Meeting of Experts
on NFE Policy and Programme for the
Promotion of EFA (Education for All)

Final Report
Tokyo, 11-12 December 2009
NOTE

1. Japanese people’s names are spelled in family-name-first order in accordance with the Japanese custom.

2. Titles/positions are at the time of the meeting.

3. The organisational name of ACCU, formerly written as “Asia/Pacific Cultural Centre for UNESCO” has been changed into “Asia-Pacific Cultural Centre for UNESCO” as of December 2009. We are sorry for the inconsistency in this publication.
Preface

This is the final report of the Meeting of Experts on NFE Policy and Programme for the Promotion of EFA (Education for All) organised by the Asia-Pacific Cultural Centre (ACCU) for UNESCO, Tokyo, in co-operation with UNESCO Asia-Pacific Programme of Education for All (APPEAL) and the Japanese National Commission for UNESCO. The meeting was convened in the Japan Publishers Club in Tokyo, Japan from Friday, 11th December to Saturday, 12th December, 2009.

The meeting was in line with the series of meetings that ACCU has been organizing basically annually, since the early 1980s, with APPEAL after its launch in 1987, and before that with UNESCO Regional Office for Education in Asia and the Pacific (ROEAP), Bangkok.

The objectives of the meeting were to discuss new trends in policy and programme in non-formal education (NFE) in the effort to achieve Education for All (EFA) goals. It also considered building a knowledge society through the development of education and learning. Due consideration on other international education initiatives, such as the United Nations Literacy Decade (UNLD: 2003-2012), Belem Framework (post CONFINTEA VI, 2009) and the United Nations Decade of ESD (Education for Sustainable Development: 2005-2014) was made and cross-fertilisation of the principles of these initiatives was discussed.

More specifically, the immediate objectives were: (1) Recognizing the significance of NFE, literacy promotion and adult education, (2) Sharing the national policies and good practices of project implementation of participating countries, and (3) Enhancement of networks.

The meeting was attended by 45 participants from 22 countries, including senior representatives of the National Commissions for UNESCO, government departments in charge of literacy and NFE, ACCU-LRC (Literacy Resource Centres for Girls and Women) network, NGOs, international organisations and researchers, experts involved in book development.

The participants listened to each other, absorbed the rich resources of renowned experts and shared their ideas, experiences and feelings. Again, it was a good opportunity to recognise the importance of the work that the participants were engaged in. However, at the same time, it reminded the participants that there is a need to do more in the face of a huge challenge to provide quality education for all, especially the disadvantaged people, and for everyone to participate in building a peaceful, just and a sustainable future.

The report also contains the keynote speech, presentations, and other documents of the Symposium on Asia-Pacific Regional Cooperation for the Promotion of Culture and Education, which was organised by ACCU on Thursday, 10th December, 2009 at the Hotel Metropolitan Edmont. The symposium was attended by all the participants of the Meeting of Experts on NFE Policy and Programme for the Promotion of EFA and also by the attendees of the ACCU Experts Meeting on Book Development and Reading Promotion in Asia and the Pacific: ‘ACCU’s achievement inherited by Asia and the Pacific towards the future of books and reading’ also organized by ACCU from Tuesday, 8th December to Wednesday, 9th December, 2009 at the Hotel Metropolitan Edmont, Tokyo.

Although it is not possible to reconstruct the richness of the sharing at the meeting and the symposium as a whole, we hope that some essence is captured in this report for the benefit of not only the participants but also those who share interest and commitment in literacy and non-formal education.

Asia-Pacific Cultural Centre for UNESCO (ACCU)
CHAPTER 1……………………………………………9
Regional Cooperation on Policy and Strategy of Literacy and
Non-formal Education for EFA
– UNESCO’s Mission for Achieving Literacy for All, Education for All
and Life-long Education for All –
by Mr. Chiba Akihiro
(keynote Speech)

CHAPTER 2…………………………………………...23
Education for Sustainable Development (ESD):
One of Many Contributions in Creating a More Sustainable Future
by Mr. Charles Hopkins

CHAPTER 3…………………………………………...45
Quality Education: Insights from Education for Sustainable
Development (ESD) and Adult Education
by Mr. Jose Roberto Guevara

CHAPTER 4…………………………………………...63
Trends in Policy and Programme for the Promotion of EFA
(1) Nepal
Non-Formal Education in Nepal by Mr. Jibachh Mishra

(2) Philippines
Notre Dame Foundation for Charitable Activities Inc., Women
in Education and Development by Ms. Myrna Lim

(3) Japan
Kominkan in Japan by Mr. Iwasa Takaaki

(4) ACCU
ACCU’s Contribution to EFA by Ms. Shibao Tomoko

(5) Synthesis and Collation of Questionnaire Returns on
Policy/Programme in Literacy/Non-Formal/Youth and Adult
Education

CHAPTER 5…………………………………………129
Summary and Recommendation
1. Rapporteur’s Report
2. Networking, the Way Forward and Recommendations
ANNEX I……………………………………………..145
(1) General Information
(2) Programme
(3) List of Participants
(4) Opening Speeches
(5) Closing Speeches
(6) Summary of Evaluation form

ANNEX II……………………………………………..162
Report on the Symposium on Asia-Pacific Regional
Cooperation for the Promotion of Culture and Education
(1) Background and Proceedings
(2) Opening Address
(3) Keynote Speech
   “Cultural Diversity - UNESCO and the Question of Cultural
Diversity 1946-2007 : Review and strategies, a study based
on a selection of official documents”
   by Mr. Sato Teiichi
(4) Panel discussion
   Ms. Matsuoka Kyoko, Japan
   Ms. Usanee Watanapan, Thailand
   Ms. Batchuluun Yembuu, Mongolia
   Mr. Timote Vaioleti, ASPBAE
   Mr. Arief Rachman, Indonesia
(5) Programme Schedule
(6) List of Participants of the Symposium

ANNEX III…………………………………………….186
O ACCU : An Homage by Prof. Chiba Akihiro
CHAPTER 1

Regional Cooperation on Policy and Strategy of Literacy and Non-formal Education for EFA

UNESCO's Mission for Achieving Literacy for All, Education for All and Life-long Education for All

by Mr. Chiba Akihiro (keynote Speech)
An African proverb
“An old man’s death is equivalent or even greater than a library burned down.”

Thank you very much for your introduction. I wish I deserve that introduction. Today, I am asked to speak on Regional Cooperation on Policy and Strategy of Literacy and Non-formal Education for EFA.

I would like to start with an African proverb “An old man’s death is equivalent or even greater than a library burned down.” That is in African situation. Now in UNESCO, an old man’s departure is a good occasion to throw away all his papers and to start everything from scratch. I am sure all my papers in UNESCO were thrown away by now. But I hope after this speech, I hope there will be a possibility of restoring some.

I have served the Organization over 30 years, from 1961 to 1991, and then I have spent nearly 18 years, after retirement, in teaching, research and NGO activities, including ACCU, in basic education, covering literacy and non-formal education.

I am grateful to ACCU for giving this opportunity to share with you my personal account of what has happened in the last half century in regional cooperation, so that even if my papers are all thrown away or put into a shredding machine, some will remain with you.

I was privileged to be involved directly or indirectly in UNESCO’s action in this field. Some parts cover accounts of my own action. I feel happy that I personally contributed to the evolution of the policy and programme of literacy and non-formal education move in UNESCO. But at the same time, I feel awful because I might have contributed a lot more to blunders and confusions. As all the participants are actually involved in the implementation of the Dakar Framework of Action and the programme of activities for Education for Sustainable Development (ESD), you are real experts on post-Jomtien development of literacy and non-formal education. My presentation will, therefore, give more emphasis on general evolution up to Jomtien and then move on to the future outlook.

To cover 50 years of experience in 60 minutes is not an easy task. But I will make my presentation as quick as possible, trying not to go beyond the 60 minutes limit.

I. Prior to UNESCO’s Establishment
Prior to UNESCO’s establishment, there was no significant global drive for the improvement of literacy. You know, since the first written language was produced in Mesopotamia, it has taken over 5,500 years now and yet these benefits of the written words are never reaching the deprived people. And up to the establishment of UNESCO,
there were no concerted actions on the world level to tackle this issue.

However, there were several national level policy developments to eradicate illiteracy, and one was Lenin’s Decree for the eradication of illiteracy in 1919, soon after the revolution. Subsequently, many socialist states have given priority on literacy, such as Bulgaria, Poland, Rumania, Yugoslavia in the 1940s. Asia is very much honored to have important initiatives on this. For example, Mahatma Gandhi’s basic education is very famous, and also Ho Chi Minh’s literacy for national liberation was an important historical landmark. In Japan, there were Terakoyas in many parts of Japan before the Meiji modernization where common people to set up their own learning centers by themselves for their children’s education, which laid the foundation for Japan’s present progress in the field of education and other aspects.

II. Fundamental Education of UNESCO (1946-1958): Liberation from ignorance through education including literacy

Now, in UNESCO, its first action related to literacy was in the field of fundamental education which was carried out from 1946 to 1958. This was not just literacy, but it covered all-round actions of teacher education, curriculum, health education, vocational education and so on to improve the educational level of community in order to create the defense of peace in the mind of all people, that was basically for peace development.

In launching this UNESCO programme, Asia responded very enthusiastically. One of the most outstanding responses from Asia was from Thailand. The then Minister of Education Mom Luang Pin Malakul, a great Minister of Education in the history of Thailand or even in the history of Asia, set up in 1948 TUFEC – Thailand-UNESCO Fundamental Education Centre. He also set up another center called Thailand-UNESCO Teacher Education Centre. He was the most progressive person to bring in new ideas from UNESCO and UNESCO was very proud of having him as our associate. We owe him a lot and I should like to give a special note of thanks through Thai Delegation here for his contribution.

III. Launching of Regional Plans of Developing Free and Compulsory Primary Education in Africa, Asia and Latin America

In the late 1950s, there were new developments for improving school system and it started with Latin America, namely, a major programme for the expansion of primary education in Latin America. Other regions were so envious of Latin America and Asia felt strongly that we must have also such major programme within UNESCO. At that time, Rahman, a Pakistani gentleman was the Director of UNESCO Bangkok Office and he was very active in developing a major programme in primary education. The first meeting was organized in Karachi; therefore, we call it Karachi Plan. The plan was to improve primary education in Asia to ensure universal access of all school-age children to primary education by 1980. In order to implement this Karachi Plan, UNESCO set up the initial infrastructure of regional cooperation. That means; Bangkok: Coordination and Documentation, New Delhi: Educational Planning and Administration, Quezon City: Teacher Education, Bandung/Colombo: School building and Tokyo: National Institute for Educational Research of Japan (NIER): research and curriculum.

IV. Independence en masse of African Countries in the 60s, Forming a New Power Bloc of Developing Countries in UNESCO’s Member States and Consequent Change in the World Agenda and Nature of Regional Cooperation

In 1960, there was also a new development in the world, which is the independence en masse of African countries liberated from the colonial rule. They became independent, joined the UN and, of course, UNESCO. This made radical change in the world agenda of the United Nations Organizations. Education for socio-economic development emerged as new agenda in the 1960s in addition to the existing priorities of peace, human rights and international understanding. The United Nations General Assembly also adopted a resolution in 1961 inviting UNESCO to propose a World Literacy Campaign. I remember UNESCO was so delighted to have this invitation, and
Rene Maheu, then acting Director-General, believed that this campaign could take place. We were so enthusiastic and made up a very ambitious plan which was so costly. When we sent this request to the United Nations General Assembly, their response was more or less of a moral support, and not financial support. So, we were obliged to switch our strategy of World Campaign to some other directions.

UNESCO then decided to shift its approach from a World Campaign to ‘selective and experimental approach’ in literacy development. At the same time, we realized the World Campaign would not be for UNESCO to directly undertake, but it should be more for the governments of the Member States to undertake. UNESCO’s role should be to promote and support such campaigns. While there were many talented literacy experts in UNESCO, they could not obviously understand languages of all countries and how could they ensure the preparation of literacy materials and the training of literacy workers in native languages in all the countries. So UNESCO’s role should be different from directly involving in literacy campaign, but more of policy support and technical assistance.

V. New National Literacy Actions in Asia

In those days, there were new developments in literacy at the national level. Indonesia was adopting new language policy of Bahasa Indonesia. ‘One Language One Nation’, ‘Unity in Diversity’ was the motto, and they adopted Pancasila (Five Principles). Indonesia’s first national scale literacy programme was conducted in the late 50s-early 60s, and this was the first such national action outside socialist countries. His Majesty, Shah of Iran, paid an official visit to Indonesia one day and he was so impressed with Indonesia’s experience. He immediately ordered to launch a similar nation-wide programme in Iran. When I started to work at UNESCO in 1961, Indonesia was in the middle of such national campaign. I was a young project officer in UNESCO headquarters, and I was so impressed as I received cables everyday from UNESCO experts on the spot to inform us of the numbers of newly declared literate villages. When a majority of villagers learned to read and write, village is declared as a literate village. One day, I was asked to supply a printing equipment in order to cope with the need for producing a large quantity of literacy primers. I was in charge of this work, and after long process of finding information, I managed to send a very good printing equipment to Indonesia. I was so happy. I was really filled with joy that I had served the interest of the big nation. When I received the official letter of thanks from the government, I was so delighted. I mean at the age of 27 to get a letter of thanks from the government of other countries, it was a big honor for me.

But when I visited Indonesia afterwards, in 1967, well, I discovered that I had sent a wrong printing press. On the basis of the information from the field, I selected the most powerful printing machine, but unfortunately, this printing machine was to be placed in a small suburb outside the city, and there was not sufficient electricity. So when one plugs in electricity, whole electricity of the town will be down. So what Indonesian friends have done was to built the concrete base, installed this huge machine which they call ‘big mammoth’, on the concrete base, and then built a barrack just a little bigger than the printing machine. When I visited, they were so proud of this machine, though the machine was not working, and everybody was happy polishing this printing press. But later, when the Indonesian national economy improved, this machine was transferred to Jakarta to be used in the National Bureau and it made a tremendous contribution to the textbook printing, so I was relieved.

In case of Iran, when His Majesty, the Shah, returned home from Indonesia, so impressed with Indonesian’s actions, he started “the Army of Knowledge,” which was so well-known in those days, because he used a part of the conscripted young people under national military service for literacy— excellent idea! The Army of Knowledge consisted of three battalions; namely Health Corps, Women’s Corps, and Literacy Corps. These young people went out to the field, worked with the villagers and nomadic people to improve their situation in health, in women’s promotion and literacy. I was so impressed with the idea of using the military service for literacy purpose. But unfortunately, the Army of Knowledge
was not well-received within the country, maybe because of involving the military. Together with people’s resentment against his hastened pro-western modernization drive, his Imperial Regime was overthrown and the revolution took place in Iran. I am sure that there has been a new drive for literacy in Iran has been revived at the moment.

VI. World Conference of Ministers of Education for the Eradication of Illiteracy=Mankind’s First United Effort for the Solution of Illiteracy (Tehran 8-19 September 1965)

In the history of the humankind, the first world conference was organized in 1965 to eradicate illiteracy from the world. This was the first ever attempt to try to solve this problem globally. And it was again at the initiative of His Majesty the Shah of Iran, and that is what we call the Tehran Conference, and laid so much milestone for literacy development.

As one of the several positive consequences of this conference, global consensus was achieved on the new concept of literacy, namely functional literacy. That means, it is no longer just simple literacy of reading and writing. Literacy is to serve the need of people in a more functional way, whether it is economic development, whether it is improvement of the household, or women’s improvement for the care of children, and so on. Secondly, the Conference declared that 8th of September, the opening day of the Conference, should be celebrated as International Literacy Day. This has been observed in practically all Member States.

The Conference also recommended to set up International Literacy Prize. I am sure many of your countries have received such a prize from UNESCO. However, there was one important proposal of the Conference which was not materialized. It was the HM Shah’s call to all Member States to contribute one day’s military expense to UNESCO for literacy work. He actually contributed one day’s military expense to UNESCO and UNESCO used it for setting up International Literacy Center in Iran. But no other government responded unfortunately. I am sure all your governments spend so much resource for military purpose. You will no doubt agree with me that by just saving one jet fighter and the saved funds were given to UNESCO or to non-formal education, how much impact this would make on our literacy drive! This is the message you should carry back home so that at least a part of the military expense should be used for literacy and basic education. I hope this recommendation should be followed up more rigorously in future.

VII. Is Literacy Effective for Economic Development?

Now, in adopting the new concept of functional literacy, the decade of 1960s was so much preoccupied with the need for education to serve economic development. Many documents were prepared by the World Bank, by UNDP, by UNESCO that education should promote socio-economic development. The literacy group also wanted to prove literacy would contribute to economic development. Consequently UNESCO, in cooperation with UNDP started the Experimental World Literacy Programme from 1967 to 1973 in 16 countries to try to prove the hypothesis whether or not literacy would contribute to economic development and from this region India, Iran and Afghanistan participated in this joint experiment.

This was a most ambitious experiment on the global scale. But unfortunately, it could not prove the hypothesis in a more scientific term that literacy actually contributes to economic development. This resulted in the shift of the concept of functional literacy from literacy for economic development towards literacy for human development. This trend was fully confirmed by the International Symposium on Literacy in Perspolis 1975. The objective of literacy was redefined as human liberation, empowerment and overall human development.

We were also influenced by Paulo Freire. His concept of ‘conscientization’ attracted many people who were concerned with development of education in the third world. Even today, it is accepted as pedagogy of literacy in many countries. UNESCO also adopted the First Medium-Term Plan covering 1977–1982 in which it declared officially “Man as the Centre of Development.” This was a very important landmark in history.
VIII. Parallel Development of Related Educational Concepts

The 1970s was a very interesting period in which a lot of controversies and discussions took place on the concept and strategy of educational development. The first of such moves was in the field of life-long education. Perhaps, most of you remember that the Third International Committee on the Advancement of Adult Education 1965 had studied the concept of life-long education. Then in the International Year of Education (1970), UNESCO promoted life-long education as the major theme, which made an impact on many countries as a new policy of education.

In 1972, Edgar Faure Commission report “Learning to Be” also predicted the arrival of learning society in which life-long education would play a major role. Third International Conference on Adult Education in Tokyo in 1972 defined literacy as the basis of life-long education. This was a new shift of the concept and strategy of education and literacy. Today, life-long education is recognized as the major goal of education in the majority of the countries in the world. OECD once advocated the concept of ‘recurrent education,’ but it also follows the term ‘life-long education’ more recently.

Along with life-long education, there was an emergence of a new concept of basic education. The concept of basic education first emerged out of UNESCO-UNICEF Cooperative Programme in 1971-72. At that time, I was the chief of the unit for the cooperation of UNESCO and UNICEF in Paris. In those days, UNICEF or other funding agencies had no expertise in specialized fields such as education, so UNICEF came to UNESCO for technical advice. Through the UNESCO-UNICEF Cooperative Programme, UNESCO was to provide technical advice to UNICEF. UNESCO was happy that UNICEF provided generous and flexible support to Member States. But one day, a delegate from the United Kingdom started to criticize UNICEF’s assistance to primary education. According to him UNICEF’s assistance to primary education was like pouring water into bottomless pits. That is exactly what this UK delegate said. Why? Because assistance to education, especially primary education system tended to consolidate outmoded and obsolete conventional type of education, and such assistances were not reaching the deprived people who really needed such help. Assistance tended to go to the pocket of senior officials and also to serve the interest of the elite for maintaining their vested interest. That was a bombshell and UNICEF immediately came to ask for UNESCO’s help to redefine the objective of cooperation. Here we agreed to adopt a new policy that UNICEF’s contribution to education would be to meet the basic learning needs of the most deprived children and their mothers.

The concept of basic education was highly appreciated by donor communities and the many UN Development Agencies. However, UNESCO Education Sector was very unhappy with this. I also made a tactical mistake. When UNICEF suggested to use the term “basic education.” I said ‘yes’ without consulting anybody. UNESCO did not like that I took such an initiative and I was surrounded by the hostile senior people of the Education Sector in which discussion took place whether UNESCO should use the term basic education or not. In the end, I could not win the controversy because I was outnumbered. The final position of UNESCO’s Education Sector was that the concept basic education contradicts that of universal right to education. When so many starving and illiterate people exist in the country, my position was to try to provide basic essential services, however small, to as many people as possible. But the education sector’s position was that the goal of educational assistance was to establish a full cycle primary education. So, I had to leave Paris because I did not feel comfortable to work with these fellows, and I went to Bangkok as a Deputy Director of the Bangkok Office. I spent another 8 years in Bangkok, one of the happiest days in my life. We worked with the Asian Member States so closely and I have made lots of friends over there.

Along with basic education, another term which you use very often today emerged, namely ‘non-formal education’ at the same time. It was Philip Coombs, who used to be the head of the International Institute for Educational Planning of UNESCO before, but
he immediately switched himself as a critique of UNESCO saying UNESCO’s approach was just sticking to the conventional system of education and so on, which may be partly true. He said, important thing was to concentrate assistance to non-formal education rather than formal education so that you can serve the needs of people more immediately. And of course, UNESCO could not accept this position; because if assistance is given only to non-formal education by neglecting formal education, then this would be an imbalanced approach. So, I had to face Philip Coombs in the meeting in the United Nations in which I argued the importance of balance between formal and non-formal education. In the end, Philip Coombs also modified his position on the basis of many reactions from the Ministries of Education in developing countries. ‘New Paths to Learning for Rural Children and Youth: Nonformal Education for Rural Development’ is a well written and more moderate document, and it made a very important policy impact in many countries. Many countries now have departments of non-formal education which used to be department of adult education or complementary education. Of course, in the Philip Coombs’ concept of non-formal education, literacy is the basic component of non-formal education.

Along with these developments, a sign of change was visible in UNESCO. In UNESCO’s Medium-Term Plan for 1984-1989, UNESCO started to advocate ‘Education for All.’ Of course, today you all understand Education for All. However, the definition of Education for All in UNESCO’s Medium-Term Plan was not the same with the definition of Education for All adopted under the Jomtien Declaration.

In UNESCO’s Medium-Term Plan, it was essentially a pragmatic approach to regroup various programmes of primary education, literacy, education in rural area, education for women, education for refugees and migrant workers. All these different components of UNESCO’s programme were grouped under one heading, that is Education for All. However, this was a very good departure from the past practice, because in early days, literacy division and primary education division were competing for more resources and budget. But if they were combined, I am sure it would result in much better coordination.

IX. Emerging New Programs and Organizations and New Modes of Regional Cooperation in the 70s-80s

On the basis of this move, new programmes, structures and modes of regional cooperation emerged in UNESCO. From 1961 to 1970, UNESCO set up several regional centers in New Delhi, and the Philippines in cooperation with the host governments and UNESCO ran these centers directly. But in 1973, after 10 years of direct operation UNESCO decided to discontinue this approach of UNESCO’s direct operations and those regional centers in Delhi, the Philippines, etc. were to be given back to the host governments as their national centers. This was how the National Institute of Educational Planning and Administration in India (NIEPA) was established and it has grown as a prestigious national institution.

Although UNESCO was aware of the need to develop a new programme after returning the regional centers to host governments, it was not clear what kind of new programme would meet the expectation of the Asian Member States. Many consultations were under way.

Several important initiatives were taken from the side of Asian Member States. As I am a Japanese, I am hesitant to say this, but I should point out that Japan played a very important role in this connection. Japan was so keen to develop a new UNESCO programme of regional cooperation in education to follow up the Karachi Plan.

The founder of ACCU, Mr. Ito Ryoji was then the Secretary General of the Japanese National Commission for UNESCO in those days and he was a driving force to push UNESCO to come up with a new attractive programme. He proposed to UNESCO that Japan would finance one-third, of a new programme and UNESCO should finance another one-third, and the remaining one-third should be borne by the Asian Member States.

I asked Mr. Ito, “Sir, okay if Japan finances one-third, it is fine, but to do what?” Then, he replied immediately to me, “it is your problem,
i.e. UNESCO.” It was very difficult proposal. You see, to have no money is a problem, but to have money without purpose is also a problem. In fact I never thought he would be able to manage to obtain that fund from the Ministry of Finance in Japan. I am sure all of you are facing agony in your country every day to obtain budget from the Ministry of Finance, especially in non-formal education, which is often less than 1% of the national education budget. But to my surprise, Mr. Ito managed to obtain this from the Finance of Ministry, which was almost a miracle. My reaction was “Oh my goodness, what shall I do?”

In those days, UNESCO-UNICEF Cooperative Programme was carrying out an East African Basic Education Programme. This programme was carried out by networking various national institutions and the Ministries of Education in developing countries. UNESCO-UNICEF felt strongly that developing countries could learn mutually better rather than those conventional practices of technical cooperation, namely, some big fellows coming from developed countries to tell them what to do. So, we said networking and the Member States in East Africa would have more initiative in decision making on the content of the work. I thought this approach would be acceptable to Asian countries and UNESCO organized a small expert meeting in Chiang Mai, Thailand and there, the concept of Asian Programme of Innovation for Development (APEID) was formulated.

In addition to those centers converted to national centers, other national centers of excellence in various countries such as National Council of Educational Research and Training (NCERT), University of the Philippines, KEDI in the Republic of Korea and NIER in Japan, etc. started to join and form key components of regional network. The working philosophy of the new APEID was that it would not be a UNESCO Secretariat’s directed programme. It is jointly discussed, planned and evaluated by the representatives of Member States, and the initiative was given to the Member States, which Asian countries appreciated very much. The APEID’s Coordination Unit still exists in Bangkok Office today. This also helped to establish very good cooperation with such regional centers and organizations as SEAMEO, ASPBAE, Colombo Plan Institute of Technical Education.

This was very much a-la-mode in those days because technical assistance among developing countries (TCDC) was a big slogan by UNDP. Assistance or technical cooperation is not always given from the developed country to developing countries, but there are many aspects of cooperation where developing countries themselves can inform each other, can learn with each other, and achieve mutual advance in their educational development. Of course, today, we all realize that developed countries like Japan have so much to learn from developing countries because we have lost so many traditions and cultural values.

UNESCO also started a Regional Programme in Education for All covering Literacy and Non-formal Education, called Asia and Pacific Programme of Education for All (APPEAL), launched in New Delhi on 23 February 1987. Here ACCU, and NFUAJ – National Federation of UNESCO Associations in Japan have joined hand in reinforcing APPEAL Programme. I must say, when we had a small meeting of experts to prepare APPEAL Programme, it was Dr. Kowit of Thailand who made an important conceptual contribution in this meeting. Because the concept of continuing education was what he strongly advocated to us it has become a very strong component of APPEAL programme.

APEID and APPEAL were very privileged to have lots of UNDP funding and the fund-in-trust contributions from Japan and Norway. I think this gives a good lesson. If you have a very attractive and practical programme which has good prospect of better outcomes in future, there will be many funding offers from donor countries. For example, we often complain that the world is short of money, which is generally true, but if there are excellent programmes, I am sure some donors will come to knock at your door, saying ‘Can we be of your help?’ So instead of just complaining saying ‘we have no money,’ we should make every effort to generate innovations and prepare excellent programmes. I think there will be possibilities of funding even from unexpected sources.
From my experience, I can say categorically that among UNESCO’s regions; i.e. Asia-Pacific, Africa, Latin America, Arab States and Europe; this region is most active in regional cooperation. There is no other region which has such intensive interaction and cooperation among Member States through regional programmes, which I am proud of.

X. Unique Development of Literacy and NFE Model in the Region

There were many important literacy campaigns in many countries but gradually, the approach has shifted from direct literacy campaign to more structured approach for literacy and non-formal education. For example, Indonesia shifted from the campaign approach to more clearly defined concept-programme-system oriented approach. That means the development of a new structure of non-formal education with the concept of Kejar ‘catch up’ and the preparation of learning materials, which you all know “Package A, Package B and Package C.” Package C is a later development.

Perhaps many of you remember our good friend, Mr. W. P. Napitupulu. He always sang, ‘I am a change agent,’ in any meetings he went. He made a tremendous contribution to the development of literacy programme in Indonesia.

In Thailand, they carried out many literacy Campaigns and they even taxed illiterate families many years ago. The government even declared that those families with illiterate members cannot apply for government jobs. But later, they developed a new programme based on the traditional Buddhist values and Paulo Freire’s conscientization problem-solving approach. It is called Kit Penn, ‘How to think.’ That was the major breakthrough in literacy activities of Thailand.

Today, Thailand has set up a wonderful comprehensive education system of formal, non-formal and informal education in which people can go from one stream to another without any constraint. This is excellent. One can go to the university through non-formal stream, and I think this is a trend in many countries in Asia such as in Indonesia, Philippines, and so on. Thailand’s 1999 National Education Act reflects such new developments.

India is very famous for its literacy action, i.e. National Literacy Mission, and the formal-non-formal link is emerging.

More recently in Vietnam, the successful experience of setting up Community Learning Centre (CLC) in the northern, hilly region bordering China, has convinced the government that CLC is really meeting their need of non-formal education. They went one step further to revise the education law to make CLC as a viable institution of non-formal education. So there are many new drives and developments in this direction in the region.

XI. International Literacy Year (1990) and the Jomtien Conference: New Scope of Regional Cooperation

All of you remember that the year 1990 was proclaimed as an International Literacy Year. I thank the delegation from Mongolia, because it was the Mongolian permanent delegates who took initiative to ensure to pass this resolution in the Executive Board and the General Conference. Thanks to International Literacy Year, UNESCO could move out of the lost decade of the 80s and also move out of UNESCO’s crisis.

Concerning the Jomtien Conference, many of you may not be aware how it occurred as nobody has ever written about it. While UNESCO Education Sector was stagnated with conventional approach, UNICEF was a very active pragmatic partner. Jim Grant of UNICEF was so impatient with UNESCO because UNESCO was not flexible and progressive. So he even said, “We will stop assistance to education, because as long as UNESCO remained as a rigid partner, we will not be able to work in the field of education.” That was his declaration of intent.

But when Federico Mayor was elected as the new Director-General, it was Jim Grant who called Mayor first, ‘Let us work together.’ And of course, as the new Director General, Mayor said, “of course,” in a big smile. Some of you may remember his big smile.
So both Sylvain Lourie and myself were sent by Mayor to see Jim Grant. My goodness, Jim Grant’s view of education was so different from us. He said, he was so successful to promote vaccination campaigns in developing countries. He even managed to discover certain medicines to improve the health of the child and to prevent dehydration of children. He always carries such medicine in the inner pocket of his coat. He said, what we need is this kind of medicines or injection to make children grow intelligent and to make children become literate and perform better. It took so many hours to convince him that education was not such a simple injection and it takes time, and without such process of interaction with parents and teachers, children cannot be educated. There is no such miracle shot to make children grow and become intelligent.

Finally, as his major objective was to come back to education, he accepted our explanation. He later called the President of the World Bank, ‘Why don’t you join us?’ World Bank was becoming very powerful in development cooperation and investment in education. So the Bank-UNICEF-UNESCO alliance was formed, and then UNDP got so frantic. UNDP called me saying, “Chiba, UNESCO is trying to get us out of your conspiracy, what? I think you are ganging up with the Bank, UNICEF, and so on.” So, I told him, “We explained to you before, but you were not listening or my English is so poor that you did not understand.” But anyway, he said, “Please come and explain to us in New York.” So UNDP was more than happy to join in the Jomtien drive. Of course, there is no need to explain to you on the outcomes of Jomtien, because you have excellent knowledge of EFA which came out of the Jomtien Conference.

At the early stage of the preparation of the conference, the World Bank was not in favour of including literacy in EFA agenda of the Jomtien Conference because the Bank had no lending policy to literacy. Finally, the heads of the four agencies agreed to include literacy in the Jomtien agenda.

UNESCO has made so many important declarations in many important conferences, but when you look back at these developments, it had very little impact in the world scene. Poor Education Ministers go to see the Ministers of Finance, but the Ministers of Education often had to leave the office of the Finance Ministers with a sad face as no fund would be forthcoming. But when the World Bank becomes a joint partner, Ministry of Finance and Ministry of Economic Affairs tend to listen to the World Bank and become aware of the importance of education. This made a lot of change in the development cooperation. I think this was the beginning of a new era in international cooperation.

We are all happy that international development cooperation is becoming active in education field, but we are so disappointed that not much is forthcoming to literacy and non-formal education at all. Many donors go to the ministries to knock at the door of formal education departments but not non-formal education departments. While non-formal education has certain fault of its own, the trend is of unfortunately by far the majority of assistance goes to formal education. Now how to breakthrough this dilemma is a big challenge for us for future.

**XII. Regional Scene of Literacy/NFE Development**

I now come to the issues for the future. First of all, we all agree that UNESCO Bangkok, especially UNESCO APPEAL should take much more rigorous role in the future development of literacy and non-formal education.

ACCU, of course, has contributed so much for literacy and non-formal education in the region, and we owe much to Mr. Ito for his initiative. His real interest was to work together not telling other people what to do, but to decide together and to work together in the most jovial atmosphere so that we can learn mutually and advance together. He always arranged theatrical play sessions in the evening after the serious working sessions, in which he took a leading role of female character and he spent his energy to make participants happy and comfortable and become more productive. We owe so much to Mr. Ito.

The National Federation of UNESCO Associations in Japan is also carrying out projects at the moment for developing CLC in Afghanistan, India, Cambodia, Lao PDR, Nepal,
and Vietnam under the banner of the World Terakoya Movement. Since it celebrated its 20th Anniversary, it is hoped that it will not only remain active but also be more vigorous and to move to a new direction in future.

This region has many actors in this field, such as Dhaka Ahsania Mission, ASPBAE, Sarvodaya Movement, NDFCAI-WED and NRC-NFE. I think these Centers of Excellence should play much more rigorous role in working together for the future of this region.

XIII. New Insight for the Future Direction of Literacy and NFE

I should like to share with you some of my insights for the future. First of all, we should continue to give priority to the least developed countries and least developed region within the country with significant literacy gap. But at the same time, we should do something to try to promote peace development or recovery of peace in countries and regions like Afghanistan, Pakistan, Mindanao of the Philippines, and in the north of Sri Lanka. Conflicts are often causes of the loss of life and social insecurity. Unless peace regains in the region, it is unlikely to expect significant advance in literacy. It is therefore extremely important that non-formal education will play an important role for the development of peace and social stability.

The world is changing with an unprecedented pace with the advance in technology resulting in new modes of work and life-style and literacy and non-formal education will have to cope with such change. Non-formal vocational education and income-generation programme should move with the change and innovation, especially with the change in the requirements of the world of work. Literacy and non-formal education should therefore be more future-oriented, so that they should be attentive to foresee the evolution of social and economic needs and new thrusts be given to entrepreneur training rather than merely adjusting to the changing needs passively.

Education for Sustainable Development will no doubt remain as our major agenda and therefore literacy should give more attention to eco-literacy and NFE for sustainable development. This implies that both literacy and NFE should be reoriented to a comprehensive approach of combining both new type of for education global ethics and scientific development.

Literacy and NFE need to move out of the chalk and talk methods and will need to benefit from advanced technology such as computer, solar energy, mobile phone, E-learning, etc.

XIV. Finally, I should like to ask serious questions

(1) The Target Years of the United Nations Literacy Decade [2012] and the Dakar Declaration and MDG [2015] are not so far away from today. Do you think we will achieve the goals of UNLD and MDG by the target years? I am not optimistic at all. If we fail to achieve our goals, do we postpone the target years? What are we going to do? The international community has kept postponing the target years and there will be a serious reaction to the values of fixing the arbitrary target years again. While we suffer from the target-year fatigue, does the international community repeat the routine way of fixing the next target years, such as 2025, 2050 or what? Or do we adopt qualitatively a different type of target, rather than the target years and the quantitative percentage goals?

(2) Do we finish the United Nations Literacy Decade with a sense of satisfaction or with a sense of cynicism? This is a big question I would like to ask everyone.

(3) Is National Will for literacy and non-formal education enhanced significantly or double standard still persists in the government hierarchy?

(4) Are we really introducing innovation in our literacy action, or are we repeating the routine ways of action?

(5) Is it likely that more assistance, more ODA and financial and material supports will be forthcoming, or is it aid-fatigue? What should be the new strategy of sustainable resources generation and effective management?
(6) What will be the significant Asia-Pacific Initiative for the post-2015? We must be ready to define our regional initiatives for this.

Now, I would like to share with you my sketch of the diagram of education. On the left column is formal education; primary, junior secondary, senior secondary and higher education. Here literacy and NFE are totally separated from the formal education and there is no link. Adult education is also separate from literacy. This was the situation in the 60s.

At Jomtien in 1990, under the consensus on the definition of EFA, i.e. meeting minimum essential learning needs, primary education and literacy are grouped together in the name of basic education. This is initial stage (Figure 1).

Eventually, in certain countries, students can go to university through non-formal channel. Some people can eventually go through self-studies to reach the important stage of academic achievement and development of personalities and the skills.

But in future, in the global age, non-formal education will not remain at the level of basic education. At the moment, the governments of certain countries in Asia consider that basic education is no longer just primary education and literacy. Secondary education is regarded increasingly as part of basic education, especially in South East Asia.

In future, non-formal education, in the concept of continuing education and life-long education, will have to look after the learning needs of all levels of people in civil society including the graduates of higher education, because if those graduates of higher education want to continue learning, they have to come to non-formal education. I think scenario in future is that non-formal education will play a key role for the educational structures in most countries. (Figure 3).

I hope you will show this future scenario to your education minister and to urge him to have a clear vision for the future and start to prepare for such eventual evolution. Thank you.
Education for Sustainable Development (ESD):
One of Many Contributions in Creating a More Sustainable Future
by Mr. Charles Hopkins
Education for Sustainable Development (ESD)
One of Many Contributions in Creating a More Sustainable Future

First of all, let me say that my background is one as a teacher and then a principal and then a regional superintendent of schools in Canada and superintendent of curriculum for the city of Toronto. I have also been a UNESCO Chair now for about 13 years working in the particular field of ESD.

Yesterday, the speakers talked about the need to build partnerships, the need to look for linkages, and to try and look for synergy as to how we can move forward. And my role here today is to talk to you about other people who have the same vision and the same dreams and the same goals as you do and to perhaps encourage your linking when you get back into your own country. I sometimes get to work with corporate training people, I work with early childhood education people, and one of the latest ones was working with educating children who were child soldiers.

All of these issues have links. Early childhood education now is one of the key areas that we are trying to move forward with. We are finding millions of young children who, from malnutrition, have suffered from brain damage and probably may never fully recover, so the need to address the state of world’s children. But then if you look at it from a national sector, the role of higher education, the role of early childhood, the role of secondary education, and it keeps going as there is education for all, the NFE, the ESD, how do we blend these together?

Now, each of us have a specialty in one particular area, and we have stereotype of what the others are. But I can tell you in the two days that I have been here with you, with the EFA and the NFE, I have a tremendous new respect and a deeper understanding than the simple way in which oftentimes these things are presented to other people. So what I want to do is I am going to switchover now and talk to you a little bit about Education for Sustainable Development. The idea then of Education for Sustainable Development is just one of the contributions that we can pull together. When I finally became superintendent of schools, I certainly realized that the way in which I had looked at my divisions before were almost in competition with others. It was about what I could do, etcetera, as opposed to what were the needs of the children.

When you finally look at it from that holistic point of view, what are the needs of the people, not just children, the adults and so on and how can we better serve the people that we are supposed to be looking after. Now at the heart of this whole thing about sustainable development was the realization that the planet was changing.
• The Planet is Changing

We think we are the only animal that has this tremendous sense of history, being able to look back millions of years, and the idea of being able to use mathematics and other science to be able to project into the future, etcetera; and when we do that, we do see change. Now, we do know also that the world has always been changing, so what is different about the change now. And that is the point I want to make. One of the pressures, of course, is population.

When Mr. Chiba and I came on the planet, it was probably just a little over 2 billion people. We are now over 6 billion, but we do see an end to this. About 10 years ago, whenever I lectured or talked, we always talked about population and what we needed to do. We do not talk about that so much anymore because we do see an end. Whenever the average level of education in a country gets above grade 4, the population starts to come down and development seems to kick in. So there are only a handful of countries in the world now with runaway population. We think it will peak somewhere around 10 billion; but here is the real issue. At the same time, as we had 1 billion people, the world’s GDP was 1 trillion, and now that we are just under 7 billion people, the GDP is 70 trillion. There is a 10 times factor. We see no end, and we do know that the impact on the planet is huge, and it is only going to get bigger if we continue with the current development trends.

Now, when the world saw this coming in the late ’70s and early ’80s, the idea was what can we do about it? So some studies were made, and we saw that there are these trends that are happening. Some things are decreasing; other things are increasing. The Club of Rome put forward their report, and the economists said this is not a problem. There is no problem with this because you see as things decrease and become more scarce; the price will increase and then when it becomes really expensive, you will just switch to something else, so no problem.

But what if what is decreasing is water. And that price increase fix works well for the people who have money. Right now, we are trying to solve things in the OECD countries around energy by raising the price of energy so that it will become affordable to bring in alternative energy in the way of solar, wind, and so on. The cost in Europe is about 20 cents a kilowatt-hour, in North America about 15 cents per kilowatt-hour. So if you are one of the world’s 2 billion living on a little over a dollar a day, at what price are you locked out of electricity? Do you really want to spend 40 or 50 cents a day for a light bulb?

So we would solve our problem and dump it on someone else. It is how do we see this in a much more comprehensive way. This is another one, once again, I do not want to joke. There are a dozen graphs. They all go from 1750 to 2000. This one is on population, that is total real GDP, fertilizer consumption, paper consumption, but you can all see in around the end of the Second World War, things all started going up, and the speed of change is horrific. There is a dozen more. And once again, I claim it is not our fault, but this trend is really pretty alarming.

Also, I wanted to show you, being in the land of fish here in Japan. 1951 was sort of the end of peak fishing harvest. This is from the Millennium Ecosystem Assessment. 1952, 1953, 1954, 1955, and then it will show up red, I think, in and around here some place and that means that the amount of fish to be caught in that area has peaked and then starting to come down. And then you will see other places in the world where we have really overfished and the peak has passed.

There is not a healthy fish stock left anywhere in the world. It is estimated about 70% of the world’s large fish have already been caught and removed. If I look at my home in the North Atlantic, you see the red indicates where more than 11 tons of fish per square kilometer in 1900 were available. And you can see the richness off the coast of Portugal, France, Spain, and so on. Now, 100 years’ later, this is what the North Atlantic looks like. If we move on into other situations where water and land has changed, this area over here is Darfur, this is Chad Lake, this is 1972. You see that Africa only has five or six big lakes, pretty amazing for a huge continent. This is one of them. So this is 1972, in here Muslim African herders, cattle primarily, and down in this corner, farmers, African Christian largely. Now, with the weather pattern changes, that is
what Lake Chad looks like and is slightly smaller than that today. So the people who are here have now moved down into here; conflict, oil over here has been discovered, uranium just beyond that, and now, is this an environmental problem? Is this an economic problem, is this a social problem? And you see you cannot really separate them out, but what you do end up with is people on the move. And if you were to go to the docks as I have in Barcelona at 6 o’clock in the morning and see hundreds and hundreds of Africans who have made it across the Mediterranean illegally at night and are there claiming refugee status. We do not see the refugees that are moving across the borders from Eastern Europe, etcetera.

- **Our Student’s Eventual Challenges**

So as things move on, we will have tremendous numbers of people on the move and people who are not on the move are under terrible stress as droughts and so on change. So why am I saying all this? Well, it is to bring home the issue what are we leaving our children with. What is the world they are going to be facing, and how are we preparing them for it? No matter who we are, whether we are formal education, non-formal, informal, whatever, we know that our students eventually are going to be challenged with providing for roughly 50% more people. They have got to do it using less water because we are already mining prehistoric water through artesian wells, etcetera. We are not living on our rainfall. We know the glaciers are shrinking, the Himalayas in particular which provide the irrigation water and drinking water for 60% of humanity; India, Bangladesh, Pakistan, all stands here, right down the Mekong, China, Nepal, Bhutan. That is shrinking at 1.2% from the top down, 1.3% from the side in. They have to do it using less water because we are already mining prehistoric water through artesian wells, etcetera. We are not living on our rainfall. We know the glaciers are shrinking, the Himalayas in particular which provide the irrigation water and drinking water for 60% of humanity; India, Bangladesh, Pakistan, all stands here, right down the Mekong, China, Nepal, Bhutan. That is shrinking at 1.2% from the top down, 1.3% from the side in. They have to do it using less water, less land desertification and so on, and urban sprawl, and certainly using less in the way of ocean resources. By the way, they will need to roughly triple the world’s energy supply. China alone, just from population growth even with the one-child policy, still is adding the equivalent of Canada to their population each year. So they just have to add the total electrical generation of Canada every year to their system. They are doing the best they can. They are the world’s leader in solar and becoming world’s leader in wind power. But still the challenge that they face is to improve and to bring equity to the world poor who have nothing, and what China is doing is adding the electrical capacity of Great Britain to their grid each year, that is the goal.

- **Asia’s Sustainability Threats**

But not only do we have to triple from 14 gigajoules to about 45 gigajoules, it has to be carbon-free because we cannot add anything more to the greenhouse gases. So these are the challenges. So how are we preparing our students? So I cannot begin to tell you Asia’s sustainability threats, because you know those a lot better than I do. They are in the heart, and they will be different for each country. What is locally relevant, what is culturally appropriate, what are the challenges that your students will be facing? To deal with that, of course, the world came up with an overarching kind of development model. The best we could come up with at the time was the term sustainable development because 80% of the world who live in developing countries wanted development to address abject poverty whereas the OECD countries wanted environmental protection.

- **The Emerging Concept of Sustainable Development (1980’s - Present)**

So finally after years of negotiating, the idea was that we would have development, but a development that was sustainable. So this is the term that we have to live with. It does not translate well, etcetera, but at least it is a goal of how do we look at environmental issues, social, and economic all as one and build into the concept of intergenerational responsibility. What gives one generation like mine the right to have used roughly 50% of the world’s oil, what gives the right to people, roughly 7% of the world’s population has used that 50% of the world’s oil, so all kinds of social need versus greed. These kinds of issues are at the heart of it and the idea of social justice.

Even the very definition is provocative. I think the nicest one that I have heard is from an African elder at Johannesburg who talked about sustainable development as ‘Enough for all, forever’. And I do not care how old you are. The discussions around what is enough
are beautiful. And what does “for all” really mean? Is “for all” for me and my family, is “for all” those who are members of my town, my country? “For all”, is that all people even others? Is it limited to people? Is it limited to animals? These are the philosophical questions that I think need to be at the heart of our new education systems.

- **Many Initiatives Necessary for SD**

Now, there are many, many things that are going to be needed in order to get through sustainable development. We do need good governance. We need to overcome corruption. We need to have enlightened legislation. We need to have people who can understand the issues though, and if we are going to live in the democracy, who will be able to support enlightened legislation should it ever appear. But one of the things that were agreed upon is this; education, public awareness, and training is key.

At Rio, I was part of the writing team for that particular chapter. There were 10 of us from around the world who prepared the document. We did Chapter 36 of the 40 chapters, “Education, Public Awareness, And Training.” It is interesting that out of the 40 that were agreed upon by the world in 1992, by 1996, they were reduced to four big ones; technology transfer, indicators of success, etcetera, and education was one of the four. And out of the four, one, education, public awareness and training has its own Decade and that is what we are working through now. So it is agreed upon, but no resources ever get to put into it. It is sort of a forgotten priority when it comes to funding, etcetera.

- **UN Decade of Education for Sustainable Development 2005 to 2014**

So we do have the UN Decade of Education for Sustainable Development thanks largely to the Japanese government. It really was the leadership of Japan that moved this and pushed it through. Now supported very strongly by Germany and Sweden and handful of other countries, it is gaining really in priority and impose. Germany just held a meeting in March and beginning of April as the midway, halfway through the UN Decade with three things in mind; one was to find out what has been done in the first 5 years, secondly what have we learned, and third what still needs to be done. There were two huge important outcomes of Bonn; one was that every country had to file a report, so you can imagine. Now here is the joke again, okay, ministers of education running around saying what do I say, what have we done, when they themselves did not understand what it was, so end of joke. So that was one big thing.

- **Bonn Declaration – A Call for Action**

The second was the Bonn declaration. I had the honor of chairing the process. There were 30 ministers of education who were writing the declaration, and when they started, they did not know what it really was basically or what they were talking about. But after three days of realizing what I just showed you, you know what happened? It was difficult at times I will tell you, but once they understood what their children and their grandchildren would be facing, suddenly it became very personal for them. If you look through it, you will find riddled all the way through it is non-formal, informal, formal education; you find ourselves located here. If you go to number 4 near the end of it, education for rural people, adult literacy, pre-school learning, etcetera. If you go to number 7, it talks about near the end, it involves formal, non-formal, and informal education context in all sectors of society and lifelong learning processes, etcetera. I think you will find some very, very rich wording in there. Just at the bottom of this one, for instance, it talks about education at all levels; non-formal, informal, etcetera.

- **Understanding ESD**

Now, how do we understand what is ESD? And if you remember anything at all from my speech is this. When I was superintendent of curriculum, every week somebody came to me with a binder full of materials and said, “Will you just put this in the curriculum, please?” Now, I think, the school curriculum in formal education was full in 1927, but every 2 weeks someone comes, “Would you just add this?” So I have made a list of what we call adjectival education. These are just some of them. I cross the 100 and I am going to share these with people in other countries, like I do not have Tsunami education on there and I do not have organ-
donor education which is a new one in Canada now, but you see, it is just on and on with things we are supposed to put in the school system. So how do we do this?

If we call it sustainability education, then just pick a number. You are now 103, get to the end of the line, someday when we have extra money and extra time, we will deal with it. Education about sustainable development is not what the world leaders ask for. What the world leaders asked us for was formal, non-formal, informal education geared towards saving the planet and saving people to trying to build a more sustainable future. So there are number of big organizing ideas, but certainly that is one of the bigger ones where we can align ourselves, we can pull, we can look at the goals of what each one of us are trying to do no matter what hat we are wearing at the time.

When we looked at this in the writing back in 1990, what we were saying is, there were 60 million teachers in the world in formal education. We had no idea how many there would be in non-formal, but probably another 40 million. If there is some way in which we could engage a 100 million people in doing this, we would stand a bit of a chance because there was no budget for it. So what ESD is? It is not a separate delivery system or anything. It relies on a purpose within the existing education systems. So ESD is the contribution of the world’s existing education, public awareness, and training systems to try and create a more sustainable future; simple as that.

Now, to do that though brings up some pretty serious questions. If we had time and sometimes I do this with teachers. I say, “Fill in the percentages why do we teach what we teach in our schools.” What is the purpose of education? And I think if at each table people were to write down the percentage 5, 10, whatever and then we would need another category called other where you would put in your own particular one. What is the vision for it? Until we know why we are educating people, we do not know what to teach, what to model, what to examine for. So this whole thing of why are we teaching is extremely important.

- **A Question for All Societies**
  
The question for all societies then is what should our students know, be able to do, care enough, and value enough to act when they graduate? We all know the longest distance in the world is from the head to the hands. We all know what we should do, what we should not do, but somehow the hands do not necessarily cooperate all the time. So this is another fundamental question that needs to be ongoing in light of the world that our societies will be facing. Let us realize 50% of the world’s populations are under 26. They are going to be facing this.

- **UNESCO – Purpose of Education**
  
The Delors Report “Learning: The Treasure. Within,” to know, to do, to become, and to live together, I think that the last one could be expanded nicely to live together with others, and sustainably. Do not forget to ask who are others?

That would be a huge, huge challenge for us all because, I love this one, “the final test of an economic system is not the tons of iron, the tanks of oil, or the miles of textiles it produces; the final test lies in its ultimate products – the sort of men and women it nurtures and the order and beauty and sanity of its communities.” It is very Asian, I think. It goes at the heart of my stereotype of the difference between Asia and other parts of the world, and I think it is a beautiful one that I have put in there.

- **Global ESD Awakening**
  
Right now, around the world, there is a huge awakening, thanks originally to Japan, now thanks to Germany with the big meeting in Bonn. So many of our ministers are realizing that here in Japan in 2014 or early 2015 there will be the end of the decade conference and a huge celebration and countries again will be asked to come forward and say, “Okay, what did you do? What did you accomplish?” Now, they cannot do it alone in ESD. That has to be done using partnering, working through EFA, higher education, etcetera. But around the world, we are seeing Masters of Business Administration, where 5 years ago people kind of joked about, “Oh, yeah, you may have to do a green audit
or something,” now, have to account for carbon capture. It is a whole different approach to MBAs, environmental law, engineering, and architecture. It is all ramping through those core disciplines.

We are seeing regional expertise here in Asia-Pacific out of the UNESCO Bangkok Office, one of the real leaders in this whole thing and new research journals and so on, perhaps one of the most important is down here in the bottom. The concept being linked to EFA, early childhood, special education programs. This is TVET; Technical Vocational Education and Training. This is a huge, huge programme that needs to be engaged. The world is awash with unskilled labor. There is a shortage of skilled labor. India needs to generate roughly 40 million new jobs per year, China roughly 30 million new jobs per year, and I do not know the statistics for Indonesia and some of the other biggie nine, Pakistan, Bangladesh, but if you do not have the jobs for youth, then you better employ them as police or military or something. Somehow our societies have to figure out some kind of socially, just economic system for that.

And yet we are churning out people with very, very little in the way of skills, but no parent wants you to come up to them and say, “I think your child should go to vocational school.” There is not any place that I really know. There maybe the odd really good school where parents are glad, but we need to reinvent this somehow and the rest.

- **What is ESD: The 4 Major Thrusts**

  I talked about the key to understanding sustainable development was it was the idea of trying to deal with social, environmental, and economic issues. We sort of get that. How do you do it? That is the difficult part. But what is ESD? Just like sustainable development had three parts, ESD has four.

  The first one is access and retention, so overcoming the dropouts, in quality education. When we were writing and dreaming up what was ESD in the late 80's and preparing it for real, one of the persons on the committee, the president of Princeton University, he simply said, what we need is more environmental education. We need good recycling. If we are recycling, that will solve the world’s problem. And the president of Cairo University said, it is very difficult to have environmental education where you have no education at all. And so the idea was that first of all, first and foremost, we had to raise the level of education of people, so that is the first whole thing. And this is not limited to the South and to developing countries. I will make the point in a few minutes about the number of undereducated people in the North and the West. So that is one component. The second is reorienting our existing education systems, the third is public awareness and understanding, and the fourth is training. So if you remember those four things, that is the key to what is Education for Sustainable Development, and you can be thinking about the contribution of your particular strength to this.

- **Facilitating Development Through Improving Quality Education**

  Robie is going to talk about the quality in a few minute. Issue of access: 90 million children ages 6 to 11 never attend school in developing countries. When I am lecturing in Europe or North America, and I pointed out that 90 million is roughly the number of all the children in Europe. Think of the outrage if there were no schools for the children of Europe. Think of the outrage if there were no schools for the children of Europe. But that is the situation in the world and there is no outrage and we wonder. The next one is here in Asia the tremendous range of opportunity. This picture is of Sri Lanka, and from what I could find out, there was no schooling for this shanty town at all. This again is kind of the rural school.

  And this one is in China. It is on the outskirts of Beijing, see the sculpture, that is an E and an S and a D, it is a special ESD school that has been built as a model demonstration. I have never seen anything as good or quite like it in the world. As I move around through Asia, I see tremendous difference. These children have animals and pets in the schoolyard, and there are school gardening. They have solar, water and heaters. They even have a television studio in the school where they broadcast ESD messages around social responsibility and economics, and so on to parents in the neighborhood, etcetera. It is just over the top. Now, I am not saying that all
schools in China are like that because no one here would ever believe that, but still it is the design and the experimentation.

- **Contribution of Higher Education and Tech C.**
  The other thing that we have to really understand is not just access to basic education. We are now understanding more and more about the different levels of education that are needed for development in a country. Below grade 4, population is out of control, and you are limited to development of mainly agriculture, mining, lumbering, that sort of thing. It is not until you get above grade 8 that you can actually begin to do assembly and so on. But to have your own research and development to control your own development, you need higher education, and this is so different from the purpose of the World Bank and others that was holding back higher education in many developing countries for so long. The number of people in the world who get to go to higher education is about 1%, and it is so unevenly distributed in the world as to who gets the research that controls the development.

The other reason why we have to really target higher education from an Education for Sustainable Development perspective is that 90% or more of the big decision makers in the world go through higher education. 1% really influences the future of the world, so thinking of it from a sustainable development point of view, this is a particular target.

- **Reorienting Existing Education**
  Now, the second thing is about reorienting our existing education. It is our most educated countries that are leaving the deepest ecological footprints on the planet. So simply taking our developed forms and models of education and imposing these on developing countries would be totally wrong. It would be great for development, but terrible for sustainable development. So what we need to do is start rethinking the whole purpose of education and what is success, what is quality, what are we trying to do. So how can we move the education-ship that has bound all over education systems? How do we move them from those that are bound for the port of development to the port of sustainable development when we cannot really even know where that port is? All we know is what is wrong and what we need to start moving away from. And that is why we cannot train for this. We have to learn for it because we do not know where exactly we are going. This is what makes it so difficult but challenging.

I love this one. The ecological handprint was invented by a Canadian; his name is Dr. Bill Rees at the University of British Columbia. I can lecture anywhere in the world and talk about the ecological footprint and people know it. This one, though, the ecological handprint, comes from a little girl in Hyderabad in India. She was in grade 4 and when she heard of the ecological footprint, she said, what can we do about it. And her teacher recognized the power of that idea of the ecological handprint. I just think it is an elegant idea that came from a little girl in grade 4. Not everything comes from PhDs. Well, not really everything. And if you want to find more about it, the website is handsforchange.org. But this idea of reorienting is important, and it is going on all over the world.

This again is from India and using balloons to talk about the footprints. You have the one planet and then you have the girl in blue here. This is our current weight in the planet where we are using 1.4 planets currently, and this is if everyone lives the way they do in Europe, you would have four, and if it is United Arab Emirates, you need 8 planets, just trying to build this in.

- **Ministries and Faculties of Education**
  We are looking at not just ministries and faculties of education, but those of you who are in education; formal, non-formal and informal. This is something that we are trying to explore. There is the traditional perspective of learning as acquisition. We have knowledge. We are transferring it and it is fairly straightforward. There are solutions, true/false, right/wrong, that kind of thing. Now, there is nothing wrong with that, but we should not limit it to that. We also need to move down to sort of the traditional plus where it is participation. It is acknowledging the complexity, reflection on this, and then negotiation. Maybe, it cannot just be black or white, right or wrong, and then even moving
from there to this idea about the ambiguity in the world, but taking charge of one’s own life, of tolerance, engagement, peace. So it is how do we build and move that, not remove one or the other.

Now, I am going to show you two things here. Wickedness is a British expression with science, and wickedness means that it could be terrible or maybe we do not know. It could be H1N1. It could be tremendous, or it could just go away. It could be climate change. That is a classic example. We really do not know, but it could be huge. And across the bottom is uncertainty, and this is where most learning system stay. It is easy, low uncertainty, low wickedness. We know the answers. As a teacher, I have read a newspaper article, therefore, I know about this. But students, especially secondary school students, this is where they want to be. So how do we prepare and make it safe for teachers to approach these kinds of controversial issues? How do we engage them in this way so that they find schooling relevant? I loved the discussion at the table yesterday, how do we prepare and make it safe for teachers to approach these kinds of controversial issues? How do we engage them in this way so that they find schooling relevant? I loved the discussion at the table yesterday, how do we keep kids in school? What are the incentives? That table I thought it was children, but it was really adult. How do we bring adults to learning? How do we keep them engaged? How do we do that?

This is a struggle that is going on with educators all around the world. We have to learn that time says educators were wrong and we have to prepare people for that. You know when the Exxon Valdez went aground. It was way back in 1989 when that huge tanker went aground in Alaska. The American Government passed the law within a year saying no single-hulled oil tanker could go into American waters and the European Union said the same. They gave the world 7 years to get rid of all the single-hulled oil tankers. So only double-hulled oil tankers can go into the European Union or the United States water. That sounded great. Environmentalist said yes! What you do with the single-hulled oil tankers? No harbor, no salvage yard in the world could get insurance to bring these filthy oil tankers in to scrap them. So they are abandoned off the coast of Bangladesh, and the people who go out at neap high tide with ropes and drag them onto the beaches. Sure enough the bottom of them are just absolutely filthy. They cut them up. They scrape them. They used to use just handsaws or hacksaws to cut them up, but yes, they have destroyed the fishing grounds for 100 of miles that had kept that society alive for a long time. We solved our problem in the North. We destroyed our problem in the South, not on purpose, but just not thinking, not seeing things in a holistic way.

• **Reorienting Existing Education Means Addressing**

Reorienting our education systems to deal with complexity and critical thinking is important, but it is more than playing with the curriculum. We really have to deal with the buildings, the programs, the practices that we talked about this morning, the whole essence of it. And what do we model? It is scribbled on the side of Gandhi’s Ashram in India, “My life is my message.”

There is a beautiful story. I met Gandhi’s nephew, and he talked about when he was a child, he loved Gandhi-ji, and Gandhi always had time for him even in political discussion in his room. He said, “When I would come in, he would stop for a minute.” He said, “When I was a little boy, I loved candy, and I would find candy, I would take candy,” and then he said, “Maybe, even I stole some candy at times, and my mother really was concerned that I would not stop. She would hide it, I would find it.”

She went to Gandhi and said, “You must tell him to stop eating candy. He will listen to you.” He said, “Oh, I cannot do that.” She said, “But if you do not, he will get diabetes and he will die.” So you know pressure. Gandhi said, “In 6 months, I will ask him to stop eating candy.” And she said, “Why 6 months?” And he said, “Well, if I am going to ask him to stop eating candy, first I must stop eating candy.” So the message is that our school systems deliver our modeling. The difference between what we talk about in school and what they see in the community, what they see around them is so important.

• **Initial ESD Interventions**

Now, there are some easy things in formal education that they move into. These are things that are often done, but I think what we need to do is to go much deeper. Around the world, we are trying to learn from traditional and indigenous knowledge. There is a whole new respect for this. I hope we will come to it before it is too late.
• Aboriginal Learning Knowledge Centre - Métis Holistic Lifelong Learning Model

In North America, our First Nations as we called the aboriginal, the Indians who are the indigenous people. They have a belief that someday we will come to them and ask them how we should live. But in the meantime, before we come and ask for that, I hope that they themselves will survive well enough to remember what to tell us, because it is extremely difficult for indigenous people all over the world for this new respect. There is a lot to it.

• Raising the Level of Public Awareness and Understanding

Remember the first one was access and retention in quality education, the second one was reorienting. Now third is public awareness and understanding. This one is so important. You see the first goal of most government is not good governance. The first goal of government is holding onto power. So they are only going to move as far as they feel support. So we desperately need non-formal, informal education, etcetera, to be there to provide that kind of community support so that it will allow governments to bring in the enlightened legislation and the same is true with the private sector. They need wise consumers. I would have been silly for Toyota to build a Prius if there was no knowledge in the general public as to its value and would support and buy the whole thing.

• The Power of SD Remains Dormant Locked in Isolated Issues

So this level of public awareness is where we need this collaboration between formal, non-formal, and informal education because you see the whole concept of sustainable development largely remains isolated in these little different discussion pockets. We have groups working on saving rainforest, other groups on AIDS education for example. We have these various components. It is how do we begin to pull these together in some sort of cohesion. It is about looking forward.

• Seeing the Future Issues to Address

If 90% of all school-age children live in the developing countries, 90% of all the new jobs have to be in the developing countries. So with the capital in the North, et cetera, how do we begin to address these?

• Addressing Poverty

Right in education systems throughout the world where people develop a feeling it is not just about jobs in our country, it is about jobs in the world, it is about others. How do we live sustainably with others and think of ourselves in more collaborative way? How do we begin addressing poverty and the social issues? It is not just environmental issues.

We know in the North that our electronic waste is going to Nigeria, China, Bangladesh, and some parts of India. We know when it gets there, that is poisoning the ground water. We know that, but we are not doing much about it. We are not bringing in the policy saying that companies have to take back everything they produce. Where is the social equity? Where is the political awareness? Where is the political understanding in that? At night, that pile of wire will be burned leaving the wire behind, but the children from that grandmother sleep right beside it and all night long they smell the burning plastic. We know that selling pesticides with labels written in English in other countries; this is Nepal. You know what they are doing? They are hand pollinating because the bees are dead. We are only beginning to understand the economic value of nature. We do not pay for trees, we pay for cutting the trees. We do not pay for fish, we pay for fishing, so and so forth. So it is a whole different way of looking at things.

In conclusion, let me just talk about a couple of things; one, this one “Our greatest experiment-civilization itself will succeed only if it can live on nature’s terms and not man’s. To do this, we must adopt principles in which the short term is trumped by the long; in which caution prevails over ingenuity; in which absurd myth of endless growth is replaced by respect for natural limits; in which progress is steered by precautionary wisdom.” Again, I tried to find something that I thought would resonate in an Asian culture much better here.
than it does again in North America where we think things of quarters, how did we do this quarter, how are we going to do next quarter.

- **UNESCO Chair Teacher Education Network**
  Now, I also wanted to mention, my particular role within UNESCO is trying to look at reorienting teacher education and to address sustainable development. We worked in phase I from 2000 to 2005 with 35 institutions from 35 countries and developed guidelines on reorienting teacher education. Now, next year, we are launching the second phase, and I am very interested if any of you have contacts with Faculties of Education within your country that would like to experiment about how we would bring about locally-relevant, culturally-appropriate kinds of programs that would fit within your country, please come and talk to me. That was a commercial and that is the end of it.

- **Engaging Senior Education Officials**
  The other thing I want to point out because you are mainly senior officials is this cannot be done on the backs of teachers, whether you are an instructor in non-formal education or whatever. At the heart of it, we need the policy as well as the practice. We need to have the permission. We need to have the go ahead and we have run programs now for the most senior officials in school systems, and when they get it, it is just like the ministers of education. When they understand the justice of what we are passing on, then they start thinking about the change, the profound change that is really needed in order to address it.

- **Strengths Model: Starting Point for Formal Education**
  Now, in closing, every one of us has a strength. No one group, formal, non-formal, informal, no one discipline, science, geography, environmental education, global education, peace education, and no one anything is up to the task of what lies ahead, but every single one of us already has a strength that we can contribute. So what we need to be thinking about is our institution or ourselves personally, what is our strength that we have now, what can we contribute to all of this. The other thing though is that we do need some leaders. We need people who are willing to reach outside of their particular institution to partner with other institutions, to look at how we can work in tandem not with everybody but to find friends, things that make sense, who can I partner with, how can I do much more with what we have got than what we are currently doing, and where is that leadership that can build upon these strengths, and how can we do it not only here in Asia but elsewhere.

- **A Changing Question**
  When in 1992, we were writing that chapter on education, public awareness, and training, the question was what can education contribute to a more sustainable future and education in its broadest aspect, formal, non-formal, and informal, that I think is changing. It is changing. When I was chairing that session at Bonn, the Minister of Education for Indonesia came, he wanted to get nobility put into the declaration, and people were saying, no. What do you mean nobility? So over coffee, I said, “What do you mean by nobility? How do you want this?” And he said, “If my teachers understood that they were making a better future for all Indonesians, it is so much more powerful than simply teaching children divide by four numbers. There is a nobleness that if education can contribute to a more sustainable future, that is what I want to put in the heart.” And it seems so there is an opportunity now to change that from what can education systems contribute to, what can this pursuit of this one big idea of a sustainable future, what can that bring to our education systems, and I will leave it at that point. Thank you very much for your attention. I have truly enjoyed these 2 days. Thank you.
Education for Sustainable Development (ESD):

One of Many Contributions in Creating a More Sustainable Future

Prof Charles Hopkins
UNESCO and UN University Chairs in ESD

Tokyo, ACCU, December 12, 2009

The Planet is Changing

- Humans with both a sense of history and the ability to project into the future are pondering: what should we do about the changes we are currently observing?

- Especially human induced change

Our pressures on the planet have increased with numbers

We’re generating great wealth but paying a great price

Trends

What is decreasing, becoming more scarce?

What is increasing, becoming more abundant?
From: Steffen et al. 2004

Year of Peak Fish Harvest

Harvest peak
Post-peak

Source: Millennium Ecosystem Assessment and Sea Around Us project

Biomass of Table Fish (tons per km²)

Source: Millennium Ecosystem Assessment; Christensen et al. 2003
Our Student’s Eventual Challenges

Provide adequately for 50% more people:
- using less water
- using less land
- using fewer ocean food resources
while
- tripling the global energy - (carbon free)
- addressing new issues as they emerge
developing employable skill sets etc.

Asia’s Sustainability Threats

- Environmental certainly but also
- Social issues such as poverty, citizenship, land relationships with “others”....
- Economic issues such as preparing for the world of work, managing money and larger issues such as creating new sustainable economic opportunities.....

The Emerging Concept of Sustainable Development (1980’s - Present)

- environment
- economic
- social/culture
  Sustainable Development

  Plus concepts of:
  - Intergenerational responsibility
  - Need verses greed /equity
  - Social justice, etc

Many Initiatives Necessary for SD

- Good legislation/governance
- Economic incentives
- Overcoming corruption
- Environmental protection
- Human rights/security
- Infrastructure (roads to banking)
- 40 issues identified in Agenda 21
- Education, Public Awareness and Training is key
- Education for Sustainable Development (ESD)
UN Decade of Education for Sustainable Development 2005 to 2014

- UN General Council Resolution Dec. 2002
- UNESCO is the lead UN Agency
- Mainly a coordinating role
- Integrate with other Decades and programs
- Mainly up to each country / state
- Org./ institution / private sector etc.

UNESCO World Conference on ESD 2009

- 31 March – 2 April 2009,
- 900 participants from 150 countries, 48 ministers and vice-ministers
- Objectives: to highlight the contribution of ESD to quality education; to promote international exchange on ESD; to take stock of Decade activities; to develop strategies for the way ahead

Bonn Declaration – A Call for Action:

- "Promote ESD’s contribution to all of education and to achieving quality education"
- "Increase public awareness and understanding about sustainable development and ESD”
- “Mobilize adequate resources ... in particular through integrating ESD into national development policy and budgetary frameworks”
- “Support the incorporation of sustainable development issues [e.g., climate change] using an integrated and systemic approach in formal education as well as in non-formal and informal education at all levels”

Understanding ESD


Understanding ESD

However the world has asked for education for sustainable development rather than about.

ESD is the contribution of the world’s existing education, public awareness, and training systems to create a more sustainable future

Why do we teach what we teach?

- To preserve our culture or others cultures _____%
- To prepare/train for work _____%
- To care for the environment (s) _____%
- To live a full, meaningful life _____%
- To contribute to society (s) _____%
- To be creative and resourceful _____%
- To live a religious life (values) _____%
- To live together with others in peace _____%
- To make money for ones self __%

What is the vision for our various learning systems?
A Question for All Societies

What should our students:
• know,
• be able to do,
• and value,
when they graduate?

UNESCO – Purpose of Education

• To Know
• To Do
• To Become
• To live together expanded to
To live together with “others” – “sustainably”

Global ESD Awakening

• Formal & non-formal education leaders are taking action
• Collaboration at Regional levels – UNECE, Asia Pacific,
• ESD indicators & teacher competencies being developed
• Engagement of teacher organizations & core disciplines
• Embedded in engineering, MBA, law etc.
• ESD research platforms being established
• New ESD research journals
• Embedding ESD initiatives into core education reform
• ESD concept linked to EFA, ECE, Spec. ED, TVET, Lifelong learning / adult education, NFE

Where does ESD fit

• With
  – Education for All
  – Non-formal Education
  – Decade of Literacy
  – Basic Education
  – Higher Education
  – Sector Training
  – Vocational training
  – Early Childhood Education

What is ESD: The 4 Major Thrusts

• 1 Access and retention in quality education
• 2 Reorienting existing education
• 3 Public awareness and understanding
• 4 Training programs for all sectors

Lewis Mumford, "Faith for Living"

"The final test of an economic system is not the tons of iron, the tanks of oil, or the miles of textiles it produces: the final test lies in its ultimate products - the sort of men and women it nurtures and the order and beauty and sanity of its communities."

Agenda 21 - '92, UNESCO-'96, UNCSD -’98, JPOI-2002
2. Facilitating Development Through Improving Quality Education

- 90 million children ages 6 to 11 never attend school in the developing countries
- 90% of school-aged are in developing/emerging nations
- Millions more are "under-educated" in both the South and the North

Contribution of Higher Ed and Tech C.

- Need to understand the impact of development
- Historical perspective of development
- Futures perspective of development
- Develop the policy and skills to manage SD
- Assist society to cope with SD
- Opportunity for life-long learning
- Research, innovation, monitoring
- Training

Reorienting Existing Education

Currently our most educated nations leave the deepest ecological footprints

We have ed. systems for "Development" rather than "SD"

Reorienting Existing Education

We need more ecological handprints!!

www.handsforchange.org
Ministries and Faculties of Ed

Learning Perspectives

• Traditional – Learning as “acquisition” model
  Knowledge, solutions, true/false right/wrong

• Plus – Learning as “participation” model”
  complexity, reflexive, reflection, negotiation

• And – Learning as a “response” model”
  ambiguity in world, taking charge-life, tolerance, engagement

Reorienting Existing Education Means Addressing:

• Buildings
• Program
• Practices and actions
• Value and reporting
• Modeling sustainability

Initial ESD Interventions

• Curriculum modification
• Energy, Water, Waste Management
• Food services
• Social programs – racism, equity etc.
• School site development
Aboriginal Learning Knowledge Centre
Métis Holistic Lifelong Learning Model

Raising the Level of Public Awareness and Understanding

- Build public awareness
- Informed citizenry – political support & preparation for democratic change
- Wise consumers
- Raising the level of the discussion
- Changing lifestyle where possible

The Power of SD Remains Dormant
Locked in Isolated Issues

Seeing the Future
Issues to Address

- Preparing for future issues
  e.g., if 90% of school age youth live in developing countries then 90% of future jobs must be created there or...........

Addressing Poverty

- 50% under $1.50/day
- $30/month is a dream
- Accumulation of wealth
- Free trade/fair trade
"Our greatest experiment—civilization itself—will succeed only if it can live on nature's terms, not man's. To do this we must adopt principles in which the short term is trumped by the long; in which caution prevails over ingenuity; in the which absurd myth of endless growth is replaced by respect for natural limits; in which progress is steered by precautionary wisdom."

Ronald Wright—A Short History of Progress

UNESCO Chair Teacher Ed. Network

Phase 1 (2000 - 2005)
- International network of 35 teacher education institutions from 35 countries
- Representative of regional perspectives

Phase 2 (2010 - 2015)
- Administration and faculty representation
- Developing 90 regional networks
- Implementing locally relevant and culturally appropriate ESD programs integrated into national sustainability schemes.

Engaging Senior Education Officials

- It is not just the curriculum!
- It is also policy – purchasing/hiring/....
- Its about how we teach
- It is about the buildings
- What we evaluate/report upon
- Why do we teach what we teach?
- What is relevant for all in the 21st C

Strengths Model: Starting Point for Formal ed.

- No single program/discipline/group/teacher/employee can do it all
- Every program/discipline/group/teacher/employee can contribute something
- Some individuals or sectors can take lead roles in directing/managing the task
- Leadership and coordination of these “strengths” are key as we “learn” our way forward
- How can we do this in Asia and elsewhere?

A Changing Question

1992- What can education systems contribute to the search for a sustainable future?

2010 - What can the search for a more sustainable future contribute to our education systems?
CHAPTER 3

Quality Education

Insights from Education for Sustainable Development (ESD) and Adult Education

by Mr. Jose Roberto Guevara
Good morning. I am originally from the Philippines, but I now work in RMIT University in Australia. I am honored to be the president of ASPBAE. ASPBAE is the Asia-South Pacific Association for Basic and Adult Education. It was good to hear from Professor Chiba yesterday, ASPBAE being mentioned as part of the history of literacy and non-formal education in the region that was way before when he started talking about 1961 and 1958. Were most of us born already before 1960? No.

I am speaking on behalf of a network of more than 200 organizations, and some of the people in this room are actually ASPBAE members or have been affiliated with ASPBAE.

I have been asked to talk about quality. In talking about quality, what I will try to do is I will use the opportunity to talk about quality to be able to bring us back to where we started. I was asked to present the quality framework from civil society, rather than do that, I will be presenting a quality framework that we actually developed from yesterday, and so you might tell me if that is what you think is quality also.

Last month, I spent some time with a friend Jill. She is one of the colleagues that I met from Australia. You would have heard last January, we had a massive bushfire in Australia. So when you talk about climate change and the impact of climate change, it will not select developed or developing countries. But the impact of climate change will be different, because people in developing countries are more vulnerable already to disasters.

This is in their rural home north of Melbourne, and the fire went through, and they defended their house. In the little hamlet that they live in, there were 21 homes. There are only seven left, and their home is one of the seven. So what she has been doing as part of her recovery from the experience of being confronted by fire is that she has dedicated her place now to build a little, I will not say a museum, but a little garden that will be more a reflective garden. Here, for example, is part of her garden that has frogs. She started to collect frogs and have a sign of frogs in terms of looking at how frogs will be impacted by climate change. You can see the burned forest and some of the leaves are starting to grow.

This is what used to be their lawnmower, the lawnmower that was burned. And what she has done is she has started to collect things from around the community and start to create art works. She is an adult educator. She said, “I have never done art or painting before,” and this is part of her healing process. She collected chairs and put these little red things around, a burnt typewriter, from the community and so people are now giving her things. She wants to be able to do a reflective space. She started to collect, but she said, oh,
these are not only found images of Buddha, but also she has been buying things around. At the center of her garden is actually these circles of chairs, and in the middle, it is humans in peril. She switches on something that goes boom, boom, boom, boom, it is like a fire alarm, and “Am I crazy?” she asked me. I said, this is her way of trying to cope.

So why do I start with this story? Because I think each of us have stories about people and communities that we know have been affected by not just climate change, but by poverty, by discrimination. There are so many stories. I think as educators, the most powerful thing we have are actually our stories, our own stories, and the stories of people we work with. And for me, this is my starting point to discuss quality, that unless quality comes from real life stories of people that we know of personally, then what kind of quality education are we talking about. So I want to start with that frame, and maybe before I go in, can you turn to the person beside you and say what is the significant story for you that you think shapes the way you see quality education. What little story do you have? If I am able to address something like this, this for me is quality education. So just quickly, the person beside you.

If the character of my story was Jill who is a colleague, a co-teacher of mine, who is the character in your story? Anybody? Who are the characters in your story? Okay, teacher. How many people talked about teachers? Can you raise your hands? A few. Aside from teachers, who else are the characters in your quality story? Tsunami affected people or people affected by disaster. Who had those kinds of characters aside from Tsunami? What other things were they affected by? The environment. So we have the Tsunami-affected people, environment-affected people, teachers. Who else are the characters in your stories? No more? Did anybody talk about the learners? So how many people actually talked about yourselves as part of your story?

Again, sometimes we keep looking outside. As educators, I think the first tendency is for us to be able to say, how can I help them. It is always looking outside, and there is nothing wrong with that, but I think if we keep looking outside, it can be very tiring in the end. But how do we actually nurture ourselves as educators? The job is not going to get easier, I mean, what Charles just said, the job is not going to get easier. It is going to get more difficult. The resources will not get more. There is going to be less. So, the challenge will increase, the resources will decrease, and yet the commitment to do work, how do we deal with that. When we talk about quality, my question is what kind of quality in the given context that we are facing.

- **Objectives**

What I would like to do today is first to explore the concept of quality around EFA and NFE and ESD, so the acronyms are familiar to us. Second is to identify how this concept of quality may be helpful in promoting EFA goals through NFE within your own sector and country based on our workshop outcomes. If I cannot relate what we did from yesterday to today, then what does that say about the quality of what we have been doing. And finally, if we have time, I will share ASPBAE’s framework of quality in terms of promoting quality adult learning. What basically we have done is, we do not have a final quality framework. We actually started 2 months ago. We were in Jakarta. We brought together people from ASPBAE who we have been working with for the past 20 years to begin to talk about quality. So, it is something new for us as well.

The whole idea of quality is a framework that has come down and people are starting to talk about it. UNESCO is starting to talk about it. It was one of the main issues discussed also in Belem at CONFINTEA VI, but why is there a sudden focus on quality, where is it coming from.

- **The 2000 World Education Forum agreed on 6 Education For All (EFA) goals**

If you look EFA goal number six it comes from there, the sixth goal says, “Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.” So we are not inventing something new. It was within the EFA goals, number six; although, again the
tendency is when we look at EFA goals, it is the number we look at, how many are achieved by 2015?

- **Vision of the World Declaration on Education for All (Jomtien 1990), supported by the Universal Declaration of Human Rights**

Aside from the EFA goals, part of that is part of the vision. Yesterday Professor Chiba started talking about the Delors Report. Part of quality in terms of education is also the four pillars – learning to know, learning how to do, how to live together, and learning to be. So these are another example of a quality framework.

Aside from that, it also talks about education geared to tapping individual’s talents and potential and developing learners’ personality so that they can improve their lives and transform their societies. Aspects of quality there are about individual change and aspects of quality. There are about social and community change. So there are frameworks of quality in terms of EFA that we looked at.

- **ESD has its roots in the history of two distinct areas of core interest for the United Nations: (1) quality basic education; and (2) sustainable development.**

Earlier this morning, we tried to look at ESD. The argument I have is ESD comes from two streams of interests, quality basic education and sustainable development. I would like to compare them now. EFA and ESD are similar. But there are some basic differences. Although the emphasis of EFA is basic education and literacy available to all, particularly those who are excluded from quality basic education, whereas like Charles has mentioned, ESD is broader. It is beyond education. It includes not just those who are excluded but also those who are “privileged in developed societies” and the emphasis is on basic values, processes, and behaviors as part of learning. So there are distinct differences; one is focus on those who do not have the basic education and quality education, the other one is not just about education and it is not just about those excluded. But there are more similarities than differences between ESD and EFA. They are both committed to quality basic education. You cannot have values change in ESD, for example, without quality basic education. Both of them see education as a human right. There is a strong emphasis on gender equality, and there is a strong emphasis on the rights for the marginalized. Both of them also see that it is about improving quality of life, reducing poverty and improving health. Both of them see the importance of primary education, but also the value of non-formal learning. Both acknowledge the participation of all in terms of governments, civil societies, private sector, communities, and individuals. So we have the EFA framework, we have the ESD framework.

So what I would like to explore now is to be able to bring strong quality from your perspective.

First, in terms of looking at quality, one of the arguments we have is you need to be clear about why you are doing education work in your own organization. Where are you coming from and why? It is a question of why, education for what? So central to that grid, I think, is a clear definition of why you are doing education. Now, once you have the why, then who are you working with and what is the content of the NFE work? Is it just basic literacy? Is it functional literacy? Is it about livelihood? What is the content? And again, it goes back to the link with the why, who, and the content.

On the upper side, I would say then how do you conduct your NFE work? Do you run workshops? Do you use video? Do you use radio? I think a number of the presentations earlier identified different ways. And what are the outcomes of your NFE work? Again, “measurable” outcomes, observable outcomes, and sometimes the intangible outcomes. A growing argument also now is about what resources support and advance your NFE work. For me to be able to reach these learners on this topic through this methodology, what do I need in terms of resources? And the last grid, what policies and programs ensure equitable access to and participation of the learners? So it is not enough to have the programme. Do they have access to the programme and do they participate? And people say, we might have access but people are not participating. They do not stay in the programme, why?
Quality
So again I am saying, this is a proposed framework. It is consistent with what UNESCO has been using. If you can get access to the Asia-Pacific Region of Report that was prepared for CONFENTIA VI in Belem, it was clear in terms of quality being relevant.

I am proposing a way of trying to look at the framework. So is it Relevant? So is the education work we do relevant? And when we say relevant to the learners and to the context in terms of what they want to learn.

Is it Effective in terms of the teaching and methods? Is it effective in terms of the methodology, but also is it effective in terms of the outcome? Again in some cases, you could have some activities. In the Philippines, you have this very fun, popular education. Everybody is enjoying, laughing, and everything. In the end, what did I learn? It was fun, but what is the outcome? Do we actually addressed the problems identified by the learners?

What is your organisation’s purpose for NFE?
Is it Equitable? Equity, inclusion, and participation. Are their policies to ensure that people have equitable access, that it is open to all, and that they participate? And finally, the biggest issue usually in quality is Efficient, meaning, are we making the most use of the resources efficiently? I think it is important to note that quality is also a political construction. The World Bank will measure quality differently from the way an NGO might measure quality or the government might measure quality or the university might measure quality. So that is why it is really important that all that is in the center. Why are you going to measure quality of education? Because we want education that does what? And so as a framework, I am proposing this, putting it forward, as a way hopefully for us to be able to look at the quality of the work we do.

What I will try to do now is use this same framework using the things you came up with yesterday, the policy and the practice things on the flip chart paper. I could not fit everything, but I tried to fit some of them, and you can see and you can tell me now does this, therefore, work as a framework for quality?

So at the center, if you look at what people said, there were two things that I thought that were very strong. We do education work because we want to address the issues of displaced and marginalized groups including women for empowerment. So central to the literacy and EFA is that aspect of one thing to address marginalized, displaced groups including women for empowerment and the other thing is NFE is linked. We are doing NFE work because we see it as link to a lifelong learning framework. It is not just NFE for NFE sake. It is part of a bigger framework of lifelong learning. So that is an example of what is central, and I think each of us will have other things that are more central in terms of more empowerment of livelihood, but in terms of things, I think, that are shared within this diverse group of Asia-Pacific, let us say we put that in the middle.

I will go briefly through the four, because I am going to go into each of the quadrants in more detail. So in terms of relevant, I am proposing three areas to look at, that it is learner-centered, context-based, and responsive to issues. I am going to go to each of the ones in a bit more detail. In terms of effective, we are looking at teaching and learning practices and achieve outcomes and impact. In terms of efficient, this is more or less in terms of the human resources, financial resources, local resources, organizational resources, and monitoring and evaluation. And in terms of equity, inclusion, and participation, we are looking at NFE policies and NFE programs that are inclusive, equitable, and people are able to participate.

Education for displaced and marginalised groups (including women) for empowerment. NFE linked with LLL Framework

Learner Centered
Remember at the middle is education for displaced groups and marginalized groups, including women for empowerment, NFE linked to the lifelong learning framework. So when we say relevant, you talked about learner-centered in terms of learners need to be able to find value in what they do. Somebody was talking about yesterday to say if the
learners do not see value about literacy, why would I go to the class?

- **Context-based**
  So you need to link literacy with clear life skills for it to be relevant, context-based. Some people talked that it needs to be focused on local needs. It needs to use mother tongue. It needs to acknowledge indigenous knowledge in terms of what is the context of the learning, not just what the learner needs but what is the context.

- **Responsive to Issues**
  And it responds to the issues. It is related to improving daily life, issues of poverty and issues of environment. Again, these are just examples that I tried to draw from our discussions yesterday to say what is relevant education as one of the factors of quality.

### Effective

In terms of the other aspect of effective, which often is what we talk about, majority would talk about quality education in terms of looking at the teaching and learning practice. What are the models of learning? Face-to-face? Radio? Do we use appropriate teaching and learning materials? Do we use ICT? People talked about the mobile literacy or mobile libraries. So what are the methodologies that we use and are they effective? Now, you cannot talk about effective if you do not know who your learners are. So while I divide that into four, they are related to each other, but effective teaching and learning is only half the issue. The other one is effective in terms of outcomes. Do we get literate individuals? Are their skills “marketable?” Do they actually improve daily life? So that is the effective quadrant.

### Equity, Inclusion and Participation

And then we go to equity, inclusion and participation. There are two things that are identified here; one NFE policy. You talked about NFE as literacy for lifelong learning, you talked about legislation for free and compulsory education. Some people talked about equivalency, and some people talked about more local not just national policy that if there are policies that allows this to happen, that contributes to quality. And of course, NFE programs as well that provide access and quality programs. But it always seems that when we talk about quality, there is a heavy emphasis really on efficiency because now they tend to measure quality in terms of human resources. A lot of you spoke about problems with lack of teachers, motivating teachers, salary of teachers. We tend to forget that one when we look at quality because we say, oh, no, we keep delivering. We can deliver good effective ones and outcomes. But who is actually delivering? How do you sustain the capacity of your teachers to be able to continue to deliver quality? So you have human resources. Of course, you have financial resources.

People talked about the possibility of PPP for EFA, that is Public Private Partnership, ways of being able to generate. Some people talked about the global agenda. I read global agenda in terms of financing education for all, in terms of financial resources. So, who covers the financial? But it is not just international. They talked about local resources. People talked about using the Mosque, for example. What are existing facilities? Do we need to build new CLCs or can we use existing facilities? Can we pull resources together? Are we efficient in using resources? It is important to also look at organizational resources, meaning to say, networking, partnerships, CLCs, government, NGOs, private sectors. Someone talked about developing MOUs between departments of government and that is part of resource pulling.

I think as important in terms of monitoring efficiency is to monitor and evaluate the regulatory systems. So what I would try to propose basically is if you look at it as a whole, you cannot just pick one part. I will argue that quality is not just about delivery. Quality is not just about resources. You have to be able to see the complexity, as well as the beauty, when you look at quality as a framework. Because quality is a framework, it needs to be able to find that itself in terms of practice, as we talked about earlier. You cannot just talk about quality as a concept. It needs to find itself in practice. But also in finding itself in practice, you change and revise your own concept of quality. So quality is not a line that you say now. This is quality because if the issues change, quality will also change. But what stays in the middle, I think, is the commitment to where are you really coming
from, why are you doing NFE because I think that is central to the whole argument of quality.

This is where I tie in what you talked about earlier in terms of practice that you cannot talk about practice if you do not have policy, if you do not have ways of evaluating. So this cycle of concept to practice, to changing the concept or changing the policy, is what we talked about earlier in terms of the Praxis where you cannot separate practice and theory, you cannot separate practice and policy. Hopefully, you will be able to go back with this kind of framework. This is where we can talk about a general regional framework for the Asia-Pacific, but that is too general. The challenge is how you refine your own quality framework for NFE. We are talking about regional framework of working and promoting EFA through NFE.

• **HOPE: Holistic Ownership-based Participation Empowering**

This is an example of the framework that we developed in August 2009 in Tokyo. Why do I show this as an example? This framework has come from ESD and NFE projects in the region. It is a framework of quality, and we have called it the HOPE Framework. HOPE is actually an acronym for Holistic, Participatory education that leads to Ownership and Empowering and, therefore, addressing holistic problems.

Again, this framework came from practice. What I am trying to show is frameworks are not things that are given to us. In NFE, we have the experience. We need to be able to continue developing frameworks that are relevant for us. Otherwise, they keep telling us what to do. And again, if we try to do it for our learners, why cannot we do it for ourselves? So I would like to end with hope, because the challenge is huge. But again, we are not alone. So in the Philippines, we say *maraming salamat*. Thank you very much.
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QUALITY EDUCATION:
Insights from Education for Sustainable Development and Adult Education

Jose Roberto Guevara
Asia-South Pacific Association for Basic and Adult Education (ASPBAE)

Objectives

- Explore the concept of ‘quality education’ around Education for All (EFA), specifically in the context of NFE and ESD.
- Identify how this concept of ‘quality education’ may be helpful in promoting EFA goals through NFE within your own sector/country – based on the workshop outcomes.
- If time permits - share the ASPBAE framework of ‘quality’ as an example for promoting quality adult learning.

The 2000 World Education Forum agreed on 6 Education For All (EFA) goals

The sixth goal concerned Education Quality:

‘Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.’

Vision of the World Declaration on Education for All (Jomtien 1990), supported by the Universal Declaration of Human Rights

- ...that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes
  - learning to know
  - learning how to do
  - learning how to live together
  - learning to be


Vision of the World Declaration on Education for All (Jomtien 1990), supported by the Universal Declaration of Human Rights

- It is an education geared to tapping each individual’s talents and potential, and developing learners’ personalities, so that they can improve their lives and transform their societies.


ESD has its roots in the history of two distinct areas of core interest for the United Nations: (1) quality basic education; and (2) sustainable development.

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<th>EFA</th>
<th>EFA/ESD SHARED GOALS</th>
<th>ESD</th>
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ESD has its roots in the history of two distinct areas of core interest for the United Nations: (1) quality basic education; and (2) sustainable development.

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<td>Basic education and literacy available to all, particularly those who are excluded from quality basic education</td>
<td>Broader purpose beyond education. Includes those in privileged positions in developed societies. Emphasis on basic values, processes and behaviors as part of learning</td>
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**EQUITY, INCLUSION and PARTICIPATION**

- **NFE Policies**
  - NFE as literacy for LLL, legislation for free and compulsory education, equivalency, local policy
  - NFE Programs provide access and Quality programs

- **Learner-centred (linked to life skills)**
- **Context-based (focused on local needs, use of mother tongue, indigenous knowledge)**
- **Responsive to the Issues (related to improving daily life, Poverty, environment, etc)**

**EFFECTIVE**

- Teaching and Learning Practice (models of learning – face to face, radio, good materials, ICT, mobile literacy)
- Achieves Outcomes/Impact (literate individuals, marketable skills and Improving Daily Life)

**LEARNER-CENTRED**

- Education for displaced and marginalised groups (including women) for empowerment, NFE linked with LLL Framework

**RELEVANT**

- Human resources (lack of teachers, motivation of teachers)
- Financial resources (PPP for EFA, Global Agenda)
- Local resources (existing facilities, resource pooling, Organisational resources, networking, partnerships, CLC, GONGOs, private sector, MOU between Departments)
- Monitoring and Evaluation

**EFFICIENT**

- How do you conduct your NFE work?
- What is your organisation’s purpose for NFE?
- What is the content of your NFE work?
- What resources support and advance your NFE work?

**EQUITABLE**

- What policies and programs ensure equitable access to and participation in your NFE work?
- Who are the learners that you work with?
- What are the outcomes of your NFE Work?

**EFFICIENT**

- EQUITY, INCLUSION and PARTICIPATION
- NFE Policies (NFE as literacy for LLL, legislation for free and compulsory education, equivalency, local policy)
- NFE Programs (provide access and Quality programs)

- Education for displaced and marginalised groups (including women) for empowerment, NFE linked with LLL Framework

**LEARNER-CENTRED**

- (linked to life skills)
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**EFFICIENT**

- How do you conduct your NFE work?
- What is your organisation’s purpose for NFE?
- What is the content of your NFE work?
- What resources support and advance your NFE work?
EFFECTIVE

Teaching and Learning Practice
models of learning – face to face, radio, appropriate materials, ICT, mobile literacy

Achieves Outcomes/Impact
(Literate individuals, marketable skills and Improving Daily Life)

EQUITY, INCLUSION and PARTICIPATION

NFE Policies
(NFE as literacy for lifelong learning, legislation for free and compulsory education, equivalency, local policy)

NFE Programs
(provide access and quality programs)

Human resources
(lack of teachers, salaries and motivation of teachers)

Financial resources
(PPP for EFA, Global Agenda)

Local resources
(existing facilities, resource pooling)

Organisational resources
(networking, partnerships, CLC, GO/NGOs, private sector, MOU between Departments)

Monitoring and Evaluation
(monitors and regulatory system)

EFFICIENT

If time permits … ASPBAE and Quality Adult Education Framework
**EQUITY, INCLUSION and PARTICIPATION**

**Adult Education Policies**
(adult education within LLL and LWL that is accessible and available)

**Adult Education Programs**
(inclusive and motivates and sustains participation)

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**EFFECTIVE Teaching and Learning Practice**
(participatory, interactive, co-learning, on-going, different learning strategies)

Achieves Outcomes/Impact
(Literate and Empowered individuals and communities, Improved quality of life, Social cohesion, Active citizenship, Behaviour change, New Knowledge)

**Human resources**
educators/facilitators

**Financial resources**
committed and sustained

**Local resources**
multi-stakeholder, partnership

**Organisational resources**
structures, processes and policies

**Monitoring and Evaluation**
documentation, self-evaluation, review

**EFFICIENT**

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**LEARNER-CENTRED**

(age, level, literacy, Language, ownership)

**CONTEXT-BASED**
(sensitive to culture, seasonal learning)

**RESPONSIVE to the Issues**
(poverty, discrimination, environment, political participation)

**RELEVANT**

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**EQUITY, INCLUSION and PARTICIPATION**

**Education as a Right**
Pro-poor AE that is Gender-just Empowering and Transformative for SD and Peace, within a LLL and LWL

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**EQUIP**

Educators/facilitators

Financial resources
commited and sustained

Local resources
multi-stakeholder, partnership

Organisational resources
structures, processes and policies

Monitoring and Evaluation
documentation, self-evaluation, review

**EFFICIENT**
Thank you!
Maraming salamat!

Jose Roberto Guevara
Asia South Pacific Association for Basic & Adult Education

For the workshop on
"NFE Policy and Programme for the Promotion of EFA"
11-12 December 2009
CHAPTER 4

Trends in Policy and Programme for the Promotion of EFA
Trends in Policy and Programme for the Promotion of EFA

(1) Nepal
Non-Formal Education in Nepal

Mr. Jibachh Mishra
Director, Non-Formal Education Centre
Nepal

Thank you Mr. Chairperson. Mr. Director General of ACCU, Sato Kunio, ladies and gentlemen, I welcome you all.

It is my great pleasure that ACCU has given me a good chance to share with you about the non-formal education in Nepal.

- General Overview of Nepal
Nepal is a very small and a beautiful country. At first, I invite you all if you have any chance in future, you come and join and see Nepal. Nepal is a landlocked country situated in Southeast Asia, with the People’s Republic of China to the north and India to the south, east, and west. We have a diverse landscape ranging from the humid dry plain lands in the south to the mountains, Himalayas, in the North.

- Languages
A multilingual, multireligious, and multiethnic society, actually we have 94 languages and so many dialects in the country. Just as the language percentage, Nepali is spoken by 49%, Maithali 12%, Bhojpuri is 8%, Tharu 6%, Tamang 5%, Newar 4%, Magar 3% and Awadhi 2%. And actually we have made six local language books for non-formal education of all literacy class. Official and national language is Nepali, which is lingua franca among different linguistic groups of the country.

- Religion
It is a secular state; however, majority of people are Hindus. 80.6% are Hindus, 10.7% are Buddhists, 4.2% are Muslims, 3.6% of people follow indigenous Kirat Mundhum religion, and only less than 0.5% people are practicing Christianity.

- Ethnicity
We have diverse ethnicity. Casteism is still existent in Nepal. Chetri, Hill Brahmin, Magar, Tharu, Tamang, Newar, Muslim, Kami, Rai, Gurung, and so on.

- Important Statistics
Area is nearly about 0.15 million square kilometer. Population is 26.4 million. The birth rate is 32.46 per thousand. Mortality rate 9.48 per thousand. Infant mortality rate 70.57 deaths per thousand live births. Total fertility 4.39. GDP 48.18 billion. Currency is known as Rupees.

- Non-formal Education Centre, Nepal
Now I come to our Non-Formal Education Centre. We have 70% total budget allotted in education sector, and of that 70% budget, the formal section gets 54%. And unfortunately, non-formal education only gets 1.2% of the total education budget.

- Local Bodies
Within 1.2% of total non-formal budget, we have to drive our all non-formal programmes. In the entire country we have five regions, eastern, middle, western, far-western, and mid-western. The country is divided into 3915 village development committees and 59 municipalities (town development committees). VDC, 3915 and municipality, 59. All VDC have 9 wards; we call the small sector of VDC as wards. So every VDC has 9 wards, and municipalities have several wards.
Our government announced, from last year, the Literacy Campaign. 6 million people are illiterate, among 26.4 million, 6 million are still illiterate. So we have launched from last year the Literacy Campaign. The campaign programme is all over the country, in 3915 VDC and 59 municipalities. The total number of classes is 43,059.

We also have Community Learning Centres (CLC) in my country, like Kominkan in Japan; 931 CLC are funded by government and 200 are operated by the private sector.

Also, there is LRC jointly managed by the National Resource Centre for Non-formal Education and ACCU in the private sector. LRC also conducted more than two dozens of CLC in three or four districts of Nepal. We have Resource Centre, the grassroots infrastructure of Ministry of Education, nearly about 1,054. And the Literacy Campaign, actually in each and every ward, we have one class. And in municipality, in each and every ward, we have three classes of literacy.

Target populations for this year, 1.3 million have to be literate this year. If we do like that, we can go up to 95% within 3 or 4 years. So campaigning is going on.

- **Goal**
  Our goal is to raise the level of adult literacy, particularly amongst women and people belonging to marginalized groups such as Dalit, Madhesi, and disadvantaged ethnic groups through the provision of appropriate learning life experience programme for all young people and adults, thus contributing to achieving poverty reduction and equitable socio-economic and human development is the overall goal of literacy in Nepal.

- **Objectives**
  We have some objectives:
  - To achieve 95% adult literacy rate by 2015 as is reflected in the EFA National Plan of Action.
  - To achieve socio-economic and human development through literacy, non-formal, and open-learning systems.
  - To establish a sustainable, dynamic, national non-formal education system which will create a system of lifelong learning that supports national development efforts.
  - To promote innovative, indigenous national literacy NFA programmes has a means of harnessing community support for the programmes.
  - To strengthen national and international partnerships in order to support literacy and non-formal education programmes.

- **NFE Policies of Nepal**
  We have some NFE Policies in Nepal.
  - Non-formal education will be expanded to provide the academic and practical knowledge, skills and information to different age and levels of learners.
  - NFE equivalent to FE will be provided to those who are deprived of educational opportunity or who dropped out of education.
  - Special provisions will be made to increase access to education.
  - Development and distribution of curricular and learning materials will gradually be de-centralized and localized.
  - Community Learning Centre will be developed as the centre of educational activities to ensure equitable access to quality and non-formal education for the entire country.
  - The implementation of monitoring, supervision, and evaluation of NFE Programmes will be de-centralized.
  - Networking and coordination and partnership will be maintained with the agencies involved in NFE for resource generation and mobilization.
  - Inclusive education policy will be adopted to ensure access, quality, and co-existence.
  - Common database will be developed and shared among the agencies involved in NFE Programmes.
  - Training, research, self monitoring, and innovation will be included in NFE Programmes to build the capacity
of the human resources involved in the NFE Programmes.

- Government and non-governmental organizations and private agencies will be mobilized to meet the targets of ‘Education for All’.
- The financial management of non-formal education will be made compatible with the economic condition and policy of the government.
- Local bodies will play a regulatory role for the management of non-formal education. Modalities: local body, NGO, CLC, Educational Institution. These four institutions are responsible for campaign literacy classes and other programmes.
- NFEC will coordinate and collaborate with the government, non-governmental, and international organizations to create cooperative environment among the agencies involved in NFE programmes.
- The literacy campaign will be developed as the main policy strategy for the eradication of illiteracy, and local agencies will be made responsible for the programme.
- The agencies involved in NFE will develop their policies and strategies within the framework of the policies and strategies included in this policy documents.

- Programs of non-formal education in Nepal

Non-formal education Programmes in Nepal are as follows. We have ALP, Adult Literacy Programme, Post Literacy Programme, and Women Literacy Programme we call first and second. There are two parts of Women Literacy Programme. Income Generating Programme, School Outreach Programme, Flexible Schooling Programme. We have Open Learning also up to SLC level because these days in EFA, we have a school sector reform programme. So at first, we had primary, lower secondary, secondary and higher secondary. But now we are switching them to basic level and secondary level, from basic level up to 8 and secondary level from 9 to 12 in formal education, such as if some students clear 3 years course, he will be graduating primary and attend to lower secondary. In only 2 years, he will be graduating lower secondary level and attend to secondary level, and only 1 year for SLC, school leaving certificate level. So from out-of-school or in a formal education sector, only 6 years is to pass or to graduate as a school leaving certificate in Nepal. Literacy Campaign Programme, and the last one is the Community Learning Centre.

- Implementation Arrangements

In implementation arrangements, we have higher level committee headed by honorable Prime Minister for Campaign Literacy, and then for Non-Formal Education Council headed by the Minister of Education, NFEC. Then in the district, we have altogether 75 districts, the committee headed by chairmanship of the District Development Committee, DDC Chairman is the chairman of Literacy Campaign Committee. At a village and town level, the chairman of Village Development Committee or mayor of the town is the chairman of Village or Town Literacy Development Committee.

In these committees, at district level or at the village and town level, all the active parties from Nepal – unfortunately, I want to share with you all, we have more than 86 parties in my country, but only 27 are in active participation. They are in constitutional assembly. Some of them are in District Literacy Campaign Committee; some of them are in Village and Town Literacy Campaign Committee. So they help those committees from political sector also because project plan and programme can be done by any office, but campaigning cannot be done by a single office. Help from civic society, help from journalists, from youth, from political parties is necessary for campaigning. So we request them, our government requests them. We have such type of act also in my country, and all sorts of organizations are helping in the Literacy Campaign these days.

This is a challenge for us because only 1.3 million are going to be literate this year. We have more than 4 million people in the coming year, so it is very difficult to complete the literacy programme in my country. I hope ACCU or UNESCO will have to drive all the international donors and all the international
donor countries to emphasize in respect of financing to the non-formal sector. Because from the financing perspective, I think all the developing nations are disturbed due to low financing. We have many, many targets in NFEC, but we have very less budget, less finance in NFEC. So maybe in future, donor countries and donor agencies will have to pay attention to the financing in non-formal education.

We also have the Belém Frame of Action about financing in non-formal and adult education.

- Challenges
  We have some challenges faced by the NFEC in Nepal. Here I have written about:
  - Policy challenges
  - Institutional arrangement
  - Material development and use
  - Documentation and sharing
  - Human resource development and use
  - Link with the formal education
  - Mainstreaming.
  - Approach to language use
  - Networking and collaboration
  - Approach to inclusiveness
  - Financial
  - Monitoring and evaluation

In addition to these, we have actually three major challenges. Motivation is the first one. In all the literacy classes, our participants’ number or illiterates’ number is 20 to 30. At the time of admission, we have more than 30 not less than 20, but at the end of the literacy final classes, there may be 4, 5, 6 only. So it is very difficult to sustain them from the beginning to end. It is a big challenge. So we have noted here motivation is the main challenge for us. If you have any solution about motivation, you can tell us and I will try it in our country in the future.

The second one I want to introduce here. We have nearly about 1,000 CLC, first of all, there is literacy class, then the post literacy class, legal information advocacy, women empowerment, religious work for society for children, for youth, for adults, for old people; all these are conducted at CLC. Some income generating programmes are also run by the CLC such as beekeeping, fish farming, vegetable farming, pig and goat farming. CLC drives the local needs of those people. So CLC is most essential in our country. But till now, we have not more than 1,000. It is essential to have 5,000 CLC.

CLC is also working as lifelong learning education in my country. Some CLC are conducted by the private sector, and they are also doing well. I have never seen kominkan in Japan, but I have heard, I have read about kominkan. Mr. Takaaki already gave a glimpse of kominkan in Belém, Brazil. I am familiar about CLC in Brazil. There is one challenge for Nepal. Physical facilities are not adequate in CLC. If possible in future, we may request ACCU or UNESCO or any international donors to aid the physical facilities of CLC.

Our third programme is open schooling. We also have open learning. People would come and sit in a contact station, and then they would appear in the examination. They would pass the SLC, School Leaving Certificate, and go to the higher education. So we have a linkup between non-formal and formal education too. We have open schooling in primary section, in lower secondary section, and also in the secondary section. So these are the three major programmes for non-formal education in Nepal.

- Future direction
  Finally, I want to request you all, all the developing nations want to introduce literacy programmes such as electronic literacy, media literacy, computer literacy, and speech literacy. But we are still in alphabet literacy and language literacy. So I hope the developed countries will contribute, strengthen, and facilitate all developing nations in the field of non-formal education sector. Thank you.
Welcome to presentation of Nepalese delegates on Non-Formal Education in Nepal

By J. Mishra
Director, NFEC Nepal

General Overview of Nepal

- A landlocked nation in South Asia
- People’s Republic of China to the north and India to the south, east and west.
- A diverse landscape, ranging from the humid Terai plain lands in the south to the mountainous Himalayas in the north.
- A multilingual, multi-religious and multiethnic society.

Languages

- Nepali-49 %, Maithili- 12%, Bhojpuri- 8%, Tharu- 6%, Tamang5%, Newari- 4%, Magar-3% and Awadhi- 2 %.
- Official and national language is Nepali, which is lingua franca among different linguistic groups of the country.

(According to national census, 2001)

Religion

- A secular state.
- However, majority of people are Hindus
- 80.6% are Hindus
- 10.7 % are Buddhists
- 4.2 % are Muslims,
- 3.6% of people follow indigenous Kirant Mundhum religion.
- Less than 0.5 % people practice Christianity.

Ethnicity

- Chetri = 15.8 %,
- Hill Brahmin = 12.7 %,
- Magar = 7.1 %,
- Tharu = 6.8 %,
- Tamang = 5.6 %,
- Newar= 5.5 %,
- Muslim = 4.3 %,
- Kami = 3.9 %,
- Rai = 2.7 %,
- Gurung = 2.5 %.

Important Statistics

- Area : 147, 181 km2 (56,827 sq.metres) (Length 800 km and wide 200 km)
- Population : 26,469,569 (July, 2003)
- Population growth rate = 2.17 % (2006)
- Birth rate : 32.46 births/1,000 population (2003)
- Infant mortality rate: 70.57 deaths/1,000 live births
- Currency : Rupee
- Time Zone : NPT (UTC + 5 : 45)
Local Bodies
- VDC (Village Development Committees): 3915
- Municipality: 59
- Wards 35235+808
- 43059 Literacy classes

Goal
- To raise the level of adult literacy, particularly amongst women and people belonging to marginalized groups such as Dalits, Madhesi and disadvantaged Ethnic Groups, through the provision of appropriate learning and life skills programs for all young people and adults, thus contributing to achieving poverty reduction and equitable socio-economic and human development is the overall goal of literacy in Nepal.

Objectives
- To achieve 95% adult literacy rate by the year 2015 as reflected in the EFA National Plan of Action.
- To achieve socio-economic and human development through literacy, non-formal and open-learning systems.

NFE Policies of Nepal
- Policy 1: Non-Formal Education will be expanded to provide the academic and practical knowledge, skills and information to different age and levels of learners.
- Policy 2: NFE equivalent to FE will be provided to those who are deprived of educational opportunity or who dropped out of education.
**Contd….**

- **Policy 3**: Special provisions will be made to increase access to education.
- **Policy 4**: Development and distribution of curricular and learning materials will gradually be decentralized and localized.
- **Policy 5**: Community Learning Centres (CLCs) will be developed as the centre of educational activities to ensure equitable access to quality non-formal education for entire country.

**Contd….**

- **Policy 6**: The implementation of monitoring, supervision and evaluation of NFE programs will be decentralized.
- **Policy 7**: Networking and coordination and partnership will be maintained with the agencies involved in NFE for resource generation and mobilization.
- **Policy 8**: Inclusive education policy will be adopted to ensure access, quality and co-existence.
- **Policy 9**: Common database will be developed and shared among the agencies involved in NFE programs.
- **Policy 10**: Training, research, self monitoring and innovation will be included in NFE programs to build the capacity of the human resources involved in the NFE programs.

**Contd….**

- **Policy 11**: Government and non-government organizations and private agencies will be mobilized to meet the targets of ‘Education for all.
- **Policy 12**: The financial management of non-formal education will be made compatible with the economic condition and policy of the government.

**Programs of non-formal education in Nepal**

- **ALP**: Adult Literacy program
- **PLP**: Post Literacy Program
- **WEP**: Women Literacy Program: 1st and 2nd
- **IGP**: Income Generating Program
- **OP**: School Outreach Program
- **FSP**: Flexible School Program
- **OL**: Open Learning
- **LC**: Literacy campaign
- **CLC**: Community Learning Center

**Implementation Arrangements**

- **Policy Making Committee** headed by Prime Minister
- **Non Formal Education Council** headed by the Minister of Education
- **NFEC**
- **District Level Non Formal Education Committee**
- **Town and Village Level Non Formal Education Committees**
Challenges

- Policy (restructuring of non-formal education in accordance with federal system)
- Institutional arrangement
- Material development and use
- Documentation and sharing
- Human resource development and use
- Link with formal education
- Mainstreaming literacy/NFE

Future direction

- Nepal has already initiated literacy campaign in a mass scale throughout the country, and it is expected that this campaign will definitely help in accomplishing Millennium Development Goals by 2015.

Contd....

- Approach to language use
- Networking and collaboration
- Approach to inclusiveness
- Financial
- Monitoring and evaluation

Thank you very much for your kind attention and patience!
Good afternoon to everyone. This time I am going to present actual practices of a small non-government organization in the Philippines; operating, implementing projects in Mindanao as a partner of our Department of Education, Bureau of Alternative Learning Systems. Our director, Dr. Carol Guerrero, is also here today.

This is a building donated by the Japanese Embassy in the Philippines to the Notre Dame Foundation several years after we were selected by ACCU as the local Philippine Literacy Resource Centre. This is the training centre. The rooms here are named as LRC Bangladesh, LRC Nepal, all the LRCs, except Mongolia because we lack rooms. It has a live-in facility of around 70 heads, and it has a social room which has a capacity of 150 heads.

Now, I am going to speak on the Notre Dame Foundation for Charitable Activities, Women in Education and Development. It is a church-based institution, the social development arm of the Archdiocese of Cotabato. Of the different components of the archdiocese, it is the Women in Education and Development who serves not only the Christians but also the Autonomous Region in Muslim Mindanao. Most of our projects serve the Muslim communities and the indigenous people.

- **The Philippine Literacy Resource Center (LRC)**
  The Philippine Literacy Resource Centre, or LRC, was selected by ACCU in 1995 as the Philippine Literacy Resource Centre. Though it was operative as an NGO since 1984, it was formally appointed as the literacy centre only in 1995. We have been implementing, advocating, and working hard in Mindanao on Education for All.

- **Where are the LRC’s?**
  Today, there are 18-member LRC countries in the Asia-Pacific region, and Philippines is one of them.

- **NDFCAI-WED Objectives**
  - To preserve, strengthen, and promote indigenous culture in Mindanao towards the attainment of cultural understanding, unity, cooperation, and peace. We have done so much, but I think we have not done as expected.
  - To train other NGOs and also generate funds for the NGOs to implement literacy projects. The Notre Dame Foundation after being appointed by ACCU as the Philippine Literacy Resource Centre undertook the task of training 36 NGOs in Mindanao and of sourcing funds. We became an institutional intermediary where we accessed funds and provided them to partner NGOs.
  - To establish linkages and networks among NGOs, CBOs, and the government.
  - To train and upgrade the skills of literacy personnel such as trainers, coordinators, managers, facilitators, and others involved in non-formal education and literacy work.
  - To develop, produce, disseminate, distribute, and utilize literacy materials from our national, local, international, and ACCU materials.

I would like to emphasize here that in all our literacy and alternative learning system projects, we always use the Alternative Learning Systems, developed by our government because the materials have been developed by experts. Our non-formal education or BALS have developed more than 500 modules, each module comprising 10 to 15 pages, very comprehensive. So instead of spending on material development, we just
adapt and use whatever materials are produced by our government.

- **Some of the projects implemented in Mindanao:**
  - Literacy and adult education projects being implemented in Central Mindanao and ARMM are continuing from 1984 to the present.
  - Organized the Mindanao NGO Literacy Network, most of whom are recipients of grants and are multi-awarded.
  - Extensive implementation of the Alternative Learning System, known internationally as non-formal education, for out-of-school children and youth have served more than 187,000 learners through our Network NGO partners and received funds from UNESCO, ACCU, ADB, USAID, et cetera.
  - For more than 150 harelip patients, facilitated operations without cost.
  - Installed 15 UNESCO GENPEACE Community Radio Stations in partnership with UNESCO Jakarta. These stations are now owned by the local governments in municipalities chosen by the project.

- **Project Approaches and Strategies**
  There is tri-sector partnership in all projects. Government; national, regional, and local is one sector; community of learners and their families is another; and the civil society is the third sector. We do not implement projects without the knowledge of the local mayors or the local executives.

  We also tap the resources of our government as a way of promoting trust and confidence in our government. We live in Mindanao where we have the rebellion, we have the lawless elements, and primary objective is to really promote that we are all Filipinos, and we should work and live together. We work very closely with the community of learners and their families.

On the other side are the civil society organizations and donor agencies. The Department of Education, Bureau of Alternative Learning System, or BALS, is the primary resource. We get national trainers from the office of Dr. Guerrero and from local department of education offices. The national trainers come and train us, and we train those in the communities.

Printed copies of materials are always provided to the learners. We do not photocopy them. These materials are developed by our government. They are developed by expert writers, book writers. These materials are field tested, reviewed, and often updated. Therefore, we use them. The NGOs are also advised to use these materials and not to spend time and money in developing their own. We also teach the young boys skills training like silk screening T-shirt making.

We believe that education is the cutting edge. Without education, the future of a child and out-of-school youth or an adult is very gloomy. Here you will see young girls and boys. These are Muslim learners.

You will notice that training centres, Community Learning Centres, in Notre Dame, can be held anywhere. It can be in a school, a backyard, a Barangay hall, a village hall, or a Community Learning Centre. Sometimes we even use Madrasa schools. We work with the Madrasa administrator, and they allow us to use their facilities.

We give focus, particularly in the Muslim area in ARMM, to women because poverty has the face more of a woman than man.

Similarly, we do community-based development initiatives recognizing the “strengths of the poor and the community wisdom, culture, and traditions.” If it is a Muslim community, we ask the Ustads, the Ulema, or the Alims sometimes to come and talk about provisions in the Holy Quran or the Hadith. This is most appreciated by our learners as they are able to learn and become authentic Muslims.

We also just do not define what projects to be implemented. It is the community, the mayor, and the local leaders who tell us what kind of projects they want implemented, needs-based and demand-driven.

In all our projects like the SMILE, it is always the mayor in consultation with the Barangay or a village heads telling us “you go to this village, you are needed there.” Most often the mayor will give us the most difficult un-served area. The villages he cannot serve, he will tell
us to go there. Sometimes we have to negotiate. Sometimes even how much you want to serve, if the terrain is very risky, it will also affect the quality of your implementation, and we are thankful that the mayor listens.

In the SMILE project, men are given lessons in cooking. Also, in the comprehensive package of assistance, illiterate Muslim women are taught about food processing or cooking. We cannot use gas because in their communities, they don’t use stove, and we have to customize it according to how they really prepare and cook their food.

We organize women groups to take charge of their learning centre. These women help the instructional manager or the facilitator to attend to their needs. There are children with them. We allow children because if they cannot bring their children, they will be absent in their classes. It is a trade-off.

We work with the Department of Health. We work with all the organizations in the community. It is very important for the Notre Dame foundation to gain respect and trust of the communities we are serving. Please remember that we are Catholic Christians, and we are serving Muslim communities. Since 1984, we never had a problem of our facilitators or staff being hurt at our project sites. It is because immediately we develop mutual respect and trust.

In the Read Mindanao Project, one of the project sites is Sharif Aguak, the place where the Ampatuans live. When we have our learning classes, the learning classes of out-of-school youth elect an action team of officers. Then we conduct action team leadership training with the officers because they manage their own classes. They even report the absenteeism of their instructional managers. In the Philippines, those handling the Alternative Learning System accreditation and equivalency, are termed as instructional manager. In all the project education that we have implemented, all the learners whether you are out-of-school children and youth or adult learners, they always look forward to the school graduation. We call it culminating activity. We were able to graduate 900 for 1 year. All our learning classes by the way are of 1 to 10 years’ duration.

- **SMILE Asia Project**

Now, I am going to present to you our new project which is ‘Paradigm Shift on Family Literacy and Food Security.’ The SMILE Asia project of Notre Dame Foundation gives priority to maternal child health. The title SMILE was coined by ACCU probably believing that a happy mother must always smile, Supporting Maternal child health through Improving and building Literate Environment. This is a model project in the Asia-Pacific Region founded by ACCU in six countries of Bangladesh, Nepal, Pakistan, Cambodia, Laos, and Philippines. It is a small project of $7000 US for 6 months.

Perhaps you will ask why the shift? In the past years before the SMILE project, we used just literacy and skills training, but under the SMILE we have maternal child health and food security.

Why did we decide to include food security? It was included because most of our project sites are located in rural areas. There is an abundance of land area, uncultivated land, and the main problem of our families is the lack of food. Malnutrition and starvation is very high in some parts of Mindanao. Health and sanitation are also bad. That is why we decided when we were asked by ACCU to implement this project, honestly, at first, I was hesitant because while I am a mother, I am so old I do not know the new trends in maternal child health, but then as I have said, we always face the challenge because we know that we can partner with other organizations. And then we decided to integrate food security. Why? Because most often, in the Philippines, the very poor can eat only rice, then put some soy sauce, and that’s it. So we said, why don’t we teach them organic vegetable farming.

Families cultivate on communal plots. The communal plot means all the 25 learners have a common plot where everybody helps each other. Each learner has their own family garden. It has helped a lot in our promotion of balanced diet, proper nutrition, and food. Communal plots, you will see in the village, a garden of the whole learning class also become a venue for solidarity, unity, and peace building where Christians, Muslims, and Indigenous Peoples (IPs) work together. The
fruits or the harvest help so much of the family’s needs of food, they don’t have to buy. They are now eating proper balanced diet, vegetables rich in nutrients. At the same time, if they have extra, they sell it as additional income or give it away to their neighbors. For us, food security is really a must for the poor.

We promote community-based partners because we are located in Cotabato City, and some of our project sites are usually an hour away. So if we do not have good monitors in the community, if we are out of sight, out of sight, out of knowledge. It means we do not know if classes are regularly conducted, if the teaching is done correctly and effectively. Therefore, we partner with our local partners, the Department of Education. Also instead of teachings done by facilitators, we taught Barangay health workers. So, we are able to get the skills of a health worker as well as improve her skills by training her to become facilitators. We also have Barangay heads and leaders helping us.

Again, you’ll see the local government unit, the Barangay which is the smallest unit, and we often always have a memorandum of agreement where we explicitly provide what are the roles and responsibilities of each party. We always give priority to trainings of our staff and our community-based partners. We teach our community-based partners what is monitoring and evaluation, what to look for, when to visit, how do you ask questions and the like.

In the training on organic vegetable farming, we do not use chemicals. Again, the Notre Dame Foundation does not have the expertise to plant. I do not even know how long it will take an egg plant to bear fruit, but we never look at it as a limitation. We still pursue it for food security because we always enter into partnership with those with expertise and experiences. So we have tapped the Department of Agriculture and Fisheries. I am telling everyone, there is no limit to the resources that surrounds us when we are really concerned in doing projects.

The Department of Agriculture teaches our women how to do noodles from squash. They can make noodles now so instead of buying the flour-made noodles, they now can make their own. We also have skills training. When they have food processing, they are taught about balanced diet and how to prepare food correctly. In this project, we are able to save dollars. Perhaps you know we get dollars from ACCU and we deposit in our ACCU bank account, and when the funds arrive, we do not immediately change it to the peso. We wait until the exchange rate is in favor of the peso, so we earn dollar savings. So when we have dollar savings, we are able to give more to the community, heavy duty wheelbarrows, etcetera, because that’s a part of the thing that we provide to the communities.

We also have a Mother’s Kit. Each mother who is a learner gets a bag. It’s pink for women. The health worker teaches the mother how a hot water bag is used. They do not have the funds to buy it, so we provide it. There is a hot ice bag. We provide gauze and everything. All these are given free. We even have a breast balm for the lactating mothers. Also very important is all the mothers love thermometer. They value this because it helps them especially when their children and even their husbands are sick. We hope that they do not get sick.

At the start of the project, when we visited the health centre of the village, we were really surprised. Why? There’s a small building, Barangay Health Centre. When we tried to see what they have, we saw only a table and a chair, so how can a midwife or a Barangay health worker do her job. So when we had the savings from the dollars we got, we provided nebulizer, blood pressure kit, a weighing scale because we also check whether the children are increasing in weight as our target mothers are with children from 0 to 6 years old. We provided forceps, thermometer, cotton, etcetera. They are so happy, that’s why all the villages now want to be a SMILE project village. We have provided glucometer, the one that tests blood sugar; a weighing scale with plate; adhesive plasters; and so on. For us as development workers, our greatest challenge is to be able to provide access to isolated and underserved adults, learners, potential learners in difficult to reach areas of Mindanao.

Finally, I am happy to say that we were a recipient of the UNESCO King Sejong
International Literacy Prize. And one of the most important achievements of the foundation is when Babua Pampay was invited to be the keynote speaker in New York to speak on the impact of literacy into her life. She was chosen during the formal launching of the United Nations Literacy Decade held on February 13, 2003, UN Headquarters General Assembly in New York.

Thank you so much for listening about what we have done in Mindanao, Philippines.
The Notre Dame Foundation for Charitable Activities, Inc. - Women in Education and Development (NDFCAI-WED), 1995, as the ACCU Philippine Literacy Resource Center (LRC) since its inception.

Implementing literacy and all forms of NFE/ALS learning activities.

There are 18 member LRC countries in the Asia Pacific Region.

**Objectives**

- To preserve, strengthen, and promote indigenous culture in Mindanao towards the attainment of cultural understanding, unity, cooperation and PEACE.

- To source and generate funds for implementing literacy and continuing education projects and to provide assistance to NGOs, CBOs in raising funds for their own literacy programs.

- To establish linkages and network among NGOs, CBOs, GOs engaged in literacy work in Mindanao.

- To train and upgrade the skills of literacy personnel such as trainers, coordinators, managers, facilitators and other persons involved in literacy work;

- To develop, produce and disseminate/distribute literacy materials and UTILIZE national, local, international and ACCU materials.

As proof of our firm commitment to literacy and development, in our strong advocacy Education for ALL since 1984.
These are some of our projects implemented in Mindanao:

- Literacy and adult education projects being implemented in Central Mindanao and ARMM continuing up to the present;
- Organized the Mindanao NGO Literacy Network, most of whom are recipients of grants and are multi-awarded;
- Extensive implementation of ALS/NFE for OSCY and adult learners serving more than 187,000 learners implemented with our Network NGO Partners funded by: UNESCO; ACCU; ADB-PNEP; USAID; AusAid; JICA, and Local Funders, etc.
- Facilitated more than 150 harelip patients in ARMM and Region 12 without cost.
- Installed 15 UNESCO GENPEACE Community Radio Stations in Mindanao.

Project Approaches and Strategies

1. Tri-Sector Partnership
   Community Participation and Ownership

Our Government and its Agencies as our Primary Resource and Partners
Dept of Education-
- Bureau of Alternative Learning System (BALS)

Women In Education and Development

Community of Learners & their Families

Government

Civil Society Organizations/Donor Agencies
2. Empowering the Poor through Literacy, Education and Training: The Cutting Edge

Content is focused on poverty issues.
Culture relevant and sensitive
Specific to the learning needs of the learners and built around their basic life concerns.

3. Focused on Women and Girls: Combating the Feminization of Poverty

Proactive learning that involves development of positive attitudes and values, building self-confidence, self-worth and self-dignity.

4. Community-based development initiatives recognizing the strengths of the poor and their community wisdom, culture and traditions.

Local expertise and local resources are used.
A process of developing their self-worth and contributing to the development.

5. Needs-based and Demand-driven project activities: Redesign/Adjust Delivery Systems

6. Comprehensive Project Interventions: The Critical Care Component

7. Community Management and Governance

Transparency
8. Convergence of Development Services: The Other Needs Collectives Commitments

Mutuality, Respect and Trust

Collaboration, Coordination, Cooperation

Read Mindanao Project for OSCY

Served 900 learners. 1 year project.
500 OSCY and 400 Adult Learners.
Project Sites: 3 Municipalities of Maguindanao Province, ARMM.
Project Duration: 2008-2009

Culminating Activity in Datu Odin Sinsuat Municipality

ALS for OSCY and Functional Literacy

Challenges and Opportunities

Our New Initiatives: A Paradigm Shift on FAMILY Literacy and Food Security

SMILE Project

ACTION TEAM LEADERSHIP
Supporting Maternal and Child Health Through Improving and Building Literate Environment Model Project in the Asia Pacific Region Now Implemented in 6 Countries: Bangladesh, Nepal, Pakistan, Cambodia, Lao, PHILIPPINES

Today, the interest, encouragement and motivation of the mothers and their own families and communities have promoted family literacy in action.

The SMILE - Mindanao is a highly innovative project integrating
1. Women & Family Literacy
2. Maternal-Child Health Promoting a Literate Environment with Organic Vegetable Farming;
3. Partnership Building

Why the NEW Shift?
High incidence of POVERTY:
- High incidence of School Drop-outs due crime, internal conflict and poverty;
- High maternal and child mortality;
- Early marriages and teenage pregnancies ;
- Poor family health and sanitation;
- Inadequate access to medical services;
- High rate MALNUTRITION and STARVATION.

SMILE MINDANAO: EDUCATION, HEALTH & FOOD SECURITY

Organic Vegetable Backyard Farming for Food Security & ESD

Communal Plots in the village, a garden of the whole learning class, now becomes a venue for solidarity, unity and peace building where Christians, Muslims and Indigenous Peoples, families of the mother beneficiaries work together in tending the garden.

The vegetable plot of the learner now is a major source of food nutrients and has become a FAMILY GARDEN WITH HUSBANDS AND CHILDREN ASSISTING.
Networking and Partnership

- Community-based Partnership:
  - BHWs were tapped and trained as Literacy Facilitators;
  - Local Gov’t Unit, Barangay Chairmen and Kagawad of Committees on Health, Education, Agriculture and Gender;
  - Active involvement of the DepEd, MHO, MAO, MPDC;

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Distribution of Mothers’ First Aid Kit and Health Center Medical Equipments

The SMILE Mindanao Project provided the following medical first aid kits to all mothers learners of the project and also provided medical equipment to the Barangay Health Centers of the Project Sites

- Nasal Aspirator
- 2 pcs Feeding Bottles
- Ice Bag
- Hot Water Bag
- Thermometer
- Breast Pump
- Alcohol and cotton & LEARNING Materials

Mothers’ First Aid Kit

Health Center Medical Equipments

- Nebulizer
- Blood Pressure Kit
- Weighing Scale (Pocket Spring Balance and Floor Type)
- Forceps
- Scissors
- Thermometer
- Alcohol
- Bandage
- Cotton
- Betadine

Additional Project Support Services

1. Additional Medical Equipment

- Glucometer
- Weighing scale with plate
- Adhesive plaster
- Additional forceps
- Foam (for clinic bed)

It is a multi-awarded NGO gaining recognition and respect globally.

UNESCO King Sejong International Literacy Prize 1997

Our learner, a renewed and empowered Muslim woman, PAMPAY USMAN was chosen to be the Main Speaker during the Formal Launching of the United Nations Literacy Decade on last February 15, 2003, UN Headquarters Assembly Hall in New York, USA.

She died last June 10, 2009.
Thank you very much for coming to Japan. Maybe some of you are from very hot countries; now it is cold in Japan, but thank you very much for coming today. I would like to talk about the Japanese Kominkan. I think all of you already know about Japanese Kominkan, Community Learning Centre, and I will also talk about the staffing structure for non-formal education. By introducing Kominkan, I think, you will understand the special feature of the non-formal education in Japan. We have distributed several brochures and one is the Kominkan and one is Japanese law, basic act on education, Social Education Act, etcetera.

• **CONFINTEA VI**
  First of all, I would like to mention about the Belem Framework for Action. Some of you attended this meeting in Belem in Brazil. In Belem Framework for Action, they mentioned about creating multipurpose community learning space and centers. So this phrase did not exist until final stage, but this was added so I am very grateful.

• **History of Kominkan**
  Let me start to explain Kominkan. Kominkan were facilities established in Japan after the end of World War II, based on the Social Education Act, in order to conduct variety of activities related to education, skills, and culture directly connected to the lives of the community residents. Now, I will mention the Social Education Act. This social education almost means non-formal education. Article 2 of the Social Education Act says the definition of social education, “social education in this act shall mean such systematic activities of the educations including physical education and recreation primarily for out-of-school young people and adults.” So this social education means out-of-school education for the young and adults, and Kominkan’s function is to contribute to the enhancement of cultural life and social welfare through improving education of residents and promoting their health. This is also said in this act. Article 20 says the purpose of Kominkan is to contact various projects related to education, science, culture meeting the daily needs of the residents and so on.

As early as 1946, directly after the end of the war, the Ministry of Education promoted the establishment of Kominkan across the country. When the Social Education Act was ratified in 1949, establishment of Kominkan was positioned within the role and policies, and that land was developed for training and distribution of specialized personnel such as Social Education Coordinator. At the national level, construction of Kominkan proceeded at a rapid pace. Based on the regulations of the Social Education Act, Kominkan was to be established in all cities, towns, and villages.

Although Kominkan are public facilities, they have played an important role as accessible places for community residents. The people who became 20 years old came to Kominkan with their very beautiful clothes and everybody celebrated then. They got together and probably had lunch or dinner. “Voluntary” and “mutually” were emphasized at Kominkan since the establishment.

For Kominkan activities, residents also joined management of Kominkan and joined discussions and learning contents. At the study courses at Kominkan, one of
the residents sometimes plays a role of teacher and the next time another plays a role of teacher.

- **Kominkan and its users**
  Based on the most recent statistics in October 2008, more than 16,000 Kominkans are operated in Japan. When we compare the number with Japan’s approximately 20,000 elementary schools and 10,000 junior high schools, we can see the Kominkans are accessible facilities for Japan’s residents. In addition, the number of annual participation in Kominkan activities, based on the same survey, is more than 250 million. With the population of 120 million, this means that each person in Japan takes part in Kominkan activities twice during a year on average.

- **Type of learning activities at Kominkan**
  Among the learning activities at Kominkan, we can divide it into several categories. In the first case, the Kominkan or the local government plans and provides the courses and content which they would like residents to learn such as environmental issues or human rights. In the second case, the Kominkan itself incorporates the needs of community residents. The third case is residents themselves invite an outside teacher or select a teacher from their own group and get together to hold a class or event. In addition, there are many cases such as participants in courses that are planned by the Kominkan inspired to form their own group and continue the learning that was begun during the courses. In Kominkan activities, the role of providing stimulus to the formation of voluntary learning groups is a very important one.

Referring to Articles 29 and 30, in Article 29, each Kominkan basically has a Kominkan advisory committees and they discuss what kind of activities they need to do, and in Article 30, these committees contain persons connected with school and social education, persons who actively contribute to the improvement of home education, as well as persons with relevant knowledge and experience. So many very experienced people join this meeting and discuss what they shall do.

In the Kominkan activities nowadays, not just 60 years ago, there are some activities for supporting parents. Parents come to Kominkan with their children and they learn about the children. Kominkan assist the schools and they arrange for school children to go to, for example, car factories to experience the work of car factories and some children go to supermarkets and drug stores. Children stay in Kominkan for 1 week. They do not go back to home. In the daytime, they go to school, and in the afternoon, they go back to Kominkan and they make their own dinner and breakfast with the help of residents.

- **Lifelong Learning Centres**
  I would like to just mention about the Lifelong Learning Centers. In mainly urban areas, big cities, there is another type of facility, Lifelong Learning Centers, and the number of that kind of centers is increasing. In 2008, there were 384 centers with 26 million total users. They are playing an alternative role to Kominkan and have larger scale and broader function. However, from the viewpoint of the number of facilities and users, they do not play such a significant role as Kominkan’s in non-formal education.

- **Libraries and Museums**
  Libraries and museums are the representative facilities that are important in non-formal education, and they have been established across Japan. In 2008, there were more than 3000 libraries and almost 6000 museums. In addition, there were 630 million borrowings from libraries and about 280 million visitors to museums.

- **Staffing of Kominkan**
  I would like to introduce two staffing positions related to Kominkan; first, the Social Education Coordinator, and then, the Kominkan Chief Coordinator. Based on the Social Education Act, all local government authorities in Japan such as prefectures, cities, town, and villages must have a Social Education Coordinator.

- **Social Education Coordinators**
  The main content of the work of Social Education Coordinator, a civil servant of the local government, is to provide specialized and skilled guidance to people contacting non-
formal education. Their role is broad and complementary. They assist with learning activities in the community in order to improve the educational level of the society as a whole. Social Education Coordinators are not directly positioned at Kominkan, but are the specialists in adult education and in non-formal education within local governments. They work to enable Kominkan to be used to their full potential and plan for improvement in learning opportunities for residents. As of October 2008, there were 3000 Social Education Coordinators across Japan and they play a critical role in non-formal education at national level.

I would like to mention about Kominkan Chief Coordinator. The Kominkan Chief Coordinator is different from the Social Education Coordinator. The Social Education Coordinators are based on the Social Education Act and the act decided how they get the certifications, but for Kominkan Chief Coordinators, they do not have to have national certifications, but they are situated at Kominkan under the Social Education Act. The main job of Kominkan Chief Coordinator is to implement the activities of the Kominkan.

- **Number of Employees in Social Education**
  In October 2008, there were 50,000 Kominkan staff, and among them, there were 15,000 people in this position across the country. The criteria for appointment of the Kominkan Chief Coordinator are not made clear in the law, but it is a practical matter. There are many cases that Kominkan Chief Coordinator has teaching experience. In many cases, they have the certification for Social Education Coordinator.

  In order to maintain national standards for the adult learning and education, the Kominkan system which covers the entire country was started just directly following the World War II. The system was not completed with the construction of Kominkan buildings. Of course, there are many Kominkan buildings, but that is not the only matter. The regulation and establishment under the law of the staff positions of Social Education Coordinator and the Kominkan Chief Coordinator are major reasons why Kominkan activities developed so quickly.

- **Kominkan Chief Coordinator**
  The Kominkan activities have developed because of a system of support. The planning of courses and the management of the Kominkan are done by Kominkan Chief Coordinator and support of the Social Education Coordinators with specialized knowledge within the local government. In addition, the needs of residents change substantially based on the areas or the regions, and one of the special characteristics of Japanese non-formal education is that the government including Kominkan incorporates resident’s voice into the activities. The government of Japan expects that Kominkan will play an important role in the future as accessible core facility for non-formal education. Thank you very much.