The project has three parts: (1) The "Welfare and Publicity" programme recruits boys through outreach activities. The boys are divided in three categories: those who attend school, those who get vocational training and those who want this training. Parents' Action Committees are set up for counselling, identifying training areas and planning community projects. (2) In the Education and Training programme talented children are encouraged to enter the formal school system. Remedial education is offered to some boys in vocational training schemes. (b) Vocational training (2-4 years) offers (a) agriculture in the Regent Agricultural Centre, where children under 14 get food, shelter and basic health care; (b) skills such as car mechanics, metal-work, motor-rewinding, and carpentry in the Society's Skill Training Centre which has 45 trainees. Outside supervised vocational training is available. A relationship is set up between the family, the boy and the programme. After successful completion of the 3-year training programme, the boys are awarded the Society's Test Certificate. The Workshop is the Society's principal income-generating component and it is expanding its activities. In-service training is offered to the staff. All the trainees receive a small monthly allowance from the Society for the purchase of job-related tools after completion of the training assignment, the Society having, as yet, no job-placement activities. Only small grants are available for some of the boys who want to become self-employed

SOURCES:

« Working with Street Children. » UNESCO/ICCB, Paris, 1995

South Africa

0022

Learning for All

Learning for All

14 Hunter street, Yeoville 2198

Johannesburg

South Africa

Telephone: 011-6483759

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

early childhood education; youth unemployment; teaching materials; health education

TARGET GROUPS:

pre-school teachers; caregivers; children

OBJECTIVES:

To provide education and training to unemployed adults and under qualified adults.

To develop teaching materials which are specifically adapted to the experience and needs of its adult learners and to make this material available to other organisations.

WORKING LANGUAGES:

English; local languages

STARTING YEAR:

1993

DURATION:

on-going

FUNDING SOURCES:

Liberty Life Foundation; Bernard van Leer Foundation

COST DATA:

R 600.00 per year

IMPACT:

The most innovative aspect of the work of Learning for All is in its approach to education which has the potential to have a far greater impact than most training organisations. It can reach out to the vast majority of children not provided for in education programmes

BACKGROUND:

The barefoot education teacher concept has been borrowed from primary health care work. Learning for All has developed its approach to broaden its focus from centre-based training to home-based care. The overall aim is to honour work in the home as a primary force in educating the young. The approach aims to enhance the skills of caregivers, focusing their attention on the whole development of the child, and particularly children's cognitive skills

PROJECT DESCRIPTION:

Training is taken to the communities, it includes not only pre-school teachers, but parents and caregivers in the community. The methodology is experiential, pragmatic, inductive and participatory. The training is implemented through a broad based curriculum and addresses issues such as water, food, energy, financial and project management and community structures. The programmes therefore works closely with clinics, the Food Gardens Foundation, civic structures, fieldworkers from the Department of Agriculture and other development agencies such as the Rural Education Forum

SOURCES:

Letter and questionnaire

Togo

0023

Good Advice Workshop

Atelier Bon Conseil (ABC)

B.P. 177

Kpegolnou. Kpalime-Kloto

TOGO

Fax:228-410159

ORIGINAL TITLE: Atelier Bon Conseil
 PROJECT TYPE: Nongovernmental
 AREAS OF INNOVATION: *vocational training; income-generating activities*
 TARGET GROUPS: street children
 OBJECTIVES: To provide training for street children and out-of-school young people through productive workshops.
 INF ON COMMUNITIES/LEARNERS: Street and out-of-school children from the Kpalime region.
 MANAGER: Mr Urs L. Bischofberger
 STARTING YEAR: 1980
 DURATION: On-going
 FUNDING SOURCES: Private donations (Switzerland); Private donations (Germany); income-generating activities
 COST DATA: Per year: US\$40,000. A financial contribution from the World Bank in 1994 (about 20,000 US\$)

STAFFING:
 25 persons (including 2 volunteers); 120 trainees approx.

GOVERNMENT SUPPORT/OTHER COLLABORATION:
 Atelier Bon Conseil (ABC) delivers certificate recognized by the State

PLANS FOR GOING TO SCALE:
 Atelier Bon Conseil (ABC) launched a series of initiatives aiming at opening similar production/training units all over the country

WEAKNESSES/RISK FACTORS:
 Since the project has to provide its own funding, there is a risk that the commercial aspects will outshadow pedagogical aims. This may cause fewer youngsters to apply. Vocational training requires expensive equipment and trainers. Job opportunities corresponding to the level of qualification cannot be assured for most graduates

IMPACT:
 Interns from development organizations (e.g.: SWISSCONTACT) as well as from other African countries (such as Burkina Faso, Côte d'Ivoire, Cameroon) complete their training in the Atelier Bon Conseil

PUBLICIZING:
 Multiplier effect of the trainees from international development bodies and other African countries

BACKGROUND:
 The lack of skilled technical workers in Togo is a serious problem, causing waste of expensive equipment. 75 per cent of the population live in rural areas, but the rural exodus brings young people to the cities, where no appropriate vocational training is available. Urs Bischofberger, a former Swiss volunteer, launched the project in 1980, in collaboration with a Togolese partner Leon Djimeto Djossou and with assistance of European industrialists

PROJECT DESCRIPTION:

The programme provides training for street youngsters so they can earn a living by being useful to the community. Selection criteria for trainees emphasise creativity. The Training Centre repairs, invents or improves engines or apparatus of general utility such as: corn mills, palm nut crushers, aeolien water pumps, small tractors, small diesel generators of electricity. The 4-year training includes theoretical classes linked to productive work and offers 32 weekly hours of practice in production sections. A monthly award is provided to those apprentices who show creativity and productivity. Employment opportunities remain insufficient. Experience shows that these young people are difficult to integrate into normal jobs, so the Centre, as far as possible, provides a technical or financial support to a limited number of trainees for setting up on their own business. Atelier Bon Conseil (ABC) has shown a solid capacity for management (a minimum of administration for a maximum of production). Through its strategy of quasi financial autonomy, the Centre has given itself a good chance of lasting beyond the imminent withdrawal of the funders

SOURCES:

« Working with Street Children. » UNESCO/ICCB, Paris, 1995

Uganda

0024

Actionaid-Uganda

Actionaid,
P.O.Box 676
Kampala
UGANDA

PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>adult literacy; community participation; women's education; womens' empowerment; health education</i>
TARGET GROUPS:	women; girls; rural areas
OBJECTIVES:	To empower rural women and girls through literacy in local language and community involvement.
EXTERNAL CONTACT PERSONS:	Mr David Archer; Mrs Sara Cottingham, ACTIONAID, Hamlyn Hose, Macdonald road London N19 5PG, United Kingdom. Telephone: 0171 281 4101, Fax: 0171 263 7599
WORKING LANGUAGES:	local languages
STARTING YEAR:	1993
DURATION:	on-going
FUNDING SOURCES:	Actionaid

PLANS FOR GOING TO SCALE:

In Uganda, the pilot project attracted the interest of UNICEF, SNV and other funders of literacy in Uganda. There is an opportunity that the « reflect pilot project » become the proposed National literacy method for the country

EVALUATIONS:

ACTIONAID evaluated in March and April 1995 with positive results

WEAKNESSES/RISK FACTORS:

Learners' achievements need long term support, combined with on-going monitoring and evaluation

IMPACT:

69 of those enrolled have acquired literacy and numeracy. An average of a 100 contact hours were needed to achieve reading and writing skills. Further actions have emerged: the introduction of new crops, terracing, protection of water sources, grain stores. 20 new schools have been established by parents in one year. The most radical impact was increased self-esteem, and ability to express and articulate ideas and concepts

PROJECT PUBLICATIONS:

Reflect facilitator's guide

BACKGROUND:

Women have no little access to local power and the system is male dominated. Women marry young

PROJECT DESCRIPTION:

In the Actionaid project, the facilitator uses the « reflect approach ». In the « reflect approach », there is no textbook; no literacy guide and no pre-printed materials other than a guide for the facilitator. Each literacy circle develops its own learning materials through the construction of maps, calendars and diagrams that represent local reality. 85 of learners in Bundibugyo are women , so the graphics are full of household subjects, crops, illnesses, gender issues. These are described simply with sticks and stones, then slowly by using visual cards, the learners move onto pen and paper

SOURCES:

Documents from Actionaid's evaluation of project

0025

Africa Foundation

Africa Foundation
P.O.Box 4100
Kampala
UGANDA
Fax: (256-41) 24.55.80

COUNTRY:	Uganda
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>out of school education; vocational training; income-generating activities</i>
TARGET GROUPS:	street children
OBJECTIVES:	The project aims at meeting children's basic needs and at rehabilitating them through basic education and vocational training.
INF ON COMMUNITIES/LEARNERS:	currently 1,500 street children (or "bayaye", meaning thieves) benefit from the programme.
MANAGER:	Rev. Kefa Sempangi
STARTING YEAR:	1971
DURATION:	On-going
FUNDING SOURCES:	Stichting Redt Een Kind (Help a child); Donations; Income-generating activities
COST DATA:	Total cost: US\$30,000 per month for the 1,180 children who are not sponsored (partly covered by Canadian funds: US\$18,000 per month). Donations are used for the extension of income-generating activities.
STAFFING:	Staff for administration, animation and educational activities
PLANS FOR GOING TO SCALE:	The Centre is developing new centres and new activities
WEAKNESSES/RISK FACTORS:	Lack of equipment for vocational training

IMPACT:

Since 1971, 4,500 children have been registered by the Foundation. Between 1979 and 1984, about 2,000 children were provided with literacy courses. Out of the 4,500 children, 2,225 (over 18 years of age) are today carrying out a small trade. 5,8 per cent obtained university diplomas. Vocational training has been provided to 1,775 children. 90 per cent of the 4,500 broke definitively with street life. Each child stays an average of 12 years in the Foundation

BACKGROUND:

The Africa Foundation was founded by the Rev. Dr. Kefa Sempangi in 1971, during the civil war. Activities were interrupted in 1974 by a five-year of exile and started again in 1979 thanks to the support of a Dutch organization. In the actual deteriorating socio-economic situation with rural migration steadily increasing in Kampala slums the number of street children continues to grow. In 1980, according to the Educational Policy Review Report, 52 per cent of children under 15 years of age were illiterate. In 1990, 75 per cent of children went no further than primary education

PROJECT DESCRIPTION:

A personalized approach is used at all stages of the programme. The first step, in which former street children participate, is an observation and orientation phase (considered as decisive). Recreational activities and literacy classes are proposed to attract children from the near suburbs. Fifty per cent of the enrolled children are illiterate. Those who have been living on the street for a long time are often pleased with literacy classes which help them get a job or start their own small business. Income-generating activities (aviculture, agriculture and raising of goats and pigs) are used to develop a sense of responsibility and self-confidence. The second step begins when the children have clearly broken with their former way of life. Then they can join the "Children's Village" of Mikono which has 6 homes, 2 teaching centres (from kindergarten to end of primary education) and a centre for vocational training

SOURCES:

« Working with Street Children. » UNESCO/ICCB, Paris, 1995

0026

Child-to-Child Programme

Institute of Teacher Education

P.O.Box, Kyambogo

UGANDA

Telephone: 256-41-258001/285037

COUNTRY:

Uganda

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

early childhood education; community participation; health education; child welfare

TARGET GROUPS:

children; communities

OBJECTIVES:

To educate pupils and the community at large through the development and transmission of health and environmental messages through children.

To teach and encourage school age children to concern themselves with the welfare of others in their communities.

INF ON COMMUNITIES/LEARNERS:

The programme was projected to benefit one million Ugandans in the period February 1995 to February 1996.

STARTING YEAR:

1983

DURATION:

on-going

FUNDING SOURCES:

Government of Uganda; Aga Khan Foundation; UNICEF; ITEK; Bergan School Project (Norway); UNICEF (Kampala); Child-to-Child Trust (London); Overseas Development Agency; COMIC Relief of Britain; Medipharm Industries (Uganda)

COST DATA:

US\$ 17.000 by year

PROJECT PUBLICATIONS:

"Uganda". Child-to-Child Book; "Journal 8"; Calendars 1985, 1988, 1991, 1992, 1993; "Diseases defeated". Child-to-Child Reader; Newsletters (once every year since 1985; "The Child Parent". Child-to-Child

BACKGROUND:

The Child-to Child Programme of Uganda was established in 1993 by a group of volunteers in collaboration with UNICEF Kampala. Today, Child-to-Child programme reaches out to over six hundred schools spread out in over ten districts of Uganda. Child-to-Child is an exciting new approach to health education. It is based on the belief that children are able to take part in the promotion of their own health and that of their homes and communities

PROJECT DESCRIPTION:

Schools adapting child-to-child methods organize themselves into zones (9-12 schools) to share and coordinate activities, which include, among others, promoting better health practices, improving sanitation, making posters, composing appropriate drama and music and staging concerts in the community. The activities include putting messages into practice and cooperating with other organizations with similar objectives. Trainer teachers are introduced to child-to-child ideas in some of the primary teacher colleges

0027

MINDSACROSS

Rockefeller Foundation
 P.O.Box 47543
 Nairobi
 KENYA

COUNTRY:	Uganda
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>curriculum development; teaching aids; financial aid</i>
TARGET GROUPS:	children
OBJECTIVES:	To improve writing skills of children.
INF ON COMMUNITIES/LEARNERS:	Pupils from four primary schools, both urban and rural
MANAGER:	Mrs Katherine Namuddu
WORKING LANGUAGES:	English; Luganda; Swahili
FUNDING SOURCES:	IDRC (Canada); British Council; Canadian Organization for Development through Education, CODE; Rockefeller Foundation (USA)

STAFFING:

Teachers who volunteer to participate

PLANS FOR GOING TO SCALE:

Pupils expressed their desire to continue as agents disseminating MINDSACROSS ideas in their schools and other schools; MOE personnel considered materials produced by pupils as part of evolving curriculum; MOE prepared to seek finance for enlarged project

EVALUATIONS:

Abstract by Katherine Namuddu, IIEP 1992

PROJECT DESCRIPTION:

MINDSACROSS is a project in which pupils, aged 5 to 14 years in four primary schools practice and consolidate their writing skills by producing published and unpublished books for children by children. The purpose of writing is improvement and self satisfaction rather than for award. The audience for the written texts is the authors themselves, their classmates, the community rather than the teacher

Zaire

0028

Programme de Development; PRODEV

Programme d'Alphabetisation et de Developpement Rural (PADR)

B.P. 218

Kinshasa

ZAIRE

PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>illiteracy; health education</i>
TARGET GROUPS:	women; girls; dropouts; out of school children; rural areas
OBJECTIVES:	To bring literacy to rural areas, particularly in the region of Bandundu. To train facilitators for the region. Mobilize the population and change mentalities.
INF ON COMMUNITIES/LEARNERS:	8,000 learners, particularly young subsistence farmers (women) who are suffering from overwork and early marriage Rv. Elungu-Bakebwa
MANAGER:	French; local languages
WORKING LANGUAGES:	1995
STARTING YEAR:	on-going
DURATION:	UNESCO
FUNDING SOURCES:	PADR: US\$5.000
COST DATA:	

STAFFING:

volunteers

EVALUATIONS:

An evaluation every six months is projected

BACKGROUND:

In the Idiofa region of Bandundu, Zaire, the project, through literacy teaching, hopes to bring young girls and women into society development. Production activities related to literacy are also carried out with a strong emphasis on health and management of funds

PROJECT DESCRIPTION:

By using UNESCO's experience in combatting illiteracy the project uses literacy to bring about a radical change in mentalities in terms of health, employment, mobilization and knowledge. Through seminars and literacy centres, pupils are recruited into classes. These are informal but use the local government and church networks

SOURCES:

letter and questionnaire

Zambia

0029

Katuba Youth Training Centre

Katuba Youth Training Centre
P.O.Box 34209
Lusaka 10101
ZAMBIA

PROJECT TYPE:	Nogovernmental
AREAS OF INNOVATION:	<i>adult education</i>
TARGET GROUPS:	orphans; dropouts; youth; disadvantaged adults
OBJECTIVES:	Education and skills for orphans and young adults. education for adults who never had a chance of going to school.
INF ON COMMUNITIES/LEARNERS:	Learners are rural orphans in areas North of the capital.
MANAGER:	Mr Mkwanzzi
WORKING LANGUAGES:	English
STARTING YEAR:	1990
DURATION:	on-going
FUNDING SOURCES:	ICCB (initial Funding)

BACKGROUND:

The project was launched by project-coordinator in collaboration with Mr. Lungu of Chilupe & Company lawyers. The project works to promote literacy to those who did not have the opportunity to go to school and dropouts are also catered for. Malnutrition is a problem in rural areas and is tackled by the project seriously, depending on the availability of funds. Health care services are provided in order to control common diseases such as Malaria, Measels, Tetanus, etc

PROJECT DESCRIPTION:

This project was originally meant to be urban based. However after careful analysis the project is rural based. Land has been found on the outskirts of the capital (Lusaka) 28 kilometers north of the capital

SOURCES:

letter and questionnaire

0030

Luansobe Community Project

The Kaloko Trust
P.O. Box 71737
Ndola
ZAMBIA
Telephone: 260 2 612041

COUNTRY:	Zambia
PROJECT TYPE:	Non governmental
AREAS OF INNOVATION:	<i>out of school education; vocational training; school community relationship; educational finance</i>
TARGET GROUPS:	out-of-school children; youth; communities; rural areas
INF ON COMMUNITIES/LEARNERS:	306 children aged 7-14 and 25 trainees. The community now has 1,200 inhabitants

MANAGER: Mr Philip Wedell. Secretary
Kaloko Trust. P.O. Box 71730, Ndola, Zambia
Telephone: 260 2 612041 , Fax: 44 171 379 4947
(ICT London)

EXTERNAL CONTACT PERSONS: Mrs de Andrade-Diawara. Head/Repr UNESCO.
P.O. Box 50591, Lusaka, Zambia
Telephone: 260 125 04 72, Fax: 260 122 26 37

WORKING LANGUAGES: English; Bemba

STARTING YEAR: 1991

DURATION: on-going

FUNDING SOURCES: International Children Trust (UK); Zambian Government;
NORAD; World Food Programme

COST DATA: US\$ 76,000 a year

STAFFING:
9 teachers (Kaloko Trust pays 6 teachers; 3 teachers are paid by the Government)

GOVERNMENT SUPPORT/OTHER COLLABORATION:
Government of Zambia

EVALUATIONS:
Report of visit to Luansobe Community School. Andrade-Diawara L.de. 1994

IMPACT:
The number of students has increased steadily

BACKGROUND:
The Luansobe Primary School was built by the British International Children Trust. It is presently run by the Kaloko Trust which is a non-profit Zambian NGO composed of businessmen, a representative of the International Children Trust and a senior member of the community. The primary school started in 1991 with grade I and has now reached grade V. The boarding saves the children an average round trip work of 25 kilometers every day. Presently, the schools boarding facilities can accommodate 140 pupils. 250 pupils is the aim for 1994/1995

PROJECT DESCRIPTION:
The Luansobe Community Project is divided into two parts: 1) the Luansobe Primary School and 2) the Agricultural Training Centre. By May 1994, two-thirds of the school's students were weekly boarders. Apart from following the government curriculum, the students are responsible for running a small garden and a pig husbandry project for school feeding and income generation. The pupils also participate in sports, singing dancing and popular cultural activities in the evenings

SOURCES:
Report of visit to Luansobe Community Kaloko Trust, 1994

0031

The Self-Help Action Plan for Primary Education; SHAPE

Ministry of General Education Youth and Sport

P.O. Box 50093

Lusaka

ZAMBIA

COUNTRY: Zambia
 PROJECT TYPE: Governmental
 AREAS OF INNOVATION: *community participation; access to education; teacher effectiveness; curriculum development; educational finance*
 TARGET GROUPS: teacher educators; rural areas, communities, primary schools
 OBJECTIVES: Strengthen the professional and material capacity of schools and colleges for self-help through school based teachers' and agricultural activities
 To reduce the dependence on the State in schools.
 MANAGER: Mr Musonda Lawrence Executive Secretary
 WORKING LANGUAGES: English; local languages
 STARTING YEAR: 1986
 DURATION: on-going
 FUNDING SOURCES: FINNIDA; NORAD; SIDA; funds generated by programme
 COST DATA: SIDA: SEK: 5,600,000

STAFFING:

Executive Secretary: 1; accountant; secretariat: 6 members

GOVERNMENT SUPPORT/OTHER COLLABORATION:

The Ministry of Education has accepted in principle, to include counterpart funding at national level. This will be achieved mainly through integration of SHAPE activities in the mainstream of the education system

PLANS FOR GOING TO SCALE:

SHAPE is integrating its activities into the ordinary educational planning activities and systems. It is currently present in every primary school in Zambia

WEAKNESSES/RISK FACTORS:

Lack of incentives for those involved in the programme. Lack of sufficient district inspectors hampering co-ordination. Frequent changes in staffing. Too many programmes in the field competing for the attention of the same teachers. Lack of and uneven distribution of (material) resources. In typically rural areas parents tend to discourage daughters from continuing their education. Difficulty in getting male and female students to take on activities traditionally associated with the opposite sex.

PROJECT DESCRIPTION:

The guiding principle of SHAPE is self reliance. It is a field-based programme where the major responsibility for the development of resource and production activities rests with the schools. Teachers develop a variety of productive activities in the school in order to broaden the educational experience of the pupils and bring benefits to the school. Schools are developed as resource centers for production in agriculture, industrial arts and home economics, material support, teacher training, curriculum development, monitoring, evaluation and research. The creation of school clusters has provided small schools with opportunities for interaction with other schools in resource and production activities. SHAPE is an instrument for the implementation of education policies with the two Ministries of Education

SOURCES:

Along the Zambezi,. UNESCO/UNICEF, EFA: Making it Work Programme Series, 1996

Zimbabwe

0032

Adult Literacy Organisation of Zimbabwe; ALOZ

The Adult Literacy Organisation of Zimbabwe (ALoz)

94 Cameron street

P.O.Box 4480

Harare

ZIMBABWE

Telephone: 263-4-736787/704890

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

adult literacy; literacy programmes

TARGET GROUPS:

literacy workers; communities; rural areas;
urban areas; industrial areas

OBJECTIVES:

To equip tutors with basic principles of adult teaching and learning with specific reference to the teaching of functional skills to illiterates in communities: (Scheme A: Training of Adult Literacy Tutors for Rural and Urban Communities) (Scheme B: Training of Adult Literacy Tutors in Commerce and Industry)

STARTING YEAR:

1960

DURATION:

on-going

FUNDING SOURCES:

International donors; United Church of Canada;

EZE (Germany); income generating

projects such as printing and selling text, publications

Scheme A: fees are Z\$200 per trainee and the organisation's overall operating costs for all its programmes and administration are Z\$700.000 per year. Scheme B: costs are Z\$400 per trainee

COST DATA:

PROJECT DESCRIPTION:

Scheme A: The course is offered country-wide on set dates. Candidates for the course must be at least 18 years of age and must have a minimum of Grade 7 pass but Junior Certificate is an advantage. The course is full-time and is spread over 6 weeks (i.e. 30 working hours). Fifty percent of the course is theory while the other half is practical

SOURCES:

Letter and questionnaire. Case Africa Study, UNESCO, Harare

0033

The Cambridge Female Education Trust; CamFed

Cambridge Female Education Trust (CamFed)

25 Wordsworth Grove Newham

Cambridge CB3 9HH

ENGLAND

Tel:44 223 322135 / Fax: 44 223 314381

COUNTRY: Zimbabwe

PROJECT TYPE: Nongovernmental

AREAS OF INNOVATION: *secondary education; secondary school; girls education*

TARGET GROUPS: girls; communities

OBJECTIVES: To support gifted girl students who would, otherwise, be unable to go to secondary school throughout their secondary school. Paying all expenses and forging partnerships between teachers and families.

INF ON COMMUNITIES/LEARNERS: 240 young girls from disadvantaged families in three communities.

MANAGER: Ms Ann Cotton. Director

EXTERNAL CONTACT PERSONS: Mr Mauno Mbamba. Education Specialist, UNESCO Harare

STARTING YEAR: 1991

DURATION: on-going

FUNDING SOURCES: Bernard Sunley Charitable Foundation; Andre Bernheim Charitable Trust; Forum for African Women Educationalists (FAWE)

COST DATA: 1994 budget: US\$ 141.695. Cost per girl per year: US\$ 59

STAFFING: 1 Director (a local fund raising committee and a Board of Trustees. The Harare staff includes a project manager and an administration assistant)

GOVERNMENT SUPPORT/OTHER COLLABORATION: Government of Zimbabwe

PLANS FOR GOING TO SCALE: In cooperation with the Ministry of National Affairs, Employment and Cooperatives, it creates local cooperatives which provide jobs in rural areas. Extending know-how to sister agencies and organisations

IMPACT: "I have watched the girls unfolding" says the headmaster of St. Francis of Assisi High School. The girls are now able to participate in family and community decisions, to implement advice on health care and nutrition and teach others their skills. Primary school teachers have noticed that girls are working harder in class in anticipation of support if they do well

BACKGROUND:

Zimbabwe has been committed to education at national and local level since independence in 1980. The Ministry of Education and Culture has joined hands with communities in a vast school building programme and large numbers of new teachers have been trained. Entry to secondary school is more difficult as all children pay fees. The combined costs of school fees, uniform and transport often forces poor families to make choices as to which children will go to school. As boys have the best chances of paid work in the future, they are favoured. CamFed has by launching its programme in three rural districts, accommodated secondary education to some out-of-school girls. In Nyaminyami, home district of the Tonga people, the ratio of boys to girls enrolled in secondary school was 6:1 before CamFed launched its scheme in the district. The ratio is presently down to 2:1 and the school is expanding. In Chikomba district, a farming area with large commercial farms the daughters of poor farmworkers rarely proceeded to secondary schooling, and as young women without secondary schooling have negligible chances of getting jobs in the district, many saw early marriage as the only solution. The CamFed programme provides a chance of self-development for some of these girls

PROJECT DESCRIPTION:

The project is designed to provide an innovative example of how girls' education can be supported and encouraged within communities. Initiated and developed by Ann Cotton, the project began in 1991 and operated until November 1993 under the umbrella of Womankind Worldwide. In 1994, the programme was supporting 240 girls throughout their secondary education by paying all expenses such as school and examination fees, costs of uniform and transport to and from school; working in partnership with teachers and families to ensure that the social environment is supportive to the girls; maintaining close contact with the girls, their teachers and parents to resolve any problems as they arise; developing a pool of information which is shared with other organizations who are concerned to extend educational opportunities to girls in the developing world. Through a schools' "link-scheme", CamFed encourages the exchange of ideas and information between schools in Britain and Zimbabwe. Children and teachers correspond and in many cases schools in Britain have raised funds to provide resources for their link school in Zimbabwe. The project has been established in three rural districts of Zimbabwe: Nyaminyami, Chikomba and Nyanga

SOURCES:

Report. The CamFed Zimbabwe project

0034

Zimbabwe Foundation for Education with Production

Zimbabwe Foundation for Education with Production (ZIMFEP)

54 Central Avenue. P.O.Box 298

Harare

ZIMBABWE

Telephone: 795677

COUNTRY:

Zimbabwe

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

community education; refugee education; vocational schools; vocational training

TARGET GROUPS:

refugees; disadvantaged groups

OBJECTIVES:

To set up schools for education with production which would carry out and experiment with an innovative curriculum combining academic and practical subjects.

To create job opportunities.

INF ON COMMUNITIES/LEARNERS:

700 graduates, 40 of whom are female.

STARTING YEAR:

1980

DURATION:

on-going

FUNDING SOURCES:

Hivos; Government of Zimbabwe; SIDA; SAIH; TDH; Volunteer services

COST DATA:

Excluding teachers' salaries, some of which are paid by the Government, the budget averages slightly over Z\$500,000. The college's production units contribute 22% of the recurrent expenditure.

PROJECT DESCRIPTION:

ZIMFEP carried out in the new Zimbabwe in 1980 an Education with Production (EWP) concept which had been practiced in refugee camps in Mozambique and Zambia during the years of the liberation war. ZIMFEP set up 8 EWP schools throughout the country on commercial farms purchased for this purpose. Five core subjects are taught at each school: woodwork, building, textile design, motor mechanics and agriculture. Subsidiary subjects such as business studies are also offered at the schools. Graduating students are trade-tested by the Ministry of Higher Education: as students in formal and basic education. The schools have carried out many interesting programmes over the years, such as community theatre and the Food-for-Work programme. All but one of the schools, Mupfure College has been taken over by the Government. Mupfure aims to build on leadership and survival skills acquired in the liberation struggle and enable its graduates to become self-reliant. Mupfure college's two-year programme which started in 1986, was initially designed for ex-soldiers and ex-refugees, who were too old to enter the ordinary formal school system. Moreover, their experiences during the Zimbabwean war of liberation required an alternative form and approach to basic formal education. Mupfure College was therefore conceived as a self-help institution of training in both formal basic education and education for living. Mupfure aims to provide quality vocational training to the disadvantaged, ex-soldiers, ex-refugees, school leavers, cooperators and other disadvantaged groups

Bangladesh

0035

Bangladesh Rural Advancement Committee; BRAC

Bangladesh Rural Advancement Committee -BRAC

66 Mohakhali Commercial Area Dhaka 12-12

BANGLADESH

Telephone: 880-2-600106-7 / Fax: 880-2-883-542

PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>access to education; family education</i>
TARGET GROUPS:	disadvantaged groups; teacher educators; rural areas
OBJECTIVES:	To reach and retain the poorest rural children, especially girls.
INF ON COMMUNITIES/LEARNERS:	12,000 centres, serving 36,000 marginalized dropout children between ages 8-10 and 11-16
MANAGER:	Mr Fazle Hasan Abed. Executive Director
WORKING LANGUAGES:	English; Bangla
STARTING YEAR:	1979
DURATION:	on-going
COST DATA:	About US\$ 18 per child/year, one quarter of real costs in primary schools, if wastage and drop-out is taken into consideration

IMPACT:

The NFE programme has significantly transformed the role of women within the communities

PUBLICIZING:

A large number of write-ups on BRAC have been made. A video is also available from the UNESCO Basic Education Video Bank

BACKGROUND:

BRAC is the largest non-governmental organization in Bangladesh. It was established as a rural development programme with credit and health activities, mainly targeting the rural poor, women and landless farmers. BRAC schools are built with the community cooperation

PROJECT DESCRIPTION:

BRAC is engaged in rural development, poverty alleviation and basic education. The Non-formal Primary Education Programme offers two courses of three-year duration, one for the 8-10 age group and one for 11-14 years-olds. There are no homework, no long vacations, but flexible school hours and easy access to schools. Over 70 per cent of the enrolled children are girls. Most of the teachers are women, in contrast to the formal school. A village committee together with teachers and parents gets together once a month to discuss education of the children and other specific concerns. Each school accommodates 30 children, 90 per cent of whom join the fourth or fifth class in the regular primary school. The course for the older children also offers life skills. All learning materials are provided by BRAC. The typical BRAC teacher is a young married woman from the neighbourhood with nine or ten years of schooling, who is given an intensive two-week initial orientation, regular on-the-job training and a monthly one day group training

0036

Giving Back Adolescence: a Technology-Based Literacy Programme for Adolescent Girls in Bangladesh

UNESCO/PROAP, Bangkok
THAILAND

COUNTRY:	Bangladesh
AREAS OF INNOVATION:	<i>literacy programmes; sex education; health education; educational facilities</i>
TARGET GROUPS:	boys; girls; youth; rural areas
OBJECTIVES:	To make adolescents capable of attaining a key position in family, community and school. To enable them to continue studies after attaining adolescent age as their education is obstructed in rural areas. To make youth aware of food and nutrition and to enable them the play a pioneering role in maintaining the sources of safe water, ensure use of pit latrine, use of improved cookers, etc.
INF ON COMMUNITIES/LEARNERS:	Twenty basic schools are served by a Rural Technology Centre which is called Rural Technology Centre for Basic Schools (RTCBS) covering an area equivalent to a union (lowest administrative unit of Bangladesh); 400 basic schools enrolling 23,000 learners.
WORKING LANGUAGES:	Bangla
STARTING YEAR:	1992
DURATION:	on-going
FUNDING SOURCES:	Centre for Mass Education in Science (CMES)
STAFFING:	2 teachers; 5 assistant teachers

BACKGROUND:

Dr. M. Ibrahim, a professor of Physics at the University of Dhaka founded the Centre for Mass Education in Science (CMES) in 1978 with the objective of bringing science and technology closer to the life of the people of Bangladesh. The first step towards the goal of CMES was establishing Basic Schools designed to provide non-formal primary education for the disadvantaged children and youth along with integration of technology training and marketing of own products. The basic school is a grassroots school within the home-environment of the target group. Its inner campus consists of a small bamboo/mud house or shed provided by the beneficiary families within their homestead

PROJECT DESCRIPTION:

Bangladeshi women live childhood and then premature womanhood but not adolescence. This was manifested in CMES basic school system where enrolment and performance of the girl children were better than that of the boys. But when girls attain the age of 11-12, things changed. At this stage, the movement of an adolescent girl comes under restriction outside home and her schooling is discontinued. Moreover, adolescent girls from rural areas remain the most neglected class in all development schemes so far envisaged either by the Government or the NGOs. CMES conceived the necessity of undertaking the Adolescent Girls Programme to help them have a chance to exercise their basic rights as human beings. The Programme activity consists in distributing the participants in to Basic Schools and RTCBS. There are 5-10 girls in a Basic School and the number is 25-30 in the RTCBS. All the participants are organised into groups of 5, usually one group in a Basic school and 5-6 groups in the RTCBS. In adolescent sessions messages on reproductive health like menstruation, biological change at this age, pregnancy, maternal health, use of contraceptives, birth control/spacing etc are discussed. The girls come to know about the danger of early pregnancy, and the ideal age for marriage (between 21-28 years). The adolescent girls programme provides information about various contraceptives and their use. Adolescents, both from RTCBS and Basic Schools receive skill training on trades which have immediate job opportunities. Most of the skill training chosen by the girls involves garment making, dyeing, batik, poultry raising, soap making, candle making and pottery

ASIA and the PACIFIC



SOURCES:

Giving Back Adolescence: a technology-based literacy programme for adolescent girls in Bangladesh. Qamrul Islam; Sultana Sharmin. Bangkok, UNESCO/PROAP, 1995

0037

Gonosjahajjo Sangstha; GSS

Gonosjahajjo Sangstha

GPO Box 3535

Dhaka

BANGLADESH

Tel:880-2-814986 / Fax:880-2-863495

COUNTRY:

Bangladesh

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

learning improvement; repetition rate; access to education; girls education; curriculum development; learning methods; teacher effectiveness; community participation

TARGET GROUPS:

children; disadvantaged groups; rural areas

OBJECTIVES:

To offer high quality education to underprivileged children.

INF ON COMMUNITIES/LEARNERS:

The programme has expanded to 43 schools, delivering primary education to 8,145 children

EXTERNAL CONTACT PERSONS:

Dr Mahmoud Hasan

WORKING LANGUAGES:

English; Bangla

STARTING YEAR:

1986

DURATION:

on-going

FUNDING SOURCES:

SIDA; NORAD; Oxfam

STAFFING:

182 teachers; 15 school supervisors; 3 field supervisors; 8 trainers; 2 co-ordinators; 1 programme head (Total :211 persons)

PLANS FOR GOING TO SCALE:

GSS sees itself as leading the way in Bangladesh towards the introduction of modern teaching methods. GSS is active in CAMPE, a national coalition of mainstream NGOs which aim for educational reforms involving NGOs, the Government and Civil Society

EVALUATIONS:

1992/93: Evaluation of Adult Literacy and Primary Education Programmes. Evaluation by consultants for consortium of donors to review GSS existing projects against the criteria of quality effects; management capacity; insitutional sustainability and financial viability

WEAKNESSES/RISK FACTORS:

Project dependent on foreign funding, which is reported as the main problem. Another stumbling block is difficulty in the area of NGO/Government relations. The evaluation recommended that GSS expand into urban slums to make its credibility felt on government schools

PROJECT PUBLICATIONS:

Teachers' guides, teaching learning materials, etc

BACKGROUND:

Bangladesh has a 64.7 illiteracy rate and 69 per cent net primary school enrolment ratio, barely half of enrolled children (47 per cent) reach the end of the primary cycle

PROJECT DESCRIPTION:

GSS Primary Education Programme addresses two fundamental problems: outdated and inefficient teaching methods and active discouragement of creative thought and problem-solving abilities in children. The programme wants to enable children up to the age of 12 to enter/re-enter the education system at their age level. GSS has developed learner-centred urban and rural schools with multiple entry points, flexible school hours and holidays, built on land donated by the community. Each school consists of three classrooms which can accommodate a total of 180 children in two shifts. GSS emphasizes the role of the teacher as well in learning process as in socialization of child. It sees the key to the successful implementation of its programmes in the effective initial teacher training and strong follow-up support. The modern pedagogy used by GSS is new to Bangladesh and not even applied in private schools

SOURCES:

Gonosjahajjo Sangstha: Annual Progress Report. GSS Primary Education Programme

0038

Saptagram Nari Swanirvar Parishad

Saptagram Nari Swanirvar
The Seven Villages Women's Self Reliance Movement
23/1 Purana Paltan Line
Dhaka -1000
BANGLADESH
Tel:416849

COUNTRY:

Bangladesh

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

adult literacy; access to education; life skills; income-generating activities; community participation

TARGET GROUPS:

women; disadvantaged groups; rural areas

OBJECTIVES:

To help deprived, landless women understand the causes of their oppression, take charge of their lives and work on income-generating projects.

INF ON COMMUNITIES/LEARNERS:

22,000 members in 900 villages

MANAGER:

Ms Rokeya Rahman Kabeer

WORKING LANGUAGES:

English; Bengali

STARTING YEAR:

1976

DURATION:

on-going

FUNDING SOURCES:

NORAD; SIDA; OXFAM; CAA;

Bread for the World (Germany); ICCO

COST DATA:

total project cost for 1993-1994: US\$ 2,806,660

STAFFING:

The Dhaka head office: 19 persons; 55 field workers

EVALUATIONS:

Swedish International Development Authority, SIDA

WEAKNESSES/RISK FACTORS:

Saptagram has for longtime been run like a voluntary organization and needs to move towards professionalism

BACKGROUND:

In Bangladesh, one in five primary school teachers is a woman and female illiteracy, at 77 per cent, is one of the highest in the world. In 1989-90 the nutritional intake of women was 88 per cent that of men and they earned 40 per cent less. 22 per cent of the country's primary school-age children never attend school. Of the 13.7 million who do enrol (67 per cent boys, 57 per cent girls) 60 per cent drop out before completing the five year cycle. Growing landlessness is slowly destroying the social fabric in Bangladesh, where 80 per cent of the population is rural. Nine per cent of the population own 80 per cent of the land. Project started by Mrs Kabeer alone, planned for seven villages in Sadar Thana in Faridpur. Now it covers districts of Faridpur Sadar, Rajbari, Jhenaidah, Jessore and part of Kushtia, with about 100 staff

PROJECT DESCRIPTION:

Saptagram is a self reliance movement run by women for women of the landless and the land-poor class. The presence of women at all levels of the organization, from senior management to the field, is unique in rural development work in Bangladesh. One of the project's most original features, introduced in the mid-1980's, is a gender-oriented syllabus, developed with the help of a specialist in adult education. Other NGOs have introduced these materials, that have won government prizes, into their adult literacy classes. Education has become the major programme. It grew from the women's demand for classes, as they came to realize the links between education, employment opportunities and basic human rights. Legal training, credit giving and small scale industry development are also part of Saptagram. Sericulture is the Saptagram's largest income-generating project

SOURCES:

« In our own hands. » UNESCO/UNICEF Education for All: Making it work Series, 1994

Bhutan

0039

New Approach to Primary Education; NAPE

UNICEF, P.O.Box 239

Thimpu

BHUTAN

Telephone: 975-22-424

- PROJECT TYPE: Governmental
- AREAS OF INNOVATION: *teacher education; curriculum development; life skills; educational facilities; access to education; self instruction; teaching methods*
- TARGET GROUPS: teacher educators; dropouts
- OBJECTIVES: To raise the quality of education in Bhutanese primary schools.
- INF ON COMMUNITIES/LEARNERS: Nape was introduced in 13 pilot schools and has now expanded to 88
- WORKING LANGUAGES: English; Dzongkha
- STARTING YEAR: 1986
- DURATION: on-going
- FUNDING SOURCES: UNICEF; The British Overseas Development Agency; The World University Service of Canada; New Zealand Voluntary Service Abroad
- STAFFING: Local employees
- PLANS FOR GOING TO SCALE: In 1997 to bring all primary schools in Bhutan into the NAPE programme. from pre-primary classes through to class VI
- EVALUATIONS: UNICEF has evaluated the project and helped the Dept. of Education plan for its expansion
- IMPACT: To prepare for expansion, the Dept. of Education completed a retraining exercise for all Bhutanese primary teachers by the beginning of the academic year 1992. Pupil absenteeism has dropped and there has been a growing appreciation of the value of local environment in child's learning
- PROJECT PUBLICATIONS: Teacher manuals and textbooks
- BACKGROUND: NAPE was introduced in response to the following problems: an acute shortage of teachers, over 70 per cent of whom are untrained; irrelevant curriculum with product rather than process orientation; traditional and examination-oriented teaching methods; high drop-out rates and serious lack of teaching/learning materials. NAPE was introduced in 13 pilot schools, then in 36, 50, 88. By 1991 it ceased to be a project and became a programme. Bhutan now has two national training colleges to meet the demand for teachers
- PROJECT DESCRIPTION: 300-400 teachers are getting two to three-week in-service training courses during the winter vacation. The new learning objectives include attitudes to knowledge and skills. A Curriculum and Textbook Development Division (CTDD) has been set up to develop teacher manuals, workbooks, and readers for environmental studies, languages (Dzongkha and English), and mathematics. The methods and materials were pilot tested until 1991

China

0040

Joint Innovative Project on Raising the Achievement Level of Children in Primary Education; JIP

Gansu Institute for Educational Research

Gansu Education Mansion, No 281

Binghedonglu, Lanzhou City, 730030

CHINA

Telephone: 0931-22714, 483511 (ext 1708) / Fax: 0931-418920

PROJECT TYPE:	Governmental
AREAS OF INNOVATION:	<i>learning improvement; repetition rate; curriculum development; teacher effectiveness; educational finance; community participation; school community relationship</i>
TARGET GROUPS:	early childhood; rural areas
OBJECTIVES:	To expand access and raise the quality of education in Gansu Province.
INF ON COMMUNITIES/LEARNERS:	Coverage has expanded to more than 1000 schools in Gansu Province
MANAGER:	Mr Ma Peifang, Deputy Director General
EXTERNAL CONTACT PERSONS:	Mr Zhang Tiedan, Deputy Director
WORKING LANGUAGES:	Chinese; English
STARTING YEAR:	1986
DURATION:	on-going
FUNDING SOURCES:	UNESCO/PROAP; Education Commission Gansu Province (China); Local community institutions; parent contributions
COST DATA:	US\$ 100,000 (UNESCO); 400,000 Chinese authorities

GOVERNMENT SUPPORT/OTHER COLLABORATION:

In addition to the continuing support of UNESCO and the Chinese National Commission for UNESCO, the project has benefitted from the political commitment of the educational authorities at all levels in the province as well as the extensive support of the local communities

WEAKNESSES/RISK FACTORS:

Lack of continuing funding and professional supervision; lack of expertise for curriculum development in remote areas. Lack of accountable monitoring, evaluation and research. In addition there is an increasing need for the training of project executives and researchers on programming, development of training/learning modules and strategies

PUBLICIZING:

Since 1990, three books have been published on the theory, practice and outcomes of JIP. Two videotapes have been produced (Chi/Eng). JIP in China: a quarterly on educational innovations and studies (Chinese with English table of contents and abstract) published and circulated in 24 provinces

PROJECT DESCRIPTION:

In order to address the problems of low achievement and high drop-out rates, the JIP aims to raise children's achievement by introducing innovative approaches in pre-school preparation, improve teacher pre-service and in-service training, curriculum, teaching methods and assessment devices, mobilize parents and communities, through team building for innovation, mobile training teams and workshops, development and dissemination of materials, monitoring and evaluation strategies. The specific objectives are to improve teaching methods for moral education and basic judgement ability; to enhance the acquisition of basic knowledge as defined by the State Education Commission; to assist pupils to reach the physical development standards and hygiene habits required for their age group; to facilitate children's psychological development such as affection, will power and personality. Project coordinated at provincial, prefecture, county and school levels by educational administrators, researchers, school headmasters, teacher representatives and government officials. Community leaders and parents are also involved. The project began with 6,210 children in 100 rural primary schools and now covers 100,000 children in more than 1,000 schools in Gansu Province. Since 1990, the project has also been introduced in Guizhou, Yunnan, Qinghai, Hebei and Henan provinces

0041

The Rainbow Project

Presbyterian Church
58-1 Linyi Street
Taipai
CHINA
Fax:886-2-341150

COUNTRY:	China
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>adult education; women's education; girls education; aids education</i>
TARGET GROUPS:	girls; women, street children
OBJECTIVES:	Avoid that young aboriginal girls be abused and/or exploited.
INF ON COMMUNITIES/LEARNERS:	300-400 girls
MANAGER:	Mrs Chui May. Director
STARTING YEAR:	1986
DURATION:	on-going
FUNDING SOURCES:	private donations

PROJECT DESCRIPTION:

The project aims at educating young aboriginal girls so as to protect them against abuse. The girls are taught health matters and to avoid certain parts of the city where prostitution may exist. The girls are given counselling and assistance in planning their future and finding a job

India

0042

Baha'i Vocational Institute for Rural Women

Baha'i Vocational Institute for Rural Women
180, Bhamori, New Dewas Road
Indore 452 008 (M.P.)
INDIA
Telephone: 442 353

COUNTRY:	India
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>vocational training; access to education; adult literacy; teaching methods; life skills; student participation</i>
TARGET GROUPS:	women; minority groups; rural areas
OBJECTIVES:	Baha'i Vocational Institute aims at providing basic education to young rural women to enable them to become agents of social change in their own communities and to foster new attitudes towards women among the trainees and their families.
MANAGER:	Mr Janak Palta McGilligan
WORKING LANGUAGES:	Hindi
STARTING YEAR:	1985
DURATION:	on-going
FUNDING SOURCES:	Government of India; Government of Madhya Pradesh (India); Canadian High Commission; Australian High Commission; National Spiritual Assembly of the Baha'is of India

PLANS FOR GOING TO SCALE:
Extension of the programme is planned

IMPACT:
Marathi Literacy programmes (i.e. New Era Development Institute, Panchgani; in Gorakhpur and Sholapur, State of Maharashtra) use the model of literacy elaborated by the Baha'i Institute. The Government employs some of the trainers in the framework of literacy programmes. At international level, the same methodology is being used by the Department of Adult Education of the University of Leicester (U.K.) and by the Smith College Northampton (Mass., U.S.A). About 600 women have been successfully trained since 1985: Some of the new literates became trainers, another group is now employed by the Government as literacy teacher or teach children as volunteers in their community, other former trainees have passed primary education examinations and start secondary education. In 1990, young formerly illiterate tribal trainees from the Institute won the first prize in a learners' song competition organized by the International task force of literacy, a UNESCO-sponsored programme. In 1992, the Baha'i Vocational Institute for Rural Women was one of the recipients of the UNEP "Global 500 Award" for its "outstanding environmental achievement"

PUBLICIZING:
Booklet on the Baha'i Vocational Institute for Rural Women. The Baha'i Institute participated in the governmental "Total literacy campaign". It received awards in 1990 from the International Task Force of Literacy (UNESCO programme) and in 1992 the "Global 400 Award"

PROJECT PUBLICATIONS:
Manuals for the teachers and trainers/ Monthly newsletter for the graduates: "Kokila" (Nightingale)/ Booklet on the Baha'i Vocational Institute for Rural Women

BACKGROUND:

In Madhyatute 96 per cent of women are illiterate. The Baha'i Institute teaches unity and tolerance as important factors for the development of communities divided and paralyzed by cast prejudice and tensions between the various tribal groups. 600, mainly tribal, women from rural areas of the districts of Jhabua, Dhar, Khargone, Shajapur, Dewas, Indore and Ujjain (South-West Madhya Pradesh) have been trained since 1985

PROJECT DESCRIPTION:

The Baha'i Institute has three-month courses for 50 to 60 women, oriented towards activities useful to the community (e.g. tailoring, weaving, craft production related to tribal arts) and a literacy programme of about 90 hours. The curriculum is holistic, including environmental, health and hygiene education, as well as discussions on education of children. Non-formal and participatory teaching methods are used (group work, role plays, games and folk dances) that emphasize the learners' cultural identity. Each literacy class is built upon discussions on one keyword (the "generating keyword") which "generates" the acquisition of some other 20 words. The educational material is produced by the Institute. Nursing mothers can bring their children to the Institute during the course. To prevent the trainees falling back into illiteracy, the Institute keeps in touch with its graduates by exchange of handwritten postcards. The Institute also organizes one-month advanced training courses for women who act as area co-ordinators (volunteers) and who assist the Institute staff in the running of the above training courses and one-year training courses for coordinators. Masters of social work students and women establish women's programmes in their own areas; ten-day family life training programmes for 6 to 8 couples; Three-day seminars for 50-60 trainees or family members enable them to become a part of a support system. Neo-literate women represent 40 per cent of the field staff

SOURCES:

«A report of activities achievements: Current status and plans of literacy programme Baha'i Vocational Institute for Rural Women, Indore (MP), 1993»

0043

Bhagwatula Charitable Trust; BCT

Bhagwatula Charitable Truste (BCT)
Visakhapatnam District
INDIA

COUNTRY:	India
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>educational systems; vocational training; teacher education</i>
TARGET GROUPS:	disadvantaged children; communities; dropouts; teachers; rural areas
OBJECTIVES:	To impart non-formal education to out-of-school children (and drop-outs) and in four stages cover the five year formal school curriculum.
INF ON COMMUNITIES/LEARNERS:	Rural children aged 6 to 14 years.
MANAGER:	Mr K.U.K. Vijayendra Babu. Acting Project Director Visakhapatnam District, India
EXTERNAL CONTACT PERSONS:	Mr J.S.Rajput. Joint Educational Advisor, Ministry of Human Resource Development, Department of Education. New Delhi, India
WORKING LANGUAGES:	Hindi
STARTING YEAR:	1989
DURATION:	on-going
FUNDING SOURCES:	Ministry of Human Resource Development (India)
GOVERNMENT SUPPORT/OTHER COLLABORATION:	Ministry of Human Resource development

EVALUATIONS:

"Experimental and innovative projects in elementary education: evaluation report". Ministry of Human Resource Development, Department of Education, New Delhi. May, 1994

WEAKNESSES/RISK FACTORS:

The 21 day training course is too short to cover the very ambitious training programme. The programme lacks suitable teaching/learning material. For the centres which offer night classes, proper lighting arrangements must be facilitated in the centres evaluated by the Ministry of HRD's team

IMPACT:

One of the major strengths of the project is that it forms an integral part of a total programme of integrated rural development which is being run by the BCT. In 1992, examinations were carried out in 343 centres with 82 percent of the students appearing for the examination and 63 percent passing. The BCT is fortunate to have a committed and dedicated leadership. They firmly believe in self-sustained local development and the message passes down to the grassroots workers through a well trained group of animators". "The project has a very well planned administrative and organizational infrastructure". "The involvement of other voluntary organizations to become equal partners in managing and implementing the project has a distinct advantage as they are more familiar with the ground situation and the cultural socio-economic conditions of their area and can implement the programme more effectively"

PROJECT PUBLICATIONS:

The Trust has developed its own instructional materials: A new Telegu and Mathematics textbook for the youngest students

BACKGROUND:

The trust was established in 1976-77 with the objective of revitalizing rural communities in a District of Andhra Pradesh. Since then the programme has expanded to cover a wide range of activities in integrated rural development. Recognizing that for any meaningful and self-sustaining development to occur, functional literacy is essential, the Trust organizes "non-formal education for school drop-outs and the adults". In 1989 the Ministry of Human Resource Development supported the trust to operate 360 non-formal education centres in collaboration with 10 local NGOs. The trust provides non-formal education to some 9,000 learners

PROJECT DESCRIPTION:

The BCT has since 1989 operated 360 non-formal education centres with the support of the Indian Government. The approach for locating a centre is flexible but depends mainly on the concentration of out-of-school students in the target areas. The centres are housed in temples, community buildings or private verandahs. The instructor, normally a local senior secondary school certificate holder, receives a comprehensive 21 day orientation course on the objectives of the NFE instruction and teaching methods: child psychology; multiple class teaching in single-teacher schools etc., and a 9 day animator course focusing on rural development and poverty. In addition to this training a one-day reorientation training is organized every month followed by a 12 day course at the BTC training centre. The average number of students in a NFE centre ranges between 20 to 25 and the centres operate between 6:00 pm to 10:00 pm with about half an hour dedicated to cultural activities, such as songs and drama, and about 3 hours for academic work. The trust has three branches: The Adm. & Supervision Wing; the Training Wing; and the Resource Wing. The Adm. Wing has field staff posted in 5 regional Hqrs. and the field supervisors report to this wing. The Training Wing directs and caters for the field instructors at the NFE centres. Each of the wings is directed by an education officer and eight assistant education officers (AEO). Each AEO supervises about 75 centres. There are 40 supervisors in the field, 10 of whom work directly under BCT and 30 work for the 10 associated NGOs

SOURCES:

"Experimental and Innovative Projects: initiatives in Elementary Education. Evaluation report". Ministry of Human Resource Development, Department of Education, 1994

0044

Centre for Learning Resources

Centre for Learning Resources

Pune

INDIA

COUNTRY: India

PROJECT TYPE: Nongovernmental

AREAS OF INNOVATION: *curriculum development; learning improvement; pre-school education; primary education; teaching methods; motivation*

TARGET GROUPS: teacher educators; socially disadvantaged children

OBJECTIVES: Service training of teachers, social workers, field level supervisors and teacher trainers.
Designing, producing and distributing low cost learning and instructional material for urban and rural children.
Development and production of training materials for teachers.
Consultancy and other academic inputs to educational programmes of schools, NGOs and government institutions.
Awareness raising in targeted communities.

MANAGER: Mr J.S. Rajput, Joint Educational Advisor
(Elementary Education)
Ministry of Human Resource Development, Department of Education, New Delhi, India

EXTERNAL CONTACT PERSONS: Mrs. Arianne Hoek, Programme Specialist, UNESCO
New Delhi, 8 Poorvi Marg Vasant Vishar, New Delhi, India.
Telephone: 91 11 67 73 10 / 91-11 68 73 351

WORKING LANGUAGES: Marathi

STARTING YEAR: 1984

DURATION: On-going

FUNDING SOURCES: Ministry of Human Resource Development (India);
Child Relief and Youth (Voluntary Organization)

GOVERNMENT SUPPORT/OTHER COLLABORATION: Government of India

EVALUATIONS: 1994:Rajput, R.S. "Experimental and innovative projects. Initiatives in elementary education".Ministry of Human Resource Development, Department of Education, New Delhi, India

IMPACT: The centre has extended pre-service and on-the-job training to a number of NGOs in India. Teachers from 140 schools in the Pune district were given training in teaching and learning mathematics in Standard I and II between 1990 and 1992

PUBLICIZING: Audio-visual materials on the environment, social studies, science and language development have been produced by the centre (Marathi and English) The Centre operates a videos and audio-visual lending library for primary and secondary schools in Pune. The centre participates in educational exhibitions in and outside Maharashtra to display educational materials for creating parent and teacher awareness

PROJECT PUBLICATIONS: Teachers handbook entitled "Helping children to learn" (Available in English, Hindi, Marathi, Gujrati, and Telegu)

BACKGROUND:

Over the years the centre has developed innovative and low cost educational inputs for early childhood education, mainly with a view to preparing children of disadvantaged families for subsequent schooling. The centre acts as a support organisation to voluntary agencies and government

PROJECT DESCRIPTION:

The Centre is engaged in educational improvement and innovation at pre-primary and elementary stages. The centre does not work directly with children but provides qualitative inputs such as consultancy, training and learning materials. The centre has developed innovative instructional material in various curricular areas for children aged 3 - 14, targeting children from social disadvantaged backgrounds. Acting as a support organization to voluntary agencies and government, the centre has extended its training services to many NGOs. A 10 day pre-service training is extended to teacher-trainees followed up by on-the-job visits by facilitators from the centre. The centre is engaged in a Total Literacy Campaign and extends training to community organizers, resource persons etc. The training is designed according to the needs of the individual organization and is participatory in nature. The approach is pragmatic with emphasis on making and using low cost teaching and learning materials

SOURCES:

"Experimental and innovative projects. Initiatives in elementary education" Rajput.J.S
Ministry of Human Resource Development, Department of Education, New Delhi, India, 1994

0045

Don Bosco Ambu Illam Technical Centre

Street Children's Reach-out Programme

Don Bosco Ambu Illam

16, Malayappan Street

Madras 600 001, Tamil Nadu State

INDIA

Telephone: 04465 225 426

COUNTRY:

India

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:*access to education; vocational training***TARGET GROUPS:**

street children; child labour

OBJECTIVES:

Protection and development of the child social rehabilitation.

INF ON COMMUNITIES/LEARNERS:

Currently 500 to 600 children.

MANAGER:

Fr. Vincent Xavier

WORKING LANGUAGES:

Tamil

STARTING YEAR:

1978

DURATION:

ongoing

FUNDING SOURCES:Don Bosco Community (India); Government of India;
NGOs; Private Donations**WEAKNESSES/RISK FACTORS:**

Insufficient information and research on the subject. Too formal approach in non-formal education. Lack of staff training. Weak infrastructure. Lack of financial support. Lack of co-operation spirit amongst the employers. Lack of responsibility amongst the parents

BACKGROUND:

The project was launched by Fr Joe Fernandez from the Don Bosco religious group, involved in community development and organization. A survey concerning working children led to the setting up of the present programme and the creation of various rehabilitation centres

PROJECT DESCRIPTION:

The "Don Bosco Anbu Illam" (Home of love), aims to meet children's basic needs through co-operation between the family, the community and governmental bodies. To combat exploitation of working children, they have organized the children in legally recognized associations. Tolerance and respect are the main leading principles of the Don Bosco Anbu Illam team, but emphasis is nevertheless put on discipline, such as respect for time schedule. To motivate children to break definitively with their former life, recreational activities as well as "motivation camps" (3 to 7 days) grouping children in the same age-group and with similar problems and needs are organized. Personalized education and literacy programmes help children to (re-)join the formal system. Vocational training programmes are also provided. The family and surrounding community members are sensitized to the importance of reintegration through research and discussion on key issues. During the last phase which tackles the socio-economic rehabilitation of the former street child, the team assists in finding funds for building a house, for marriage and for other needs of a normal social life. The child, his family, friends and employers participate in the monitoring of this rehabilitation process. The central administration is well staffed. In addition to this, there are central educators for the rehabilitation centres, field educators and facilitators

SOURCES:

« Working with Street Children. UNESCO/ICCB, Paris, 1995 »

0046

Don Bosco Yuva Pracodoni

Don Bosco Yuva Prachodini
Mt. St Joseph.
P.O.Bangalore 560083
INDIA

COUNTRY:	India
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>vocational training; community participation</i>
TARGET GROUPS:	street children; child labour
OBJECTIVES:	To be present at the street children's sides at all times and to rehabilitate them through education.
INF ON COMMUNITIES/LEARNERS:	The centre is currently in contact with about 2,000 out of the estimated 45,000 street children in Bangalore
MANAGER:	Fr. Varghese Pallipuram
STARTING YEAR:	1980
DURATION:	on-going
STAFFING:	Staff members: 9 aprox. (to provide a "street presence") Also logistics staff and volunteers
GOVERNMENT SUPPORT/OTHER COLLABORATION:	Government of India

BACKGROUND:

BOSCO stands for "Bangalore Oniyavara Seva Coota" (Association of those who serve the People of the Street). The project was started by a group of students from Kristu Jyothi College (Bangalore) in co-operation with a Salesian Community. It is today one of the largest and most comprehensive projects for street children in India

PROJECT DESCRIPTION:

Don Bosco Yuva Prachodini is the main centre of a community based project that which available services to assist street children in the following ways: (a) to cope with life on the streets and become aware of their potential as individuals; (b) to guide them further to find suitable environments; (c) to act as a catalyst for change in the existing educational and socio-political system so as to provide viable alternatives for the deprived; (d) to facilitate debate on and improve the educational system. "Budhivantha" summarizes the BOSCO's educational philosophy and refers to someone who "is wise and knows the difference between good and evil" and can "manage life and people". The BOSCO city centres work as day and night shelters where literacy classes and recreational activities are provided and other basic needs of the children are met. Vocational training is organized in other institutions. Job placement activities are included in the programme

SOURCES:

« Working with Street Children. UNESCO/ICCB, Paris, 1995 »

0047

Eklavya Foundation

Eklavya Foundation
Bopal, Madhya Pradesh
INDIA

COUNTRY:

India

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

curriculum development; learning improvement; in-service teacher training; teaching materials; motivation
teachers; communities; social workers; rural areas;
urban areas

TARGET GROUPS:

OBJECTIVES:

In-service training of teachers, community workers, field level supervisors, social workers and teacher trainers.
Designing, production and distribution of low cost learning and instructional materials for urban and rural children.
Development and production of training materials for teachers.
Consultancy and other academic inputs to educational programmes of schools, non-governmental organizations and government institutions. Awareness raising exhibitions for parents and adults.

EXTERNAL CONTACT PERSONS:

Mr J.P. Rajput, Joint Education Advisor,
Ministry of Human Resource Development
Department of Education, New Delhi, India

WORKING LANGUAGES:

Hindi

STARTING YEAR:

1972

DURATION:

on-going

STAFFING:

50 full time workers (scientists, social scientists, linguists, psychologists, educationalists and school teachers)

GOVERNMENT SUPPORT/OTHER COLLABORATION:

Ministry of Human Resource Development, New Delhi

EVALUATIONS:

"Experimental and innovative projects in elementary education" Evaluation commissioned by the Ministry of Human Resource Development, Department of Education, New Delhi, May 1994

WEAKNESSES/RISK FACTORS:

Unless Eklayva is able to obtain permanent funding, it might find it difficult to maintain the professional staff which it has recruited over the years

IMPACT:

It is absolutely essential that the education decision makers and those responsible for implementing decisions are made aware of the significance of the innovations for making the formal system more effective

PUBLICIZING:

Network of libraries for children and adults, scientific exhibitions and slide shows. A network of children's clubs. Local youth clubs perform street plays. Several booklets have been produced to popularize science

PROJECT PUBLICATIONS:

Eklayva has a technical workshop which designs and produces science teaching kits and educational toys

BACKGROUND:

The organization has expanded activities from 16 Middle Schools to more than 500 Middle Schools spread over 13 districts in Madhya Pradesh. It functions as a support organization to voluntary agencies and government in India's Total Literacy Campaign and runs a number of activities. Among these, giving training to community organizers, resource persons and organizing training for non-formal teachers, who are provided 10 days pre-service training followed up by on-the-job training conducted by visiting teachers from the centre. As part of the training, teachers are trained to design learning materials. The centre develops innovative curriculum for science and social science to secondary school students. The centre operates a network of libraries organizing scientific exhibitions and orientation workshops for children and adults aimed at developing creative skills. The programme also operates local youth clubs for underprivileged groups for their advancement

PROJECT DESCRIPTION:

The Primary School Programme(PSP) was piloted in 1987 in 7 government schools on an experimental basis. Now extended to 25 schools, the project aims at developing skills, creativity and literacy skills in the child through enhanced inter action between teacher and learner. Workbooks have been developed for the classes. The Social Science Programme(SSP), presently operating in 9 schools, covers history, geography and civics and aims to develop "skills in historical analysis, comparative studies and applications of principle"

SOURCES:

"Experimental and innovative projects: initiatives in elementary education" an evaluation report. Ministry of Human Resource Development, Department of Education, 1994

0048

Institute of Psychological and Educational Research

Calcutta

INDIA

COUNTRY:

India

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:*out of school education; educational quality***TARGET GROUPS:**

street children; out-of-school children; child labour

OBJECTIVES:

Provision of non-formal education to working children.

Ensuring an overall health improvement of the target group through health care activities.

INF ON COMMUNITIES/LEARNERS:

1800 child workers receive education and health care

services. The Institute also operates an Open Learning Unit programme catering for some 450 street children.

EXTERNAL CONTACT PERSONS: Mr J.S. Rajput. Joint Educational Advisor
Ministry of Human Resource Development,
Department of Education. New Delhi 110001, India

WORKING LANGUAGES: Bengali; English

STARTING YEAR: 1971

DURATION: on-going

FUNDING SOURCES: Central Government (India); UNICEF; NCC; LWS

GOVERNMENT SUPPORT/OTHER COLLABORATION:
Government of India

PLANS FOR GOING TO SCALE:

Freedom Schools for deprived and under-privileged children. Instruction through open lessons, visual presentation of education through television broadcasting. Vocational training to enable students to establish themselves as skilled workers

EVALUATIONS:

The Ministry of Human Resource Development, Department of Education, 1994

WEAKNESSES/RISK FACTORS:

Drop-out of students, lack of parent support, resistance of employers, lack of interest among the children, overworked teachers

IMPACT:

The IPER students do comparatively better than counterparts in the formal education system. A general health improvement among the students has been registered

PUBLICIZING:

The IPER launches fund-raising campaigns for specific projects and networking with various governmental and non-governmental organizations ensures financial assistance and the promotion of projects

PROJECT PUBLICATIONS:

The programme has prepared lesson sheets for its students, in place of conventional text-books. These lesson sheets contain essential aspects of the regular textbooks: teaching, acquisition, and testing are covered in the same lesson. A "Freedom Schools for Deprived and Under-privileged Children" project, production of educational material on video is developing

BACKGROUND:

Since it was founded, IPER has developed a multiplicity of projects, covering a wide range of welfare activities i.e. Holiday Schools for child workers, nutritional development programmes, health clinic for working children, a counselling bureau for drug addicts, non-formal education for street children

PROJECT DESCRIPTION:

The Institute is primarily engaged in research. It has launched a project for the "provision of education facilities and improvement of health condition of the child workers" to impart: general education; health care; nutrition; cultural activities; and improved working conditions. Holiday Schools, covering government curriculum, are held for five hours on Saturday/Sundays and two afternoon classes are held during workdays. Presently, some 100 talented children are undergoing training in drawing/painting, tailoring/embroidery and music

SOURCES:

"Experimental and innovative projects: initiatives in elementary education". Ministry of Human Resource Development, Department of Education, 1994

0049

Literacy House, Lucknow

Literacy House, Lucknow

INDIA

COUNTRY: India
 PROJECT TYPE: Nongovernmental
 AREAS OF INNOVATION: *literacy programmes; school time; motivation; community participation*
 TARGET GROUPS: communities; child labour
 OBJECTIVES: As a support to the main programme. Non Formal Primary Education Programme (NFPE) aims to universalize basic education by attacking all areas of present and potential illiteracy.
 INF ON COMMUNITIES/LEARNERS: Four hundred Non Formal Education Centres provide NFPE to approx. 6,000 learners.
 EXTERNAL CONTACT PERSONS: Mr J.S.Rajput Joint educational Advisor
 Ministry of Human Resource Development,
 Department of Education. New Delhi, India
 WORKING LANGUAGES: Hindi
 STARTING YEAR: 1989
 DURATION: on-going
 FUNDING SOURCES: Ministry of Human Resource Development, India

EVALUATIONS:

The Ministry of Human Resource Development, Department of Education evaluated in 1994

IMPACT:

Approximately 42 percent of the 6,000 children enrolled passed the Grade 5 equivalency examination. Some 300 students joined junior high schools

BACKGROUND:

In 1989, the Department of Education supported the opening of 400 centres by the Literacy House, Lucknow. The centres were to cater for the educational needs of the children of the age-group 9-14 who could not come to primary schools during regular hours. The main innovation was to attempt an integrated educational development covering children of age-groups 3 to 6 and 9 to 14 and adults of 15 to 35 simultaneously in the targeted communities. The enrolment in the centres concerns mostly girls. They are not enrolled in formal school due to their utility for domestic chores

PROJECT DESCRIPTION:

The educational programme is divided into four semesters of six months each. The condensed curriculum attempts to cover five years of formal education in two years. The teachers, who are usually locals selected by the community are given 6 days training. The progress of the centres is supervised through meetings. The children's performance is evaluated

0050

Lok Jumbish Parishad; LJP

Lok Jumbish Parishad

P.B. No 411. Jaipur

INDIA

Telephone: 515850, 511251 / Fax: (141) 510445

PROJECT TYPE: Governmental
 AREAS OF INNOVATION: *access to education; adult literacy; school community relationship*
 TARGET GROUPS: disadvantaged groups; teacher educators; rural areas
 OBJECTIVES: Universalisation of primary education and adult literacy.
 Improved quality of education.
 INF ON COMMUNITIES/LEARNERS: First batch: five blocks with 740 villages with a total population of 755,790. Second batch: ten more blocks. LJ now covers 25 blocks with a total population of 13 million
 MANAGER: Mr Bordia, Anil. Chairman
 WORKING LANGUAGES: English; Hindi
 STARTING YEAR: 1992
 DURATION: on-going
 FUNDING SOURCES: SIDA; Government of Rajasthan (India); State Government of India
 COST DATA: Budget 1994: Rs 137.6 million

STAFFING:

Nonformal Education Programme: 1000 trainers for 16,250 children. Other teachers part of formal system

EVALUATIONS:

The Village Education Committee is expected to play the role of grass-roots evaluation

WEAKNESSES/RISK FACTORS:

The spirit of LJ must be kept alive, in order to avoid the bureaucratization of the staff. The essence of the project is social mobilization, so the success or failure of the project will probably depend on the success or failure of the village level committees. While it is important to cooperate with other organizations, the very wide range of partners may also cause some "top heavy" effects, if the emphasis is not constantly on the grass-roots

PUBLICIZING:

LJP publishes "Samplav", a monthly journal with educational experiences, anecdotes, poems and essays

BACKGROUND:

Rajasthan has a population of 43.8 million. It is one of the country's most backward states in terms of primary education (6-14 age group). The school system and educational management have suffered because of under-investment in infrastructure and human resources. The task of LJ is not only to improve the educational infrastructure, but also to bring about a change in attitudes in local communities, who have come to think that improvement is possible

PROJECT DESCRIPTION:

Lok is a Hindi/Sanskrit word that means the people; Jumbish an Urdu/Persian work for movement. It is a project for education for all in Rajasthan by the year 2000 through people's participation, particularly women, to revitalize basic education from below. The main emphasis of LJ is on UPE. The main strategies in phase 1 are: a) establishment of a management system; b) initiation of activities for people's mobilisation; c) creation of a system of training and technical resource support; d) introduction of measures for improvement in the quality of primary education; e) engendering a feeling of confidence among teachers and people. It covers the following programmes: block level management; early childhood care and education; primary education; LJ training, microplanning and environment building; teacher training; non-formal education; try-out activities, research and study visits

SOURCES:

Second report. Lok Jumbish 1992-1995. Lok Jumbish

0051

**Minimum Levels of Learning at Primary Stages in all the Ashram Schools
and Scheme of Experimental & Innovative Programmes**

Shiksham Bahavidyalaya, Suvararat Vidyapith

Ahmedabad - 380014

INDIA.

Telephone: 446148/446349/446547 / Telex: 121-6254 GUVI IN

COUNTRY:	India
PROJECT TYPE:	Governmental; Nongovernmental
AREAS OF INNOVATION:	<i>teaching aids; curriculum development; teacher effectiveness; life skills; learning methods community participation</i>
TARGET GROUPS:	disadvantaged groups; primary schools; communities; rural areas
OBJECTIVES:	To raise the quality of education in Ashram schools.
INF ON COMMUNITIES/LEARNERS:	316 Ashram (residential) schools
MANAGER:	Professor, Prurushottam A. Patel. Honorary Director
EXTERNAL CONTACT PERSONS:	Mr Ramlal Parikh
WORKING LANGUAGES:	English; Gujariti
STARTING YEAR:	1991
DURATION:	on-going
FUNDING SOURCES:	Gujarat State Government (India); Gujarat Vidyapith. Dept. Education of the State Government (India); The Director of Primary Education & officers in charge of Ashram schools (India); voluntary contributions
COST DATA:	21,86,500 Indian rupies (estimated buget 1992-93)
STAFFING:	6 persons

EVALUATIONS:

The Project has continued with self-evaluations leading to the following revisions: pre-tests, teacher orientation programmes, training programmes, teacher handbook unit tests and post tests

WEAKNESSES/RISK FACTORS:

There seem to be three areas of risk concerning the project: Teaching learning materials appropriate to the project were not readily available in the field and substitute materials were used instead to start off with. Second concern is the lack of research associates. Presently there is one research associate where it has been estimated that 9 more are needed in order to visit all the schools once a month. The third risk factor concerns the elaborate time expenditure on non-trained new teachers coming from outside schools instead of building on the experience of Ashram teachers

PROJECT PUBLICATIONS:

Publications of all teacher learning materials and teacher handbooks for Grades I through IV are available for teachers and students

BACKGROUND:

Gujarat Vidyapith Insitute was founded in 1920 by Mahatma Gandhi, to prepare students and teachers to serve the deprived people of rural and tribal society of India. Students are farmers, landless labourers and the poor

PROJECT DESCRIPTION:

The programme aims to provide learning subjects: Gujariti, mathematics, environmental studies, and improve curricula and school organisation through: 1) inclusion of life-skills in curriculum; 2) activity-based learning methods; 3) effective methods of multi-grade teaching; 4) improving teacher quality through new methods of training; 5) income generating activities by teachers and students; 6) community participation: motivational and mobilization activities in the community by use of the school as a multi-purpose Community Resource Centre; organizing monthly teacher orientations; developing teacher instructor skills in relation to local environmental conditions (for environment studies class). The major concern is improving quality of project rather than going to scale. Plans include: Monitoring with constant feedback, training personnel, pre and post-test evaluation, implementation of a remedial teaching programme, surveying background of all Ashram schools and teacher competency. In 92-93 students will be promoted, providing natural vertical extension

0052

Open Learning System at School Level

The National Open School 8

Poorvi Marg, Vasant Vihar

New Delhi 110057

INDIA

Telephone: 91-11-677.310/-308. / Fax:91-11-687.3351

COUNTRY:	India
PROJECT TYPE:	Governmental
AREAS OF INNOVATION:	<i>teaching aids; access to education; learning methods; flexible calendar; adult literacy; self instruction</i>
TARGET GROUPS:	children; adolescents
OBJECTIVES:	To provide educational opportunities for adolescents, agricultural and industrial workers to continue education at their own pace.
INF ON COMMUNITIES/LEARNERS:	Enrolment increase from about 1,670 in 1981 to about 200,000 in 1991. 40,884 registrations a year (women: 40 per cent of enrolments, rural students: 21 per cent of enrolments)
EXTERNAL CONTACT PERSONS:	Director, UNESCO/PROAP Prakanong Post Office. Box 967. Bangkok 10110, THAILAND. Telephone: 66-2-3910880, Fax: 66-2-3910866
WORKING LANGUAGES:	English; Hindi;
STARTING YEAR:	1989
DURATION:	on-going
FUNDING SOURCES:	Government of India; Ministry of Education (India); UNESCO

PLANS FOR GOING TO SCALE:

A variety of crash courses and new courses (some with other appropriate partners) are planned for vocational education

PROJECT DESCRIPTION:

The National Open School was established as an alternative to the formal system. Teaching is offered through 307 accredited institutions nation-wide. Courses leading to secondary and senior secondary examinations are offered. Criteria for admission are established on self-assessment. Provision is made for self-instructional materials and tutors and counselors to ensure effective learning. The students receive class credits and a certificate upon completion of the course

0053

People's Development Centre

People's Development Centre
Kothacheruvu 515 133, Anantapur
District. Andhra Pradesh
INDIA

COUNTRY: India
PROJECT TYPE: Nongovernmental
AREAS OF INNOVATION: *literacy programmes; illiteracy; women's education*
TARGET GROUPS: out-of-school children; dropouts; illiterates; working women; rural areas
OBJECTIVES: To organize rural poor and to fight exploitation.
To readmit school drop-outs and to reduce illiteracy.
To help poor in the process of social change and to help educate tribe community.
INF ON COMMUNITIES/LEARNERS: Many belong to low caste or tribe community. Children aged 6-14 years. Adult women aged 16-35 years.
EXTERNAL CONTACT PERSONS: Mr Ravindra. Director
WORKING LANGUAGES: Telugu; English
STARTING YEAR: 1993
DURATION: on-going
FUNDING SOURCES: Swedish International Development Agency, CAPART, New Delhi (India)
COST DATA: SIDA, New Delhi (India): Rs.1,82,000; KAP, Netherland: Rs 88,168; CAPART, New Delhi (India): Rs. 2,76,160; Ministry of Environment, New Delhi (India): Rs 5,000

STAFFING:

1 Project Director; 2 women organizers; 1 animator; 10 new-formal education teachers

GOVERNMENT SUPPORT/OTHER COLLABORATION:

SIDA, New Delhi (India)

PLANS FOR GOING TO SCALE:

Regular monitoring and evaluation not yet carried out

WEAKNESSES/RISK FACTORS:

The uncertainty of maintaining financial sources is one of the weaknesses of the project. Lack of support and co-operation with the Government is another weakness. There is no proper training centre for the animators and teachers

IMPACT:

Poor and impoverished groups are now educated and organized to fight exploitation, and require the implementation of proper government schemes. The majority of learners become literate

BACKGROUND:

The project area situated in an arid region of the state has a very low enrolment rate. The majority of the population live below the poverty line. There are no proper education facilities in the area. Some 78% of the population are illiterate and there is a 48% dropout rate from school. The land belongs to a few rich individuals

PROJECT DESCRIPTION:

The People's Development Centre established non-formal education centres in 10 villages of Kothacheruvu for children out-of-school, illiterate children and drop-outs. Literacy is carried out through games, problem solving and cultural programmes. Each Centre has 25-30 children and 2 hours of teaching are carried out by local animators

0054

Promoting primary and elementary education in India; PROPEL

Indian Institute of Education
128/2 J.P. Naik Road
Kothrud. Pune 411 029
INDIA

COUNTRY: India
PROJECT TYPE: Nongovernmental
AREAS OF INNOVATION: *girls education; out of school education; access to education; flexible calendar; pre-school education; adult literacy; curriculum development; community participation*

TARGET GROUPS: girls; child labour; teacher educators; rural areas
OBJECTIVES: To achieve Universal Primary Education (UPE), through interlinking of primary education, Non-Formal Education (NFE) for youth and women, and micro-planning for development, with education and training as the core of the programme.
To arrive at replicable modalities in similar communities elsewhere in India and Asia.

INF ON COMMUNITIES/LEARNERS: 17 Panchayats (clusters) i.e. 137 villages with 18,000 households and a total population of 97,000 (Pune District)

MANAGER: Dr Chitra Naik
EXTERNAL CONTACT PERSONS: Mr Kimmo Kosonen, University of Joensuu, P.O. Box 111, 80101, Joensuu, FINLAND, Fax No: 358-73-151-4528

WORKING LANGUAGES: English; Marathi; Hindi
STARTING YEAR: 1978
DURATION: on-going
FUNDING SOURCES: Government of India; UNICEF; Ford Foundation (USA)
COST DATA: The cost of primary education of the 9-14 age group through this NFE model is about one-third the cost of full-time primary education, the ratio of teacher to non-teacher costs being 60:40.

STAFFING: Planning facilitators: 3 persons; Education co-ordinators : 1 person (for each Panchayat); locally recruited people 239 persons (for the surveying of households, animators for the Child Recreation Centres and Women's Development Groups)

EVALUATIONS: The evaluation process is integrated into the project and means the community participates in the whole education process. 1990: internal evaluation. A comparative assessment of the minimum levels attained by pupils in full-time primary classes and NFE centres is being undertaken to examine the "comparability" and "equivalence" questions in depth

WEAKNESSES/RISK FACTORS: The success of the programme is believed, in part, to be the result of the supportive environment. Without this, the NFE programme would most probably fail

IMPACT: The whole project has made a strong impact on the formal school and teachers are willing to become acquainted with the NFE pedagogy. District authorities have agreed to the training of officials and teachers for this purpose. By the time the PROPEL project ends, collaboration will probably have been achieved. In general, the working children in the non-formal education seem to learn faster than non-working children in the formal school

PUBLICIZING:

Marketing of the purposes and outcomes of the first phases was assisted by UNICEF which financed a video film on the non-formal education process. A short film has been made by the Government of India with Distribution of information booklets in English, Marathi and Hindi. Organization of visits to the project. Dissemination of education materials. But the involvement of political and administrative leadership has been the determining factor for the dissemination of the innovative aspects of the project with its capacity to adjust to the existing system

BACKGROUND:

Primary education is compulsory in India, but more than 60 per cent of enrolled children drop out before grade V. In Maharashtra State, according to the Fifth Education Survey (1986), the gross enrolment ratio for grades I to V was 77,06 % for the rural areas and 41% for girls. The number of working children below the age of 14 years was estimated at 70,000. To provide non-formal education for these children, the Indian Institute of Education, a centre for research and postgraduate education in Pune district, has developed several programmes of which PROPEL is the third phase. The state and central governments have approved the IIE's approach to achieve UPE. The 1st phase aimed at innovative interventions in 5 areas (100 villages) with an emphasis on the creation of a NFE system. The main goal for the 2nd phase (1985-88) was to mobilize the community for girls' primary education

PROJECT DESCRIPTION:

PROPEL is a non-formal education (NFE) programme based on local needs, with strong support from the community. It includes many different programmes. The core is the non-formal basic education programme for out-of-school children (the IIE model), but there are support programmes like day-care centres, village libraries, women's development groups and adult education centres. The IIE model provides part-time education for primary age children. Older drop-outs are also admitted. In two years, the IIE model aims at raising all children to the level of Grade IV in the formal school. Since there is less time to learn than in the formal school, the curriculum of the IIE model is condensed. The part time classes are kept small (20 pupils) and group work and collaborative methods are used. The NFE instructors are volunteers, and they receive only a small honorarium for their work. Formal examinations are not used, but the progress of the classes and the pupils are evaluated continuously. PROPEL also familiarizes the personnel of the formal system with the benefits of non-formal educational resources available in the civic and occupational life of the rural community. Political support is provided by the Central Government which co-operated with IIE in setting up the initial phase. NFE has been included in the Eighth Five Year Plan (1985-86) proposals and the IIE model of UPE has been recommended as guaranteeing the sustainability of the project

SOURCES:

Project write-ups; teaching-learning materials; training handbook; informative booklets about non-formal education. « Collaborating for educational change: the role of, parents and the community in school improvement" by Sheldon Shaeffer (IIEP research and studies programme: Increasing and improving the quality of basic education). Paris, UNESCO/IIEP, 1982 (pp. 129-160); Within Reach, Education for All: Making it Work. UNESCO/UNICEF Innovation Series, 1994. Videobank, Education for All: Making it Work, UNESCO/UNICEF, 1995

0055

Ramakrishna Mission Ashram Narendrapur

West Bengal Ramakrishna Mission Ashram

West Bengal

INDIA

COUNTRY: India
 PROJECT TYPE: Nongovernmental
 AREAS OF INNOVATION: *pre-school education; vocational training; curriculum development*
 TARGET GROUPS: communities; disadvantaged groups; disabled children
 OBJECTIVES: Universal literacy in five districts covering 492 villages in West Bengal.
 INFO ON COMMUNITIES/LEARNERS: The Mission's general education programme includes Residential Degree College with Higher Secondary School Unit, Residential Secondary School, Primary School and Central Library; a technical and vocational programme and finally a programme for visually handicapped children.
 EXTERNAL CONTACT PERSONS: Mr J.S.Rajput. Joint Educational Advisor
 Ministry of Human Resource Development,
 Department of Education. New Delhi, India
 WORKING LANGUAGES: English; Bengali
 STARTING YEAR: 1952
 DURATION: on-going
 FUNDING SOURCES: Ramakrishna Mission Ashram

STAFFING:

1 programme coordinator; 18 supervisors; 25 resource persons (besides administrative personnel)

WEAKNESSES/RISK FACTORS:

The State Government's decision to entrust non-formal education to local government institutions is likely to affect the Ashram's worthwhile initiatives in non-formal education and other community development activities

IMPACT:

Overall findings from evaluations were that non-formal learners performed better than their formal counterparts. Apart for its successful work in the field of NFE, the parishad has launched a series of development activities through the associated youth clubs ranging from a loan scheme for young unemployed for self-employment to vocational training in weaving, carpentry, motor-mechanics etc

PUBLICIZING:

The journal "Samaj Siksha", on integrated rural development programmes, is published on a monthly basis

PROJECT PUBLICATIONS:

The organization has prepared follow-up books on geography, agriculture, kitchen gardening, dairy development, poultry, bee-keeping, life and teachings of great men etc. Teaching-learning material, charts, puppet plays, simulation games, role-play models have also been developed

BACKGROUND:

Ramakrishna Mission Ashram has been working in the field of adult education since 1952. During the years 1984-88, the organization implemented a literacy programme relying on voluntary instructors. Supported by the National Literacy Mission, the organization launched a universal literacy drive in 1991 in 5 districts, covering 492 villages of West Bengal through its youth clubs. The Parishad organised a large scale NFE Programme for children of age-group 9-14, through 676 centres with more than 18,000 beneficiaries. Presently, the new government policy is to implement through local parishads, the programme now caters for 750 children enrolled in 24 centres

PROJECT DESCRIPTION:

Ramakrishna Mission Ashram is a social welfare organization which operates a wide span of development activities. The programmes include: general education, technical and vocational training with a variety of activities offered, and education for the visually handicapped. Apart from operating these programmes, the mission also offers medical services and relief work through the daughter institute, Lokasiksha Parishad Institute of Social Welfare and Integrated Rural Development. The developmental activities in the target villages are implemented through 376 youth organizations. Over the years the educational programme has expanded from adult literacy provision to early childhood education, non-formal education, night high school (for working children), mobile library, mass literacy programme, vocational training, etc

SOURCES:

"Experimental and Innovative Projects: initiatives in elementary education". Ministry of Human Resource Development, Department of Education, New Delhi India, 1994

0056

Samnvay Ashram, Bodh Gaya, Bihar

Samnvay Ashram. Bodh Gaya

COUNTRY:	India
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>vocational education; local teacher; teaching materials; community participation</i>
TARGET GROUPS:	out-of-school children; communities; disadvantaged groups; rural areas
OBJECTIVES:	To impart non-formal education to out-of-school children in Bihar. To develop teaching-learning materials. To conduct training courses for teachers/supervisors. To participate in the Adult Education Programme under the Total Literacy Campaign.
INF ON COMMUNITIES/LEARNERS:	The programme provides non-formal primary education to approximately 3,970 children (out of which 1,351 are girls.) In 1993, the programme grew to 50 centres including two residential schools.
EXTERNAL CONTACT PERSONS:	Mr J.P. Rajput. Joint Education Advisor, Ministry of Human Resource Development. Department of Education. New Delhi
WORKING LANGUAGES:	Bengali; Hindi; English
STARTING YEAR:	1976
DURATION:	on-going
FUNDING SOURCES:	Samnvay Ashram has independent sources - income from cultivated land, government grants and donations.

GOVERNMENT SUPPORT/OTHER COLLABORATION:

Government of India

EVALUATIONS:

Shri A.H. Khan, Assistant Director, Adult Education, Magadh University and Dr. Sachidanad Sinha, Ex-Vice-Chancellor of Ranchi University in December 1991 and January, 1992

IMPACT:

Findings from the evaluations: the performance of learners in reading, writing and numeracy was generally satisfactory. Assessments of the performance of the learners at selected centres, in fact, revealed, that these learners were doing better than peer students in formal schools

PROJECT PUBLICATIONS:

Teaching-learning materials are developed including charts, posters, models, letter cards, simulation games, puppet plays etc. Teachers are trained in designing simple educational kits from locally available materials. The organization has brought out a Hindi-primer and is developing a booklet on mathematics

BACKGROUND:

Samnay Ashram has been rendering social services to poor illiterates in low caste communities in Gaya District in the Indian Province Bihar since 1954. The land in this area is often so poor, that farming cannot sustain some families who have to live on roots and leaves for long periods of the year. The organization helps these communities through development work such as well-digging, construction of ponds, land-levelling, provision of quality seeds and improving sanitation

PROJECT DESCRIPTION:

The organization runs non-formal education centres in remote villages, where children aged 6 to 14 attend classes for 2 hours with flexible timings. Sometimes centres are opened at workplaces of children. The organization has produced its own curriculum which is equivalent to Grade 1 - 5 through a need based education with emphasis on local traditions and environmental awareness. Educated persons from the target communities are generally appointed as teachers or supervisors. Initially, the teachers are provided with a 10 day training for upgrading their academic skills and imparting pedagogical skills. This training is field-based. The teachers along with supervisors meet on a monthly basis to discuss experiences and seek solutions to problems encountered. Lesson plans for the next month are also prepared in these meetings. The teachers's qualifications vary from class VIII+ and they receive a base honorarium of Rs. 105/-month as provided by the Ministry's scheme. The supervisors are responsible for the guidance of the teachers in their implementation of the programme. The involvement of people is ensured through Village Education Committees. These are responsible for the smooth running of the centres and to provide suitable accommodation for the centre

SOURCES:

"Experimental and innovative projects: initiatives in elementary education". Evaluation report. Ministry of Human Resource Development, Department of Education, New Delhi, May 1994

0057

Swadhina

Swadhina

34/C Bondel road

Calcutta 700019

INDIA

Telephone: 0091-33-2470934 / Fax: 0091-33-2470934

COUNTRY:

India

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:*women's education; girls education; health education***TARGET GROUPS:**

womens; girls; children; rural areas

OBJECTIVES:

Education and participation development regardless of class, caste or religion.

Empowerment of women to help them to build up self confidence, to liberate themselves from the socio-cultural practices which subjugate and domesticate women thwarting free and fuller participation in life.

INF ON COMMUNITIES/LEARNERS: 10 non-formal education centres in Bihar with 278 children.
Furthermore 214 women attend adult education centres

EXTERNAL CONTACT PERSONS: Mr Archana Roy. Vice-President

WORKING LANGUAGES: Bengali; local languages

STARTING YEAR: 1986

DURATION: on-going

STAFFING:
8 field offices; 14 Programmes associates; 51 field associates; 11 core team

PUBLICIZING:
Special learning kits have been prepared to make learning by Swadhina Bhubaneswar Regional Staff: "Sarala Bahi": part I (booklet in Oriya language); "Asha" Kit (booklet and cassette); N.F.E. Monthly Curriculum & Creative Kit (lessons for 6 months); "Shishu Swapna" (booklet); "Sarala Bahi": part III (second part of the Oriya language primer)

PROJECT PUBLICATIONS:
"Swadhina Patrika" (the 16 page Bengali Journal); "Feme Fare" (occasional publication of Swadhina disseminates societal sharings); "Praner Gaan" (innovative learning kit)

BACKGROUND:
A deep-rooted concern toward the plight of women and children was the driving spirit towards the establishment of Swadhina in 1986. Swadhina activities are spread over 5 states in the country. The project is based on a deep-rooted concern towards the plight of women and children in oppressed and deprived areas of society

PROJECT DESCRIPTION:
Swadhina believes non-formal education is a tool for social transformation, learning has been devised so learners can embrace new values to remove caste conflict, prejudice, oppression and harmful habits. Women's groups are formed, awareness sessions are organised. Skills training in batik and printing is actively encouraged. Health and hygiene classes are followed by most women and girls

SOURCES:
Swadhina annual Report, 1994-1995. Calcuta, 1995. 26 p. (cng)

0058

Vanvasi Seva Kendra Middle School

Vanvasi Seva Kendra Institute
Adhaura Block, Khamkalan
District of Bhabua Bihar
INDIA

COUNTRY: India

PROJECT TYPE: Nongovernmental

AREAS OF INNOVATION: *vocational training; access to education; income-generating activities*

TARGET GROUPS: socially disadvantaged children; minority groups; rural areas

OBJECTIVES: The Junior high school is part of a community development project aiming at building an agro-industrial society, using local natural resources and co-operation between the different ethnic groups.

INF ON COMMUNITIES/LEARNERS: Latest available date: approx. 400 children mainly from the Khamkalan (Adhaura Block), Bhabua, Bihar.

MANAGER: Mr Birbal Prasad

STARTING YEAR: 1984

DURATION: on-going
FUNDING SOURCES: EZE (Germany); Swiss Development Cooperation;
Central Silk Board; Government of Bihar

WEAKNESSES/RISK FACTORS:

Difficulties in mobilizing the parents and community for the educational activities. Lack of teachers

BACKGROUND:

The Institute is affiliated to the Christian Children's Fund. The term Vanvasi refers to the tribal community where the Institute started socio-economic development activities (wool and silk manufactures) in the late seventies in collaboration with AVARD (New Delhi), various governmental agencies and NGOs, thanks to the financial support of a German donor agency (EZE). This agro-industrial infrastructure was reinforced by the successful development of numerous sale centres and the implementation of an agro-industrial cluster project in Tilouthu (Gram Panchayat) in collaboration with AVARD and the financial support of the Swiss Development Cooperation (SDC), the Central Silk Board and the Government of Bihar

PROJECT DESCRIPTION:

The Vanvasi Seva Kendra Middle School provides vocational training to enable children and young people to earn a living (through leaf-plate making, apiculture, spinning,..). Parents are invited to participate. The project is connected to other activities: 1) child's personality development through recreational/educational activities; 2) distribution of mid-day meals to improve nutrition, growth and survival rate of the children; 3) for a collective effort aiming at community development: (a) mobilization of the villagers/parents in collaboration with social workers, through the organization of meetings (b) information and discussions on the opportunities offered by the government under various schemes and (c) initiation of an organizational process at village level to establish a standing dialogue between the community members

SOURCES:

Letter and questionnaire

Indonesia

0059

Community participation in the planning and management of educational resources; COPLANER

Ministry of Education and Culture
 Bureau of Planning, 11th Floor, Building C, Gedung C, Lantai 11
 Jln Jenderal Sudirman Senayan
 Jakarta
 INDONESIA

PROJECT TYPE:	Governmental
AREAS OF INNOVATION:	<i>primary education; community participation; out of school education; educational management</i>
TARGET GROUPS:	children; communities
OBJECTIVES:	To improve the quality of education through community resource planning.
MANAGER:	Dr Simanungkalit
EXTERNAL CONTACT PERSONS:	Mr Colin Moyle, UNESCO/UNDP, Jakarta
WORKING LANGUAGES:	English; Austronesian
STARTING YEAR:	1991
DURATION:	on-going
FUNDING SOURCES:	Government of Indonesia; UNDP
COST DATA:	Gov: IDR 2,859,916,000; UNDP: \$1,265,000

STAFFING:

National staff: 1 person; Provincial staff: 4 persons; Professional and Specialist Staff: 25 persons; Admin. Staff: 35; 100 trainers approx; International staff: Senior Expert: 3 persons (30 months); Consultants: (12 months); Admin. Assist: 1

EVALUATIONS:

On-going by sub-contract, with assistance of international consultant, to four institutions of higher education in the four project provinces. In-depth evaluation (formative) by UNDP

WEAKNESSES/RISK FACTORS:

Risk factors include existing status/hierarchical orientations; difficulties in raising local awareness to the importance of involvement and responsibility. Long and difficult communication lines; overly sophisticated presentations of information and training; lack of tangible results for local level efforts after national deliberations

BACKGROUND:

The process of decentralization of the education system in Indonesia began 15 years ago and has been steadily reinforced. The Planning Bureau has trained district officials in a total planning process. During the 1993-94 budget year the COPLANER technology was tried out in three sub-districts in each of the remaining provinces of Indonesia

PROJECT DESCRIPTION:

To improve the quality of education in primary, secondary and non-formal education in Indonesia. COPLANER develops school-level planning mechanisms for community participation. The project provides the opportunity for community-based decisions to be made about the management of educational resources. This occurs in a total of 24 sub-districts. All schools in a sub-district are considered as a unit for planning and management. A supportive administrative infrastructure has been established to assist with developing, implementing and nurturing the project. Communication receives priority, and all personnel are provided with appropriate training. From the national to the district levels, the vertical structure of COPLANER operates through a steering committee ; a task force; a project implementation unit; working groups and advisory groups. The most important tool in this process is the Community Forum for Educational Development, CFED, which brings together village leaders, principals, teachers, supervisors, parents and other community members. It is linked to the local cluster of schools. It is hoped that more established planning systems will lead to optimal utilisation of existing resources. The project is being implemented in 24 sub-districts selected from 4 of the 27 provinces, namely East Java, North Sulawesi, South Sumatera and East Nusa Tenggara

SOURCES:

Information received (data print-out filled out) from Dr. T. Simanungkalit, project manager. Also: "Collaborating for educational change: the role of teachers, parents and the community in school improvement" ed. by Sheldon Shaeffer (IIEP Research and Studies Programme: Increasing and improving the quality of basic education) Paris, ESCO/IIEP, 1992. Pongtuluran, Moyle: "Decentralization and the role of the community"; Simanungkalit, Moyle: "Community participation in the planning and management of educational resources"; Pongtuluran, Moyle: "Involving the community in the local school". Chapman (ed)/APEID

0060

Development of an Effective Learning System for the Improvement of Life; DELSILIFE

INNOTECH, Commonwealth Avenue
P.O. Box 207, UP Diliman
Quezon City 1101
PHILIPPINES

COUNTRY:	Indonesia
PROJECT TYPE:	Intergovernmental
AREAS OF INNOVATION:	<i>adult literacy; life skills; community participation; out of school education; educational management</i>
TARGET GROUPS:	communities; teacher educators; rural areas
OBJECTIVES:	To improve the quality of life in poor communities through self-reliance.
MANAGER:	Dr Minda C. Sutaria. Director
WORKING LANGUAGES:	English; Bahasa; Indonesian
STARTING YEAR:	1980
DURATION:	on-going
FUNDING SOURCES:	Government of Netherlands; counterpart funding participating countries

WEAKNESSES/RISK FACTORS:

Programme depends on goodwill and voluntary services of people

IMPACT:

The number of DELSILIFE communities continues to increase

PUBLICIZING:

DELSILIFE: An educational strategy to fight poverty, CESO paperback No. 9 (1990). Boeren, Kater (eds)

BACKGROUND:

DELSILIFE was developed by the Regional Center for Educational Innovation and Technology, INNOTECH, of the Southeast Asian Ministers of Education Organization (SEAMEO). The learning system was piloted in four SEAMEO member states: The Philippines, Thailand, Malaysia and Indonesia from 1982-1984. The results were so encouraging that 3 countries decided to disseminate the DELSILIFE system on a wider scale. DELSILIFE has been integrated with the non-formal education programmes of the Ministries of Education in the Philippines. In 1986-89 dissemination strategies were developed and the project was implemented on wider scale. One indication of the project's success is its continuity and sustainability

PROJECT DESCRIPTION:

DELSILIFE is an educational strategy to fight poverty. It is based on small learning groups (5-15 persons) who live close to each other. Each group selects its own leader. The group then fixes its own programme, depending on what the members themselves want to learn (irrigation, health, machinery maintenance, book keeping...). The group may invite resource persons to transfer specialized knowledge. Participatory and democratic principles are essential factors in the intervention model. Once a community has decided to adopt the approach, a management structure is set up with leadership at three levels; the learning group, the neighbourhood area and the community. Villagers elect leaders who are trained by the initiator. Completion of a learning programme usually results in the planning of a new programme based on needs identified by members. Small scale economic activities often develop as a result

0061

Open Junior High School; OJHS

Center for Communication Technology for Education and Culture

Directorate of General Secondary Education

bl. Cenderawasih KM 15.5

Jakarta

INDONESIA

COUNTRY:

Indonesia

PROJECT TYPE:

Governmental

AREAS OF INNOVATION:

access to education; learning methods; life skills; flexible calendar; teaching aids

TARGET GROUPS:

dropouts; disadvantaged groups; child labour; rural areas

OBJECTIVES:

To offer an alternative lower secondary education to out-of-school adolescents.

INF ON COMMUNITIES/LEARNERS:

Since 1989, 34 OJHS have been established in 25 provinces, accommodating 8,834 students. An additional 22 OJHS have been opened by local authorities

MANAGER:

Dr Arief Sadiman

WORKING LANGUAGES:

English; Austronesian

STARTING YEAR:

1979

DURATION:

on-going

FUNDING SOURCES:

Government of Indonesia; Community; Asian Development Bank

STAFFING:

Local level: 1 facilitator (per centre and access to a subject matter teacher); Planning level: Coordinators for management and learning materials development staff

PLANS FOR GOING TO SCALE:

By the end of 1994 there were at least 2 OJHS in each of the 27 provinces. By the end of 1998 every second level district will have at least one, which means there will be approx. 350 OJHS in Indonesia. School clusters will be established. Indonesian government has decided to disseminate the system throughout the country

WEAKNESSES/RISK FACTORS:

Difficulty for students to adjust to studies without a teacher. Print materials need to be very carefully designed so as to motivate students for self-instruction. Delay in printing reproduction and distribution of instructional materials. Shortage of competent full time personnel, both at national and local levels. Weaknesses in learning materials for development staff. Lack of writers capable of producing materials appealing to students. A shortage of competent personnel for implementation of programme. Audio-visual media, important in self instruction, are only available in main schools. Problems to reach remote areas. Lack of appeal of learning centres. Difficulty to provide feedback to students in absence of real teacher. A scale effect problem is anticipated.

PROJECT DESCRIPTION:

OJHS are open learning centres for primary school graduates who cannot enter Junior High Schools (JHS). Students study individually at a learning centre, housed in a community building near their homes, 5 days a week for 3 or more hours a day. The instructional process consists mostly of self-learning from printed and audio-visual materials. A facilitator is available in the centre, mainly as a manager and once or twice a week students can attend meetings with their subject matter teachers in ordinary JHS. The curriculum is the same as in JHS

SOURCES:

Open Junior High School, Ministry of Education and Culture 1992; The Indonesian Open Junior High Schools, Sadiman, Jakarta 1992; Baseline Study for Open Junior High Schools, Indonesian Association of Educational Technologists, Jakarta 1992; A review of teacher education issues in Indonesia, Kemmerer, Frances, Nielson, Lynch, Jakarta 1990; Thematic Portfolio Distance Education, EFA: Making it Work, UNESCO/UNICEF, 1996

0062

Quality through support for teachers, the CIANJUR model

Ministry of Education and Culture
Office of Educational and Cultural Research and Development
Balitbang Dikbud. Box 297 KBY
Senayan. Jakarta Pusat
INDONESIA

COUNTRY:	Indonesia
PROJECT TYPE:	Governmental
AREAS OF INNOVATION:	<i>teacher education; learning methods; educational management; teacher effectiveness; primary education</i>
TARGET GROUPS:	teacher educators
OBJECTIVES:	To promote better and more active learning in primary schools.
INF ON COMMUNITIES/LEARNERS:	804 primary schools in the original project
MANAGER:	Dr Harsja Bachtiar
WORKING LANGUAGES:	English; Austronesian
STARTING YEAR:	1980

DURATION: on-going
 FUNDING SOURCES: Government of Indonesia; Overseas Development Administration of the United Kingdom; the British Council; the Institute of Education University of London (UK)

STAFFING:
 5,345 teachers (in the original project); 20,000 more in the dissemination phase

EVALUATIONS:
 Abstract in IIEP publication: "Increasing and improving the quality of basic education", Schaeffer (ed) (1992).
 "Quality through support for teachers, a case study from Indonesia", Tangyong, Wahyudi, Gardner, Hawes, Indonesia 1989

WEAKNESSES/RISK FACTORS:
 Balance between class, group and individual activity was hard to maintain. In most schools teachers found it difficult to build upon the new techniques acquired. New approaches were practised very unevenly. Joint planning and cooperation between ministries and other agencies necessary to avoid rivalry. In-service training suffered from lack of continuity

BACKGROUND:
 Indonesia, one of the most populous countries in the world, is a vast nation spread over many islands. Java is one of the most densely populated. The people in Indonesia come from some 300 ethnic groups and speak more than 200 dialects. Most of the people, however, speak the national language Bahasa Indonesia which is used as a medium of instruction from primary schools to university. The CIANJUR project was launched in response to a need to improve relevance and efficiency of primary education. As of 1984, the Cianjur model has been disseminated to other provinces in Indonesia

PROJECT DESCRIPTION:
 CIANJUR (or ALPS) is a project for quality improvement through professional support for teachers in primary schools. It also aims to strengthen the role of primary supervisors and principals and improve their competence to assist teachers. The project has developed a working model of support with in-service training as a regular feature of teachers' corporate life. These activities include teachers', principals' and supervisors' clubs and centres. These allow local initiatives and active involvement of educational personnel in planning, implementing and evaluating in-service programmes

SOURCES:
 Abstract in IIEP publication "Increasing and improving the quality of basic education" ed. Schaeffer, 1992, by Djam'an Satori. Quality through support for teachers, a case study from Indonesia, Tangyong, Wahyudi, Gardner, Hawes, Indonesia 1989

0063

**Visiting teacher model for the universalization of primary education
for 7-12 year old children in isolated areas**

Ministry of Education and Culture
Balitbang Dikbud Kotak POS 297 KBY JI
Jenderal Sudirman-Senayan Jakarta
INDONESIA
Telephone: 587102

COUNTRY:	Indonesia
PROJECT TYPE:	Governmental
AREAS OF INNOVATION:	<i>access to education; learning methods; teacher role; flexible calendar; multiple class teaching; teaching aids</i>
TARGET GROUPS:	disadvantaged groups; nomadic groups; children; dropouts; teacher educators; rural areas
EXTERNAL CONTACT PERSONS:	Mr Soepangkat, Hariadi .Ambassador Permanent Delegate
WORKING LANGUAGES:	English; Austronesian
STARTING YEAR:	1989
FUNDING SOURCES:	Government of Indonesia

GOVERNMENT SUPPORT/OTHER COLLABORATION:

Cultural Research and Development and Directorate General of Primary and Secondary School. Provincial Government and Office of Education in Provinces. Universities

PLANS FOR GOING TO SCALE:

The model was reviewed in 1994 for dissemination of empirical model, reinforcement, assistance and supervision

EVALUATIONS:

The teaching learning process is evaluated on a quarterly basis

PROJECT DESCRIPTION:

The main objective of this project is to develop a model delivery system for primary schooling for 7-12 year old children who live in isolated areas (including nomadic children). Satellite classes are established as branches of the nearest primary school. Each satellite class can have students with different levels of ability and achievement. The teaching personnel are visiting teachers, tutors and other volunteers. Management of the satellite class is included in management of its base school and supervision is carried out by headmaster of base school. Learning programmes offered are : functional literacy (3 years), certification of primary school (equivalent of grades 4 to 6, three additional years) and Equivalency Primary School Programme with no time limit. Students from satellite classes have the same rights as those who have finished their studies in a primary school

Lao People's Democratic Republic

0064

Network for Teacher Upgrading

Ministry of Education and Sports Steering Committee
UNICEF, P.O. Box 1080
Vientiane
LAO PDR

PROJECT TYPE:	Governmental
AREAS OF INNOVATION:	<i>teacher effectiveness; teacher education; teacher supervision; teaching aids; school community relationship</i>
TARGET GROUPS:	disadvantaged groups; teacher educators; rural areas
OBJECTIVES:	To reduce the percentage of untrained primary school teachers in the country from 35 per cent to 10 per cent in four years. To provide the technical advice and in-country training necessary to make this programme self-generating and sustainable.
INFO ON COMMUNITIES/LEARNERS:	10 primary teacher educators to be trained in each of 8 NTU centers in order to train 3,200 untrained teachers by 1996 ie 800 untrained teachers a year
MANAGER:	Mrs Anne Sutherland. UNICEF Representative
WORKING LANGUAGES:	French; Lao
STARTING YEAR:	1992
DURATION:	on-going
FUNDING SOURCES:	UNICEF; Government of Laos

STAFFING:

Each network has a principal who is directly responsible to the Ministry of Education and Sports Steering Committee

EVALUATIONS:

The overall responsibility for project monitoring and evaluation activities will be carried by the MOE through the education steering committee. A joint government/UNICEF project team carries out quarterly progress reviews. Technical and professional aspects of the programme are evaluated by specialists in primary education and teacher training

WEAKNESSES/RISK FACTORS:

The most critical factor will be the successful preparation of trainers. The type of course planned for untrained teachers is very different from the traditional teacher training in Laos. Also the trainers will be secondary subject specialists with little experience in primary teaching. The course materials must be easily understood by untrained teachers with only primary education themselves. It is important to ensure that trainers be mobile and that distribution of textbooks and other materials be efficient, making use of existing means of transport, in most effective way

PROJECT DESCRIPTION:

The programme contains 16 learning modules with a residential course and distance education modules in Lao language. To do this, a cadre of primary teacher educators has been trained with specific skills in upgrading untrained teachers in remote areas. Eight centres have opened for two teams of ten educators. Training manuals, in Lao language to be produced, for the trainers. The "network" aspect emphasizes the flexible linkage between the eight centers as well as cooperation and communication between them, and allows for variation and flexibility in implementation to suit local conditions

SOURCES:

Draft project plan of action for network for teacher upgrading 1992-1996. Government of the Lao P.D.R and UNICEF

0065

A School Cluster Pilot Project

UNESCO/PROAP

P.O. Box 967

Prakanong Post Office

Bangkok 10110

THAILAND

COUNTRY: Lao People's Democratic Republic
 PROJECT TYPE: Governmental
 AREAS OF INNOVATION: *educational management; parent participation; school community relationship; educational facilities; motivation; learning methods; primary education dropouts*
 TARGET GROUPS: dropouts
 OBJECTIVES: To increase quality and access of basic education.
 INFO ON COMMUNITIES/LEARNERS: The cluster covers 8 rural villages with a population of about 4,000 (1,032 pupils and 33 teachers)
 EXTERNAL CONTACT PERSONS: Director, UNESCO PROAP
 WORKING LANGUAGES: French; Lao
 STARTING YEAR: 1987
 DURATION: on-going
 FUNDING SOURCES: Government of Lao PDR

STAFFING:

Local employees

BACKGROUND:

In 1987, the Government reformulated educational objectives, recognizing education as the productive force in socio-economic development. A substantial upgrading of the planning, management and provision of education was foreseen, with stress on quality as well as national coverage

PROJECT DESCRIPTION:

« The Development of Basic Education and Productive Activities in Primary Schools through Collaboration and Co-operation » started in 1990 with the launching of school clusters. The clusters included one lead school and six satellite schools. Local participation from teachers and villagers was considered the key factor and was systematically sought as a basic element for sustainability and extension. Among the achievements: relatively cheaper buildings with community participation; schools and teachers no longer isolated; increasing commitment of teachers; improvement of educational quality; pupils attending classes more regularly because of interest in school activities and parents' concern. Recently a 300 per cent increase in the first grade enrolment in the two ethnic minority villages; a decrease in first grade repetition and drop-out have been noticed

SOURCES:

Project Report and results from APEID's Regional meetings

Malaysia

0066

Development of an effective learning system for the improvement of life; DELSILIFE

INNOTECH, Commonwealth
Avenue. P.O.Box 207
Diliman, Quezon City 1101
PHILIPPINES

PROJECT TYPE:	Intergovernmental
AREAS OF INNOVATION:	<i>adult literacy; life skills; community participation; out of school education; educational management</i>
TARGET GROUPS:	communities; teacher educators; rural areas
OBJECTIVES:	Improvement of life of the rural poor through self-reliance.
EXTERNAL CONTACT PERSONS:	Mrs Sutaria. Director
WORKING LANGUAGES:	English; Malay
STARTING YEAR:	1980
DURATION:	on-going
FUNDING SOURCES:	Government of Netherlands; Counterpart funding participating countries

EVALUATIONS:

Evaluation is an integrated part of the DELSILIFE process

WEAKNESSES/RISK FACTORS:

Programme depends on goodwill and voluntarism of people

BACKGROUND:

DELSILIFE was developed by the Regional Center for Educational Innovation and Technology, INNOTECH of the Southeast Asian Ministers of Education Organization (SEAMEO). The learning system was piloted in four SEAMEO member states: The Philippines, Thailand, Indonesia and Malaysia from 1982-1984. The project was further developed in Thailand, The Philippines and Indonesia and tested in selected pilot villages

PROJECT DESCRIPTION:

DELSILIFE is an educational strategy to fight poverty. It is based on small learning groups (5-15 persons) who live close to each other. Each group selects its own leader. The group then fixes its own programme. depending on what the members themselves want to learn (irrigation, health, machinery maintenance, book keeping...). The group may invite resource persons to transfer specialized knowledge. Participatory and democratic principles are essential factors in the model. Once a community has decided to adopt the approach, a management structure is set up with leadership at three levels: the learning group, the neighbourhood area and the community. Villagers elect leaders who are trained by the initiator. Completion of a learning programme usually results in the planning of a new programme based on needs identified by members. Small scale economic activities often develop as a result

SOURCES:

Delsilife, An Educational Strategy to Fight Poverty, CESO Paperback No 9 (1990), Boeren, Kater

0067

The National Self-Access Project for Teachers' Colleges

SAL (UNESCO)

Pejabat Damansara, Jalan Dungun, Damansara Heights

P.O.Box 12544

50782 Kuala Lumpur

MALAYSIA

Telephone: (60-3) 255.91.22/-33 / Fax: (60-3) 255.28.70

COUNTRY:	Malaysia
PROJECT TYPE:	Governmental
AREAS OF INNOVATION:	<i>teacher education; teaching methods; teacher role; motivation; self instruction; educational facilities</i>
TARGET GROUPS:	teacher educators
OBJECTIVES:	To raise the quality of teacher training in English.
EXTERNAL CONTACT PERSONS:	Mr Hadlow, Martin. Head of Office (UNESCO)
WORKING LANGUAGES:	English; Malay; Chinese; Indian
STARTING YEAR:	1989
DURATION:	on-going
FUNDING SOURCES:	Ministry of Education (Malaysia)

PLANS FOR GOING TO SCALE:

Focus on extensive zonal development with the National Centre playing a key role; the development of a specialized body of materials for speech training; continuing production of SAL; extension of computer and video facilities as well as in service trainees

PROJECT PUBLICATIONS:

Materials produced in the form of audio-tapes, video materials, printed materials as well as computer assisted learning programmes (a bank of SAL materials has been developed)

PROJECT DESCRIPTION:

The concern for the declining standard of English language amongst the younger generation has necessitated the MOE to provide a broader and more efficient means of improving teacher trainees' language proficiency. The purpose of the Project is to establish Self-Access English Language Centres in all 28 Teachers' Colleges in Malaysia. Initially, 7 pilot centres for the development of project materials were established. A range of general proficiency material was produced covering all language skills and a body of specialized materials to improve speech skills. The project has also been working hard on developing systems of centre management and administration as well as learner induction and monitoring

Maldives

0068

On-Site Teacher Education Programme.

UNICEF

Maaveyodhshuge

Maaveyo Magu; Male

MALDIVES

Telephone: (960) 32-2017/-1565/-1566

PROJECT TYPE:

Governmental

AREAS OF INNOVATION:

*teacher management; teaching methods;
educational management; curriculum development;
learning methods*

TARGET GROUPS:

teacher educators

OBJECTIVES:

To improve the quality of teaching in the country.

INF ON COMMUNITIES/LEARNERS:

Local teachers

EXTERNAL CONTACT PERSONS:

Mr Musanna, Ahmad. UNICEF Representative.

WORKING LANGUAGES:

English; Divehi

DURATION:

on-going

FUNDING SOURCES:

Government of Maldives; UNICEF;
Ministry of Education (Maldives)

PLANS FOR GOING TO SCALE:

Recruitment and provision of a local counterpart (2 trained teachers from the Atolls) to work with the teacher educator. Additional funding. Expansion and local capacity building of Institute of Teacher Education (ITE) in-service training. Establishing a permanent atoll-based teacher education programme

PROJECT DESCRIPTION:

Visit by a teacher educator from the Institute for Teacher Education (ITE) to a selected atoll to conduct situation analysis and determination of training needs of teachers with the head teacher of the Atoll Education Centre (AEC). Return of teacher educator to ITE to formulate a detailed plan of action in consultation with in-service staff of ITE and Atoll Education Section of the MOE. Teacher educator then returns to selected atoll to implement the formulated programme. A typical programme includes the following: workshops on basic teaching skills and curriculum orientation for untrained teachers; workshops on teaching skills for specific subjects for trained teachers; visits and observation of teaching and learning in individual island schools; assistance in organizing and implementing school-based in-service training

Mongolia

0069

Improving National Education

UNESCO

Waijiaogongyu, 5-15-3 Jianguomenwai

Beijing 100600

CHINA

Telephone: (86-1) 532.1725/-2828, Fax: (86-1) 532.4854

PROJECT TYPE:	Governmental
AREAS OF INNOVATION:	<i>access to education; teacher role; educational facilities; financial administration; curriculum development; teaching aids; teacher education; educational management; distance education</i>
TARGET GROUPS:	dropouts; teacher educators; students
OBJECTIVES:	To renew the present education system.
EXTERNAL CONTACT PERSONS:	UNESCO Representative
WORKING LANGUAGES:	English; Mongol
DURATION:	on-going

GOVERNMENT SUPPORT/OTHER COLLABORATION:
UNESCO/PROAP

PLANS FOR GOING TO SCALE:

Renewal of the present education system in accordance with the growing market economy; ensure preparatory work on introduction and revision of the national Mongol script; introduction of effective training for drop-outs supported by research studies and evaluations

BACKGROUND:

(a) student drop-out rate is increasing sharply (b) schools face closure; (c) experienced teachers are leaving schools because of low salaries; (d) curricula and strategies are out-dated; (e) learning-teaching materials are no longer relevant; (f) teacher retraining and training need upgrading; (g) materials to be used by learners and teachers need to be improved and increased; (h) the Mongol script has to be introduced as a matter of priority as it is becoming the official language; (i) there is a need to start teaching foreign languages, particularly English

PROJECT DESCRIPTION:

Mobile team of experts to assess the present educational conditions and to elaborate constructive recommendations; enrol Mongolia in UNESCO PROAP projects on urgent and priority issues; adapt innovations in areas such as distance learning, English language teaching, etc.; organize training and retraining of teachers, education specialists, and organize study visits

Nepal

0070

Education for Rural Development through Effective Primary Education System

UNESCO/PROAP

Prakanong Post Office

Box 967

Bangkok 10110

THAILAND

Telephone: 66 2 39 10880 / Fax: 66 2 3910866

PROJECT TYPE:	Governmental
AREAS OF INNOVATION:	<i>access to education; primary education</i>
TARGET GROUPS:	communities; rural areas
OBJECTIVES:	raise quality of education in rural areas.
STARTING YEAR:	1992
DURATION:	on-going

PLANS FOR GOING TO SCALE:

Establishment of school clustering on a nation-wide scale.; adoption of payment-by-results and cost sharing in school construction; organization of short term teachers' training by clusters

IMPACT:

The cluster-based short-term teacher training has been extremely valid; payment by results in school construction and literacy classes has been very effective; the development work done by teachers had a positive effect on the schools and community

PROJECT DESCRIPTION:

(a) clustering of 10-15 neighbouring schools, with one resource centre school for training and mutual assistance; b) short term training for cluster school teachers in pedagogy and school management; c) school performance used as incentive for distribution of seeds, school latrine building, tree plantation, etc; d) conducting non-formal education classes for girls, out-of-school children and adults; e) school building/renovation programme with community sharing the cost of construction and renovation

SOURCES:

13th Regional Consultation Meeting on the Asia and Pacific Programme of Educational Innovation for Development, Final Report, PROAP, 1992. Project Report

Pakistan

0071

Aasthan Latif Welfare Society; ALWS

Aasthan Latif Welfare Society
A/273, Block-3, Gulshan-E-Iqbal
Karachi
PAKISTAN
Telephone: 9221461782

PROJECT TYPE: Nongovernmental
AREAS OF INNOVATION: *girls education; girls enrolment; access to education; flexible calendar; teacher education; motivation; school community relationship*
TARGET GROUPS: girls; rural areas
OBJECTIVES: To spread primary education among women and girls in rural Sindh.
To establish functional non-formal primary school centres in collaboration with the local communities.
INF ON COMMUNITIES/LEARNERS: In February 1994 the Society was providing NFPE to approximately 12,000 girls
MANAGER: Mr Fakir Abdul Ghafoor Alasti. Director
EXTERNAL CONTACT PERSONS: Mr Tariq Saeed. Programme Officer ED.
UNICEF Karachi. P.O. Box 13845,
Clifton. Karachi, Pakistan.
Telephone: 92 21 535 916, Fax: 92 21 532 941
Sindh; Urdu
1983
on-going
WORKING LANGUAGES: UNICEF; Asthan Latif Welfare Society/Community members
STARTING YEAR: 1993 budget: UNICEF: \$437,000 NGO/comm. \$94,000
DURATION: Planned budget for 1994: UNICEF: \$500,000 and
FUNDING SOURCES: NGO/Comm.: \$153,000. Approximate cost per student per
COST DATA: year: US\$ 17.

STAFFING:

1 President; 1 Vice President; 1 General Secretary (Joint Secretary for men volunteers and Joint Secretary for women volunteers); 1 Information Secretary; 1 Treasurer. (The Society has a volunteer force of 100 core workers. There are another 200 volunteers whose services are called upon when needed)

PLANS FOR GOING TO SCALE:

100 additional centres opened in the district in 1994, which enables ALWS to provide NFPE to some 12,000 girls

EVALUATIONS:

The project was evaluated by UNICEF in 1994

WEAKNESSES/RISK FACTORS:

As the ALWS teachers traditionally have little educational qualifications, the success of the project depends to a great extent on the quality of the pre-service and in-service training. As the programme has expanded massively over the last few years it might be difficult to keep up the standard of monitoring and in-service training on which the programme depends

IMPACT:

The Asthan Latif Welfare Society plays an important role in determining and channelling available community resources for girls' education with UNICEF assistance

BACKGROUND:

In Thatta, a district in rural Sindh, education of girls has encountered many difficulties. A few men led by Abdul Gafoor Alasti, President of the ALWS, started a campaign for female literacy in the area. After six years of work in the Thatta area, the Society was registered with the Sindh Government in 1989 and one year later it joined hands with UNICEF. 10 schools were established for a one-year pilot phase. The feasibility studies proved the project to be so successful that in November 1993, the ALWS was providing NFPE to some 9,000 girls

The Thatta district in the Sindh province in the South of Pakistan, was once fertile yet it is now drought-stricken and impoverished. 90 per cent of the population of the district live in rural areas, in poor conditions. Literacy rates are low and few girls enroll in schools

PROJECT DESCRIPTION:

The project targets illiterate, out-of-school girls aged 8-12 years. The project operates under the following developmental stages: motivation; survey; establishment of a village education committee and identification of students for non-formal primary education (at least 30 girls between 8-12 years of age); construction of makeshift school, and identification and training of teachers who are provided a month's training to complete training and teach in the community for two years. The NFPE course uses the primary curriculum of the Government as a 3 year condensed completion of primary school. The students are taught 3 hours per day with flexible timing 6 days a week. The schools run in two shifts to accommodate students. The teacher's qualifications are middle or primary pass. The school is monitored for a half year period whereafter UNICEF provides material for a more permanent school building constructed by the villagers themselves

Along with a local NGO and UNICEF the project has managed to introduce basic literacy education for working girls in poor rural areas where there is little female education. Mobilization of the community is essential as is active community participation. Teams are sent to villages, a teacher and thirty students are chosen from the community. A village education committee is formed and trained. The schools run in two shifts to accommodate girls who work during the day or who look after their siblings when their parents work. By end 1994, there were 400 schools, 12,000 students and some 400 teachers trained

SOURCES:

Non-formal primary education, Thatta. UNICEF, Pakistan, 1993. Project document

0072

Alif Laila Book Bus Society

Alif Laila Book Bus Society
20-F, Gulberg, Lahore
PAKISTAN
Telephone: 871131

COUNTRY:

Pakistan

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

student transportation; learning improvement; motivation; educational facilities; educational quality; life skills; vocational training; teaching methodology

TARGET GROUPS:

youth; students; socially disadvantaged children

OBJECTIVES:

To stimulate in-school children by offering them a children's creativity centre.

To offer access to education to out-of-school children.

To upgrade the quality of education in schools.

INF ON COMMUNITIES/LEARNERS: The centre and the library cater for students from schools in central Lahore. It is unique as it services disadvantaged children and children from affluent families (the latter spend many an afternoon in the centre's resource library) The clubs primarily service children from poor families. They are members of their club for three years from grade 6 to 9 and come to the centre once a week for three hours. Most students specialize in one or two areas.

EXTERNAL CONTACT PERSONS: Mr Midhat Kazim, Director, 20-F, Gulberg, Lahore, Pakistan
Telephone: 871131

WORKING LANGUAGES: Punjabi; Urdu; English

STARTING YEAR: 1972

DURATION: on-going

FUNDING SOURCES: Canada Small Projects Office

COST DATA: The three year tuition-cost for the members of the Alif Laila Clubs comes to an approximate total of \$270 per student

STAFFING:

1 Director; 11 club-teachers; 1 librarian; library assistants

GOVERNMENT SUPPORT/OTHER COLLABORATION:

The Government of Pakistan (donated a building to the Alif Laila Book Bus Society to house its educational activities)

PLANS FOR GOING TO SCALE:

Midhat Kazim, the Director, has designed an educational modernization programme for Pakistani schools based on the idea that education is learning to act constructively, to be able to collect facts in a meaningful method and to extract valid information from them. Alif Laila has designed a less costly version of the Book Bus system for the underserved rural schools in Pakistan, which only need funding to be launched

EVALUATIONS:

Member of the EFA, Making it Work staff visited the programme in 1993

WEAKNESSES/RISK FACTORS:

This small project has problems attracting funding from international agencies who are more likely to support large-scale literacy or non-formal education programmes. The programme depends to a very large extent on the founders Mr. and Mrs. Kazim, who apart from their efforts also invest much of their private capital in the Society's activities

IMPACT:

The programme reaches out to a lot of students in Lahore and serves to enhance the quality of their education. The library services, first introduced by Alif Laila, have been a model for a lot of children's libraries set up by the Pakistani government. The innovative booklets for new readers are a valuable input to the pedagogical resource-pool in Pakistan.

PUBLICIZING:

The Alif Laila Book Bus Society's Arts and Craft Club has over the years specialized in designing puppets for Puppet Theatre and staging popular plays with an educational message. The shows have won several prizes and have appeared on Pakistani Television and visited a number of schools. The Society has produced a short feature film "Naila" on the importance of educating girls. The film is very popular among Pakistani education specialists and is used by UNICEF Pakistan's EFA-advocacy campaign

PROJECT PUBLICATIONS:

The centre produces children's literature in Urdu and has established a children's Publishing House, the guiding principle being learning through fun: producing books that speak to the child's fantasy

BACKGROUND:

Midhat Kazim launched the ALBBS programme with the intention of creating a more attractive, relevant and immediately useful education to the learner to counter the massive drop-out in primary and secondary schools. To also give literacy and education a boost through creating an active desire for education. The vision was and is to impart in the students a deeper understanding of what they learn in school by relating theoretical concepts to practical experience and promoting the discovery of innovative talents in the children. The Society set up the first children's library in Pakistan in a double decker bus. This was instrumental in attracting the government's attention to the absence of children's libraries in the country. In the following years, the Society set up a complete educational complex for children with one lending library, one reference library, photocopying facilities, audio-visual facilities and eight hobby clubs. For out-of-school children, Alif Laila has piloted a literacy programme, teaching Urdu, maths and English in co-operation with the Lahore American School. Talented students from affluent backgrounds volunteered to teach the out-of-school children. Not only did most learners become literate, but the programme also induced a sense of social awareness among the affluent student-teachers

PROJECT DESCRIPTION:

The Alif Laila Book Bus Society runs seven hobby clubs: a computer club; an electronics club; a photography club; an aero modelling club; a carpentry club; a mechanics club and an arts and crafts club. The club members are picked up by the Society's bus from their schools once a week and spend three hours attending tuition in one of the clubs (in agreement with the schools)

SOURCES:

"The Alif Laila concept of educational modernization in Pakistan". Alif Laila; "World Education Report 1993". UNESCO. "TVO status report. Trust for Voluntary Organisations

0073

The Baldia Home Schools Programme

BUSTI, F-89, Block F

North Nazimabad

Karachi

PAKISTAN

Telephone: 6647123

COUNTRY:

Pakistan

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

***primary education; teacher training;
community participation***

TARGET GROUPS:

child labour; teachers; communities; rural areas

OBJECTIVES:

The training of local women teacher candidates to facilitate non-formal primary education in the Baldia community.

IMPACT ON COMMUNITIES/LEARNERS:

From 100 home schools in 1985, the programme has grown steadily. In 1994, it covered approximately 500 schools and provided non-formal primary education to some 6.120 children from the community which is under-served by government education facilities and where education for girls has traditionally been perceived as too costly.

EXTERNAL CONTACT PERSONS:

Mr Tariq Saeed. Project Officer UNICEF. P.O.Box 13845, Clifton. Karachi. Pakistan, Fax: 92 21 5870850

WORKING LANGUAGES:

Urdu; Sindhi

STARTING YEAR:

1985

DURATION:

on-going

FUNDING SOURCES: Women's Division, Government of Pakistan; South Asia Partnership; Businessmen's Relief Fund; Habib Bank Trust
COST DATA: World Bank; UNICEF; BUSTI/community
 UNICEF co-sponsored the project with an allotment per year of \$50,000. BUSTI and the community raised an additional \$15,000

STAFFING:
 1 executive director; Operational field staff (planning implementation and evaluation); social mobilizers; community organizers

GOVERNMENT SUPPORT/OTHER COLLABORATION:
 Government of Pakistan. Women's Division

PLANS FOR GOING TO SCALE:
 According to UNICEF Karachi, the Pakistan Government plans to launch a 2,000 home-schools programme

EVALUATIONS:
 Claudine Hellemann, UNICEF consultant, has evaluated the programme

WEAKNESSES/RISK FACTORS:
 The Home School programme can only provide quality education if the home schools are monitored by qualified supervisors and if in-service training is provided to both teachers and supervisors on a regular basis. It is important that the programme while up-scaling maintains or optimally improves monitoring standards

IMPACT:
 BUSTI has brought NFE to approximately 6,000 children in Karachi East. Some 80 per cent of the BUSTI students who have completed their NFE training have continued in the formal school system

BACKGROUND:
 The BUSTI project operates in Karachi, the most populous city in Pakistan and the provincial capital of the Sindh province. Baldia is a squatter settlement, located in Karachi East. The second largest industrial area in Karachi is located here. The low income groups suffer from a lack of health care, lack of proper sanitation. The need for alternative educational services is apparent as the government schools cannot accommodate all children in the area. Parents are unwilling to send their daughters and small children to school as these are located at a far distance from their homes and because the girl's value as a labour source in her home is high. Moreover, the education offered in the formal school system is considered of little use by many parents. As it was found that a large number of girls received religious education in a neighbouring house or at the local mosque, BUSTI adopted the Home School concept. The approach has eased the centres integration and operation in the communities

PROJECT DESCRIPTION:
 To prepare the opening of a centre, a general survey is made to assess the need for education, health education, water and sanitation programmes in the target communities. Following this, the area is visited by a social organizer from the BUSTI programme to identify the location of a home school and to identify local teacher candidates. The teacher, preferably female with 10 years of schooling, is selected and provided a two-week training on basic teaching skills. To monitor, supervise and evaluate the performance of the home schools, monthly visits are made by BUSTI programme staff. The teachers meet on a monthly basis to discuss professional problems and progress. Finally, refresher courses are arranged for the teachers.

SOURCES:
 "Non-formal primary education. Karachi East. An NGO profile. BUSTI". UNICEF, 1993. Videobank, EFA:
 Making it Work. UNESCO/UNICEF, 1995

0074

Basic Education for Afghan Refugees; BEFARe

Commissioner Afghan Refugees
 Peshawar and German Agency for Technical Cooperation (GTZ)
 BEFARe
 P.O. Box 1481
 Peshawar
 PAKISTAN
 Telephone: 0092/521/840631./ Fax: 0092/521/841047

COUNTRY:	Pakistan
PROJECT TYPE:	Intergovernmental
AREAS OF INNOVATION:	<i>access to education; adult literacy; teacher education; teaching methods; out of school education; life skills</i>
TARGET GROUPS:	Refugee children
OBJECTIVES:	To improve the quality of education for children and adults.
INF ON COMMUNITIES/LEARNERS:	Educational support to 350 schools; textbooks to 50,000 students; trains 1,000 teachers per year and gives intensive training to 100 teacher trainers/supervisors. Non-formal education for 55,000 refugee women; Pashto courses to 4,700 so far.
EXTERNAL CONTACT PERSONS:	Mr Hirth, Michael. Deputy Director
WORKING LANGUAGES:	English; Pashto
STARTING YEAR:	1990
FUNDING SOURCES:	German Agency for Technical Co-operation (GTZ); Government of Germany; Government of Islamic Republic of Pakistan

PLANS FOR GOING TO SCALE:

In the present phase when one million refugees have already left Pakistan the project is mainly interested in improving the quality of its remaining programmes. The project has been requested to move its activities to Afghanistan

WEAKNESSES/RISK FACTORS:

A further expansion of the primary school activities in refugee camps is at present not seen as the main purpose of the project. BEFARe has to wait for explicit political decisions between Pakistan and Afghanistan before it can start to work on a larger scale or on a regular basis inside Afghanistan

PROJECT DESCRIPTION:

BEFARe is aiming at the improvement of basic education for children (formal education) and for adults (non-formal education), including the training of instructors and teachers on several levels through: teacher training; production of teaching materials including teacher training modules and cassette-cum-flipchart course in child care; literacy skills and child care awareness; educational staff prepared to meet problems stemming from repatriation; management capacity building activities. The basic pedagogical intention is child-centered teaching. Workbooks, charts and primers are produced for Pashto and mathematics for grades 1 to 3. They have been tested and improved. More teaching materials for neo-literates at various levels are being produced

0075

Field-Based Teacher Development Programme; FBTD

Aga Khan Foundation Service

P.O. Box 435

1211 Geneva

SWITZERLAND

Telephone: 41-22-7360344 / Fax:41-22-7360948

COUNTRY: Pakistan

PROJECT TYPE: Governmental; Nongovernmental

AREAS OF INNOVATION: *learning time; access to education; girls education; learning methods; life skills; student participation; teacher education*

TARGET GROUPS: teacher educators; rural areas

OBJECTIVES: To improve the quality of basic education in the Northern areas and Chitral District in the Northwest Frontier Province of Pakistan.

INF ON COMMUNITIES/LEARNERS: The FBTD has trained 405 trainees for the Primary Teaching Certificate and thousands have received refresher courses. In Chitral, 150 teachers received training (including 21 women teachers). Another 20 trainees were under training in 2 centres for primary teacher certification as well as 9 men teachers who are the first batch of trainees to get a certified teachers exam for middle schools

MANAGER: Ms F. Bhatti/Abdul Ghafoor. Assistant Project officer

EXTERNAL CONTACT PERSONS: Mr Jeremy Greenland. Programme Officer

WORKING LANGUAGES: English; Urdu

STARTING YEAR: 1984

DURATION: on-going

FUNDING SOURCES: Commission of the European Communities; Government of Pakistan; Aga Khan Foundation Service (Switzerland)

COST DATA: app. 40.000 PKR per trainee

STAFFING: Senior Education Officer: 1 person; Assistant Project Officer: 1 person; Academic Advisor: 1 person; District Education Officer: 1 person; Subdivisional Education Officer: 1 person. In Chitral: 5 specialists

PLANS FOR GOING TO SCALE: The remaining untrained primary teachers in government primary and middle schools and AKES schools will be trained

EVALUATIONS: 1989/90: Officials of the Aga Khan Education Service (AKES) and Commission of the European Communities. 1992: AKES-Chitral and Gilgit project officers, Directors for Primary and Secondary Education, (NWFP) Head of the Chitral Project-Ms. F. Bhatti. 1992: Debriefing meeting at Commission of Eur. Communities in Islamabad Bude 1992, Field-Based Teacher Development Programme. Education, Science and Documentation Centre, ZED, Bonn

WEAKNESSES/RISK FACTORS: The selection training and monitoring of learning supervisors should be reconsidered. In order to prevent that teachers after exposure to FBTD methods, fall back into old habits, forcing pupils to memorize texts from books, assessment exercises should be expanded. The learning of Urdu as a second language is still to be solved

IMPACT: The FBTD Programme has initiated positive changes in classroom teaching in primary schools in the district

BACKGROUND:

The Field Based Teacher Development (FBTD) Programme started in 1984 in Gilgit, Northern Areas, and was extended to Chitral, Northwest Frontier Province in 1988. The Aga Khan Education Service (AKES) is the largest private network of education institutions in Pakistan. Most of the AKES schools operate in the Northern Areas and in Chitral. Around 180 schools in these parts of Pakistan cater mainly for female students, because education for boys is provided by the government. Due to the poor quality of education delivered in these schools children showed low learning achievement. Main causes were rigid methods of classroom instruction used by mainly untrained or badly trained teachers

PROJECT DESCRIPTION:

This is a primary (1-6) and middle school (6-8) project aimed at improving basic education by advocating a child-centered teaching approach and reducing the number of untrained teachers. Guidelines followed include: Monitoring training centres and trainees; Preparing Master Trainers by exposing them to progressive teaching methods and lesson prep via manuals; Revising: manuals, structure and content of refresher training courses. Teachers nominated as Assistant Master Trainers train other teachers in these courses; Training Learning Supervisors (since 1989, the number has increased from 5 to 18, Quarterly meetings with Learning Supervisors and Project Team are attempted). A resource centre in Gilgit was established and middle-school teachers are now trained

SOURCES:

Bude, Udo (1992), Field-Based Teacher Development Programme. Education, Science and Documentation Centre, ZED, Bonn. Bude, Udo 1992, Field-Based Teacher Development Programme. Education, Science and Documentation Centre, ZED, Bonn

0076

Primary Education Development; PED

The Society for Community Support for Primary Education in Balochistan
Balochistan
PAKISTAN

COUNTRY:

Pakistan

PROJECT TYPE:

Government; Nongovernmental

AREAS OF INNOVATION:

girls enrolment; primary teacher education; community participation; educational quality
communities; teachers; out-of-school children; girls; rural areas

TARGET GROUPS:

OBJECTIVES:

Teaching communities in Balochistan and North West Frontier Province to take on responsibility for girls' education.

Training local teacher candidates.

Establishing schools in the communities where no schools exist.

INF ON COMMUNITIES/LEARNERS:

In 1993, 122 girls' primary schools had been established with 4.183 girls enrolled

EXTERNAL CONTACT PERSONS:

Mrs Beverly H. Jones. Vice President and Director International Basic Education Academy for Educational Development, 1875 Connecticut avenue, N.W., Washington, D.C. 20009-1202. Telephone: 202 884 8000
Fax: 202 884 8400

WORKING LANGUAGES:

Balochi; Urdu

STARTING YEAR:

1990

DURATION:

on-going

FUNDING SOURCES:

USAID; UNICEF; World Bank;
Trust for Voluntary Organizations; Habib Bank Trust

STAFFING:
42 employees

GOVERNMENT SUPPORT/OTHER COLLABORATION:

The Government of Balochistan budgeted 200 teaching posts for 1993/1994. The Society has forward funding for at least two years and will continue as the implementing agency under contracts with the Government of Balochistan, UNICEF, the World Bank, and other funding agencies

WEAKNESSES/RISK FACTORS:

Parents do not automatically know how to monitor their children's education. Follow-up teacher training for the new teachers is essential. Training alone does not guarantee effective teaching. Ensuring quality is crucial to the success of this programme: if community school teachers are weak, parents will remove girls from the schools

IMPACT:

The drop-out rate for girls has been reduced. Approximately 75 percent of the girls eligible for primary school in the project area are enrolled

BACKGROUND:

The educational situation in Balochistan is very poor in general and particularly so for girls. As girls are a valuable source of household labour and quality of the education services has been questionable many do not send their daughters to school and consider it a waste of time. Female literacy is about 4 percent compared to 22 percent nationwide. The enrolment ratio of boys as compared to girls in primary school is 4:1. The drop out rate of those girls who do enrol is 94 percent between kindergarten and fifth grade. On top of this there is a serious lack of trained teachers, particularly female teachers. Approximately half the teachers in Balochistan are untrained

PROJECT DESCRIPTION:

By launching the Mobile Female Teacher Training Unit, PED brought teacher training into the villages to the trainees. The community support process scheme is based on the belief that parents can play a significant part in reducing the high drop out rates among girls, improving educational quality and efficiency. By maintaining school facilities they are involved as partners in their children's education from the very beginning, are kept informed, and are assisted by the educational system, at district and village level. The programme was started in Larelai district of Balochistan. A contract between the community and the government delineates specific responsibilities for both parties. The government provides training for the teachers, appoints them officially, and pays their salaries. The Government has budgeted 120 teaching posts for the teachers trained by the programme. It supplies instructional materials, establishes inspection teams and provides annual maintenance funds for the school. The community provides land and the initial school building free of cost and ensures that the school is secure and operates effectively. The community monitors progress in the syllabus, teacher and student attendance and checks the drop out rate

SOURCES:

"Teaching Communities to educate girls in Balochistan". Barbara O'Grady. Academy for Educational Development

0077

Punjab Social Services Board Literacy Movement; PSSB

Punjab Social Services Board
41 Empress Road. Lahore
PAKISTAN
Telephone: 92 21 304534

COUNTRY: Pakistan
PROJECT TYPE: Nongovernmental
AREAS OF INNOVATION: *girls enrolment; adult literacy; rural areas; flexible calendar; local teacher; community participation*
TARGET GROUPS: girls; women; youth; communities
OBJECTIVES: PSSB aims to spread literacy amongst rural people. Create a demand by NGOs for literacy and to strengthen grass root NGOs and CBOs in the literacy movement.
INF ON COMMUNITIES/LEARNERS: Girls aged 8 to 16. The CLPP programme has approximately 15,000 students, the ILM programme approximately 3,600.
MANAGER: Mrs Shaheen Attiqur Rehman. Director, 41 Empress Road. Lahore, Pakistan. Telephone: 92 21 304534.
EXTERNAL CONTACT PERSONS: Mrs Fatma Shah. Programme Officer UNDP Islamabad, Diplomatic Enclave 6. Islamabad, Pakistan
WORKING LANGUAGES: Punjabi; Urdu; English
STARTING YEAR: 1992
DURATION: On-going
FUNDING SOURCES: National Education Training Commission (NETCOM); UNICEF; Government of Punjab, Rural Development Department
COST DATA: Annual cost per student is US\$ 15(ILM)
Cost per student CLPP is approximately \$8.

EVALUATIONS:
Dr. Anis Alam, Pakistani education expert, evaluated the PSSB in 1993

WEAKNESSES/RISK FACTORS:
In accepting village women with approximately five years of education and a rather short 5 to 6 days' training course, quality education is not automatically guaranteed. The importance of in-service training and a very strong support system is apparent. While launching NFPE through local NGOs can empower the community and support structures by tapping local resources, the chances of a collapse of weak local NGOs are also present. This problem becomes ever important if the programme is taken to scale

IMPACT:
Thousands of women have been given the first taste of literacy and importantly a legitimate platform for socializing with other women in the community

BACKGROUND:
Gender disparity in education is high in Pakistan due to a number of factors: lack of mobility for students and teachers; lack of teachers in rural areas (particularly female teachers); women work at home; timing at schools/literacy centres is not flexible; boys are traditionally given preference over girls etc. By incorporating and upgrading local grassroots organizations, PSSB launched a movement for literacy among rural women in Punjab. The first project was commissioned by the National Education Training Commission (NETCOM) in 1992 and targeted some 26,000 illiterate women out of whom approximately 70 percent can now read and write

PROJECT DESCRIPTION:

The PSSB operates a two year Non-formal Primary Education Course using Allama Iqbal Open University's methodology, targeting girls aged 8-16 years. The programme facilitates education to drop-outs and others who have not received any education. The objective of the course is to enable the students to continue their education in the formal system from class VI onwards. The teaching takes place in literacy centres established by the community situated close to the learners' houses. The centres run classes six days a week for 270 days a year with flexible timing. Subjects taught are Urdu - reading and writing, mathematics and environmental science. The classes operate with 30 students to one teacher. The teachers are recruited from the community among the educated women with 7 years of schooling or more, and receive 5 to 6 days basic training and a one day refresher training course each quarter. All centres are supervised bi-weekly. Each PSSB supervisor is responsible for 12-20 schools

SOURCES:

"NGOs Literacy Movement in Punjab". Ms. Shaheen Attiqur Rehman

0078

Trust for Voluntary Organizations; TVO

Trust for Voluntary Organizations.

P.O.Box 2802.

Islamabad

PAKISTAN

Telephone: 092-51-211-399 / Fax: 92-51-215-803

COUNTRY:

Pakistan

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

financial aid; educational management

TARGET GROUPS:

social workers; teacher educators

OBJECTIVES:

To give financial support to Pakistani development-oriented NGOs.

To enhance the capacity of NGOs through inter-project workshops, topic workshops and seminars.

INFO ON COMMUNITIES/LEARNERS:

The TVO is an umbrella-organization and as such it is not directly involved in project execution.

MANAGER:

Mr Anis A. Dani. Chief Executive

EXTERNAL CONTACT PERSONS:

Mr Ayaz Baqir. Consultant. NDP

WORKING LANGUAGES:

Urdu; Punjabi; English

STARTING YEAR:

1990

DURATION:

on-going

FUNDING SOURCES:

Government of Pakistan; USAID

COST DATA:

TVO receives approx. \$18 million allocated under an agreement between the Government and USAID. 19 funding proposals from the NGO community were approved, committing TVO to a total of Rupies 54,993,691 (approx. US\$ 1,8 million)

STAFFING:

Board of Directors; Chief Executive Officer; Admin. secretary; Programmes Division (5 programme specialists); 2 Finance and Admin. Division; Manager for Finance and Administration; accountant; admin. assistant.

GOVERNMENT SUPPORT/OTHER COLLABORATION:

Government of Pakistan; USAID

EVALUATIONS:

TVO monitors both the supported NGOs financial and project oriented activities. This is explicitly required in all TVO-NGO Project Agreements. The Supported NGO submits quarterly progress reports to TVO

PUBLICIZING:

The TVO contributes very actively in the advocacy campaign for total literacy in Pakistan. Through thematic workshops and seminars, it has facilitated a forum for discussion and exchange between Pakistani educators

BACKGROUND:

The genesis of the TVO goes back to the mid-1980s when the crucial role the Pakistani NGO-society played in the community development became apparent to donors and national policy makers alike. USAID offered to set aside funds for NGOs if a truly independent organization was set up to manage the funds. The government of Pakistan supported the idea. Established in 1990, the Trust has enjoyed the support of each successive government, despite the numerous shifts in Pakistan's political environment

PROJECT DESCRIPTION:

The Trust of Voluntary Organizations was established to be a mechanism for strengthening the programming capabilities of the development-oriented NGO sector by providing additional resources to upgrade their capacities. It is a non-profit, non-sectarian, non-political private body. TVO gives grants to a number of Pakistani NGOs which involve community participation and which have an impact on women, under-privileged groups, local incomes and environment. The four programme priority sectors are Human Resource Development, Women in Development, Community Health and Poverty Alleviation. Besides allocating funds, the TVO also helps NGOs to plan their programme activities as well as monitor and evaluate the impact of their projects. The monitoring of the NGOs receiving grants is done through quarterly reports on finance and activities and through on-site assessment visits. Another TVO activity, is to provide training for NGO staff

SOURCES:

1993: Baqir, Fayyaz: "TVO status report No 1. The role of NGOs in education".Trust for Voluntary Organisations, Islamabad, Pakistan. 1992: First Annual Report. Trust for Voluntary Organisations, Islamabad, Pakistan.

0079

Women and Environment Development Programme

K.K. Women and Environmental Development Programme

H. No.1 Behind Jabbir and Sial Flates

Arbab Colony. P.O.Box 952, University Town

Peshawar

PAKISTAN

Telephone: 0521 842757

ORIGINAL TITLE:

Kwendho Kor

COUNTRY:

Pakistan

PROJECT TYPE:

Nongovernmental

AREAS OF INNOVATION:

environmental education; environmental programmes; women's education; home schools

TARGET GROUPS:

women; communities

OBJECTIVES:

To provide "integrated basic education" to the community.
To create home schools, vocational schools for the district of Peshawar.

To give environmental education

MANAGER:

Mr Maryam Biti

INF ON COMMUNITIES/LEARNERS:

The number of students at Ghari Baghbanan has increased and additional help was provided to teachers.

WORKING LANGUAGES:

Urdu; English

STARTING YEAR: 1994
DURATION: on-going
FUNDING SOURCES: UNDP; OXFAM; CRS, Islamabad;
The Netherlands Intercooperation

PROJECT DESCRIPTION:

K.K. started working on the UNICEF "Integrated Basic Education Project" in collaboration with the Government of Pakistan in October 1994. Posts for community work were advertised in the local newspapers. A general orientation trip was arranged to the two assigned districts, i.e. Karak and Malakand. For screening the candidates a case study/test was developed so as to know the candidates' inclination towards community involvement in education. K.K. interviewed the candidates who scored well on the assessment forms. Eventually 4-5 candidates were selected with UNICEF participation. K.K. carries out its integrated activities in three villages of Peshawar and a village in Nowsher District to spread education and environmental awareness

SOURCES:

Progress Report of Khwendo Kor, 1994. Maryam Bibi

Papua New Guinea

0080

Tok Ples Pre Schools Project

University of Papua New Guinea
 Provincial Government. Box 320
 University P.O.
 PAPUA NEW GUINEA
 Telephone: 675-260900 / Fax:675-267187

PROJECT TYPE:	Governmental
AREAS OF INNOVATION:	<i>learning improvement; local language; school community relationship</i>
TARGET GROUPS:	early childhood; rural areas
OBJECTIVES:	To prevent early drop-out.
INF ON COMMUNITIES/LEARNERS:	Provinces: North Solomons: 27 schools. Enga: 32 schools
EXTERNAL CONTACT PERSONS:	Professor, Beatrice Avalos
WORKING LANGUAGES:	English; local languages
STARTING YEAR:	1980
DURATION:	on-going
FUNDING SOURCES:	Provincial Government of Papua New Guinea

GOVERNMENT SUPPORT/OTHER COLLABORATION:

Provincial government. Also support from the University of Papua New Guinea, as well as from the Summer Institute of Linguistics

PLANS FOR GOING TO SCALE:

Project has expanded to several other provinces

EVALUATIONS:

Report on the Evaluation from the North Solomons Tokples Skuls, Ahai Naihuwo; An evaluation of the Vilis Tokples Skul Scheme in the North Solomons Province, Report No 51, University of Papua New Guinea

WEAKNESSES/RISK FACTORS:

Financial constraints have been the main hindrance to effective development. Teacher training and materials production have not taken place. Inspectoral visits by co-ordinators were infrequent. Administration has not been as efficient as expected. Due to financial limitations it has been difficult to recruit and maintain the right personnel. Lack of cooperation in community schools is a serious concern. Recent observations indicate that mother tongue literacy skills are not fully enhanced. Some pupils have been observed to lose the ability to read in their mother tongue because the lack of follow-up in community schools

IMPACT:

The overall findings of the evaluations indicate that this project is viable and has enhanced the quality of life in rural communities. Children attending enjoy a distinct educational advantage. The Tok Ples writing of children in several schools was found to be comparable with advanced Grade 1 and 2 pupils in the United States. Their literacy skills also seem to transfer to English

BACKGROUND:

Research indicates that North Solomons people want their children educated both in their indigenous languages (Tok Ples) and English as a means of integrating the past with modern developments

PROJECT DESCRIPTION:

This project has created a system of education prior to grade 1 for children of 7 and 8 years of age and thus raised the primary school entry age by two years. This was intended to help solve the problem of children leaving school at an age when they are still too young to make any meaningful contribution to the community, especially in physically demanding agricultural activities. The project provides literacy for children in the mother tongue and provides early education for children in their own customs, culture and traditional values, as well as other pre-school skills which help children to do well in primary school. This is a community based innovation; children spend two years in schools taught by local community members, the majority of whom are Grade 6 leavers with several months of basic training

SOURCES:

Proceedings of National Seminar on Community-Based Education, Port Moresby, 1989. Papua New Guinea Department of Education; Video from EFA: Making it Work Project. UNESCO/UNICEF, 1995

Philippines

0081

Accelerated Teacher Training for Cultural Communities; ATTCC

Notre Dame Educational Association, NDEA
Sinsuat Avenue.
Cotabato City
PHILIPPINES

PROJECT TYPE:	Governmental
AREAS OF INNOVATION:	<i>adult literacy; teacher education; access to education</i>
TARGET GROUPS:	children; teacher educators; women; rural areas
OBJECTIVES:	To provide basic education in remote areas where there is a lack of teachers due to armed conflict.
INF ON COMMUNITIES/LEARNERS:	590 trainees -most of whom are women
EXTERNAL CONTACT PERSONS:	Executive Director, NDEA
WORKING LANGUAGES:	English; Tagalog
STARTING YEAR:	1978
FUNDING SOURCES:	UNICEF; IDRC (Canada); Government of Philippines

STAFFING:

The project is implemented by a private education institution

GOVERNMENT SUPPORT/OTHER COLLABORATION:

The Dept. of Education has accredited the programme and committed itself to the hiring of its teachers-graduates when there are vacant teaching positions. The Government needs to provide direct support to the training of teachers in terms of scholarship funds for trainees from poor cultural communities

WEAKNESSES/RISK FACTORS:

Doubts about the thoroughness of the 2 year preparation of ATTCC graduates since the normal time spent on a teachers degree is 4 years. Problem as to funding of the project in the future

PUBLICIZING:

Video entitled "Learning to Learn" has been developed for better understanding of the project

BACKGROUND:

The project responds to the problem of lack of teachers in remote areas such as Mindano (Southern Philippines) due to armed conflict

PROJECT DESCRIPTION:

The Accelerated Teacher-Training for Cultural Communities involves recruitment and training of trainees who are expected to go back to teach in their own communities. The Teacher Training Curriculum is a 26-month course compared with the regular 4 years (Bachelor of Science in Elementary Education, in teaching in culturally pluralistic setting). The project is implemented by a private educational institution. The project graduated 590 trainees (most of whom are women) out of whom 94 per cent passed the Philippines Board Examination of Teachers. Many of the graduates are hired by the government and some private missionary groups to teach in remote mountain and island villages while some are involved in voluntary community work in remote areas

0082

ADB-Assisted NFE Project

Bureau of Non-formal education
 Department of Education, Culture and Sports
 Mabini Building, NASA Complex
 Pasig, Metro Manila
 PHILIPPINES

COUNTRY:	Philippines
PROJECT TYPE:	Governmental; Nongovernmental
AREAS OF INNOVATION:	<i>adult literacy; literacy programmes; out of school youth</i>
TARGET GROUPS:	dropouts; youth; illiterates
OBJECTIVES:	Reduce the incidence of basic and functional illiteracy in the targeted areas. Strengthen the systems of equivalency, testing and accreditation for NFE programmes for adults and OSY. Develop a body of locally-adapted learning materials for literacy and self-learning programmes to support functional literacy and continuing education.
INF ON COMMUNITIES/LEARNERS:	About half a million basic and functionally illiterate adults and 300.000 out-of-school youth in the 24 targeted provinces will be reached by the project in five years time through literacy and continuing education interventions. Initially a total of 9,000 learners were targeted in the pilot regions.
MANAGER:	Ms Rosa F. Sese, Chief of Literacy Division
EXTERNAL CONTACT PERSONS:	Dr Magdalena E. Dugenia
WORKING LANGUAGES:	English; Tagalog
STARTING YEAR:	1994
DURATION:	on-going
FUNDING SOURCES:	Asian Development Bank (ADB); Government of Norway; Government of Philippines
COST DATA:	Total Cost: US\$ 25, 236

STAFFING:

1 Programme Director; 1 Project Manager; 21 persons full time for the PMO; 11 on contractual basis; 8 regular staff from Bureau of Non-formal Education

IMPACT:

The vision and mission of Non-formal Education for the 21st century is to establish a firm foothold at community level. Pursuing its goal of people's empowerment, NFE from this decade onward will revitalize the supportive and collaborative aspects of basic literacy, functional education and literacy, livelihood skills development, continuing education and capacity and institution building. NFE aims to empower Filipinos with knowledge, skills and attitudes/values that will enable them to think critically and creatively and act innovatively and humanely in improving the quality of their life and that of their family, community and country

BACKGROUND:

The NFE project was based on survey/studies. In 1990 a census reported that there were about 2.8 million basic illiterates in the country while the Functional Literacy Education and Mass Media Survey (FLEMMS), 1989 revealed that 11.7 million, or 27 percent of the population aged ten years and over were functionally illiterate. The EDCOM report stressed that there are inadequacies of the coverage and quality of the present nonformal education programmes, urging the development of alternative learning modes through more diversified equivalency and certification mechanisms and recommending the establishment of a NFE centre at national level to support the development of alternative learning programmes. The government prepared an Education for All (1991-2000) Plan of Action (EFA-PPA) to develop a strategy to extend basic educational opportunities to all citizens of the Philippines

PROJECT DESCRIPTION:

The project has three inter related and mutually supportive components as follows: 1)Functional Education and Literacy Programme; 2)Continuing Education Programme and 3)Capacity Building Programme. The FELP aims to provide illiterate and functionally illiterate adults and out-of-school youth from the poorest « barangays » with basic education and skills. CEP will establish a curriculum framework, based on the essential learning competency requirements identified through field research and evaluation and develop a system of equivalency testing and accreditation for up to the secondary level for nationwide implementation. CEP activities are in areas covered under FELP in order to provide graduates of FELP with post literacy or continuing learning opportunities. The three components are implemented on the basis of the results of the 3 surveys conducted to provide data/information for programme development, as a springboard to the development of activities suited to the needs and interest of its target group: out-of-school children and illiterate adults

0083

Bahay Tuluyan Programme for Street Children of Malate

Our Lady of Remedies Parish Centre

Ground Floor

Manila

PHILIPPINES

COUNTRY:	Philippines
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>vocational training</i>
TARGET GROUPS:	Street children
OBJECTIVES:	To make street children feel that they have a value and an identity.
INF ON COMMUNITIES/LEARNERS:	Between 100 and 200 children: boys and girls, victims of abuse, exploitations and drugs.
MANAGER:	Mr Arriola, Mr Nicanor B.
STARTING YEAR:	1988
DURATION:	on-going
FUNDING SOURCES:	Donations

STAFFING:

Adm. staff: 8; Educators: 10-15

PROJECT DESCRIPTION:

The project provides alternative education (basic education, artistic education, musical education, English, typing, sewing...) and social sciences, so as to provide the children with the feeling that they are part of society. The project works in an evangelic spirit to help the community and bring children off the street

SOURCES:

Working with the Street Children. UNESCO/ICCB, Paris, 1995

0084

**Community Learning and Resource Centres in pilot sites:
San Juan, Manabo (Abra-CAR); San Juan, Bayugan,
Agusan del Sur (DECSRO X); CLRC**

Bureau of Non-formal Education
Department of Education, Culture and Sports
3/F Mabini Building, NASA Complex
Meralco Ave. Pasig,
Metro, Manila
PHILIPPINES

COUNTRY:	Philippines
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>adult literacy; community participation; quality of life</i>
TARGET GROUPS:	illiterates; communities; disadvantaged groups; rural areas
OBJECTIVES:	To develop appropriate models and strategies to improve existing community reading centres and reinforce current/continuing education directed towards the development of isolated rural and/or depressed communities.
INF ON COMMUNITIES/LEARNERS:	Community learners are predominantly adults, the majority of whom are female (mothers) around 60 % of the population, in these areas are illiterate
MANAGER:	Mr Constante Pacis, Jr.. Baragay Chairman and Project Leader, San Juan, Manabo, DECS-CAR Mr Elias Coquilla Chairman Barangay CLRC Committee, Agusan del Sur
EXTERNAL CONTACT PERSONS:	Dr Magdalena E. Dugenia
WORKING LANGUAGES:	English;Tagalog; local languages
STARTING YEAR:	1993
DURATION:	on-going
FUNDING SOURCES:	UNESCO; Japanese Funds in Trust (JFIT); Bureau of Non-formal Education (BNFE);
COST DATA:	1993 Phase I: US\$ 9,600.00; Government of Philippines 1994 Phase II: US\$ 15,000; 54,000.00

PROJECT DESCRIPTION:

The project is designed to facilitate the community based development of rural isolated communities through literacy and continuing education. For the second phase of the project, priority attention will be given to actions that will achieve the major goals of the pilot project, namely for villagers to see the development of the community, develop facilities for reading and learning in their community. Government programmes should also develop individual and collective responsibilities, develop skills necessary to achieve, a better quality of life, institutionalize the functional linkages to access resources and existing mechanisms for funding

SOURCES:

Letter and questionnaire

0085

Community of Learners Foundation

Community of Learners Foundation

No 1 Castilla Street.

Quezon City

PHILIPPINES

COUNTRY: Philippines

PROJECT TYPE: Nongovernmental

AREAS OF INNOVATION: *access to education; adult literacy; teacher education; school community relationship*

TARGET GROUPS: street children; early childhood; parents; communities; teacher educators; social workers; disabled children

OBJECTIVES: To develop and implement educational programmes for children, young people, and adults.
To train adults working in community-based programmes, the ultimate goal being to allow them to meet children's basic needs.

INF ON COMMUNITIES/LEARNERS: Currently 500 children at Quezon City; 200 at the Tramo Centre and 190 from six urban poor communities of Metro Manila, six rural communities, two re-settlement areas (Aeta communities affected by the Eruption of Mount Pinatubo)

MANAGER: Mrs Feny de Los Angeles Bautista

STARTING YEAR: 1983

DURATION: On-going

FUNDING SOURCES: Save the Children (UK); tuition fees (mainly)

COST DATA: US\$60,000 (PP200,00) to start the project.

STAFFING: 46 persons approx. (including 4 to 20 volunteers)

PLANS FOR GOING TO SCALE: Community of Learners Foundation is extending educational programmes for children and adults in urban and rural communities beyond Metro Manila and in other parts of the Philippines

IMPACT: COLF's educational strategies have been recognized as viable alternatives for working with street children. In 1986, COLF was asked to provide training programmes to social workers involved in street children programmes run by the Department of Social Welfare and Development

BACKGROUND: The Foundation was established in 1983 by a group of young teachers from the Department of Family Life and Child Development (University of the Philippines). From the beginning, the Community of Learners Foundation (COLF) has served as a resource centre for teachers, social workers, community development workers and health workers who have no access to other schools. Its methods are influenced by the Bank Street College of Education (New York) (pioneers in progressive education)

PROJECT DESCRIPTION:

The "School for Children" serves as a demonstration school as well as a training centre for adults. The educational programmes are learner-centred, socially and culturally relevant and build on the interaction between family and community. The teaching/learning methods are inter-active, with curiosity being considered the best way to learn. The students are deliberately recruited from diverse socio-economic backgrounds. Boys and girls study together, as well as different age-groups and children with special needs. Two courses called "man" and "look at the world" are guiding principles for the curriculum. COLF's training programme designed for parents, teachers, and community development workers includes experience of working with adults in the Foundation's community-based programmes. Innovative methods, such as catering for the special needs of adults as learners are being used. The final aim of COLF's programme is to train all community members as potential educators and development workers

SOURCES:

« Working with Street Children. UNESCO/ICCB, Paris, 1995 »

0086

**Development of an Effective Learning System
for the Improvement of Life (Philippines); DELSILIFE**

INNOTECH, Commonwealth Avenue
P. O. Box 207 UP
Diliman Quezon City 1101
PHILIPPINES

COUNTRY:	Philippines
PROJECT TYPE:	Intergovernmental
AREAS OF INNOVATION:	<i>adult literacy; life skills; community participation; out of school education; educational management</i>
TARGET GROUPS:	communities; teacher educators; rural areas
OBJECTIVES:	Improvement of life of the rural poor through self-reliance.
EXTERNAL CONTACT PERSONS:	Mr Sutaria, Minda. Director
WORKING LANGUAGES:	English; Tagalog
STARTING YEAR:	1982
DURATION:	on-going
FUNDING SOURCES:	Government of Netherlands; counterpart funding, participating countries

GOVERNMENT SUPPORT/OTHER COLLABORATION:

Philippines Dept. of Education, Culture and Sports uses DELSILIFE to implement non-formal education

EVALUATIONS:

INNOTECH; Evaluation is an integrated part of the DELSILIFE process

WEAKNESSES/RISK FACTORS:

Programme depends on goodwill and voluntary services

IMPACT:

The Philippines has 105 DELSILIFE new sites and the number of DELSILIFE communities continues to increase

BACKGROUND:

DELSILIFE was developed by the Regional Center for Educational Innovation and Technology (INNOTECH) of the Southeast Asian Ministers of Education Organization (SEAMEO). The learning system was piloted in four SEAMEO member states: The Philippines, Thailand, Indonesia and Malaysia from 1982-1984. The results were so encouraging that 3 countries decided to disseminate the system on a wider scale. DELSILIFE has been integrated with the non-formal education programmes of the Ministries of Education in the Philippines, Thailand and Indonesia. In 1986-89: dissemination strategies were developed and the project was implemented on wider scale in the Philippines, Indonesia and Thailand

PROJECT DESCRIPTION:

DELSILIFE is an educational strategy to fight poverty. It is based on small learning groups (5-15 persons) who live close to each other. Each group selects its own leader. The group then fixes its own programme, depending on what the members themselves want to learn (irrigation, health, machinery maintenance, book keeping,...). The group may invite resource persons to transfer specialized knowledge. Participatory and democratic principles are essential factors in the intervention model. Once a community has decided to adopt the approach, a management structure is set up with leadership at three levels: the learning group, the neighbourhood area and the community. Villagers elect leaders who are trained by the initiator. Completion of a learning programme usually results in the planning of a new programme based on needs identified by members. Small scale economic activities often develop as a result

SOURCES:

Delsilife, An educational strategy to fight poverty, CESO paperback No. 9, (1990), Boeren, Kater, (eds)

0087

Learning for Effective Administrator Development; LEAD

SEAMEO INNOTECH

Regional Center for Educational Innovation and Technology

Commonwealth Avenue

P.O.Box 207

Diliman, Quezon City 1101

PHILIPPINES

COUNTRY:

Philippines

PROJECT TYPE:

Intergovernmental

AREAS OF INNOVATION:

primary teacher education; primary schools; distance education; quality of education

TARGET GROUPS:

teachers

OBJECTIVES:

To develop a non-traditional delivery system for conducting in-service training of school principals in their respective work places with a view to improving their instructional leadership skills.

INF ON COMMUNITIES/LEARNERS:

Project pilot tested in two schools divisions in Pangasinan, Philippines, primary schools heads. Pangasinan State University is accrediting university.

EXTERNAL CONTACT PERSONS:

Mr Sutaria Minda C.

WORKING LANGUAGES:

English

STARTING YEAR:

1988

DURATION:

on-going

FUNDING SOURCES:

Canadian International Development Agency (CIDA);
SEAMEO INNOTECH Endowment Fund

EVALUATIONS:

One particular example is Palakipak Elementary School in Rosales, Pangasinan. This school was one among the most depressed, deprived and underserved schools. The school principal, after undergoing two semesters of training in the LEAD programme made significant improvements by having the school ground fenced, landscaped and made safe for children to play, and the classrooms even won the district award as best classrooms

WEAKNESSES/RISK FACTORS:

Although the programme trains school heads and lets them earn graduate course credits, it takes a committed school head to implement changes and to improve the quality of education in their school

BACKGROUND:

Project LEAD was developed by SEAMEO INNOTECH in response to an expressed regional need to improve the quality of education through the upgrading of instructional leadership skills and competencies of school principals

PROJECT DESCRIPTION:

Project LEAD is a research and development project aimed at developing a non-traditional, in-service training for elementary school heads to improve their instructional leadership skills without leaving their workplaces for a long time. The project was able to develop a distance education in-service programme for school heads including learning materials composed of 44 print modules and 8 instructional video tapes. The programme uses three modes of learning: self-learning using self-learning modules; group or cluster based learning with the District's Schools Learning Action Cell (SLAC); and face-to-face instruction with university professors. The programme is accredited in Pangasinan State University's Masteral or Doctoral Programme major in Instructional Leadership. The programme was field tested in Pangasinan involving 46 school heads as participants

SOURCES:

Letter and questionnaire

0088

NODROPS-EFA; LS-EFA

INNOTECH

University of the Philippines

P.O. BOX 207

Diliman, Quezon City 1101

PHILIPPINES

Telephone: 982591

COUNTRY:

Philippines

PROJECT TYPE:

Intergovernmental

AREAS OF INNOVATION:

curriculum development; learning time; teaching aids; parent participation; life skills; learning methods

TARGET GROUPS:

dropouts; children; parents; adolescents

OBJECTIVES:

To prevent drop-out and repetition.

EXTERNAL CONTACT PERSONS:

Mr Barsaga, Eligio. Process Director;

Mrs Veniegas, Ophelia P. Associate Research Specialist

WORKING LANGUAGES:

English; Tagalog

STARTING YEAR:

1991

DURATION:

0n-going

FUNDING SOURCES:

INNOTECH (Philippines); IDRC (Canada)

STAFFING:

School based project staff

EVALUATIONS:

1992/4 Consultation Meetings between project funders. Workshop on "Meeting the needs of potential School Learners"

PROJECT DESCRIPTION:

Development of a system to prevent school drop-out and ability to monitor/identify potential drop-outs and an essential learning curriculum

0089

Non-Formal Education; NFE / Female Functional literacy; FFL

Bureau of Nonformal Education
Dept. of Education, Culture, and Sports
U.L. Complex Meralco Avenue
Pasig Metro. Manila
PHILIPPINES

COUNTRY:

Philippines

PROJECT TYPE:

Governmental; Nongovernmental

AREAS OF INNOVATION:

*self instruction; teaching aids; health services;
out of school education; learning methods;
educational management*

TARGET GROUPS:

early childhood; parents; mothers; rural areas

OBJECTIVES:

To provide learners with skills and knowledge, attitudes and values necessary for children's survival, protection and development.

INF ON COMMUNITIES/LEARNERS:

The interagency collaboration with FFL has made possible the literacy training of about 12,000 women in 7 areas.

EXTERNAL CONTACT PERSONS:

Mr Leonardo de la Cruz, Director IV

WORKING LANGUAGES:

English; Tagalog

STARTING YEAR:

1988

FUNDING SOURCES:

UNICEF; Government of Philippines; Bureau of Nonformal Education (Philippines); NGOs

WEAKNESSES/RISK FACTORS:

Support to facilitators. The need to expand to post-literacy activities. Lack of resources to further development and produce local learning materials

IMPACT:

An appraisal of the project Graduates who have acquired reading, writing, and arithmetic skills equivalent to various primary grades has been positive. Enrollees have high a completion rate and men have started to participate in the project

PROJECT PUBLICATIONS:

FFL/PE materials developed in a series of workshops

BACKGROUND:

This project is at the forefront of the battle for the eradication of illiteracy in the country by the year 2000. It is incorporated in the umbrella project CPC III-Education for All, which integrates all education initiatives in the ABCSDP and Urban Basic Services Programme Areas. Of primary importance to project implementation are the area-based FFL/PE materials which are developed in a series of workshops

PROJECT DESCRIPTION:

The project involves capacity building through training of trainers (at national, regional and provincial levels). The training provides trainers with an introduction to Non-Formal Education methods. This knowledge will provide guidelines for interagency collaboration. The FFI/PE materials are linked with literacy and numeracy skills in an effort to demonstrate to learners how basic literacy skills can enhance their ability to take action on health/nutrition and other messages basic to survival, protection, and development

0090

Paaralang Pang Tao

Paaralang Pao Tao, No 31
Antoinette Street
Parkway Village
San Francisco del Monte
Quezon City
PHILIPPINES
Fax:(662) 361 44 80

ORIGINAL TITLE:	The Humane School
COUNTRY:	Philippines
REGION:	Asia
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>access to education; school community relationship</i>
TARGET GROUPS:	street children; communities; teacher educators
OBJECTIVES:	To provide basic education through alternative methods, mainly drama.
INF ON COMMUNITIES/LEARNERS:	The population in the community of Baranggay Payatas, Quezon City is about 10,000
MANAGER:	Mr Bing Baguioro
STARTING YEAR:	1989
DURATION:	on-going
FUNDING SOURCES:	Urban Basic Services Programme of Quezon City; Income-generating activities; Dumpsite Neighbourhood Organization; Children's Laboratory for Drama in Education; Voluntary contributions
COST DATA:	The volunteers are paid US4\$/week
STAFFING:	Project manager/trainer: 1 person; finance officer/street educator: 1 person; project co-ordinator: 1 person; voluntary facilitators: 4 persons

WEAKNESSES/RISK FACTORS:

Uncertain funding, and difficulty to rely on voluntary contributions in the long term. Can a pedagogical system based on drama in education be generalized and implemented by people without basic theatrical experience?

BACKGROUND:

The Paaralang Pang Tao is the product of a collaboration between two organizations: the Dumpsite Neighbourhood Organization and the Children's Laboratory for Drama in Education (Children's Lab), a cultural organisation which has developed street-based activities since 1982. The purpose was to offer an alternative to the formal school system and to counter the high drop-out rates in the area. The DNO is a people's organization set up to defend the interests of this marginalized population

PROJECT DESCRIPTION:

Paaralang Pang Tao is the community's own school, open day and evening. Parents are involved through the Dumpsite Neighbourhood Organization (DNO), and participate in financing and running of project. Educational equipment is made by parents with materials from the dumpsite. A "facilitator" (often mothers or young people who completed high school) help students to study, take the responsibility for their learning and monitor achievement. The basic education curriculum emphasizes humanistic activities, social interaction and communication. Children at the age of 12-13 years are assumed to be ready to take the Philippine Educational Placement Test (PEPT). Drama is the core teaching/learning method. The Children's Laboratory for Drama in Education (one of the project founders) organizes drama training workshops, which are a main source of revenue to cover staff costs

SOURCES:

« Working with Street Children. UNESCO/ICCB, Paris, 1995 »

0091

Parent learning support system; PLSS

Department of Education, Culture and Sports (DEC)

Bureau of Elementary Education (BEE), NETRC

Meralco Ave

Pasig Metro. Manila

PHILIPPINES

COUNTRY:

Philippines

PROJECT TYPE:

Governmental

AREAS OF INNOVATION:

repetition rate; school community relationship; learning time; out of school education

TARGET GROUPS:

dropouts; socially disadvantaged children; parents; communities; rural areas

OBJECTIVES:

To raise achievement levels of pupils and the quality of education in schools through mobilization of parents and community members.

INF ON COMMUNITIES/LEARNERS:

Experimental and development implementation of the PLSS in Leyte Province and Quezon City

MANAGER:

Dr Mona Valisno

EXTERNAL CONTACT PERSONS:

Dr Catalino P. Rivera. Chief education programme specialist for research and evaluation

WORKING LANGUAGES:

English; Tagalog

DURATION:

on-going

FUNDING SOURCES:

Government of Philippines; UNESCO APEID; School district office; Parent-teacher group

COST DATA:

The PLSS programme depends principally on the existing resources of the school (financial, material, human)

PLANS FOR GOING TO SCALE:

The Department of Education, Culture and Sports, (DECS), convinced by the improvement registered by the schools trying out the PLSS, has decided to implement the programme in all elementary schools in the country

EVALUATIONS:

Periodic assessments of pupils' performances are carried out during the implementation period. Summative evaluation takes place at the end of each school year

WEAKNESSES/RISK FACTORS:

Lack of parents' availability to participate in activities, financial problems initial reluctance of teachers. Minimum conditions needed for the project: openness of the school system, democratic leadership, positive attitude of school personnel towards poor community members, willingness to dialogue actively with unschooled parents; willingness of community and families to collaborate with school, strong association of parents and teachers. Flexible school organization. Availability of minimum physical resources

IMPACT:

The most prominent gain the education system derived from PLSS is the fostering of direct and strong relationships with the community and those families the schools serve. The learning environment of children has significantly improved. Institutional changes are noticeable, such as school administrators being sensitized to the needs of families and communities. The schools have created many opportunities to make their contributions count. The programme has continuously demonstrated its ability to raise the achievement levels of pupils, cognitively and affectively

BACKGROUND:

The involvement of the home and community in education pre-dates formal schools and is a characteristic feature of life in the Philippines. The actual basic education system in the country includes pre-school education, six years of elementary education (ages 7-12) and four years of secondary education. Elementary and secondary education are provided free. Pupil performances, however, are discouragingly low. Around 35 pupils out of every 100 who start grade I do not complete elementary education after six years. Research on pupil achievement shows that school children completing grade IV have learned only two-thirds of what should have been learned after four years in school. On average those completing grade VI could answer only 55 per cent of the national achievement tests. This low and under-achievement is coupled with a relatively high rate of grade repetition and a high incidence of drop-out across grade levels. This is the result of economic difficulties, students have to miss classes to help their families to earn a living

PROJECT DESCRIPTION:

The Parent Learning Support System, PLSS, is an innovative mechanism for active participation of family and community members in teaching-learning in elementary schools in the Philippines. With guidance from teachers, groups are formed to assist and monitor the performance of school children. Operationally, the PLSS is a grass-roots strategy which represents a collective effort to co-ordinate with principal and teachers. The strategy used to raise the achievement levels of pupils consists in a preliminary survey to determine the socio-economic status of parents, study habits and out-of-school activities of each pupil and in individual tests to establish academic profiles. Parent education seminars are held to strengthen the ability of parents to support their children. Close contacts between teachers, parents and pupils are maintained throughout the year. The school administrator acts as overall co-ordinator and manager of the PLSS. The activities in each of the PLSS classes are the responsibility of the teachers and parents. Teachers play a lead role in helping direct parents' participation in key activities

SOURCES:

"Collaborating for educational change: the role of teachers, parents and the community in school improvement" ed. by Sheldon Shaeffer. Paris, UNESCO/IIEP (IIEP Research and Studies programme: Increasing and improving the quality of basic education)

0092

Street Teaching, Alternate Remedial Training; START

Concordia Children's Service
 P.O.Box 2893
 1099 Manila
 PHILIPPINES

COUNTRY: Philippines
 PROJECT TYPE: Nongovernmental
 AREAS OF INNOVATION: *access to education; nonformal education*
 TARGET GROUPS: street children
 OBJECTIVES: Provide non-formal education to out-of-school children.
 INF ON COMMUNITIES/LEARNERS: 36 children
 MANAGER: Mrs Caces, Elizabeth. Executive Director
 STARTING YEAR: 1990
 DURATION: on-going

STAFFING:

2 teachers; 1 cook; 2 social workers

PROJECT DESCRIPTION:

The project provides basic education through non-traditional methods, so as to enable the children to enter the formal school system. The situation for Street children in Manila is particularly dramatic. Only 2 per cent of children have access to nurseries etc. For every 100 children who attend primary school (1st grade) only 14 will finish secondary school. The idea with START is to bring children back into the community and the education process

SOURCES:

Report on Project. UNESCO survey on Street children

0093

**Strengthening the Teacher-Child-Parent Approach in the School:
Health and Nutrition Project**

Nutrition Center of the Philippines
 South Superhighway-Nichols Interchange
 Makati.
 Metro Manila
 PHILIPPINES

COUNTRY: Philippines
 PROJECT TYPE: Nongovernmental; Governmental
 AREAS OF INNOVATION: *health services; parent participation; school community relationship; teacher role; learning methods; life skills; self instruction*
 TARGET GROUPS: early childhood; teacher educators; parents; rural areas
 OBJECTIVES: The project aims at improving the nutrition and status of schoolchildren in selected depressed and underserved urban and rural areas.
 INF ON COMMUNITIES/LEARNERS: Children and parents in underserved areas
 EXTERNAL CONTACT PERSONS: Mr Solon, Florentino. Executive Director
 WORKING LANGUAGES: English; Tagalog

PLANS FOR GOING TO SCALE:

The pilot phase of the TCP project has been expanded to some 11 provinces of the country. Furthermore the project has become international: trainers from the Nutrition Centre have provided technical assistance to Western Pacific countries and also received fellows on training

EVALUATIONS:

A study concerning a sample of 47 schools, 146 teachers, and 3345 school child-mother pairs in 3 survey-periods was carried out

IMPACT:

TCP is effective in increasing the level of health and nutrition, implementation of programmes and in improving the knowledge, attitude, and practices of school children and their mothers

BACKGROUND:

In underserved areas, infant mortality ranges from 95 to 110 per 1,000 live births and disease and malnutrition are prevalent. The strengthening of the nutrition component in these areas using the school as a medium is expected to bring about improvement in the health and nutrition conditions of the most needy

PROJECT DESCRIPTION:

The project is a comprehensive package of services which include the integration of nutrition messages in the primary school curriculum; supplementary feeding of moderately and severely underweight school children and intensified promotion of health and environmental sanitation practices. The project also promotes bio-intensive gardening to increase food production in schools and through community gardens. The incorporation of nutrition messages in the curriculum is carried out by distributing to teachers a series of tested instructional materials. A set of pupil-parent materials (workbook) are used as tools to monitor how messages are put into practice by families

Sri Lanka

0094

Street Children Project

Save the Children Fund (UK)
10, Ward Place, Colombo, 7
SRI LANKA
Fax: 94-1685372

PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>access to education; vocational training</i>
TARGET GROUPS:	street children; early childhood; socially disadvantaged children
OBJECTIVES:	To assist parents of street children in providing for them.
INF ON COMMUNITIES/LEARNERS:	350 children
MANAGER:	Mrs Abel, Christine. Field Director
STARTING YEAR:	1986
DURATION:	on-going
FUNDING SOURCES:	Save the Children (UK); Government of Sri Lanka

STAFFING:
21 persons

PROJECT DESCRIPTION:

The project aims at strengthening families so that they can cope with their children's problems and needs. It provides vocational training to parents, so that they can get a job and a sufficient salary to provide for their children. The project also offers pre-school activities and prepares children to enter the formal school system. It has a system of school shelters

BACKGROUND:

In its Profile of Child Development in Sri Lanka, the Department of National Planning estimated that about 23% of the total population is composed of children under the age of 15. Of these, some 10,000 are believed to live on the streets. Many are primary school drop-outs

SOURCES:

« Working with Street Children. UNESCO/ICCB, Paris, 1995 »

Thailand

0095

Development of an Effective Learning System for the Improvement of Life (Thailand); DELSILIFE

INNOTECH

Commonwealth Avenue

P.O.Box 207 UP

Diliman, Quezon City 1101

PHILIPPINES

PROJECT TYPE: Intergovernmental
 AREAS OF INNOVATION: *adult literacy; life skills; community participation; out of school education; educational management*
 TARGET GROUPS: communities; teacher educators; rural areas
 OBJECTIVES: Improvement of life of the rural poor through self-reliance.
 EXTERNAL CONTACT PERSONS: Mrs Sutaria, Minda C. Director
 WORKING LANGUAGES: English; Thai
 STARTING YEAR: 1980
 DURATION: on-going
 FUNDING SOURCES: Government of Netherlands; counterpart funding participating countries

EVALUATIONS:

INNOTECH. Evaluation is an integrated part of the DELSILIFE process

WEAKNESSES/RISK FACTORS:

Programme depends on goodwill and people's voluntary time

BACKGROUND:

DELSILIFE was developed by the Regional Centre for Educational Innovation and Technology, INNOTECH, of the South East Asian Ministers of Education Organization (SEAMEO). The learning system was piloted in four SEAMEO member states: The Philippines, Thailand, Indonesia and Malaysia. The results were so encouraging that 3 countries decided to disseminate the DELSILIFE system on a wider scale. DELSILIFE has been integrated into the non-formal education programmes of the Ministries of Education in the Philippines, Thailand and Indonesia. In 1982-84: project tested in selected pilot villages. In 1986-89, dissemination strategies were developed and the project was implemented on wider scale

PROJECT DESCRIPTION:

DELSILIFE is an educational strategy to fight poverty. It is based on small learning groups (5-15 persons) who live close to each other. Each group selects its own leader. The group then fixes its programme, depending on what the members themselves want to learn (irrigation, health, machinery maintenance, bookkeeping, etc.) The group can invite resource persons to transfer specialized knowledge. Participatory and democratic principles are essential factors in the intervention model. Once a community has decided to adopt the approach, a management structure is set up with leadership at three levels: the learning group, the neighbourhood area and the community. Villagers elect leaders who are trained by the initiator. Completion of a learning programme usually results in the planning of a new programme based on needs identified by members. Small scale economic activities often develop as a result

SOURCES:

DELSILIFE, An educational strategy to fight poverty, CESO paperback No. 9 (1990), Boeren, Kater (ed)

0096

The Hill Areas Education Project

Northern Region Nonformal Education Center, NRNFEC

Hill Areas Education Project

Northern Education Region NFE Center

Amphur Muang Lampang

THAILAND

Telephone: 054-218-862

COUNTRY: Thailand
 PROJECT TYPE: Governmental
 AREAS OF INNOVATION: *adult literacy; curriculum development; community participation; teaching aids; access to education; health services*
 TARGET GROUPS: Ethnic minorities; minority groups; rural areas
 INFO ON COMMUNITIES/LEARNERS: Pilot project in 44 villages for 1070 children and 1190 adults. In 1995, the project operated in 600 villages in 15 provinces. There were 361 self-reliance projects in 44 villages
 MANAGER: Dr Usa Duongsaa Chiangmai, NFE Centre, Chotana Rd., Mae Rim District Chiangmai THAILAND. Telephone: 50180, Fax: 880-2-863495
 WORKING LANGUAGES: English; Thai; Muser
 STARTING YEAR: 1984
 DURATION: on-going
 FUNDING SOURCES: Royal Thai Government; USAID; Donor Agencies; Ministry of Education (Thailand); Ministry of Interior (Thailand)
 COST DATA: US\$ 2,56 million (approx) including contributions in kind

STAFFING:
 67 teachers (approx. 30 per cent of whom are hill tribesmen); 6 unit chiefs; 6 health officers; 6 agricultural officers

PLANS FOR GOING TO SCALE:

At the conclusion of the 5 year pilot phase, the Hill Areas Education Project has become a permanent programme of the Departments of Nonformal Education and Public Welfare

EVALUATIONS:

Programme evaluation is conducted at several levels: annual evaluations contracted to a Thai university, mid-point and final evaluations organized by USAID, and village level evaluations conducted by field staff and villagers

WEAKNESSES/RISK FACTORS:

It still remains to be seen to what extent the project can enable the hilltribes to raise their standard of living and get jobs, as a result of their education

PROJECT DESCRIPTION:

The Hill Areas Education project originally was a five-year pilot project to develop and test a new non-formal primary education system designed to meet the needs of both adult and child from the mountainous regions of northern Thailand. The project provides for the development of a joint child-adult primary education curriculum, teaching and learning materials, models for training teachers and other staff, a model for field-level supervision and a model for the monitoring of project operations. To ensure response to existing needs and conditions in the hill areas, the hill tribesmen themselves are closely involved in the development of several project systems and components. Teachers, recruited by Non-Formal Department of the Ministry of Education are sent to live in the community and to set up an education centre, that also becomes a village development centre, and is constructed by the villagers

SOURCES:

Participants in activities in the project villages include all of the major hill tribes. Information by Charles Currin, UNICEF, Bangkok. Hill Areas Education Model, Dept of Public Welfare, Dept of Nonformal Education, Northern Nonformal Education Centre, 1983; Thailand's experiences in the Promotion of Literacy, Dept of Nonformal Education, 1987; Gateway to the Hillfolks, Dept of Nonformal Education, 1986. Voices across the hills, EFA: Making it Work Series. UNESCO/UNICEF, 1995

0097

School clusters in Thailand

Institute for the Development of Educational Administrators

Office for the Primary Education Commission (ONPEC)

Raiking, Sampran Nakorn. Pathom 73160

THAILAND

COUNTRY:	Thailand
PROJECT TYPE:	Governmental
AREAS OF INNOVATION:	<i>learning methods; educational management; teacher effectiveness; educational facilities; financial aid; community participation</i>
TARGET GROUPS:	socially disadvantaged children; teacher educators; rural areas
OBJECTIVES:	The administrative grouping of schools in clusters aims to improve school performance by sharing educational resources and assisting teachers working in low achieving schools.
INF ON COMMUNITIES/LEARNERS:	All primary education schools are now integrated in the cluster system
MANAGER:	Dr Somsak Sutarodom
EXTERNAL CONTACT PERSONS:	IIEP
WORKING LANGUAGES:	Thai
STARTING YEAR:	1950
DURATION:	on-going
FUNDING SOURCES:	World Bank (USA); Japanese government; Royal Thai government

EVALUATIONS:

1987-1990: three field studies carried out as part of Thailand/BRIDGES project, a multi-year study of primary education in Thailand funded by USAID. A number of MA thesis have been written by Thai scholars (literature review by Chuaratanaphong, 1991)

WEAKNESSES/RISK FACTORS:

Studies by Thai scholars are generally critical of cluster activity and suggest that cluster influence is less than what the government expects. While cluster activity can make a difference, their influence is limited in important respects. How much influence occurs is dependent on the receptivity of each individual school. Field studies suggest the following: cluster office staff and academic cluster teachers have to actively pursue their responsibilities in the areas of accountability and capacity building initiatives; the district office has to support cluster activity in both areas, and principals have to be receptive to cluster initiatives

IMPACT:

There is an international school cluster movement, especially prominent in Latin America (Bolivia, Colombia, Ecuador, Guatemala, Honduras, Nicaragua, Panama and Peru). Elsewhere clusters have been introduced in Burma, India, Nigeria, Papua New Guinea, the Philippines and Sri Lanka (Bray, 1987). The spread of research into this education approach will help disseminate the idea and its numerous results

BACKGROUND:

In 1980, 69 percent of students completed primary school in Thailand, and this accomplishment occurred while Thailand's population was nearly doubling. Currently, 96 percent of any age cohort are enrolled in primary education. But equality of access requires also a similar effort in increasing the education infrastructure. Poor student performance, ineffective teaching (including high rate of absenteeism among teachers) partially due to weak school administration were some of the consequences of the expansion of enrolment in primary schools at the start of the 1980s. But there were also other problems which required attention, such as high repetition and drop-out rates between grades IV and V. Many small schools in rural areas went up to only grade IV. To address these problems a general policy of improving the resources for schools and the quality of primary schools has been implemented and a new law obliged all schools to belong to a cluster, as this structure appeared to be the main tool for achieving these goals. By the end of the 80s, clusters existed throughout the country. In 1986, a major change in regulations led to an expansion of responsibilities of each cluster chairperson, the creation of a cluster office and resource centre

PROJECT DESCRIPTION:

School clusters represent a management strategy consisting in the grouping of six to ten schools from a given area. They encourage collaborative and participatory relationships within schools and between schools and communities. By the late 80s, school clusters consisted of the following: a permanent cluster office, housed generally in the largest school (the core school), a cluster chairperson, two to three office staff, a resource centre and library, six academic cluster teachers and a cluster committee. Teachers' performances are stimulated by personal rewards and other incentives

SOURCES:

"Collaborating for educational change: the role of teachers, parents and the community in school improvement" ed. by Sheldon Shaeffer (IIEP Research and Studies Programme: Increasing and Improving the Quality of Basic Education). Paris, UNESCO/IIEP, 1992. Literature review of Thai clusters, Chuaratanaphong, 1991. BRIDGES Research Report Series No 5. ONPEC publications

LATIN AMERICA and the CARIBBEAN



Argentina

0098

Hogares Don Bosco para los Chicos de la Calle

Centro Juvenil Apostolico
Calle Quinquela Martin 1151
Buenos Aires
ARGENTINA

PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>social rehabilitation; income-generating activities</i>
TARGET GROUPS:	street children; urban areas
OBJECTIVES:	To meet the basic needs of street children and to rehabilitate them through new values and personality development.
INF ON COMMUNITIES/LEARNERS:	220 children (mainly boys) are currently enrolled in the programme.
EXTERNAL CONTACT PERSONS:	Permanent Delegation of Argentina, UNESCO
STARTING YEAR:	1985
DURATION:	on-going
FUNDING SOURCES:	Salesian community (Argentina); Public grants; Voluntary contributions; Family associations; Government of Argentina

STAFFING:

Staff: 25 persons (including 6 street educators and 7 persons in charge of centres)

EVALUATIONS:

Continuing evaluation is integrated in the project

WEAKNESSES/RISK FACTORS:

Lack of staff training in the basic skills related to teaching/learning methods, psychology, anthropology, social sciences, social work. Weak infrastructure

BACKGROUND:

Rural migration to Buenos Aires has lead to problems related to poverty, alcoholism, drug abuse and delinquency in the deprived suburbs of the capital. The children try to survive in the streets by grouping in "ranchadas" which constitute a genuine sub-culture. Observing the positive aspects of the street children's personality, the Salesian Community established this project to enable street children to become good citizen and Christians. The Salesians set up an environment where the child can learn the meaning of hope and integration

PROJECT DESCRIPTION:

The programme has the following activities: (1) Observation of the children in a day centre where their basic needs are met; (2) Initiation of an integrated personality development, where the educators (aged 22 to 32 years) propose another model, other values and a different way of life through recreational and income-generating activities; (3) when the children show enough motivation, accommodation is proposed, as well as basic education including vocational training. The rehabilitation process is implemented in collaboration with governmental bodies

SOURCES:

« Working with Street Children". UNESCO/ICCB, Paris, 1995 »

Bolivia

0099

Programa Alternativo de Prevención Integral de la Marginalidad en la Población Infanto-Juvenil en Alto Riesgo

ENDA Tiers Monde-Bolivia
Casilla Correo 97772
La Paz
BOLIVIA

PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>illiteracy; school dropouts; out of school education</i>
TARGET GROUPS:	street children; dropouts; child labour
OBJECTIVES:	To diminish the risks run by children living on the street. To bring street children back into community life.
INF ON COMMUNITIES/LEARNERS:	There are 11 home centres for street children throughout the Town of El Alto and the Amazonian region. 3,500 children are under the protection of the organisation. 200 jobs have been created for street children.
MANAGER:	Mr Hugo Montesinos Paredes
WORKING LANGUAGES:	Spanish
STARTING YEAR:	1988
DURATION:	on-going
FUNDING SOURCES:	UNICEF; United Nations; Commission of the European Communities; Red Cross; Organization of the American States; (USA); European Governments; Government of United States; Government of Canada; Government of Bolivia; private Donations

STAFFING:
41 helpers (Altiplano); 20 (Amazonia district)

PLANS FOR GOING TO SCALE:
With UNESCO, the EEC, the UN and other programmes the project hopes to spread to other regions

EVALUATIONS:
An evaluation was carried by 3 outside experts in 1993

WEAKNESSES/RISK FACTORS:
Little co-ordination at higher level, need for greater economic support to go to other regions Lack of publicity

IMPACT:
In 4 years 7 accommodation centres and 7 small production centres have been established. 3,000 children and young people benefitted from the programme. An external evaluation is foreseen

BACKGROUND:
El Alto is one of the newest cities of Latin America with a school-age population representing 55 per cent of the total population. About 50,000 children (out of a total population of 450,000) are living in the streets. There are only 56 public schools and 21 private schools. The illiteracy rate in 1990: 22,5 per cent for men and 29,3 for women. El Alto is also one of the poorest cities of South America with a child mortality rate of about 300 per 1000 and a life expectancy for women of 46 years. In El Alto, the number of working children (under 14 years of age) is of about 80,000, 3,000 children have no home at all and live all day and night on the streets

PROJECT DESCRIPTION:

The programme welcomes street children into shelters. It offers them some teaching and hopefully a small job to provide income. The project is divided into several departments with different aims: hygiene, medicine, feeding programme, school integration, library, legal, protection, community integration.

ENDA Bolivia has the following strategies to prevent drug abuse amongst the working children of El Alto: (1) Research (survey) and communication activities (meetings, workshops) among the various groups to promote change in the relationships between the children, their family, the school and the community; (2) Services, such as meals, accommodation, recreational and educational activities (educational electronic games) are provided to attract young people and children and reduce the time they are passing in the streets; (3) Vocational training on small-scale (income-generating) is proposed to youngsters (a) to accept a team work, (b) to return to the formal school system (assisted by a teacher) ; and (c) who are able to manage a personal budget. (4) Participatory management of the productive units eases the rehabilitation and personality development process

SOURCES:

« Working with Street Children. UNESCO/ICCB, Paris, 1995 »
Letter and questionnaire

Brazil

0100

Competitive Selection of School Principals; SECOM

UNESCO OREALC

Office, Calle Enrique Delpiano 2058

Plaza Pedro de Valdivia. Casilla 3187

Santiago de Chile

CHILE

Telephone: 56-2-049032 / Fax: 56-2-491875

PROJECT TYPE:

Governmental

AREAS OF INNOVATION:

educational management; repetition rate; school community relationship; primary education

TARGET GROUPS:

dropouts

OBJECTIVES:

To improve quality of schools by widening the participation of school councils in decisions on school management and especially in the process of competitive selection of school principals

INF ON COMMUNITIES/LEARNERS:

SECOM is a wide innovation that has been implemented within a big teaching system of millions of students and their families, hundreds of teachers and other education professionals

MANAGER:

State Education Secretary

WORKING LANGUAGES:

Portuguese

STARTING YEAR:

1991

DURATION:

on-going

FUNDING SOURCES:

State government of Brazil; Federal government of Brazil

STAFFING:

5,000 school principals

EVALUATIONS:

An evaluation is currently being carried out by central administration in Minas Gerais

WEAKNESSES/RISK FACTORS:

Initial resistance from the Association of School Principals has to be overcome. There were also objections to the electoral process in some schools and difficulties in defining responsibilities between principals, teachers and members of school councils, which are made up of parents, school teachers, employees and students

BACKGROUND:

Minas Gerais State is undergoing a wide educational reform process with deep changes in its teaching system. The main objective is to improve the teaching quality, since the State primary schools have the same problems as those of the whole country: poor productivity of schools, high drop-out and retention and low academic performance of students. The current educational policies aim to strengthen schools and render them more autonomous with highly trained and qualified staff

PROJECT DESCRIPTION:

SECOM is a new system of selecting and appointing school masters. It takes place in the context of a large educational reform aiming at enhancing school autonomy through a stronger principal and increased participation of the community. Instead of the traditional political and lifelong appointments of headmasters, the legislation in Minas Gerais now calls for elections by the school community (teachers and families) of principals. The most resourceful candidates, who have both good management skills and pedagogic qualities as well as negotiation and cooperation skills are elected for a four-year renewable term. The aim of this programme is to eliminate repetition and drop-out rates. General strategy to reach all the state schools, which represents 80 per cent of all schooling in the state. SECOM has given rise to much interest in other states and could potentially be implemented nationwide, through CONSED (All State Secretaries of Education in Brazil) and Parents' Federation support systems

SOURCES:

Guide manual for school management. Magazine "Colegiado um Revista" for school administrators. The competitive selection of school principals. Namo de Mello and Neubauer de Silva. UNESCO 1992

Chile

0101

Empowerment of Parents

Ministry of Education
 Av. Libertador Bernardo. O'Higgins 1371, 8th Piso Of 819
 Santiago
 CHILE
 Tel: 698 3351 / Fax: 698 7831

ORIGINAL TITLE:	Proyecto Padres e Hijos
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>early childhood education; parent participation; motivation; learning methods</i>
TARGET GROUPS:	Parents; communities; disadvantaged groups
OBJECTIVES:	Empower mothers and fathers in their parenting role. To stimulate children's interaction with their families and their surrounding world. To contribute to a positive socio-emotional, cognitive and biological development of the child.
INF ON COMMUNITIES/LEARNERS:	Early childhood development and family counselling.
WORKING LANGUAGES:	Spanish
STARTING YEAR:	1971
DURATION:	on-going
FUNDING SOURCES:	Bernard van Leer Foundation

BACKGROUND:

Initially created by C.I.D.E. in 1971 as an alternative to kindergarten for poor rural children. Teacher-parents meetings organized weekly. Aim of the project is to prepare children for entrance into primary school and strengthen their cognitive skills and openness

0102

The 900 Schools Programme

Ministry of Education
 Av. Libertador Bernardo. O'Higgins 1371, 8th Piso Of 819
 Santiago
 CHILE
 Telephone: 698 3351 / Fax: 698 7831

COUNTRY:	Chile
PROJECT TYPE:	Governmental
AREAS OF INNOVATION:	<i>learning improvement; curriculum development; student participation; educational management; teacher role; motivation; school community relationship</i>
TARGET GROUPS:	socially disadvantaged children; dropouts; teacher educators
OBJECTIVES:	To raise achievement levels and the quality of education for the most disadvantaged children of Chile.
INF ON COMMUNITIES/LEARNERS:	222,491 primary school students in grades 1 through 4 in 1,376 schools

MANAGER: Ms Jara, Cecilia
EXTERNAL CONTACT PERSONS: Mrs Filp, Johanna, CIDE, Casilla 13608, Santiago 1,
CHILE
WORKING LANGUAGES: Spanish
STARTING YEAR: 1990
DURATION: on-going
FUNDING SOURCES: Government of Chile; Government of Sweden
Government of Norway; Government of Denmark;
World Bank (USA)
COST DATA: US\$ 5 million/year (\$2,300/school, \$12/student)

STAFFING:

7,267 teachers; 400 supervisors; staff for national coordination and curriculum development: 17 persons; staff for evaluation activities: 6 persons; staff for planning and budget activities: 2 persons

PLANS FOR GOING TO SCALE:

The 900 schools project is no longer a pilot programme which must still demonstrate its effectiveness in the system, but rather a programme inserted in the system

EVALUATIONS:

El programa de las 900 escuelas: evaluacion, Cardemil and Latorre, Santiago, UNESCO/OREALC, 1992; Cardemil, El proceso pedagogico. Evaluacion del programa de mejoramiento de la calidad de las escuelas en sectores pobres en Chile, Santiago, CIDE, 1991; "All the children learn", Johanna Filp, paper prepared for IIEP/OREALC seminar Santiago 1992

WEAKNESSES/RISK FACTORS:

Some teachers felt their role threatened by the activities in workshops carried out by young monitors

PROJECT DESCRIPTION:

The guiding principles of the 900 schools programme are positive discrimination, equity, professionalization of teachers and articulation of school culture with community culture. Participating schools were selected on the basis of scores obtained in the national achievement test, choosing the poorest schools with the lowest scores. The programme has the following components: workshops for third and fourth graders with learning problems led by monitors from the community; in-service workshops for teachers led by supervisors from MOE; preparation of new textbooks and manuals; classroom library and didactic materials; improvement of school facilities, involving construction and repair

SOURCES:

All children can learn, EFA: Making it Work series. UNESCO/UNICEF, 1993

Colombia

0103

Escuela Nueva

UNESCO OREALC

Office, Calle Enrique Delpiano 2058

Plaza Pedro de Valdivia. Casilla 3187

Santiago de Chile

CHILE

Telephone: 56-2-049032 / Fax: 56-2-491875

PROJECT TYPE:

Governmental

AREAS OF INNOVATION:

*primary education; access to education;
curriculum development; teacher effectiveness;
community participation*

TARGET GROUPS:

dropouts; children; communities; rural areas

OBJECTIVES:

To find solutions to the persistent problems of access,
equity and poor education in rural areas of Colombia.

INF ON COMMUNITIES/LEARNERS:

Currently the plan has reached 18,000 schools

EXTERNAL CONTACT PERSONS:

Mr E. Schiefelbein. Director UNESCO OREALC

WORKING LANGUAGES:

Spanish

STARTING YEAR:

1975

DURATION:

on-going

FUNDING SOURCES:

Government of Colombia; UNICEF;

Save the Children (USA); Interamerican Development Bank;

World Bank (USA); USAID;

Private donations (Colombia)

EVALUATIONS:

1992: Psacharopoulos, Rojas, Velez, Achievement Evaluation of Colombia's Escuela Nueva. Is multigrade the answer? World Bank working papers, Washington

WEAKNESSES/RISK FACTORS:

The Escuela Nueva has proved its viability over the years. The greatest difficulty encountered, however, was on an administrative level: to integrate the innovation into the hierarcical bureaucracy where it is vulnerable to political manipulation or change

IMPACT:

The Escuela Nueva system has produced students, teachers, supervisors, administrators, researchers, representatives of government and non-governmental agencies and even local community members, who constitute a critical mass eager to work for educational and social innovations

PUBLICIZING:

A communication and information strategy has been developed, using print, radio and TV addressed to departamental secretaries of education, mayors, directors of educational clusters, and secretaries of education at the municipal level.

BACKGROUND:

Until 1950, Colombia was the country with the lowest educational achievement in all Latin America. Between 1950 and 1975, a tremendous education expansion increased primary school coverage from 50 per cent to 80 per cent. Currently, 4,2 million children are enrolled in primary school but still 16 out of every 100 do not attend. Distribution is uneven: while in the capital 13 per cent of children do not attend school, the figure is 22 per cent in rural areas. The Government of Colombia adopted this innovation in 1987 as a strategy to universalize primary schooling in all 27,000 schools in rural Colombia. Its results have been far-reaching

PROJECT DESCRIPTION:

The Escuela Nueva is designed to respond to the need for complete and good primary education in all rural areas. This "New School" system of primary education integrates curricular, community, administrative-financial, and training strategies to improve the effectiveness of schools. The system provides active instruction, a stronger relationship between schools, the community and a flexible promotion mechanism adapted to the lifestyle of the rural child. Flexible promotion allows students to advance from one grade or level to another at their own pace. In addition, children can leave school temporarily to help their parents in agricultural activities without jeopardizing the chance of returning to school and continuing their education

SOURCES:

Arboleda, J., (1992) Participation and Partnership in the Columbian Escuela Nueva, in Collaboration for Educational Change, The management of educational innovations, International Institute for Educational Planning (prepared for an IIEP/OREALC seminar, Chile, 9-12 November 1992). El Programa de Escuela Nueva, En La Educacion Rural en Colombia, Cali, Colombia: Foundation For Higher Education, FES; Colbert, Arboleda, 1991, The New School Programme, in Effective Schools in Developing Countries, Henry M. Levin and M. Lockheed (ed), World Bank, Washington/Schiefelbein, E., (1993) En busca de la escuela del siglo XXI. Puede darnos la pista la Escuela Nueva de Colombia?. Videobank, EFA: Making it Work Innovations 1995

0104

Patio del Gamin

Ciudad Don Bosco, Calle No. 95 A -190. A.A. 11541
Medellin
COLOMBIA

COUNTRY:	Colombia
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>vocational training; access to education</i>
TARGET GROUPS:	street children; socially disadvantaged children; urban areas
OBJECTIVES:	To improve the living conditions of children in particularly difficult circumstances.
INF ON COMMUNITIES/LEARNERS:	About 600 street children under the age of 18. The Centre is also involved in activities centred on unemployed young people without any vocational training, in situations of pre-delinquency and vagrancy.
MANAGER:	Padre, Carlos Montalbo
EXTERNAL CONTACT PERSONS:	Sra. Silvia Martinez. Permanent Delegation of Colombia, UNESCO
STARTING YEAR:	1960
DURATION:	on-going
FUNDING SOURCES:	Salesian Community (Colombia); self-financing projects
STAFFING:	
	Staff: 68 persons
WEAKNESSES/RISK FACTORS:	
	Lack of exchange of information on the appropriate methodologies used in the area of the street children education

PROJECT DESCRIPTION:

Following "Don Bosco's methodology", the work involves 5 steps that are linked to different activities and centres: (1) contact; (2) provisional accommodation; (3) educational activities in the Don Bosco City; (4) vocational training; (5) Accommodation in a Youth Centre. The main aim is to provide practical training and education that will lead to sustainable reintegration into society and the family. The project has specific programmes-The Social Development Programme and Training Centre. The projects cover both adolescents and children who, sometimes, have been the victims of violence.

SOURCES:

« Working with Street Children. UNESCO/ICCB, Paris, 1995 »

Mexico

0105

Community Rural Education Project; ERCO

Centro de Estudios Educativos, CEE
Avenida Revolucion 1291
San Angel Tlacopac, Del Alvaro Obregon
MEXICO

PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>teacher education; access to education; community participation</i>
TARGET GROUPS:	dropouts; mothers
OBJECTIVES:	To raise the quality of education in rural schools.
INF ON COMMUNITIES/LEARNERS:	37 teachers, 20 children, small number of mothers
EXTERNAL CONTACT PERSONS:	Mrs Sylvia Schmelkes
WORKING LANGUAGES:	Spanish
DURATION:	on-going
FUNDING SOURCES:	IDRC (Canada); Centro de Estudios Educativos (Mexico); Instituto Nacional Para la Atencion de los Adultos -INEA (Mexico)

STAFFING:
5 researchers

PROJECT DESCRIPTION:

ERCO is a research-linked pilot project located in the Mexican state of Guanajato. It was designed to deal with and prevent low quality of education in rural schools. It was implemented through a teaching and research specialization programme for teachers to which were linked two other programmes: work with dropout children aged 9-14 and early education for peasant mothers, "Conociendo a mi hijo". The Specialization Programme, with credit value, offered three courses: theoretical bases of teaching, curricular innovation in rural basic education and methodology and practice of participatory research.

SOURCES:

Ser maestro rural: una misión imposible?. Fierro; Por los niños: aprendiendo juntos padres y maestros. Guijosa, Badillo; Case study on Community rural education. Chavez: Universidad Nacional Pedagogica, Mexico City, UNESCO 1992

0106

Junto con los Niños de Puebla; JUCONI

Fundacion Juconi A.C.
 Colonia Huexotitla. C.P. 72534
 Puebla
 MEXICO
 Fax: (52-22) 3778837

COUNTRY:	Mexico
PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>access to education</i>
TARGET GROUPS:	child labour; street children; disadvantaged groups; urban areas
OBJECTIVES:	To improve the living conditions of street and working children through basic education.
INF ON COMMUNITIES/LEARNERS:	Latest available data: 1992-93: about 110 street children (average age: 11 to 17) and about 100 working children. The working children are mainly boys (75 per cent) from rural and under-privileged groups.
MANAGER:	Dr Sara Thomas de Benitez
STARTING YEAR:	1989
DURATION:	on-going
FUNDING SOURCES:	Children's Trust; UNESCO

STAFFING:
 staff: 17 persons assisted (by about 30 social service students)

IMPACT:
 In 1991-92, following results are reported: only 30 per cent of children definitively left the street. All the working children of the Day Center are integrated into the formal school and school achievement has improved. Same positive results for the children whose parents participated in the programme of "popular education". For the children admitted in the JUCONI House, rehabilitation was successful for 60 per cent

BACKGROUND:
 The Foundation was established in 1989 with the financial assistance of the Children's Trust on the basis of a feasibility study and as a follow-up to the activities implemented in "Operacion Amistad" (1989-1990). For the JUCONI project, it has been decided to establish separate sub-programmes for street and working children. A prevention programme called "Popular education" has been developed for the families with children "at high risk", those likely to end up on the street

PROJECT DESCRIPTION:
 The project operates through the following programmes: (1) Protecting working children and integrating them into the formal school system. First the children are invited to meet in a "club" which offers recreational activities and discussions. Secondly, in a "Day Centre", they are socialized through (a) discussions on such topics as "work" and "future", (b) health and hygiene education (c) basic education, (d) recreational activities. (2) The "Popular education" programme, offers discussion groups for parents with children at high risk, together with training workshops (in sewing, cooking, etc). (3) For street children, the aim is reintegration into their families. The programme provides accommodation and education for 20 children during 3 to 18 months in the JUCONI House. A biannual "Project for Life" is prepared for each child. The evaluation is based upon a series of nine objectives plus one objective specific to each child. For the emotional balance of the children, emphasis is put on communication skills which allow them to talk about "family anxiety" and the establishment of positive relationships between the child and family. A monitoring programme for former street children is being prepared.

SOURCES:
 « Working with the Street Children. UNESCO/ICCB, Paris, 1995 »

0107

Non-Formal Initial Education

Ministry of Education
 Subsecretaria de Servicios Educativos para el D.F.
 Unidad de Educacion Inicial, Xocongo, No 65-er piso
 Colonia Transito, 06820
 MEXICO
 Fax: 52-5-740-48-43

COUNTRY: Mexico
 PROJECT TYPE: Governmental
 AREAS OF INNOVATION: *access to education; health services*
 TARGET GROUPS: minority groups; disadvantaged groups;
 indigenous population; rural areas
 OBJECTIVES: To boost indigenous children's development skills,
 provide better opportunities for children to succeed
 in school and enrich the family unit as the child's first
 learning environment.
 INF ON COMMUNITIES/LEARNERS: This project reaches out to 6,065 communities throughout all
 of the country's states, covering about 138,500 parents and,
 indirectly, some 188,500 children
 MANAGER: Ms Guadalupe Elizondo Vega.
 Directora de Educacion Inicial
 WORKING LANGUAGES: Spanish
 STARTING YEAR: 1981
 DURATION: on-going
 FUNDING SOURCES: Ministry of Education (Mexico);
 Bernard van Leer Foundation (Netherlands);
 World Bank (USA)
 COST DATA: US\$ 6 million per year. US\$ 31 annual cost per child
 STAFFING:
 1 Director of initial education unit; 1 project coordinator; Regional staff: 113 zone coordinators; 552 module
 supervisors; 5 community educators
 PLANS FOR GOING TO SCALE:
 With the World Bank funds, it is expected that this project will be extended and improved considerably, reaching
 about 1.2 million children
 WEAKNESSES/RISK FACTORS:
 Limited education background of the educators, combined with insufficient pre-and in-service training; the difficulty
 of motivating learners to attend classes as they have competing demands to work the fields; weak institutional capacity
 of Minister's initial education unit; governments austerity programme has made it difficult to ensure programme funds
 and sustainability
 IMPACT:
 The "non-formal programme was equally effective as regular kinergarten programmes in boosting child readiness for
 school." New systematic evaluations need to be undertaken to ensure programme effectiveness

BACKGROUND:

While efforts have been made to provide basic education to all in Mexico, there are still tremendous problems of access and quality in poor rural regions. Only 50 per cent of children entering the first grade finish primary education within the six cycles, and the failure rate is 30 per cent. Only 2 per cent of the population under 5 are enrolled in some form of initial education. Especially hard hit are the indigenous populations in rural areas

PROJECT DESCRIPTION:

The project trains parents through classes in community centres or home visits. Each parent (or aunt, uncle or grandparent) is given 42 hour training sessions, based on a Parent Guide Curricula 383-page illustrated guide covering issues such as family planning, pregnancy, childbirth, health and hygiene, nutrition, child development. Parents are trained by a community educator (70 per cent of whom are female), selected by a community council. Each educator receives a two-week training course and works with some 20 families, to form a project nucleus. Ten nuclei make up a module, assisted by a module supervisor and up to ten modules are supervised by a zone coordinator. The salary for a community educator is 145 pesos/month

Peru

0108

Niños de la Calle: de Piraña a Delfin

Centro de Informacion y Educacion, para la Prevencion
del Abuso de drogas, CEDRO
Roca y Bologna 271
Miraflores
Lima
PERU
Fax: (51-14) 404299

PROJECT TYPE:	Nongovernmental
AREAS OF INNOVATION:	<i>access to education; vocational training; income-generating activities</i>
TARGET GROUPS:	Street children; child labour
OBJECTIVES:	To reintegrate children at risk into their families and school through education and vocational training programmes.
INF ON COMMUNITIES/LEARNERS:	Mainly juvenile delinquents and drug addicts. 70 per cent of them are between 12 and 14 years of age; 30 per cent between 7 and 11. Accommodation is provided to 144 children in 1 centre for boys, and 1 centre for girls.
MANAGER:	Sr. Dwight Ordoñez Bustamante
WORKING LANGUAGES:	Spanish
STARTING YEAR:	1989
DURATION:	on-going
FUNDING SOURCES:	Commission of the European Communities; Caritas (Netherlands); Private donations (USA); Government of United Kingdom

STAFFING:

1 coordinator; 12 persons (for administration); 25 educators; 1 social worker; volunteers; staff of the vocational training workshops (Total staff: 43 persons)

GOVERNMENT SUPPORT/OTHER COLLABORATION:

Government of Peru

PLANS FOR GOING TO SCALE:

Extension to the main cities of the country (Cuzco, Huancayo, Chiclayo, Tarapoto and Chincha). Pilot projects for the protection of working children are being established in five districts of Lima in collaboration with the ILO

WEAKNESSES/RISK FACTORS:

Important reluctance of the teaching staff to integrate street children into the formal education system. For Vocational Training: norecognized certificate is, for the moment, delivered by the Centre. For the vocational rehabilitation increasing difficulties are reported due to the economical crisis

IMPACT:

Of the 900 children who have benefitted from the programme: 25 per cent returned to their family, 30 per cent established continuing relationships with their family, 30 per cent are enrolled in the formal school system. 30 per cent of the former street children return to one of the Centres after a while (instead of going back to the street)

BACKGROUND:

The Centro de Informacion y Educacion para la Prevencion del Abuso de Drogas (CEDRO) has fought drug abuse among children since 1986. The present programme was outlined from the conclusions of a survey (1989) carried out to evaluate the social situation in big cities and determine possible intervention policies. There are about 1,000 street children, mainly from second generation families who migrated from rural areas, who have broken completely with their family and social environment. 90 per cent of them left their family because of maltreatment. 100 per cent of the children recognize that they had used drugs at one time or another

PROJECT DESCRIPTION:

The programme has "open houses" where the children can stay for about 10 months. During this time they are prepared for a return into their family. Integration into the formal school system is prepared through a personalized education programme (2 hours a day). Income-generating activities are organized (4 hours/day) in collaboration with tradesmen. Vocational training is provided to the 14 years-old and above, either in workshops established by CEDRO, or in private small-scale production units which prepare the youngsters for the market economy. Since the manual activities have proved to have a positive influence on children's behaviour, the team insists that all participate in these

SOURCES:

« Working with Street Children. UNESCO/ICCB, Paris, 1995 »

Trinidad and Tobago

0109

SERVOL Adolescent Training Programmes

SERVOL, Service Voluntered for All
 91 Frederick Street
 Port-of-Spain
 TRINIDAD, W.I.
 Telephone: 809-623-5308 / Fax: 809-624-1619

PROJECT TYPE: Nongovernmental; Governmental
 AREAS OF INNOVATION: *access to education; vocational training; curriculum development; learning methods;* school community relationship; motivation; teacher education
 TARGET GROUPS: disadvantaged groups; dropouts; adolescents; teacher educators
 OBJECTIVES: The Adolescent Development Programme is a 14-week course which helps teenagers become more self-aware, understand their emotions and develop positive attitudes towards life. The Adolescent Skills Training Programme is vocational training.
 INF ON COMMUNITIES/LEARNERS: 40 adolescent training centres reaching 3000 teenagers every year.
 MANAGER: Sister, Ruth Montrichard.Executive Director
 EXTERNAL CONTACT PERSONS: Fr. Jerry Pantin. ExecutiveDirector
 WORKING LANGUAGES: English
 STARTING YEAR: 1972
 DURATION: on-going
 FUNDING SOURCES: SERVOL (Trinidad and Tobago); Government of Trinidad and Tobago; Inter American Foundation (USA); Misereror; Helvetas; Cebemo; Trinidad and Tobago Development Foundation
 COST DATA: T\$3,600,000 + TT\$ 970,000/annually
 STAFFING: 164 teachers and teachers' assistants (in 41 centres which are managed by a community board of education)
 EVALUATIONS: Boards of education meet on a monthly basis to monitor the programmes in each community, together with the teachers and the SERVOL field officers. SERVOL reports annually to funding agencies and produces a monthly journal report. Overseas funding agencies have commissioned independent evaluation reports on aspects of the adolescent training projects
 IMPACT: The holistic approach of SERVOL to human development and highly personalized working methods are inspiring and instructive to community workers, teachers and policy planners grappling with inner-city problems of drugs, crime and violence

BACKGROUND:

In 1970, a state of emergency was declared in Trinidad and Tobago, following uprisings staged by the Black Power Movement. Its members were protesting against the high unemployment rate among Trinidadians of African descent, who form 41 per cent of the population. Gerard Pantin, a white Roman Catholic priest and science teacher at one of the island's prestigious schools, resigned from his position and ventured into these areas of poverty, that had become synonymous with rebellion. Slowly, winning respect through social action, SERVOL was established and volunteers came forward to help. Early on in this process, SERVOL defined its foundations : "philosophy of ignorance" "attentive listening" and "respectful intervention"

PROJECT DESCRIPTION:

The SERVOL adolescent development programme teaches socially rejected young people in the 17 to 23 age group how to be responsible parents and helps them develop attitudes which will enable them to go on to successfully complete the vocational training and entrepreneurship opportunities provided by SERVOL and a sister organization Fundaid. The first aim of the project is to teach young people, many of whom are already parents and whose own childhood was characterized by neglect and/or abuse, how to be responsible parents. The second aim is to improve the self image and self esteem of these young people who have been condemned as drop outs and motivate them to take control of their own lives and reintegration into the community

SOURCES:

Collaboration for educational change: Servol pre-school and adolescent training programmes. Diana Mahbir, IIEP, Paris, 1992. « On the right track. EFA: Making it Work Series, UNESCO/UNICEF, 1994 »

0110

SERVOL Pre-Schools

SERVOL, Service Voluntered for All

91 Frederick Street

Port-of-Spain

TRINIDAD, W.I.

Telephone.: 809-623-5308/ 623-6746/ 627-9183/ 623-6234 / Fax: 809-624-1619

COUNTRY:

Trinidad and Tobago

PROJECT TYPE:

Nongovernmental; Governmental

AREAS OF INNOVATION:

access to education; curriculum development; learning methods; teacher role; community participation; school community relationship; parent participation early childhood; disadvantaged groups; parents; communities; teacher educators

TARGET GROUPS:**OBJECTIVES:**

The Early Childhood Education Programme aims at developing the creativity and spontaneity of 3 to 5 year-olds. The goal of the programme is to establish pre-schools with trained pre-school teachers in every community in Trinidad and Tobago where such schools are wanted and needed.

INF ON COMMUNITIES/LEARNERS:

153 pre-schools covering an estimated 5,000 children between the ages of 2-5 /per year

MANAGER:

Sister, Ruth Montrichard.Executive Director

EXTERNAL CONTACT PERSONS:

Mr Gerry Pantin C.S.Sp.Executive Director

WORKING LANGUAGES:

English

STARTING YEAR:

1972

DURATION:

on-going

FUNDING SOURCES:

Government of Trinidad and Tobago; Bernard van Leer foundation (Netherlands); income-generating activities

COST DATA:

TT\$2,100,000 1992

STAFFING:
308 teachers

WEAKNESSES/RISK FACTORS:

To disseminate SERVOL on a national level would require a fundamental change in the teacher training system, as well as a change in curricula. It would also require a change in the concept of education, where the students' needs should be the focus of both the programme of education and the practice of teaching. The SERVOL model could be extended to both primary and secondary systems provided the existing teaching staff were required to undergo a training in SERVOL's concept and methodology. For each school, the development in community involvement could be done both in inner-city schools and in rural schools. SERVOL centers already work in the least developed and most crime-ridden areas in both urban and rural districts

IMPACT:

The project is well-known in the region especially amongst the needy

PROJECT DESCRIPTION:

In co-operation with the government, SERVOL provides pre-school teacher training, curriculum development, supervision of classroom management, assistance with furniture and facilities and on-going teacher development to approximately 154 pre-schools. SERVOL pre-schools are characterized by community choice of the pre-school teachers; community provision and maintenance of premises; establishment of a management committee from the community; understanding and acceptance by parents of SERVOL child-centered educational approach, the SPICES curriculum incorporating Spiritual, Physical, Intellectual, Cultural, Emotional and Social areas; involvement of parents in school activities. SERVOL trains teachers under the supervision of a SERVOL Early Childhood Education Programme. This programme has been granted Certificate status by the Delegacy of Oxford University which acts as external examiners for the programme

SOURCES:

Collaboration for educational change: SERVOL pre-school and adolescent training programmes. Diana Mabhir, IIEP, Paris 1992. « On the right track. EFA: Making it Work Series. UNESCO/UNICEF, 1994 »

0111

Youth Training and Employment Partnership Programme

The Youth Training and Employment Partnership Programme Ltd, YTEPP
4th level Guardian Building, 22-24, St Vindent Street
Port-of-Spain
TRINIDAD, W.I.

COUNTRY:	Trinidad and Tobago
PROJECT TYPE:	Governmental
AREAS OF INNOVATION:	<i>out of school education; access to education; vocational training</i>
TARGET GROUPS:	adolescents
OBJECTIVES:	The main focus of the programme is human resource development and it is aimed at fashioning a well-rounded individual, skilled in a specific trade and possessing the necessary attitudes, values and confidence to strive in a competitive, commercial environment.
INF ON COMMUNITIES/LEARNERS:	50,900 trainees have been enrolled in YTEPP's centre-based programme and 27,500 have graduated. 142 community-based projects have been completed
MANAGER:	Mr Winston Williams. Executive Director
WORKING LANGUAGES:	English
STARTING YEAR:	1988

DURATION: on-going
FUNDING SOURCES: Government of Trinidad and Tobago

STAFFING:
1,240 employees aprox.

IMPACT:
YTEPP has, in its own words, succeeded in spreading a culture of entrepreneurship amongst young people and has restored hope and opportunity to many. YTEPP has saved schools significant funds by repairing equipment, furniture and facilities at schools. YTEPP has been selected as a model youth training programme by the World Bank

PUBLICIZING:
A radio call-in programme entitled "Trying Times", targeted to young entrepreneurs was aired in 1991. It was sponsored by the National Gas Company and raised awareness of YTEPP among young people. Four annual exhibitions of YTEPP graduates have been held since

BACKGROUND:
Since the early 1980's, the Republic of Trinidad and Tobago has witnessed an economic recession which has led to a rapid rise in unemployment. The rate of youth unemployment (under 25) stands at 40 per cent. In 1988 a Cabinet appointed committee was set up to find ways of addressing the problem. It was found that a large number of young people were unemployable because of low education levels, low levels of skills and poor attitudes towards work and society. Side effects such as juvenile crime, drug addiction, also needed to be addressed. The Youth Employment Partnership Programme was formed as a response to these problems with great emphasis on entrepreneurship in small business. Focusing on self-reliance, enhancing the informal sector were seen as one way of realizing economic growth

PROJECT DESCRIPTION:
YTEPP is a State Company which provides training for unemployed and out-of-school youth aged 15-25 years, to become employed through wage or self-employment. The programme includes: job skills training in areas such as food preparation automechanics and agriculture, based on a train-as-you-earn approach; motivational and attitudinal training; remedial education to improve literacy and numeracy skills; career guidance; counselling services to assist young people who are self-employed. Admission to the programme is free of charge. The training programmes are implemented on two levels: centre-based and community-based. Centre-based training is offered in secondary and junior secondary schools and lasts nine months during vacations and evening sessions. Community-based training is offered in rural areas at homes, Churches and in community centres. Poster training support comprises micro-entrepreneurship, a sales bureau and an employment bureau. Through the Partnership Programme, business, organizations, government agencies, etc provide support in the form of raw materials, apprenticeship opportunities, financial assistance and sponsorship

INTERNATIONAL PROJECT



**Bangladesh; Bolivia; Burkina Faso; Costa Rica; Jordan;
Malawi; Mali; Nepal; Philippines; El Salvador; Thailand**

0112

Strong Beginnings

Save the Children
54 Wilton road
Westport, Connecticut, 06880
USA.
Telephone: (203) 221 4000

REGION:

Africa ; Asia and The Pacific ;
Latin America and The Caribbean

PROJECT TYPE:

International

AREAS OF INNOVATION:

*early childhood education; adult literacy;
community participation; learning methods; life skills;
girls enrolment; parent participation*
school community relationship

TARGET GROUPS:

parents; communities; youth;
para professional educational personnel; rural areas

OBJECTIVES:

Community-bases primary education.
Early childhood development, adult literacy and non-formal
education. These three components converge as a
self-enforcing spiral of intergenerational education success.

EXTERNAL CONTACT PERSONS:

Mr A. W. Wood. Director of Education

WORKING LANGUAGES:

English

STARTING YEAR:

1991

DURATION:

on-going

FUNDING SOURCES:

The Asia Development Bank; Education for All;
The Bernard van Leer Foundation; The European Union;
The Inter-American Development Bank;
Save the Children (USA); UNESCO; UNICEF; USAID;
The World Bank; GOs; NGOs

STAFFING:

local personnel; Expatriate personnel

GOVERNMENT SUPPORT/OTHER COLLABORATION:

National government organizations; NGOs; CBOs; Colleges and Universities; UNICEF; UNESCO; The Consultative Group on Early Childhood Care and Development; World Food Programme; The World Bank

PLANS FOR GOING TO SCALE:

Four Strong Beginnings projects were launched in August 1991 (Costa Rica, Nepal, The Philippines, Thailand). Since then, 10 new country projects were added to the program portfolio. Strong Beginnings works to demonstrate low-cost, sustainable ways to increase access to and success in education, by young children and their families. In these lean times, it is clear that Education for All is not best achieved through expansion of formal bureaucratic, and expensive educational systems (which often have substantial barriers to universal participation--around calendar, location, language, or curriculum). In demonstrating feasible ways to educate all community members, Strong Beginnings hopes to have an impact upon policy by building bridges from communities to governments and funders, resulting in the adoption of feasible and successful alternative education methods. This has occurred for example in Mali, where Save the Children (SC) has since 1922 established 46 schools in partnership with communities and has worked with 4 Malian BGOs to establish 16 Village Schools in Bougouni District (as against the 26 formal schools with the Government of the Republic of Mali in Kolondieba District) Together, the 62 Village Schools provide access to education to 3,600 children. SC envisages the establishment of at least 800 such schools in western Sikasso Region by the year 2000

EVALUATIONS:

A qualitative and quantitative (non-scientific) evaluation of the Philippines workplace child care program was conducted in January 1995. In June 1995 USAID conducted a qualitative evaluation of SC's Ecole du Village program in Mali. Upcoming evaluations include; (1) a newly developed caregiver education program, Strong Beginnings for Parents (a partnership with UNICEF) is being piloted in the US starting in October 1995 with baseline data being collected immediately; and (2) a comprehensive evaluation is being integrated into work in Washington Heights with the Head Start program and Comunidad Unida, a partnership with Columbia University School of Public Health

PROJECT DESCRIPTION:

The Strong Beginnings program seeks to influence governments and donors to invest in large scale, community-based, gender sensitive approaches to early childhood development and basic education. Any one of the components serves as a convenient entry point corresponding to participants' interests. As women engage in their own literacy and post-literacy work, child care needs begin to emerge as does strong motivation to provide early and sustained educational opportunities for their own children. Literacy classes can thus be used as convenient vehicles for parent education and mobilization around child care and provision of primary education. Similarly, community-based primary schooling provides opportunities to involve parents and other adults in both activities which support student achievement as well as their own continuing education. These are significant areas of partnership between government and community organizations. Their crucial feature is relative low-cost, often complex formula for cost-sharing, clear links to capacity-building and employment generation, and accent on helping people develop a stronger voice in their own society. Given that women and girls are the most vulnerable and at risk in the countries concerned, they benefit disproportionately. In each instance, the target community is involved in designing the intervention. This ensures programmatic relevance, cultural appropriateness and local acceptance. It also contributes significantly to community ownership. A project based firmly on needs and knowledge about local obstacles and resources stands a greater chance of achieving long term sustainability

SOURCES:

Beyond Training: capacity building for Early Childhood Development Programs. Gibbons, M. The Coordinator's Notebook, 1993; Blazing the trail: the village schools of Save the Children/USA in Mali. EFA: Making it Work Innovations Series. Velis, J.P. UNESCO, 1994; Can head start be internationalized? Wood, A.W. (Journal of the Comparative and International Education Society, Winter, 1993); Communication and Community Development: Early Childhood Development Programs. Reinhold, A.J.; Wood, A.W. (Development Communication Report, 78) USAID, 1992/3); On Strong shoulders: planning exercise for partnering and local institution building activities. Gibbons, M., Save the Children, 1991; Training of Trainers in AIDS Education. Gibbons, M., Save the Children, 1992; Working with Rural Communities in Nepal: some principles of Non Formal Education intervention. Reinhold, A.J., UNESCO, 1993; Workshop Report, Child survival development, Parents as Catalyst: the role of parents in the development of the young child in Asia. Reinhold, A.J. (Ed.), RTRC, 1993; Village teachers for village schools. (in: The Economist, March 18, 1995)

INNOV WORKSHEET DATA ENTRY

PROJECT TITLE AND ACRONYM :

TRANSLATION OF TITLE:

COUNTRY:-----REGION:-----

PROJECT TYPE:-----

AREAS OF INNOVATION (USE LIST OF DESCRIPTORS)

TARGET GROUPS

OBJECTIVES:

INFORMATION ON TARGET COMMUNITIES/LEARNERS:

RESPONSIBLE INSTITUTION ADDRESS (Telephone; Fax)

MANAGER:

EXTERNAL CONTACT PERSON(S)

WORKING LANGUAGE(S): -----

STARTING YEAR: -----DURATION: -----

FUNDING SOURCES

COST DATA:

BACKGROUND

PROJECT DESCRIPTION: (BRIEF DESCRIPTION OF THE PROJECT)

STAFFING:

GOVERNMENT SUPPORT/OTHER COLLABORATION:

PLANS FOR GOING TO SCALE:

EVALUATIONS:

WEAKNESSES/RISK FACTORS:

IMPACT:

PUBLICIZING:

SOURCES:

INDICATE THE SOFTWARE YOU USE:

ENTRY DATE: -----

FILLED BY: -----

