Empowering People through Evaluation for a Sustainable Future

- Final Report on the "HOPE" Evaluation Mission on the ACCU-UNESCO Asia-Pacific Innovation Programme for Education for Sustainable Development -
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[ACCU logo]

Asia-Pacific Cultural Centre for UNESCO
Empowering People through Evaluation for a Sustainable Future

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Empowering People through Evaluation for a Sustainable Future

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Table of Contents

| Introduction - “ESD Means Spinning Threads of Hope” | 5 |
| ACCU ESD Programme |

| I. The “HOPE” Evaluation Approach | 15 |
| 1. The philosophy and approach of the HOPE evaluation |
| 2. Guideline of the “HOPE” evaluation approach |
| 3. Sample of the self-reflection questionnaire |

| II. Country Report from the “HOPE” Evaluation Mission | 23 |
| 1. Palau |
| 2. Bhutan |
| 3. Thailand |
| 4. Mongolia |
| 5. Viet Nam |
| 6. Indonesia |
| 7. Malaysia |

| III. Results and Key Issues Concerning the ACCU-UNESCO Analysis of “HOPE” Evaluation Approach Survey Questionnaire | 109 |
| Asia-Pacific Innovation Programme for ESD |

| ANNEX | 193 |
| 1. Outputs and Outcomes of 10 community-based projects under the ACCU-UNESCO Asia-Pacific Innovation Programme for ESD |
| 2. Overview of the "HOPE" Evaluation Mission |
| 3. The "HOPE" Evaluation Mission Schedule |
| 4. Example of Interview and Discussion Data (Mongolia) |
Introduction

"ESD Means Spinning Threads of Hope"

As we reach the midpoint of the United Nations Decade of Education for Sustainable Development, ESD project evaluation is prevalent in many countries. In this pivotal year, let us reassure ourselves that ESD is a concept which has arisen as a new vision for education. Trends such as global warming and the global financial crisis have invested ESD with a mission of reconceptualising traditional educational views from their foundation, owing to the not small influence they have had in creating the current unsustainable society.

If ESD is expected to bring about a transformation in the educational paradigm, then one must also transform the traditional ways in which ESD is being evaluated. With this in mind, in June 2008 in Tokyo and Miyagi Prefecture, Japan, the Asia/Pacific Cultural Centre for UNESCO (ACCJ) held the "Workshop on Evaluation Approaches from ESD Perspectives in Asia and the Pacific," gathering experts in the Asia/Pacific region to discuss evaluation methods suited to promoting a sustainable society. During the workshop, we rethought evaluation methods built from the top down which tend to produce value judgments of good or bad based on outside criteria. We also explored what kind of evaluation method would empower people facing adversity—in other words, evaluation that would place importance on respect for human dignity and endogenous implementation. The result was the "HOPE" Evaluation Approach.

The details of this evaluation method will be addressed in Chapter I. The acronym "HOPE," formed from the first letters of the words "HOlistic," "Participatory," and "Empowering," is just as these letters express—an evaluation method designed on the basis of holistic values, emphasising a participatory approach, and which aims to empower people. This represents the opposite pole from methods in which people other than those directly involved hand down value judgments, and transcends the framework of "evaluator" and "evaluate."

As a method which values dialogue, one essential task in the "HOPE" Evaluation Approach is local interviews. To conduct these interviews, we created four international teams. Within the limits of time and budget, we determined the target countries and traveled
to local sites. Beginning with a pilot survey in Palau, other teams followed with surveys to Bhutan and Thailand, Mongolia and Vietnam, and Malaysia and Indonesia. All told, 389 people were interviewed. The extensive data gathered in these countries has been compiled in this report.

Through the field surveys conducted in the seven countries above, we were able to listen to many voices. These are just a few examples, but it was not unusual to meet people who spoke with the kind of happiness below:

"When my son was born, he could not easily respire and could not move at all. Now he can crawl using his hands as feet. The wheelchair he used has now become a souvenir from the past." (Father of a child with disabilities, age 32, Vietnam)

"Before joining the literacy class, my life was like a cow. Now I am with confidence." (Female farmer, age unknown, Bhutan)

"I have never been to a library before, but after I wrote stories in my mother tongue, I found myself excited and going to a community library." (Female farmer with five children, age 30, Malaysia.)

We had completed interviews in Palau and Mongolia and were walking through villages along the Vietnam-China border to conduct interviews when a thought occurred to me. Just as in the above quotes, people we met in the Asia/Pacific region were speaking about their dreams for a sustainable future even though they might have been poor. However, the dreams were not like the "American Dream"; rather, those we heard resembled ordinary people's hopes for ordinary happiness. People were not sacrificing the present for the realisation of some distant dream, but were valuing the present and hoping to realise a "closer" dream by progressing step by step. It may be a special characteristic of ESD surveys to bring about encounters with such people, but we can say that we continually met people like this.

It is true that among the people we interviewed, there were people in situations where they couldn't even envision a dream for themselves. There was a mother crying as she held her child whose disabled limbs grew weaker every day, and at her side an eldest daughter feebly nestling by her. When one comes face to face with that kind of reality, one cannot help
feeling the powerlessness of education and international co-operation.

Nonetheless, even as we saw situations where embracing a dream was not possible, in every situation there was some hope. Even in the case of the family above, there were the voices of the children from the neighborhood who came to encourage the bed-ridden child and his family by singing songs in front of them, and the look of the grandfather at the side of the mother and children warmly and quietly protecting them. No matter how terrible the situation, we realised that hope was being spun in the community, and this freed us from our painful thoughts. It may be ESD’s role to make it possible not to throw away the little bit of hope even in a depressing situation.

The scenery we came across in our field work was varied and impossible to express in one word. However, if we were to condense all the encounters into one word, it would, after all, be the name of the evaluation method used in this report. In order to build a sustainable future, people need to “spin hope.” They need to deal with the unsustainable reality by building a feeling of community that prevents people from losing hope. More than anything, a sustainable society needs hope. If this can be understood through our report, nothing would make us happier.
ACCU ESD PROGRAMME

The ACCU-UNESCO Asia-Pacific ESD Programme

The ACCU-UNESCO Asia-Pacific ESD Programme was developed in response to the launch of the United Nations Decade of Education for Sustainable Development (UNDESD, 2005-2014) as an exemplar model for activities that would promote education for sustainable development in the Asia-Pacific region. With the support of "UNESCO/Japan Funds-in-Trust for Education for Sustainable Development", the Programme consists of two sub-programmes:

1) institutional-based "COE Programme for ESD"
2) project-based "Innovation Programme for ESD"

● Centre of Excellence (COE) Programme for ESD

The COE Programme aims to support existing institutions working in related fields of Education for Sustainable Development (ESD) to become a catalyst for ESD in the Asia-Pacific region. Five organisations appointed to serve as the Centre of Excellence (COE) in ESD in the Asia-Pacific region plan to carry out their activities with a five-year mandate (2006-2010). COEs provide and support educational initiatives that lead to community empowerment, and contribute to building the capacity of institutions, civil society organisations and communities to address ESD issues. The COE will also advocate integrating the ESD agenda into policy, programmes, curricula and practices at various levels.

● Innovation Programme for ESD

The Innovation Programme for ESD aims to initiate and support projects that will serve as good examples for the implementation and promotion of Education for Sustainable Development (ESD) in the Asia-Pacific region. Ten community-based projects, selected openly in 2006 from ten countries in Asia and the Pacific, are carrying out their activities for two years. Model practices of ESD will be identified and shared for emulation across the region.

1. Centre of Excellence (COE) Programme for ESD

1) Asia South Pacific Bureau of Adult Education (ASPBAE)

ASPBAE's COE project involves connecting the following key concerns: indigenous peoples' education, women's empowerment, national and regional level education policy advocacy, literacy research and advocacy, and specific awareness-raising on ESD. It also involves linking national level activities with sub-regional, regional and international activities to promote ESD.

2) Dhaka Ahsania Mission (DAM)

DAM's COE project is designed to increase the access of vulnerable and marginalised rural communities and individuals, including women, children and people with disabilities, to the available social services to which they are entitled. In planning and managing the project activities, local government authorities and adolescents will both play the roles of change agents towards re-orienting education, equitable access to public services and preservation of natural and social environment.
3) Thailand Environment Institute (TEI)
TEI's COE project will have the fundamental tasks of promoting the concepts and practices of sustainable development through improved environmental education in schools, communities, research and training. TEI will implement a range of ESD-related initiatives, including research to create an experts' network, capacity building for schoolteachers and community leaders, establishment of information sharing system, development of a toolkit, and promotion of ESD policy development.

4) TVE Asia Pacific (TVEAP)
TVEAP's COE project titled "Telling Stories to Save the Planet" will document 6 innovative ESD projects on video in developing countries in East Asia, South Asia and Southeast Asia. By identifying the most innovative and replicable initiatives and showcasing them, TVEAP aims to inspire many others to emulate. TVEAP will also strengthen the communications skills of organizations whose work is to be filmed. TV series will actively be distributed to broadcast, educational and civil society groups across the Asia-Pacific region.

5) The University of the South Pacific (USP)
USP's COE project will focus mainly on three major ESD components: 1) Teacher Education, 2) Sustainability Education and 3) Community Empowerment. The major objective of this project is to build education-based capacity, using innovative curriculum development and delivery approaches, and to promote sustainable development in the Pacific island countries.

2. Innovation Programme for ESD

1) Strategic Action for Enhancement of Farm Products for Poverty Reduction in Rural Communities Through Non-Formal Education
Non-formal & Continuing Education Division, Department of Adult and Higher Education, Ministry of Education-Bhutan
Poverty in Bhutan is largely a rural phenomenon, where farming is the main occupation. If farmers are not supported with improved farming techniques and marketing, there is a danger of increasing rural urban migration so that most of the farm land would remain uncultivated. Prioritized actions for improvement of the farming practices will therefore be carried out through developing handbooks.

2) Education of Sustainable Development (ESD) in Rural Primary and Secondary School
China Program Committee of Education for Sustainable Development (CPCESD)-China
Confronted with environmental problems related to socio-economic development in the rural area, thirty primary and secondary schools are being selected to carry out various activities to enhance the awareness of ESD vision for school principals, teachers and students, and hence to contribute to sustainable development in local communities.
3) Capacity Building of Community Based Disaster Risk Assessment and Mitigation on West Java Volcano Hazard

Walhi West Java Indonesian Forum for Environment (WALHI) Indonesia-Indonesia

West Java Province is gifted with fertile land, but it is vulnerable to tectonic/volcanic earthquakes and eruptions with many volcanoes present in the area. A series of educational and training projects need to be implemented to decrease the impact of volcanic hazard by raising awareness and building response capacity, as well as by reducing the effect of the hazard on the most vulnerable people living in the disaster-prone areas.

4) Moyog Family Literacy Project

Kadazandusun Language Foundation (KLF)-Malaysia

The project seeks to elevate the literacy capacity of rural families so that they will be more empowered to make documentation (write stories) of aspects pertinent to a sustainable future, such as, the documentation of culture and indigenous knowledge of forest conservation and sustainable use of forest resources. Seminars and workshops are conducted to teach families reading and writing skills, and to assist parents in writing down their stories.

5) Non-Formal Education Capacity Building for ESD in Mongolia

National Centre for Non Formal and Distance Education (NFDE), Ministry of Education, Culture and Science-Mongolia

In Mongolia, the curriculum and contents related to ESD are underdeveloped both in formal and non-formal schooling. Thus, it is crucial to develop ESD-oriented learning and teaching materials in NFE and organize activities to raise public awareness. Linking with the goals of UNDES and other educational initiatives, the project activities include curriculum development on ESD in NFE and booklet/poster production, and organization of capacity-building workshops.

6) Integrated Environment Literacy Program (IELP) for Poverty Alleviation through Income Generation Programme and Quality of Life Improvement of Girls and Women and Disadvantaged Populations through Community Learning Centres (CLCs)

National Resource Centre for Non Formal Education (NRC-NFE)-Nepal

Low level of literacy/economic status and social discrimination are main reasons behind the situation of poor communities in Nepal. The objective of the project is therefore to provide education to children and adults, especially girls & women, to empower them to conserve and improve the environment through waste management, environment-friendly agriculture, community forest management, production of biogas etc. for their quality of life improvement and sustainable development.

7) Vocational Education Focusing on Facilities Maintenance Officers Training

Emmuau High School Vocational Education Program-Palau

Palau is developing at a rapid pace. Construction of homes, government building and business are increasing. With the school’s mission to train young people to become self-sufficient, good citizen, respecting and contributing members of the community, the main objective of the project is to equip students with needed skills for maintenance of facilities, small engines, appliances among others, for sustainable development of the local community.

8) Participatory Learning Leading to Integrated Community Development; A Case Study Bansunkong school

Bureau for Innovative Development in Education (BIDE), The Office of the Basic Education Commission (OBEC), Ministry of Education-Thailand

This is a pilot project of learning reform within a whole-school approach. Teacher guidelines
will be developed specifically for Bansunkong school and will be used in developing an integrated curriculum, as well as to promote child-centred teaching-learning methods by using the local community as a resource for learning.

9) Creation of Experimental Special Groups in Kindergartens and Secondary Schools for Introduction of Inclusive Education
Resource Centre on Special Education under the Republican Education Centre, Ministry of Public Education of the Republic of Uzbekistan - Uzbekistan
At the moment, there are about 250,000 children with various disabilities (0-16 years) in Uzbekistan who need access to education, but many of them are excluded due to negative attitudes or prejudices based on popular misconceptions. Through the project, a flexible and variable system of education taking into account special needs of disabled children will be created.

10) Developing a Model for Home Based E.I. for Children with Disabilities
Center for Education of Exceptional Children (CEEC) - National Institute for Education Strategy and Curriculum (NIESAC) - Viet Nam
The number of disabled children attending school is very low in Vietnam. One of the reasons is that they lack specific skills to access education. Thus, early intervention is vital for their education and life. Through guiding families with necessary knowledge, the project aims to help disabled children to go to school at the right age, ensure equal chance in education for all, and to make them part of collective efforts in sustainable development.
CHAPTER I
THE "HOPE" EVALUATION APPROACH

The HOPE* Evaluation Approaches for Community-based Projects of Education for Sustainable Development

*Hope = HOlistic, Participatory and Empowering

Underlying philosophy:

Indicators and methodologies of the "HOPE" evaluation approaches, befitting in the essence of ESD,

should be endogenously developed and peacefully applied,

by sharing a common vision towards our sustainable future,

with due respect to local cultures, traditions and initiatives towards a positive change,

addressing cross-cutting issues, such as peace, happiness, and well-being,

employing participatory and empowering methodologies,

valuing dialogues and thick description of the narratives,

providing formative feedback to the stakeholders for their empowerment,

with the evaluation mission serving as a platform of mutual learning and self-reflection,

without losing ultimate goals towards a more just, peaceful and sustainable society.
I'd like to start with a short reflection.

In a country in Southeast Asia, a group of young researchers visited and began a survey in a village. Within their short two-week visit, they visited many schools, interviewed more teachers than can be counted on two hands, used children's class time to ask questions of the group, and called a number of children out from their classes to conduct individual interviews. They also visited the various homes of children who commute to school – from concrete homes where families had a great deal of cash income from work outside the community to temporary structures made from bamboo – in order to ask families to talk about various topics. They gathered detailed data they called "basic data," which included family composition, educational background, and even the amount of monthly income. Then they discussed things like the drop-out rate and rate of teacher absence with the school principal and the district educational leader. For the people placed into these interview situations, there were probably things they did not want to speak about, things they did not want to make public, and things that made them sad when asked to recall them. Even so, the villagers warmly received the group of young researchers from abroad, killing precious chickens to make a beautiful meal. College students from the village took up the challenge of interpreting for the group, and children from the village invited the young foreigners to their most treasured spots in the midst of nature.

Upon return to their country, the researchers worked hard to analyse the data they had gathered, guided by the responses to the various questions. The work was painstaking. However, the conclusions were never circulated back to their source, the villagers. The villagers had no way of knowing how the things they talked about during the precious time they gave to the researchers were being used. What are the lives of the villagers like now?

This is a true story. Since Robert Chambers expressed the importance of participatory development in the book Rural Development: Putting the Last First, more than twenty years have quickly passed. However, even today, under the name of "research surveys" and "evaluation," "evaluators" obtain information from "evaluatees" and present their results in a completely separate location without providing any sort of feedback. Further, the phenomenon of research and evaluation results not being circulated to evaluatees continues to occur.
From an early point in its history, the Asia/Pacific Cultural Centre for UNESCO (ACCU) adopted collaborative project implementation methods under the motto: "Easy to understand, fun, and useful." ACCU placed importance on processes involving sharing knowledge, and thinking and implementing projects together with people within the Asia/Pacific region. The occasion of the near completion of the ACCU-supported two-year ESD projects offered an opportunity to grapple directly with activities referred to as "evaluation," and ACCU staff again recognised the institution’s aim to value a collaborative thought and implementation process. Of course, perspectives emphasised in existing evaluation activities are important. For example, by reviewing mid-term and final reports from each country, ACCU is able to determine whether results anticipated in the original project design were achieved, what level of outputs were produced by project inputs, whether project implementation was efficient and effective, and whether project sustainability was secured. In addition to this basic evaluation, we at ACCU thought of implementing a kind of evaluation that would also be a learning process—a participatory method that would be meaningful for all of those involved. And since this method would be used for evaluation of ESD projects, all the better.

Launched in 2005, the United Nations Decade of Education for Sustainable Development (UNDESD) is a movement to mobilise the world to progress together in connecting diverse educational efforts to a sustainable future. ESD has several key characteristics. For example, ESD places importance on promoting life-long learning, being "locally relevant and culturally appropriate," using global issues and local priorities as the context for introducing sustainable development themes, fostering locally-rooted decision-making, promoting social tolerance, encouraging environmental stewardship, developing an adaptable workforce, cultivating capacity to increase quality of life, employing diverse learning methods, teaching higher order thinking skills, and promoting participatory learning. To evaluate ESD projects, ACCU thought that the evaluation method itself should align with these concepts that are important to ESD. Arising from this is our evaluation philosophy. With the "hope" that the evaluation process itself would be HOListic, Participatory, and Empower people, we took the first letters of those words and called it the ESD "HOPE" Evaluation Approach.

To realise the ESD "HOPE" Evaluation Approach, we worked to align the process with this philosophy. Together with practitioners and researchers involved with ESD in the Asia-Pacific region, we exchanged knowledge in Tokyo, Japan and, following that, travelled to

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1 Framework for ESD International Implementation Scheme, UNESCO (2005)
Osaki City in Japan’s Miyagi Prefecture to listen to the voices of farmers, students, researchers, local government agencies and others directly involved with the implementation of an ESD project in Osaki City in order to further refine the approach. As a result, we compiled the ESD “HOPE” Evaluation Approach guidelines included in this report. Both the process of creating the guidelines and the content of the guidelines have some weaknesses and points that could be improved. However, as one tool embodying the wish to realise a “HOPE” Evaluation Approach, it points in the direction of true ESD evaluation.

With these guidelines in hand, three evaluation teams consisting of researchers, ESD practitioners, and ACCU staff were formed. In addition to visiting the seven countries where community-based projects under the ACCU-UNESCO Asia-Pacific Innovation Programme for ESD were implemented, the teams conducted a quantitative evaluation using a questionnaire, receiving responses from the same seven countries. During the site visits, nothing was given greater priority than the meaning of the ESD project for those involved. Therefore, questions centered on having groups and individuals tell their real stories in focus groups and individual interviews. In addition, before departing the project sites, the evaluation teams held feedback sessions for people involved in or interested in the evaluation in order to share a common understanding. The approach of the teams was not to use a “magnifying glass,” observing and categorizing small details and later communicating the result. The teams endeavored for the local people to use the existence of the evaluation team as an opportunity to reflect independently on their own activities as if with a “mirror.” In the survey questionnaire, the teams made efforts such as incorporating the concept of “care” espoused by educational philosopher Nel Noddings in order to measure the depth of understanding of ESD quantitatively, rather than just conducting a general survey of consciousness and attitudes. In order to create a more sustainable future, we thought that discovering hope in the midst of adversity – having hope and the will to sustain society and create a better future – was of the utmost importance. As a result, we introduced a “hope timeline” which would capture the hopes of each of the respondents longitudinally, and which is a special feature of the questionnaire.

The reality of ESD activities clarified through the “HOPE” Evaluation Approach is elaborated in Chapters II and III, which follow. There the important key characteristics held in common by projects of the ACCU-UNESCO Asia-Pacific Innovation Programme for ESD

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2 See the Annex for details regarding the Workshop on Evaluation Approaches from ESD Perspective in Asia and the Pacific.
become clear, whether the themes addressed were sustainable agriculture, literacy education, care and education for children with disabilities, disaster preparedness education or minority languages and cultures. From these site visits and survey questionnaires, we see what can be called the essence of ESD – the value placed on promoting sustainability, inter-relatedness among people, care for society and the natural environment, and empowerment. In other words, we see the success of programmes in raising people's quality of life and promoting hope.

What surprised the evaluation team, however, was that the greatest happiness in implementing the “HOPE” Evaluation Approach was the fact that people in various positions in their societies were empowered by the evaluation process. By prioritising dialogue and “thick description,” listening to people’s stories, discerning the special characteristics of each project and connecting them to the global ESD dialogue, and circulating results back to local people through a feedback session, for the learners involved in the daily project activities, the government agencies and NGO staff overseeing the projects, UNESCO representatives, and even our evaluation teams, it became a process that led to many discoveries.

When the final feedback session was completed and the evaluation teams were about to return home, we heard comments like: “The ones who learned the most through the evaluation were our team members. I learned so much from villagers whom one rarely meets.” (Project Director, Innovation Project in Mongolia) “Thank you for the important feedback for the project’s future and for myself. I believe this forward-looking impact will impart momentum for implementing all future projects.” (Project Staff, Innovation Project in Thailand) “I understood that ESD is an opportunity to rethink education – from a modern, Western method to something suited to our own land.” (Education Ministry employee, Palau) “This seemed like a learning process more than evaluation. I am thankful to the teams who shared all of this with me.” (Evaluation Team Member)

ESD is education aimed at creating a sustainable and balanced society through rethinking ways of life that do not consider the damage to the environment and social relations and which involve repeated cycles of high-volume production, consumption and creation of waste. If the characteristics of ESD demand this kind of paradigm shift in our society, don’t we need another paradigm shift in our evaluation approaches from modern rationalism to those more aligned with ESD’s key characteristics? This experiment to evaluate ESD projects in the Asia/Pacific region in a new way suited to ESD will develop further through continued
revision. In 2009, the midpoint of the United Nations Decade of Education for Sustainable Development, the "HOPE" Evaluation Approach will be a starting point for ESD evaluation over the next five years and the basis, we hope, for further improvement.
1. About yourself

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<th>Occupation</th>
<th>Age</th>
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2. Please respond to the following questions as best as you can. Try to focus on changes that that has resulted from your participation in the project.

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<th>KNOWLEDGE</th>
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<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<td>1</td>
<td>I have a better understanding of the job(s) I do/ I wish to do.</td>
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<td>2</td>
<td>I learned more about the economy.</td>
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<td>3</td>
<td>I learned more about the society.</td>
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<td>I learned more about the natural environment.</td>
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<td>5</td>
<td>I learned more about the sustainability of my community.</td>
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<th>Disagree</th>
<th>Strongly Disagree</th>
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<td>I have developed my skills necessary for the job(s) I do/ I wish to do.</td>
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<td>7</td>
<td>I have found myself think more critically through different views.</td>
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<td>8</td>
<td>I am able to solve problems more easily when facing challenges.</td>
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<td>9</td>
<td>I am able to think in a more creative manner.</td>
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<tr>
<td>10</td>
<td>I am more comfortable in making decisions together with my team mates (colleagues).</td>
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<td>I care for myself more.</td>
<td>☐</td>
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<td>I care for my school more.</td>
<td>☐</td>
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<td>I care for my community more.</td>
<td>☐</td>
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<td>I care for others including those of present and future generations more.</td>
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<td>16</td>
<td>I care for tools and instruments we use more.</td>
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<tr>
<td>17</td>
<td>I care for the nature more.</td>
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<td>18</td>
<td>I care for the planet where we live more.</td>
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</tbody>
</table>
3: Use the diagram below to rate your level of HOPE about your own future. Take note that each column represents a different time period. Read the question below each column and tick the box that best describes your level of HOPE.

**EXAMPLE**

- 5 years before the project
- Launch of the Project
- Now
- 5 years ahead

<table>
<thead>
<tr>
<th></th>
<th>5 years before</th>
<th>Launch of the Project</th>
<th>Now</th>
<th>5 years ahead</th>
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<tbody>
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<td>Very Hopeless</td>
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<td>Very Hopeless</td>
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</tbody>
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**4:** Any Comments, including the most significant outcome from your participation in the project.
CHAPTER II

1. Palau
2. Bhutan
3. Thailand
4. Mongolia
5. Viet Nam
6. Indonesia
7. Malaysia
PALAU

1. Summary of the Mission

ACCU team
Dr. Yoshiyuki Nagata, University of the Sacred Heart, Japan
Mr. Pala Wari, University of South Pacific, Fiji
Ms. Tamami Zaha, ACCU

Day 1: 18 August 2008

On the first working day in Koror, Palau, the team started the mission with a courtesy call to the Palau National Commission for UNESCO, which largely supported the application and implementation process of the ACCU-UNESCO Asia-Pacific Innovation Programme for ESD in Palau. The team met with Mr. Masa-Aki Emesiochl, Chairperson, Mr. Dwight Alexander, Secretary-General, and Ms. Faustina K. Rehuher-Marugg, in charge of the culture section. The meeting at the Belau National Museum, where Ms. Faustina served as Director, was a good opportunity for both sides to deepen the understanding of ACCU’s work, ESD, the Palau culture and education. Particularly, the discussion helped shape ideas on how ESD can be realised in concrete activities, and Ms. Faustina came up with an innovative idea of an ESD activity where children can learn the Palau culture, environment, and social skills. It became clear that there were a lot of potential ESD activities to be designed with rich culture of the Pacific island countries. Taking this opportunity, the mission team looked around the National Museum and touched upon the history and culture of Palau. In its history, the Japanese influence was quite outstanding, which the team would realise later in the interviews.

In the afternoon, the team visited the Emmaus High School where the innovation project had been implemented. Mr. Masaharu Tmoderang, Former Principal, and Ms. Theodosia Kuartei, Principal, heartily welcomed the team with hand-made beautiful necklaces made out of small red fruits. After the self-introduction, the team first explained the overall objectives of the HOPE evaluation mission, and what they would like to do during their stay in Palau. Theodosia started with the introduction of the Emmaus High School, which is a boarding boys school in line with the principle of Christianity, and it has a long history as well as good reputation. Theodosia then described what the project had been doing thus far, and detailed
information about the students involved – some of them had actually graduated from the school already as this was the second year of the project, and some new students joined from the second year. The talk with Theodosia and Masaharu was very informative and lively, telling the team a lot about the project much more than described in the official reports submitted by then. The mission team amazed to see the library’s shelves made by the students participated in the project. Similarly, the story of their short trip outside the school to help out those needy people using the knowledge and skills gained from the project clearly showed the active engagement of the students. From this discussion, it gradually came to the surface that what the students had learned were not only the vocational knowledge and skills but also self-esteem, confidence, a sense of cooperation, etc. To go further into the stories, Theodosia, Masaharu and the mission team examined and finalised the evaluation mission programme.

After the discussion with them, Masaharu took the team to the workshop where the project had been implemented. Here they met Ted, the instructor of the vocational education programme. Ted participated in the capacity building workshop of the ACCU-UNESCO Asia-Pacific ESD Programme in Ahmedabad in October 2008, and Dr. Nagata who also participated in it and enjoyed their re-union in Palau.

The mission team then went back to the hotel and briefly discussed how they would go about the focus group discussion and interview sessions from the next day on.

**Day 2: 19 August 2008**

In the morning, the mission team visited the Emmaus High School where they had the very first focus group discussion with the students – the project’s direct beneficiaries. The following five students welcomed the team in the school library.

1. Jeremy Nakamura
2. Kerruul Joshua Tmetuchl
3. Daniel Eberdiong
4. Basilius Gibbons
5. Edechuul Secharraimuul

The discussion evolved around such questions as their overall impressions of the project and their most significant experience. Interestingly enough, it was outstanding that all the
students mentioned what they gained from the project was confidence, self-esteem, sense of cooperation, etc. Now that they obtained the necessary skills to make things such as bookshelves, chairs, desks, to repair houses, cars, sewage, etc., they said they felt more proud of themselves and became happy to help others. With all these knowledge and skills, now they were able to propose their ideas to solve problems at home, and one of the students said that he felt proud as his father came to rely on and trust in him more. Another student explained his change of perception towards academic subjects, for example, that now he understood the importance of mathematics for carpentry. At the end of the focus group discussion session, quickly, the team also distributed the "HOPE" evaluation questionnaire to quantify the outcomes of the project.

In the afternoon, the mission team went onto individual interviews with the students. Three of the students from the discussion group, as follows, volunteered to talk more about their experiences.

1. Jeremy Nakamura
2. Kerruul Joshua Tmetuchl
3. Daniel Eberdong

The students were able to talk more about the individual experience in the individual interview. One of the students lively described how the small trip with the students in the vocational programme helped develop a sense of cooperation, help others, and teamwork. The other two students both talked about their families and they became very pleased that they could now play a more important role in the families. One of the student’s remark on the environment was also quite interesting. When asked about the environment, he said “all the materials and resources they used in the vocational class came from the earth.” This perception was vital in such an ESD activity and this response showed one of the important links between vocational education and sustainable development. Having confirmed that the students gained a set of values and attitude, as well as particular skills necessary in vocations, all of which can be regarded as important components of ESD.

In the evening, the school board members invited the team for dinner, with the principal, former principal, the Secretary-General of the National Commission and two board members of the Emmaus High School. It turned out that the school board members attended the dinner were graduates of the Emmaus High School, and the conversations during the dinner showed
how much the school was loved by its graduates. They were especially happy with the introduction of the vocational programme into the school curriculum, as the school used to have the tradition of self-sufficiency, producing whatever they needed by themselves as much as possible. One of the school board members at the dinner was a member of parliament, and he introduced a very important story of sustainability. There is a country in the Pacific which used to flourish due to the abundance of mineral phosphate for export. Due to the foreign cash income, the islanders stopped farming and fishing, and imported necessary items for their life. However, one day mineral phosphate were all being exploited and no more cash income would come. By that time, the islanders forgot how to fish and farm to sustain their life, and now have to rely on foreign aid. This story had a great implication of sustainability in a small island country like Palau, and gave the mission team another food for thought.

**Day 3: 20 August 2008**

Day 3 started with the courtesy visit to the Minister of Education and meeting with the Education Management Team in the Ministry, with the participation of Minister, Director and four bureau directors. After brief description of ACCU and its work, the team shared what they had observed in the Emmaus High School. The Ministry officers also introduced the highly-equipped model vocational education school, which gave an interesting comparison to the Emmaus High School. This turned out to be a good opportunity for the mission team to re-think the Emmaus High School’s project and its implications to vocational education and ESD.

Later in the morning, the mission team continued individual interviews with the instructor of the vocational education programme and a parent of one of the students who participated in the project. The instructor, Ted, turned out to be a very passionate teacher, and he himself was a graduate of the Emmaus High School and seemed to have taken the responsibility of this assignment out of gratitude. His life history was fascinating and the mission team came to understand the source of his passion for teaching this vocational programme. The interview with the parent helped the team get hold of a parent’s expectation to the school and students, providing a good overall picture where the project was located.

Over lunch, the team went onto another island of Koror, where Bethania High School, a sister school of Emmaus High School, is located. This short trip was a precious opportunity for the mission team to feel the splendour of the nature and culture of Palau.
Going back to the Emmaus Highs School, then another teacher, Marivic, spared her time to share her experience gained from the project activities. She joined the project field trip and worked with the boys who enrolled in the vocational education programme. She recalled that the active participation of the students and how they really worked together as a team, and welcomed such an initiative as a great opportunity for students to learn in the field in a both enjoyable and responsible environment.

In the evening, the welcome dinner hosted by the Palau National Commission for UNESCO was held, and the mission team had good time with the same member who welcomed them on the first day.

Finally, as the last interview, the team once again met the project management team – Mr. Masaharu, the former principal who actually developed the original concept, and Ms. Theodosia, the principal. Having clarified some remaining issues, this time the team focused on what experience the project implementation team – the school management – had gone through and what changes were brought about.

Day 4: 21 August 2008
On the last day of the team’s stay in Palau, the team spent the full morning to wrap up the mission, discussing, analysing and summarising the findings. In the afternoon, the final feedback session was held at the International Coral Reef Centre. Thanks to the stakeholders’ commitment and interests in the project, most of the key stakeholders who the team met during the mission came to the session: the Emmaus High School Management Team, teachers, students, the National Commission members, a director from the Ministry of Education. With Para as a chairperson, first, Tamami briefed about ACCU, ESD and ACCU’s ESD Programme, and Yoshiyuki shared the findings and its preliminary analysis. Then the floor was opened for discussion. This final feedback session served as an opportunity to comprehend the concept of ESD and how it was linked to this vocational education programme in the Emmaus High School. The details are shown in the Preliminary Analysis below, but it may safely be said that this session was a highlight of the Palau mission, helping each and every participant reflect on their education activities and think about re-orientation of education towards a sustainable future. With this, the mission was officially concluded.
2. Preliminary Analysis

The evaluation mission in Palau was conducted from 17 to 21 August 2008. The team stayed in Koror for five days, conducting interviews with different key stakeholders: five high school students in Emmaus High School, one former principal, one principal, one subject teacher, one programme instructor, one parents, two members of School Board, the Palau National Commission for UNESCO Chairperson, Secretary-General, Head of Cultural Section, Minister of Education, Education Director, Bureau Directors, adding up to 20 people.

It had been questioned to what extent the vocational education programme of this project was ESD-oriented, as the programme focuses on vocational skills and training. However, the mission revealed that the vocational education programme in the Emmaus High School was intergraded in education for the whole person underpinned by Christianity, which empowers the participating students. Though small in scale, the project also tried to respond to such global trend in Palau as foreign migrant workers. Judging from the findings, it can be said that the project is an embryotic ESD project to bloom in the near future.

In fact, the vocational education programme of the Emmaus High School addresses each pillar of ESD: society, economy and the environment, as follows.

- **Economy:** The skilled students contributed to the school finance, as they made school furniture and repaired the school building to decrease the school expense, while working in the community to raise fund for the school. In addition, this is a small but emerging practice to develop skilled youths in Palau, responding to the needs of backing the country's economy by the nation, without too much dependence on increasing foreign migrant workers.

- **Society:** The project nurtured such values among the students as a sense of cooperation, "Ureor Beluu" in Palauan language, through the process of working together and helping each other to acquire the vocational skills and knowledge.

- **The Environment:** Instructed to take care of the imminent environment, now the students came to think a great deal of tools, machinery, the workshop, etc. Also, some students valued the limited resources on earth out of which they made school furniture etc.
The feedback session open to all was truly holistic, participatory and empowering moments for those who presented. The principal of the Emmaus High School thanked the mission team that the session served as an opportunity to reflect on and re-apprehend the meaning of the school’s educational programmes which they manage on a daily basis. One of the Bureau Directors of the Ministry of Education mentioned that the feedback session made him re-think education, especially the vocational education, having learned the practice in the Emmaus High School. These examples showed that the “HOPE” evaluation activities were a learning process for the project’s key stakeholders. The discussion with the Ministry of Education was particularly instrumental in deepening the understanding of ESD among the high-ranked officials such as the Minister.

3. Reflection and Lessons Learnt

As this Palau mission was the very first one among the whole “HOPE” evaluation mission, below are some points to be considered when conducting other missions in the field.

First, the smooth conduct of interviews and discussions relies on effective division of labour among the mission team, such as documentation through note-taking, photo-taking and so on. To increase the survey’s credibility, the team should take audio records of all the interviews and discussion.

Second, the very initial meeting with the project implementing organisation was vital. The logistical arrangement should be confirmed. Taking this opportunity, the details of the operation of the questionnaire survey should be agreed by both parties, including how to distribute, collect, translate and send it back to ACCU.

Third, the team should pay special attention to how to conduct interviews. It is recommended to decide the interviewer and the recorder among the team, and each one should concentrate on the task. During an individual interview, the number of interviewer should be limited to one with the recorder quietly taking notes, so as to reduce the pressure on the interviewee’s side. The external environment of interviews is also important. In Palau, most of the interviews were done in the school library with air conditioner, but in fact some found the sound coming from the machine disturbing and prevented the participants from concentrating on the conversation. On the contrary, an interview conducted in a small hut outside was very relaxing and comfortable, which facilitate the respondent to share a
fascinating personal life history. In order to come closer to stakeholders' real narratives within, the relaxing environment as well as attitude of listening is extremely important. Interviewers required not to talk himself/herself but to listen, even valuing silence between the two.

Finally, the importance of the final feedback session open to all should be noted. In Palau, diverse key stakeholders gathered at the forum, and helped increase awareness of ESD among educators in the country, as well as make the project better known to all. Considering the fact that the attention to ESD is not necessarily high, this feedback session can be very effective to promote ESD at the country level. The initial meeting with the project management team is the best opportunity to strategise how to organise the feedback session.
1. Summary of the Mission

ACCU team
Dr. Jose Roberto Guevara, RMIT University, Australia (Team leader)
Mr. Nafizuddin Khan, Dhaka Ahsania Mission, Bangladesh (COE)
Ms. Tamami Zaha (ACCU)

Project team
Mr. Karma Jurmi, Division of Non-formal and Continuing Education Division, Department of Adult and Higher Education, Ministry of Education, Bhutan

Day 1: 31 August 2008

The mission team, composed of the team leader Dr. Jose Roberto Guevara, RMIT University, Mr. Nafiz Uddin Khan, Dhaka Ahsania Mission (DAM), and Ms. Tamami Zaha, ACCU, safely landed at the Paro International Airport, welcomed by the traditional Bhutanese touch everywhere they looked around. Having finished the preliminary team meeting in Bangkok the night before, the team headed for a project site for evaluation, together with Mr. Karma Jurmi, Division of Non-formal and Continuing Education, Department of Adult and Higher Education, Ministry of Education who picked the team member up at the airport. He has been the focal point of the project implementation.

The selected evaluation site was Mendrelgang, Tsirang District. Among the three project sites which are scattered across the country, the team decided to focus on Mendrelgang, due to the limited location and the continued heavy rain which blocked the road to another project site. The mountainous terrain of the country implies challenges that Bhutanese people have been facing in terms of transportation and communication. The team started in the late morning by car, and it took them almost eight hours to reach the centre of Tsirang District.
Day 2: 1 September 2008

On the second day, Mr. Chimi Tenzin, Assistant District Education Officer and Mr. Kinley Gyeltsen serving as an interpreter joined the team. From the centre of Tsirang District ACCU took a half an hour drive to the project site, Mendrelgang community.

First, the evaluation team visited the Community centre where they had a focus group discussion with local government staff and other important stakeholders in the community as follows.
- Mr. Yeshey Dorji, Community Leader ("Gup" in Zhongka language)
- Mr. Gyelshen, Community Administration Officer
- Mr. Tsering Needup, Renewable Natural Resource Extension Officer
- Mr. Gelay Jamtso, Livestock Extension Officer
- Mr. Sangay, Forestry Extension Officer
- Mr. Dorji Wangchuk, Principal (from the parent school of the NFE centre)

Mr. Karma Jurmi from the central Ministry first introduced the objectives and scope of the mission from ACCU, and each participant took turns to introduce themselves. The participants discussed such issues as: needs analysis; experience and knowledge gained from the project; difficulties; and the significant experiences gained from the project. From the discussion it became clear that the community leader had a faith in his people's capacity and encouraged them to be independent. In addition, the horizontal links among diversified stakeholders such as agriculture, livestock, forestry and education looked as if they were a big team supporting this ESD project at the grassroots level.

Then the mission team walked down for approx. 10 minutes to the Mendrelgang NFE centre. The core part of the Innovation Project in Bhutan mainly took place in this NFE centre, where a number of NFE learners gathered and had a session on strategic planning on agriculture through literacy classes. The NFE centre also functions as a nursery centre, and therefore the mission team was welcomed by small kids with full of smile.

Inside the centre 15 learners and a villager were waiting for the team. Mr. Tsering, the facilitator of this NFE centre, invited the team in and delivered his welcome speech, saying that they are hopeful to be successful in the near future. Then one of the learners also gave her welcome remark. Then, Mr. Karma from the Ministry again provided a brief introduction on
why the team visited the community and what they were planning to do in their short stay in this community, followed by each participant’s self-introduction. Amongst 15 learners, only one learner, Mr. Pendey, was male. He was actually a high school student from Nepalese origin, and now learning Dzongkha language (the national and official language in Bhutan) in this NFE centre.

Then the participants were divided into two groups, and the mission team conducted focus group discussion concurrently. The discussion revealed that the project helped the learners increase their confidence, as they gained not only skills in reading, writing, scoring and calculating but also thinking skills like comparing, prioritising, critical-thinking and collective decision-making.

Having enjoyed a lunch prepared by the locals, the mission team continued to have several individual interviews. In total, the team had dialogue with the facilitator and four learners, which provided the team more in depth stories of the project. After the individual interviews, all the learners, as well as those villagers interested in the project, gathered the centre’s yard, where the mission team held the feedback session. The community leader and the principal also came to the venue on time.

The team leader, Robbie, provided the preliminary analysis from what the team had heard from the learners, the facilitator, and the local administrative officers. Please see 2 Preliminary Analysis, following this section, for the feedback details. Robbie’s presentation stimulated the learners and villagers, and one of them expressed their interest in establish a small factory in the community to make juice out of the passion fruits they had been growing as part of this project. The community leader encouraged the villagers to share their ideas, so that they would be able to work together to realise their wishes.

Then, some of the village women showed traditional dance in the yard. The dancing circle became bigger and bigger and everyone enjoyed dancing.

After the gathering, one of the learners involved in the project invited the team to her house and small plot of farming land, about 20-minute walk away from the centre. Her house was an ordinary farmer’s house in rural Bhutan, and in her land different types of crops were being grown. Among them were passion fruits, whose seedlings she got from the project. The passion fruits were still young but tasted nice, sweet and sour. The mission team had a
wonderful time together with her family members in a very welcoming atmosphere.

**Day 3: 2 September 2008**

Leaving Mendrelgang, next morning, the mission team visited the Tsirang District Administration Office, to provide feedback on the project to the district-level administrators and get their comments. The team met with the key personnel at the district level, namely: District Education Officer, Assistant District Education Officer, District Agriculture Officer, and Assistant District Administrator.

Again Mr. Karma provided basic information of the team’s visit to Tsirang and the innovation project, followed by Robbie’s description and analysis of the project. The district officers were pleased with the project’s outputs and outcomes, starting from the handbook to the learners’ change in awareness and perception.

One of the officers remembered that the project beneficiaries were very shy and hesitated to speak up at the beginning of the project, and very surprised to know that the learners expressed their own ideas by themselves. This feedback session at the district level was very instrumental to incorporate the project into a wider picture of the agriculture and education sectors, so that the project would become more relevant to the country’s strategies and activities.

The team then left Tsirang for Thimphu, the capital.

**Day 4: 3 September 2008**

The day 4 in Thimphu started with another feedback session to Ms. Sangay Zam, Secretary, the Ministry of Education. It was a honour for the mission team to pay a courtesy call to her, and she showed great interest in the project outputs and outcomes from an educational standpoint. She appreciated the project very much, saying that adult literacy is an area that needs to a lot more work on, which lead to a sustainability factor especially through women. Having listened to Robbie’s briefing on the outcomes of the project, she said “(the female farmers) got the thinking diverting from daily routine!” which captures the project features very well. With her wish to more successful implementation and expansion to wider coverage in the country, the team once again appreciated her cooperation and continuous support.

In the afternoon, the final feedback session was held, inviting the Bhutanese National Commission for UNESCO and the Ministry of Agriculture as well as the Ministry of Education with participation of the following members and the mission team.
In this final feedback session at the national level, Mr. Tsering facilitated the discussion as a chairperson. First, Tamami introduced what is ACCU and how this “HOPE” evaluation mission was designed and implemented. The overview of the project was explained by Mr. Karma Jurmi, followed by Robbie’s analysis of the project. Then Nafiz took over to provide recommendation in a very practical manner. Again this feedback session at the national level turned out to have multi-faceted effect. First, it served as an opportunity to share the core essence of ESD, which share many in common with the Bhutanese philosophy of Gross National Happiness. At the very end of the session, it was mentioned by a participant that “ESD is education to move forward, with development not through extreme paths but the middle way”. Second, it revealed the project design process of the very beginning, where two ministries officially partnered. What was unique about the project design was that both ministries regarded the target beneficiaries as a holistic entity who are learners, farmers, parents, active citizens and change agents all at the same time. It seems that this perspective shared among staff from the both ministries helped largely in jointly implementing the project. Finally, it can be inferred from the discussion that the project implementers reconfirmed the importance of being self-sustained, saying that “we should be also giving not only receiving”, “we should be in the position to stand on our own”. This initiative from within is very important for the sustainability of the project.

After the feedback session, finally, the team conducted the last individual interview with Mr. Karma Jurmi who had largely contributed to the successful implementation of the project as well as this “HOPE” Evaluation mission. The ACCU team witnessed strenuous efforts put into the project by him and his colleagues in a challenging environment, which was, in turn, very encouraging and empowering the ACCU team who had been supporting the project miles away. Mr. Karma himself explained his learning process as a coordinator through the implementation of ESD project which was new to him. He recommended that ACCU could have included the capacity development aspect for the project implementers.
**Day 5: 4 September 2008**

In the very early morning of Day 5, the ACCU team left Thimphu to Paro International Airport, and proceed to Thailand for the next mission, with full of memories and the feeling of being empowered. Taking this opportunity, the Bhutan-Thailand mission team - Robbie, Nafiz and Tamami - would like to thank all the people who they met for their heartfelt hospitality extended to all, and the special thanks go to Mr. Karma Jurmi, without who the mission would not have been possible.

**2. Preliminary Analysis**

This preliminary analysis is based on the dialogues the evaluation team had with the following stakeholders of the project, from 31 August to 4 September, in Tsirang, Thimphu in Bhutan.

- Focus Group Discussion with Community Officers (Mendereigang, Tsirang District) (6 people)
- Focus Group Discussion (16 people) and individual interviews (4 people) with NFE learners
- Individual interview with NFE instructor (1 person)
- Meeting with Tsirang District Officers (3 people)
- Meeting with Education Secretary (1 person)
- Meeting with MoE, MoA officers and Bhutan National Commission for UNESCO (5 people)
- Officer in charge of the project (1 person) from MoE

The project is titled Strategic Action for Enhancement of Farm Products for Poverty Reduction in Rural Communities through Non-formal Education. As the self-explanatory title shows, the project aims to reduce poverty through sustainable farming practice with non-formal education as a platform for gaining new ideas. The project also intended to equip the learners with various thinking skills such as calculating, scoring, prioritising, critical thinking, collective decision making, etc., using the newly developed literacy textbook. During the two-year project, the following activities were conducted.
· Production of the booklet as teaching-learning Materials for NFE course
· Orientation Workshop for NFE instructors and Community Officers
· Teaching-learning sessions using the booklet for thinking skills development
· Farming practice with seedlings provided by the project
· Continuous follow up by the instructors and supervision by Agriculture Extension Officers

Within these two years, the project seems to have positively impacted the direct beneficiaries, who are NFE learners engaged in farming, as well as having produced tangible outputs. Overall, it can be inferred from the series of discussion with various stakeholders listed above that the project helped increase the learners’ confidence by equipping them with not only literacy skills but also other important thinking skills. With those newly strengthened skills, now the learners seem to gain confidence in leading their own life. Such an empowering process can be regarded as the main fruit which came about from this project implementation, and this will surely lay a very basic foundation to join in creating a sustainable future.

The project outcomes at different levels will be shown in the following section.

1) Project Outcomes – at the Individual level
   · Knowledge - their own community, current farming practice, productive and sustainable farming practice (Holistic understanding of the context)
   · Skills – literacy (incl. numeracy), critical thinking, analytical thinking, collective decision making
   · Growing confidence within learners through situational analysis, informed decision making

"They knew farming but, they just did it before" - Instructor
"My life before was like a cow, I just worked and ate whatever available grain blindly" - Learner

2) Project Outcomes – Community level
   · Sharing knowledge and experience within family and with neighbours
   · Collective, informed decision-making
   · Community leader’s full support and encouragement for communal collaboration
   · Strengthened network
   · Participation of people in learning
"...these are expected to lead to community development, education to alleviate poverty in a sustainable manner." – ESD expert

3) Project Outcomes – at the District and National level

- Inter-governmental support created

"In the past MoA had difficult times in involving the parents in, now possible through NFE" – Officer, MoA

- Informal, formal Networking and partnership

"They share agricultural knowledge with me and I share literacy – it is a both way learning" – Officer, MoE

- Holistic understanding of the target learners beginning from the project design

NFE learners = parents = farmers = active citizens of the society = change agents

- Increased understanding of ESD which coincides with the national philosophy of Gross National Happiness

"Education to move forward - not through extreme paths but the middle way" – Managing staff, MoE

If we examine the mission findings against the “HOPE”+C aspects, namely Holistic, Participatory, Empowering, and Contextual, the project can be analysed as follows.

1) HOLISTIC

The situational analysis aspect of the project is consistent with being HOLISTIC. This is central to the proposal and the implementation and was consistently observed.

Most of the participants identified that the outcomes of the project are still to come (more in the future – specifically the passion fruits). What the mission tried to emphasise is that while this is true, there are outcomes that can already be identified in the present – more around learning and personal outcomes, but also about organisational outcomes.

The project demonstrated a broader view of literacy – beyond the read, write and numeracy. In fact the project was meant to be a post-literacy project. But the key aspect is that it was as much about a livelihood project, hence the tendency for the participants and the other stakeholders to focus on the output (the passion fruit) instead of the learning outcomes (the confidence and ability to make decisions for themselves) which we often had to remind them
Because of the above – the nature of the project as a collaboration between the relevant agencies in education and agriculture worked closely together – guided by a formal MOU.

AS SUCH THE PROJECT WAS CLEARLY HOLISTIC IN THE DIFFERENT ASPECTS IDENTIFIED.

2) PARTICIPATORY
The project was participatory in many levels:

EDUCATION
- it drew on the knowledge of the learners (as most of the project proponents identified – they all have known how to farm and plant, what was new is the ability to decide what to plant and why.)
- the learning process involved asking the learner to provide their own ratings
- however, while there was mention of the use of read and repeat approach to teaching, this seemed to be necessary as the material was found to be rather complex for post-literacy learners – as it did require higher order thinking as evident from the need to rate and cross-reference via a matrix.
- It was suggested that the booklet may contain suggested approaches to enhance participation.

ORGANISATIONAL
- the project exhibited very strong collaboration between the different levels of government and the different areas (specifically the education and agriculture – whom we met at local and national levels)
- evidence of the collaboration is the joint concept paper that has been formalised with an MOU aside from the joint delivery of the project. But in addition, the staff from the Agriculture area at the national level did say that – “it is now their responsibility to follow-up the outcomes of the learning process” after they realised that the project was in fact about learning.

3) EMPOWERING LEARNERS
- identified that they had learned to make a decision based on the situational analysis –
most of them said they knew how to plant but did not realise that they could also
decide what to plant both individually and as a community.

- The strongest evidence of empowerment has been the growth in individual confidence
  of the NFE learners, identified by themselves but confirmed by the teacher and the
  other local project stakeholders.
- In addition, some of the learners mentioned sharing what they had learned with their
  neighbours.

PROJECT IMPLEMENTER
- increased in self-confidence in terms of IT skills but also in terms of understanding ESD
  concept.
- Furthermore, it was as much about hearing from the mission team members feedback
  about the project that confirmed much of his own observations

OTHERS
- Key realisation around the project outcomes as the lessons learned – as most of them
  initially were focused on the passion fruit harvest, which had not happened.
- Acknowledged that the project was about decision-making but also about collaboration
  between the different ministries.
- Changed their view about the project as about funding to the project as about an
  innovation that they were part of and will need to continue to sustain – even without
  external funding.

4) CONTEXTUAL

The situational analysis nature of the project addresses this criterion. The use of the local
language in the final booklet is evidence of this, although the initial draft was in English.

Most of the people interviewed did identify that the BIG change had not occurred – specifically
in terms of the passion fruit harvest. But all throughout the time in the area, there was a
consciousness of what would be involved on this next stage. This includes the support needed
from the local extension workers, the local government, but also from the national government.
Such support was as much identified by the learners and the teacher himself (in terms of the
juice factory).

Overall, AS AN EDUCATIONAL PROJECT – it clearly developed new knowledge (about
agricultural options), new skills (decision-making and higher order thinking) and new attitudes