



United Nations  
Educational, Scientific and  
Cultural Organization

UNESCO Bangkok  
Asia-Pacific Programme of  
Education for All

Regional Workshop on

# Strengthening Linkages and Networks through Community Learning Centres (CLCs)

Bandung, Indonesia, 5-9 September 2005



CLC

Regional Workshop  
**on Strengthening  
Linkages and  
Networks through  
Community Learning  
Centres (CLCs)**

*Bandung, Indonesia  
5-9 September 2005*

**Regional workshop on strengthening linkages and networks through  
Community Learning Centres (CLCs), Bandung, Indonesia, 5-9 September 2005.**  
Bangkok: UNESCO Bangkok, 2006.

20 pp.

1. Community learning centres. 2. Adult learning. 3. Lifelong education.  
4. Information network. 5. Workshops.

ISBN 92-9223-090-5

Photo credit:

© UNESCO / K. Jin

© UNESCO 2006

Published by the

UNESCO Asia and Pacific Regional Bureau for Education

920 Sukhumvit Rd., Prakanong

Bangkok 10110, Thailand

Printed in Thailand

The designations employed and the presentation of material throughout the publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning its frontiers or boundaries.

APL/06/OS/29-300

# Table of Contents

<b>Print Version</b>	Introduction	1
	Proceedings	3
	Annex 1: List of Participants	14
	Annex 2: Workshop Programme	16

<b>CD Attachment</b>	Introduction	
	Chapter 1: Proceedings	
	Chapter 2: Overview of EFA, APPEAL Strategies and CLCs	
	Chapter 3: Sharing Country Experiences	
	Chapter 4: Field Visits	
	Chapter 5: Identifying Key Strategies for Establishing, Maintaining and Expanding CLC Networks	
	Chapter 6: Developing Strategies for Effective CLC Network Models	
	Chapter 7: Developing Strategies for Setting Up Regional/National CLC Networks	
	Chapter 8: Country Action Plans	
	Photos from Opening (Day 1) and Field Visits (Day 2)	
	Country Study Reports on Linkages and Networking of CLCs	
	Presentations and Information	
	Annex 1: List of Participants	
	Annex 2: Workshop Programme	
Annex 3: List of ARTC and LRC members		
Annex 4: Opening Speech by Indonesian Minister of Education		



# Introduction

## Background

The Community Learning Centre (CLC) Project has been carried out since 1998 within the framework of the Asia-Pacific Programme of Education for All (APPEAL). The CLC is a multi-purpose learning centre that serves as a local venue for adults, youth and children to engage in all kinds of learning through literacy and continuing education. It also serves as a vehicle and medium for acquiring the information, knowledge and skills essential for human growth. As of 2005, CLCs have been introduced into 22 countries throughout the region, namely Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Kazakhstan, Kyrgyzstan, Lao PDR, Malaysia, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, the Philippines, Samoa, Sri Lanka, Thailand, Uzbekistan and Viet Nam.

After a few years' implementation of CLCs, these countries have expressed positive views about them as important delivery mechanisms for literacy and continuing education. At the same time, many of them have reported that the activities are often limited to education. In fact, CLC activities should include those related to health, agriculture and community development. Thus, NFE/CLC personnel need to improve their skills in establishing contacts and networking with agencies from various sectors other than education, including those in the private sector, for the purpose of community development and improving the quality of life.

## The Project

In view of the above background, the project on linkages and networks through CLCs has been launched under the Japanese Funds-in-Trust (JFIT) and the UNESCO Regular Programme Budget.

The main objective of this project is to assist countries in the region to develop CLCs as coordinating agencies of local networks that link with the private sector, development organizations of governments and NGOs, and academic and research institutions, such as universities.

Specifically, the project has the following objectives:

- To identify successful field experiences related to effective local networks and linkages through CLCs for community development in countries of the region;
- To organize a regional forum to share the above field experiences and formulate the framework of pilot projects;
- To assist in carrying out pilot projects in participating countries to demonstrate local innovative approaches for strengthening networks and linkages; and
- To review the experiences of participating countries and share the findings with other countries in the region, especially those with CLCs.

As the first activity under this project, APPEAL has supported Bangladesh, China, Japan, Indonesia, the Philippines and Thailand in undertaking research studies to identify different models for establishing CLC networks.

## The Workshop

Within the framework of this project, a regional workshop on strengthening linkages and networks through CLCs was held in Indonesia during 5-9 September 2005. It was organized in collaboration with the CLC Communication Forum, the Ministry of Education and UNESCO Jakarta.

The overall objective of the workshop was to discuss and explore strategies to further strengthen CLCs as effective delivery mechanisms for literacy and continuing education programmes and for community development within the framework of the national EFA action plans, national development plans, and the United Nations Literacy Decade (UNLD). The specific objectives were as follows:

- To share research findings on the different models used in participating countries for establishing CLC linkages and networks;
- To identify strengths and weaknesses in establishing CLC linkages and networks with various organizations and sectors;
- To obtain experiences through study visits in the host country in areas related to CLC linkages and networks;
- To develop practical strategies for establishing effective CLC linkages and networks; and
- To formulate future action plans.

There were 12 official participants representing governments and NGOs from the following countries: Bangladesh, China, Japan, Indonesia, the Philippines and Thailand. In addition, there were 14 participants and observers from local government offices and NGOs. A list of participants appears in Annex 1.

This report provides short summaries of each day's proceedings, as well as the programme and list of participants. The enclosed CD includes more detail, such as summaries of country reports, outcomes of discussions, findings of field visits and follow-up action plans in the participating countries.

# Proceedings

## Day 1

### Opening Ceremony

The opening session commenced with local welcome dances called *Ketuk Tilu* ("Three Notes") and *Langit Biru* ("Blue Sky"). Mr. Buhai Simanjuntak, Chairperson of the Indonesian CLC Communication Forum, welcomed participants to Bandung and gave an overview of the workshop, including objectives and activities. He also introduced participants from Bangladesh, China, Indonesia, Japan, the Philippines and Thailand.

Mr. Kiichi Oyasu of APPEAL expressed his appreciation to the Indonesian host for its collaboration in organizing this workshop. In order to set the scene for the workshop, he made a presentation on the EFA situation in the region, EFA goals, APPEAL's strategies and CLCs, including overall concept, multiple functions, key factors for effective implementation, lessons learnt and challenges. He informed participants that the CLC Project has been carried out since 1998 within the framework of APPEAL and with the financial assistance of Japan and Norway. During 1998-2005, it has supported 22 countries in the region. He also noted that APPEAL will continue to support countries in promoting CLCs by introducing innovative approaches, resource development and capacity-building, as well as policy dialogues within the frameworks of EFA and the UNLD.

The workshop was officially opened by Mr. Ace Suryadi, Director-General, Directorate General of Non-formal Education (NFE) and Youth, Ministry of National Education of Indonesia. He delivered the speech on behalf of Dr. Bambang Sudibyo, Minister of Education, which emphasized the important role of CLCs as delivery mechanisms for NFE. Mr. Suryadi observed that the number of CLCs in Indonesia has grown from 145 centres in 1998 to 1,400 in 2005, as a vital component of the national EFA plan. He stressed the importance of linkage and networking in the country, as well as among countries that wish to share their experiences, referring to the experiences of *kominkan* (citizens' public halls) in Japan.

### Introduction of Participants and Workshop Orientation

Participants introduced themselves by means of an ice breaking activity facilitated by Mr. Ken Jin of APPEAL. Ms. Darunee Riewpituk of APPEAL provided a workshop orientation, including project focus and framework, objectives, daily activities and logistical arrangements. She informed participants that "linkages and networks" were discussed at various CLC seminars and in the CLC Management Handbook as one of the important topics for the effective management and sustainability of CLCs. Key issues concerning networking include the following:

- Networking in general
  1. Networking is a collaborative effort to benefit from the resources, personnel, expertise and experience of all partners;
  2. Member organizations need the necessary capacities to contribute to a network;



3. The process of creating good coordination is a long-term one and should be participatory and transparent, open and supportive;
  4. Joint activities through network members are usually effective, but not always efficient because of difficulties in coordinating the different proposals of members;
  5. Efficient information sharing mechanisms (such as a database) are needed;
  6. Identifying good start-up issues to begin networking is important; and
  7. People, rather than technologies, are the key to maintaining a good network.
- Networking of CLCs
    1. CLCs can establish networks with other local organizations, such as formal schools and development agencies (e.g., health, agriculture);
    2. CLCs can establish sub-centres and coordinate their activities to extend services to all community members;
    3. Several CLCs can jointly form a cluster of CLCs at district and higher levels, which can be expanded into a national network or federation; and
    4. CLCs can be linked with research organizations, universities, private enterprises or NGOs to obtain their technical assistance and also provide them with field-level experience.

Finally, Riewpituk emphasized that by strengthening local networks, CLCs have the potential to promote sustainable community development through coordinating various skill training and education programmes. Such programmes serve to mobilize community ownership of the socio-economic development process, instead of depending on externally driven “community development plans.”

## Workshop Organization

The workshop participants did not select chairpersons throughout the sessions. APPEAL took responsibility for documenting workshop procedures and outputs in collaboration with the CLC Communication Forum. To ensure active participation and ownership of workshop activities, the task of workshop management was distributed among participants according to a “rotating host” schedule as follows:

Tasks	Responsibilities	Day 1 (5 Sep)	Day 2 (6 Sep)	Day 3 (7 Sep)	Day 4 (8 Sep)	Day 5 (9 Sep)
Chairperson/ time keeper	Chair sessions on the assigned day and keep to the schedule.	Bangladesh Japan	China Thailand	Philippines Indonesia	Bangladesh Japan	China Thailand
Energizers	Demonstrate two energizers for 7 minutes each in the morning and afternoon.	Philippines Indonesia	Bangladesh Japan	China Thailand	Philippines Indonesia	Bangladesh Japan
Reflection on previous day's activities	Discuss within the group and identify 3 lessons learnt from the previous day's activities, which will be shared at the beginning of the day for 5 minutes.		Philippines Indonesia	Bangladesh Japan	China Thailand	Philippines Indonesia

## Sharing Country Experiences

The six participating countries shared their experiences during a plenary session, highlighting the main research findings on CLC networks in each country, followed by an open forum for questions and answers. A brief overview of the country reports is given below:

- **Bangladesh:** In most cases, there is an absence of planned and organized effort in developing networks and linkages among CLCs. Community Resource Centres (CRCs) are effective in providing services to member CLCs. The interest of community members for using and strengthening CLCs as community development mechanisms is growing, and has attracted the attention of the local government.
- **China:** CLCs are established with the full use of local educational resources such as secondary vocational schools, township culture and technical schools for farmers, village agricultural technical stations, and primary and secondary schools. Linkages and networks are expanded with various associations, e.g. youth federations, enterprises, government departments (e.g. agriculture) and universities.
- **Japan:** *Kominkan* (citizens' public halls = CLCs) connect various kinds of local groups and organizations through learning and practical activity. A case from Matsumoto shows strong linkages between CLCs and a university for the purpose of community development through various joint activities,

including problem-solving. CLCs have also been encouraged to develop human networks in the community.

- **Indonesia:** Because of limited local resources, many CLCs have tried to develop linkages and networks with other organizations to share information, mobilize support and improve the quality of their programmes. However, the lack of a good environment for initiating networks (including appropriate information and capable personnel, etc.) is identified as a major challenge to developing effective networks and linkages.
- **Philippines:** According to the findings from case studies of CLCs in Mindanao, the key players in CLC networks and linkages include government units, NGOs, religious groups and private enterprises. Management working groups have been established to coordinate the involvement of these organizations, taking into account the community participation and ownership in the planning and management of CLCs.
- **Thailand:** Linkages and networks are either created by local organizations sharing common interests or externally arranged by state agencies or the private sector. Activities under these networks should be based on and responsive to problems and needs in the communities. Leaders and other key personnel are a major factor in the successful management of networks.

In addition to sharing the country reports, participants heard presentations on lifelong learning in Japan, and CLC products from Indonesia in EU markets.

## Day 2

### Field Visits

Field visits were arranged to three CLCs in West Java Province, namely Al-Khoiriyah CLC in Garut District, Tirtasari CLC in Bandung Municipality and Jayagiri CLC in Bandung District.

Prior to the visits, participants were given the following observation guidelines prepared by APPEAL and a brief introduction to the visits, prepared by the CLC Communication Forum:

- Overall linkages and networks of the CLCs;
- Key partner organizations for the networks of CLCs;
- Rationale and objectives of the networks;
- Process and strategies for establishing, maintaining and expanding the networks, including political support for developing the networking mechanisms;
- Key personnel who initiated and coordinated the networks; and
- Key activities of the networks.

During the visits, local CLC managers provided participants with information about the organizational structure, management and main activities of the respective CLCs. Participants in four small groups observed the activities and interacted with CLC personnel and learners.

### Brief Profiles of the Field Visit Sites

#### *Al-Khoiriyah CLC in Garut District*

This CLC is located in a village of Garut District, West Java Province. Most people live as farmers. The proportion of poor people is very high. Many people cannot continue their education because of poverty. Some of them had dropped out of the school system. PKBM Al-Khoiriyah was started by community leaders there.

#### *Tirtasari CLC in Bandung Municipality*

This CLC is derived from the Art Club Tirtasari (*Sanggar Seni Tirtasari*) which specializes in arts, skills training and hand-printed batik making. These activities started in 1998. The neighbourhood is suitable for developing activities such as drawing and painting, literature, music, Package A studies (equivalent to primary education) (SD), Package B studies (equivalent to junior secondary education) (SMP), and women's activities such as cooking and bridal makeup.

#### *Jayagiri CLC in Bandung District*

CLC Jayagiri was established on May 2, 1999, which was National Education Day. This CLC is located at the foot of Mount Tangkuban Perahu, 1,200 metres above sea level, and is about 16 kilometres or 45 minutes north of Bandung.

CLC Jayagiri is under the supervision and coordination of BP-PLSP Regional II Jayagiri. Its motto is, "From the community, by the community, for the community," and its basic ideal is to "devote effort and obtain achievements to form a self-sufficient community."

## Day 3

### Reflections on the Field Visits

Participants met in four groups for sharing their findings and reflections, according to the following observation points suggested by APPEAL.

- Main benefits of networking with others for sustaining CLC activities;
- Difficulties encountered in initiating, maintaining and expanding the networks;
- Strategies for overcoming the difficulties; and
- Future plans and directions regarding the strengthening of networks.

Each group rapporteur presented the discussion outcomes in a plenary session, highlighting the strengths, challenges and suggestions for the three CLCs. The main findings concerning networks and linkages are summarized below:

- The networks and linkages of the CLCs were started and maintained through personal initiative and effort. It is important to systematize such initiatives in order to sustain the networks and linkages through the participation of all CLC members.
- Most partners of the CLCs are involved with income-generating programmes, in activities such as production, marketing or sales promotion. Technical inputs have been mobilized through these partners to strengthen the skills of CLC participants. It is important to make sure that the skills and knowledge are regularly updated to maintain the quality of the products.
- Networks and linkages should be expanded according to the needs and demands of the community, through an appropriate “bottom-up” process. The current operational process for programmes at the three CLCs was found to be rather “top-down.”

### Identifying Key Strategies for the Establishment, Maintenance and Expansion of CLC Networks

With reference to the results of country experience sharing on the first day, participants undertook an in-depth analysis of the issues and innovative approaches for establishing, maintaining and expanding CLC networks. The work was undertaken in three groups to elaborate the mechanisms and process of CLC networking. Each country team analyzed components of the existing networks described in the research studies and shared its results with another country team in a pair group of country teams in order to identify the commonalities and also the unique features of the two countries. The main findings of the groups are summarized below:

- 1) **Names of key partners:** universities, schools, research institutions, NGOs, local government offices, government departments, the private sector, community-based organizations, international agencies, religious organizations.
- 2) **How to start the relationship:** sharing information, dialogues and consultations, needs and resource identification, project orientation, government policies, strong leadership of community chairpersons.

- 3) **Main activities with partners:** advocacy and community mobilization; project preparation and planning; needs and resource identification; education and training activities based on community needs; information exchange forums; periodical newsletters and magazines; action research and feedback.
- 4) **Positive outcomes/impact:** quality of CLC activities improved for better achievement of objectives; additional resources mobilized from external agencies; resource management and sharing improved with partners; capacity and confidence of CLC personnel strengthened; services and products standardized; CLC programmes expanded; awareness and knowledge of community people increased; role of partners expanded and their social status raised.
- 5) **How to maintain the relationship:** organizing regular exchange forums and consultations, regular reporting and information; sharing and promoting complementarities among partners; exploring new approaches and innovations jointly; maintaining transparency (especially in financial matters); strengthening all stakeholders in awareness, confidence and ownership; continuing joint activities in various areas; resource sharing and mobilization for joint activities.
- 6) **How to expand the network:** encouraging initiatives from all stakeholders; publicity, advocacy and campaigns to mobilize support from various sources; mobilizing government policy and incentives in line with community development policies; inviting external agencies (e.g. schools and private enterprises) to explore new networking initiatives; exploring new fields for CLC activities through research to collect data for situation analysis.
- 7) **Challenges/problems:** instability of linkages and networks; lack of awareness among potential partners; financial constraints; continuity of personnel (e.g. volunteers and students); lack of policy support; delays in government support due to bureaucracy; rivalry among network agencies; increased demands from CLCs; insufficient supervision; monitoring and evaluation.

## Day 4

### Development of Strategies for Effective CLC Network Models

Participants were divided into three groups to develop generic models for creating and strengthening effective linkages and networks with different partners.

The following strategies were identified to strengthen CLC networking according to the specific features of different partners. At the same time, everyone agreed that the management of CLCs, including networking, should be fully owned by the local people.

- **Governments** should formulate policies to encourage networking among various ministries and organizations for community development. Government agencies can also provide technical assistance to CLCs to improve their management and activities. The “One Village, One Product” project in Thailand is a good example, because the government has played the role of supporting communities to improve the productivity, marketing and sales promotion of their products.
- **NGOs** play an important role in assisting CLC networking in activities such as advocacy, mapping CLC partners in the community, information sharing and action research. According to research and field visit findings, CLC networks are often initiated through personal connections and effort -- in the case of NGOs, personal contact with business partners and professionals. While it is important to use such individual potential to establish networks, more effort should be made to institutionalize these networks so that they sustain their functions in the long run by involving other partners of the CLC.
- **The private sector** can help improve the activities of CLCs, in particular, the quality of income-generating programmes (IGPs), which are popular at many CLCs. Many CLCs have tried to link with local markets and also outside. If they wish to explore markets in foreign countries (e.g. the EU, USA or Japan), the quality of products and marketing skills should be improved to meet the demands of these markets through establishing good linkages and networks with private enterprises.
- **Universities and research institutions** can provide technical assistance to CLCs through arranging the services of faculty members and students as well as opening the facility to CLC activities. They can also undertake social research in support of CLCs and lifelong learning. In addition to cooperation in CLC project activities, teachers colleges may include an NFE component in their curriculum to promote understanding and cooperation between formal schools and CLCs.
- **Community organizations** such as schools, community development agencies and religious organizations can create strong networks and linkages with CLCs for sharing resources, promoting local values and culture, and implementing joint projects of training, action research and establishing a community database.

## **Developing Strategies for Setting Up Regional/ National CLC Networks**

Mr. Buhai of the CLC Communication Forum made a presentation on the main functions of the Forum in supporting CLCs in Indonesia. Ms. Yanagisawa also shared the mission and activities of the National Kominkan (CLCs) Association of Japan, established in 1951. These presentations were followed by an open forum for questions and answers. Mr. Jin of APPEAL made a short presentation on the existing regional networks of literacy and continuing education as possible network partners at national and regional levels.

These inputs enabled participants to explore the possibility of establishing national and regional networks of CLCs. Their conclusions were as follows:

### ***1) Establishing national networks of CLCs***

National networks of CLCs may be established to share experiences, organize joint training activities, mobilize resources from government and private sectors, advocate for CLCs and initiate dialogues with policymakers for mobilizing political support. The experiences of Japan and Indonesia can be elaborated and shared with others as concrete examples of such networks.

### ***2) Establishing a regional network of CLCs***

- Objectives: to share experiences; to promote CLCs for the purpose of poverty alleviation, lifelong learning and other kinds of development; to build capacity; to negotiate with policy makers and donors for resource mobilization; to make networking more effective through ICT (especially for marketing information).
- Activities: organizing exchange visits, inter-country meetings and seminars; establishing Web-based networks for marketing; training workshops for personnel; assisting new CLCs; conducting research and evaluation.
- Role of UNESCO: coordinating and promoting the regional network, facilitating inter-country activities, providing technical inputs to member countries.
- Role of Member States: developing national-level networks and consolidating resources.



## **Day 5**

### **Preparation of Country Action Plans**

Workshop participants were invited to submit proposals to conduct follow-up activities in their countries. APPEAL made the following suggestions as guidelines: 1) improve the existing networks or establish new ones according to the workshop findings; and 2) set up a national CLC forum or association, if possible and feasible.

Accordingly, draft country action plans were developed and shared for comments and suggestions during a plenary session. Most action plans proposed a review of existing CLC networks, meetings to share the regional workshop outputs, pilot projects to initiate and expand successful experiences in networking, and documentation and dissemination of the progress of these projects.

APPEAL also suggested that participating countries review and improve their research studies to ensure documentation of the process of networking as part of their follow-up actions.

APPEAL invited participants to prepare full-fledged proposals after consultations in their home countries. It was agreed that APPEAL would send suggestions for improvement to each country in order to assist in this task.

### **Closing**

During the informal closing session, Mr. Oyasu of APPEAL shared a brief review of the workshop sessions and then thanked participants for their cooperation during the workshop.

Mr. Ekodjatmiko Sukarso, on behalf of the Directorate of NFE and Youth, expressed his appreciation to the CLC Communication Forum and APPEAL for promoting inter-country cooperation through developing CLC networks at both national and regional levels.

Participants also gave a vote of thanks to the organizers for the opportunity given to the participants to learn from one another through collective sharing and group work.

### **Conclusions**

Through presentations, field visits and discussions during the workshop, participants reaffirmed the importance of developing effective networks and linkages through CLCs.

Because CLCs are small institutions, it is not possible for a CLC by itself to meet all the needs and demands of the community. It is important to develop good linkages and networks with external organizations such as government offices, NGOs, the private sector, universities and research institutions. These organizations can provide CLCs with updated information, knowledge and skills, which can help maintain the quality and relevance of activities at the CLCs.

Although external organizations play an important role in developing and maintaining linkages and networks through CLCs, community people,

especially CLC management committee members, should assume leadership in the process of planning and decision-making concerning the nature and structure as well as functions of the networks.

In general, it is relatively easy to start a network when members are enthusiastic about new initiatives, but it is often difficult to sustain its operation in the long run. As discussed during the workshop, maintaining information and resource sharing among members, as well as transparency in management, are keys to sustaining the networks.

The effective use of ICT should be further explored to promote linkages and networks. According to the experiences of APPEAL's project on community empowerment through ICT-NFE (currently implemented in nine countries in the region), the Internet has been a useful tool for sharing information and resources among network members, as websites can publicize the work of CLCs and expand linkages with other organizations.

Efforts should be made to initiate and strengthen national networks of CLCs in order to enhance information and resource sharing, as well as capacity-building of CLC personnel. This kind of network can advocate the role of CLCs in EFA and lifelong learning to mobilize the appropriate resources and personnel for NFE. Establishment of a regional network of CLCs should also be explored in view of the development of national-level networks.

# Annex 1: List of Participants

## BANGLADESH

### **Prof. Ahmadullah Mia, Ph.D.**

*Director, Research Planning and Policy Advocacy*  
Dhaka Ahsania Mission (DAM)  
E-mail: ahmadullah\_mia@yahoo.com

### **Mr. Shaikh Abdul Halim**

*Executive Director*  
Village Education Resource Center (VERC)  
E-mail: verc@bangla.net

## CHINA

### **Ms. Shen Yiling (7-9 Sep)**

*Deputy Director, Education Division*  
Chinese National Commission for UNESCO  
E-mail: shenyl@moe.edu.cn

### **Mr. Wang Yibing**

*Advisor*  
Beijing Distance and Open Learning Center for  
Rural Areas  
E-mail: ywang20402061@yahoo.com

## INDONESIA

### **Mr. Buhai Simanjuntak**

*Chairman*  
Indonesian CLC Communication Forum  
E-mail: buhaisim@yahoo.com

### **Mr. Suardi Jasma**

*Chairman*  
Non-Formal Education, University of Bengkulu  
E-mail: N/A

## JAPAN

### **Ms. Satoko Yanagisawa**

*Lecturer*  
Matsumoto University  
E-mail: yan@matsu.ac.jp

### **Mr. Hiromi Sasai (5-7 Sep)**

*Senior Researcher*  
National Institute for Educational Policy Research  
of Japan (NIER)  
E-mail: sasai@nier.go.jp

## PHILIPPINES

### **Ms. Myrna B. Lim**

*Executive Director*  
Notre Dame Foundation for Charitable Activities,  
Inc. Women in Enterprise Development  
(NDFCAI- WED)  
E-mail: ndfcaiwed@hotmail.com

### **Dr. Carolina S. Guerrero**

*Director IV*  
Bureau of Alternative Learning System (BALS)  
Department of Education  
E-mail: carolebnfe@yahoo.com

## THAILAND

### **Mr. Ruammitr Kumpha**

*Head*  
Section of Non-Formal Education Quality  
Promotion  
Northeast Region Non-Formal Education Centre  
E-mail: ruammitrk@hotmail.com

### **Mr. Somchai Kamphroa**

*Specialist Teacher*  
Northeast Region Non-Formal Education Centre  
E-mail: skamphroa@yahoo.com

## UNESCO

### **ASIA AND PACIFIC REGIONAL BUREAU FOR EDUCATION, BANGKOK**

### **Mr. Kiichi Oyasu**

*Programme Specialist in Literacy*  
E-mail: k.oyasu@unesco.org

**Ms. Darunee Riewpituk**  
*Programme Specialist in Continuing Education*  
E-mail: r.darunee@unescoykk.org

**Mr. Kenjiro Jin**  
*Associate Expert in Literacy and Continuing Education*  
E-mail: k.jin@unescoykk.org

## UNESCO JAKARTA OFFICE

**Ms. Nahoko Chiku**  
*UNV Education Specialist*  
E-mail: n.chiku@unesco.org

## INDONESIA

### DIRECTORATE GENERAL OF OUT-OF-SCHOOL NON-FORMAL EDUCATION AND YOUTH MINISTRY OF NATIONAL EDUCATION

**Mr. Ace Suryadi**  
*Director-General*  
E-mail: ace@cbn.net.id

**Mr. Agus Rachman**  
*Planning Division*  
E-mail: agus\_rachman@yahoo.com

**Mr. Sudjarwo**  
E-mail: djarwo@yahoo.com

**Ms. Lilik Sulistyowati**  
E-mail: sulis@mail.ut.ie.id

### DIRECTORATE OF COMMUNITY EDUCATION DIRECTORATE GENERAL OF OUT-OF-SCHOOL NON-FORMAL EDUCATION AND YOUTH

**Mr. Ekodjatmiko Sukarso**  
*Director*  
E-mail: edguk6@yahoo.co.uk

### CENTER FOR DEVELOPMENT NON-FORMAL EDUCATION AND YOUTH (BP-PLSP) REGION II

**Mr. Ade Kusmiadi, M.Pd.**  
*Director*  
E-mail: adekoesmiadi@yahoo.com

**Mr. Edy Hardiyanto**  
E-mail: e.hardiyanto@lycos.com

**Mr. Edi Rukmana**  
E-mail: e\_rukmana@yahoo.com

**INDONESIAN CLC COMMUNICATION  
FORUM**  
E-mail: forum\_komunikasi@yahoo.com

**Ms. Poppy Martakusumah**  
**Mr. Hamim M.G.**  
**Mr. Tedy Ruchiyat**  
**Mr. Zuhri Alamsyah**  
**Mr. Poltak E. Butarbutar**  
**Ms. Purwanti Isriyani**  
**Ms. Ratna Wulandari**  
**Mr. Catur Yuliatmo**  
**Mr. Sandang Tri Hidayat**  
**Mr. Slamet Imam Wahyudi**  
**Ms. Devi Oktari Ahmadi**

## OBSERVERS

**Mr. Frank Westerkamp**  
FAM Holding BV  
E-mail: frwfam@xsyall.nl

**Ms. Astrid Westerkamp**  
FAM Holding BV  
E-mail: frwfam@xsyall.nl

**Ms. Hadi Suparto**  
*Director*  
PKBM Indah  
E-mail: pkbmindah@yahoo.com

**Mr. E. Woda Yasin Moa**  
*Advisor*  
Consortium CLC on Ex-prostitutes & Trafficking  
E-mail: yashin\_moa@yahoo.com

**Ms. Sri Wahyuningsih**  
*Technical Staff*  
E-mail: senukus@yahoo.com

# Annex 2: Workshop Programme

Date/Time	Agenda/Activities	Facilitators
<b>DAY 1: 5 September (Monday)</b>		
0830-0900	Registration	Ken Jin
0900-1000	<b>Opening</b>	
	Opening speech and Keynote speech by Dr. Ace Suryadi, Director General of Out-of-School Education and Youth, and Mr. Ekodjatmiko Sukarso, Director of Directorate of Community Education	CLC Forum APPEAL
	Brief overview of the CLC project and orientation of the Workshop	Kiichi/Darunee
1000-1030	Tea break	
1030-1200	Introduction of participants	Ken Jin Darunee
	Selection of chairpersons, reporters and energizers	
	<b>Agenda 1: Sharing Country Experiences of Overall Project on Networks and Linkages of CLCs</b>	
	Presentations by Bangladesh, China and Japan (20 min each)	
	Q & A and general discussion	
1200-1300	Lunch break	
1300-1430	<b>Agenda 1: Sharing Country Experiences of Overall Project on Networks and Linkages of CLCs</b>	Ken Jin Darunee
	Presentations by Indonesia, Philippines and Thailand (20 min each)	
	Q & A and general discussion	
1430-1500	<b>Agenda 2: Sharing Country Experiences</b>	Sasai
	Presentation on overall lifelong learning in Japan	
	Q & A and general discussion	
1500-1530	Tea break	

1530-1630	<b>Agenda 2: Sharing Country Experiences</b>	APPEAL Poppy Frank
	Presentation on CLC business units and CLC financial sustainability by Indonesian CLC Forum	
	Presentation on CLC products in European markets by Indonesian CLC Forum	
	Q & A and general discussion	
1630-1700	<b>Agenda 3: Field Visit Orientation</b>	Buhai / Tedy Ken Jin
	Briefing on background information of visit sites	
	Guidelines for field visit observation	
1830	Departure at Hotel	
1900-2100	Welcome reception party hosted by West Java Province Governor	
<b>DAY 2 : 6 September (Tuesday)</b>		
	<b>Agenda 3: Field Visits</b>	CLC Forum
0730	Departure	
0900-1100	Visit to PKBM Garut	
1230-1330	Lunch in Bandung	
1400-1530	Visit to PKBM Tirta Sari, Bandung	
1600-1730	Visit to PKBM Bandung developed by BPPLS	
1800	Back to Hotel	
<b>DAY 3: 7 September (Wednesday)</b>		
	Review of DAY 2 by reporter; and energizer	
0830-1000	<b>Agenda 3: Reflections on the Field Visits and Suggestions</b>	Ken Jin
	Group work based on information from the field visits	

1000-1030	Tea break	
1030-1100	Agenda 3: Reflection on the Field Visits and Suggestions Group reports	All
1100-1200	<b>Agenda 4: Strategies for Establishment, Maintenance and Expansion of CLC Networks</b> (review and analysis of country experiences) Group work based on; HOW (processes & strategies) WHO (key parties) WHAT (activities) Strengths & challenges	All
1200-1300	Lunch break	
1300-1500	<b>Agenda 4: Strategies for Establishment, Maintenance and Expansion of CLC Networks</b> Group work continues	All
1500-1530	Tea Break	
1530-1700	<b>Agenda 4: Strategies for Establishment, Maintenance and Expansion of CLC Networks</b> Group reports	All
1830-2030	Dinner hosted by CLC Forum and FAM Holding	
<b>DAY 4: 8 September (Thursday)</b>		
0815-0830	Review of DAY 3 by reporter; and energizer	
0830-1000	<b>Agenda 5: Developing Strategies for Effective Models</b> Group work based on: Community, GOs, Universities, Private sector, and NGOs	All
1000-1030	Tea break	
1030-1200	<b>Agenda 5: Developing Strategies for Effective Models</b> Group work continues	All
1200-1300	Lunch break	
1300-1400	<b>Agenda 5: Developing Strategies for Effective Models</b> Group reports	All

1400-1500	<b>Agenda 6: Developing Strategies for Setting Up Regional / National CLC Networks</b>	APPEAL CLC Forum
1500-1530	Tea Break	
1530-1700	<b>Agenda 7: Country Action Plans</b>	APPEAL
	Guidelines for Country Action Plans	
	Preparation of country action plans by country teams	
1900-2100	Dinner party hosted by Director General of Non-Formal Education	
<b>DAY 5: 9 September (Friday)</b>		
0815-0830	Review of DAY 4 by reporter; and energizer	
0830-1030	<b>Agenda 7: Country Action Plans</b>	Kiichi/Darunee
	General discussion	
	Preparation of country action plans by country teams	
	Sharing of country action plans	
1030-1100	Tea break	
1100-1130	<b>Agenda 8: Summary of the Workshop</b>	Kiichi/Darunee
	Brief overview	
	Plenary discussion	
1130-1200	<b>Closing</b>	Kiichi
1200	Farewell Lunch hosted by UNESCO Bangkok	
1400	Departure for Jakarta	







United Nations  
Educational, Scientific and  
Cultural Organization

UNESCO Bangkok  
Asia-Pacific Programme of  
Education for All



**UNESCO Bangkok**

920 Sukhumvit Road, Prakanong, Bangkok 10110 Thailand

E-mail: [bangkok@unesco-bkk.org](mailto:bangkok@unesco-bkk.org) Website: [www.unesco-bkk.org](http://www.unesco-bkk.org) Tel: +66-2-3910577 Fax: +66-2-3910866