



Collective Learning and Action for Sustainable Community Development

— Case studies of four countries in Asia —



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Introduction

Stimulated by the UN Decade of Education for Sustainable Development (DESD) and the follow-up Global Action Programme on ESD (2015-2019), the international community has put considerable effort into scaling-up ESD initiatives at different levels of society. 'ESD for 2030', adopted in 2019, asked the international community to promote inclusive and equitable quality education at all educational stages and reconfirmed that ESD is an indispensable means for achieving SDG goals.

Community educators and practitioners in the nonformal subsector have also worked to accommodate the diverse needs of different segments of society through programmes offered or coordinated by institutions such as Community Learning Centres (CLCs). Multi-stakeholder participation and collaboration has long been recognized as one of the key factors of successful community development, and the education sector is no exception. There is great potential in schoolteachers and nonformal educators strategically working with community leaders in equal partnership to build inclusive, resilient, and sustainable communities.

This booklet is a collection of seven case studies from four Asian countries who worked hard towards the implementation of the possibilities suggested by community stakeholders. They have been working and learning together to promote sustainable community development by addressing local and national challenges such as poverty, aging societies, and natural disasters.

We hope that this booklet encourages everyone to engage in local community development initiatives around the world.

Finally, we wish to express our heartfelt gratitude to all the people who have helped us in various ways, from the launch of this project up until today.

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1. Project Overview

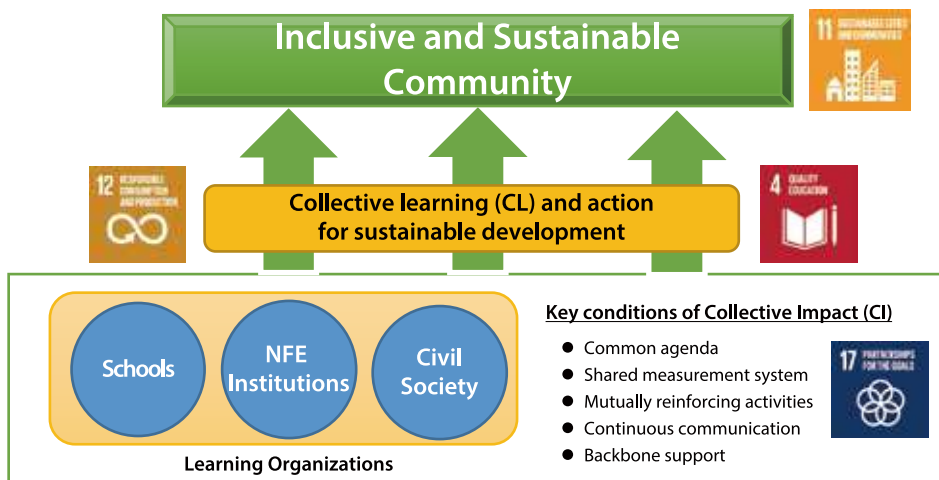
Background and Rationale

Stimulated by the UN Decade of Education for Sustainable Development (DESD) and the follow-up Global Action Programme on ESD (2015-2019), the international community has put considerable effort into scaling-up ESD initiatives at different levels of society. However, there are still indications that practical knowledge remains focused on formal education. The newly adopted ESD for 2030 asked the international community to promote inclusive and equitable quality education at all educational stages and reconfirmed that ESD is indispensable for achieving SDG goals.

Based on this background, we stress the importance of creating a collective learning body to develop the community via the collaboration of multiple stakeholders with different specializations. This collaboration represents a collective impact¹ on the educational sector. Sustainable community development is the common goal of the ESD project, which tends to be addressed by every sub-sector such as formal education including school education, institutions of higher education who implement teacher training and practices implemented by NPOs and NGOs in civil societies, and in non-formal education such as kominkans and CLCs.

Purpose

The goal of this project is to build an inclusive and sustainable community through strategic collaboration between different actors in education such as schools, CLCs, and civil society organizations (CSOs). It first collects regional case studies where such collaboration is already in place, reviews each case to understand how it started, how it evolved to its current status, and how it succeeded in making an impact at the community level. It seeks to be useful to educators interested in initiating similar projects in their own communities. Another goal of this project is to contribute to achieving targets 4, 11, 12 and 17 in SDGs. By encouraging and promoting public and civil society partnerships (SDG17.17), all learners acquire knowledge and skills through formal, non-formal, and informal education (SDG4.7, SDG12.8) to act together for sustainable community development (SDG11.1-7). The targets addressed in goal 11 ("Make cities and human settlements inclusive, safe, and resilient") will be set while implementing projects according to each nation's and community's status and challenges.



¹ Kania and Kramer states Collective impact is "the commitment of important actors from different sectors to a common agenda to solve specific social problems" (2011) which is considered as having affinity with collaboration in Japan. Kania, Jand Kramer. M. 2011. Collective Impact, Stanford social innovation review.p.36

Content

This document shows how a collaborative learning mechanism is formed and operated, and how it contributes to sustainable community development utilizing expertise and wisdoms of formal and nonformal educators, practitioners of ESD, community development, and collective impact as well as experts from international institutions and universities.

1. Collect and disseminate case studies on ongoing initiatives where different educational stakeholders (i.e., schools, NFE institutions, civil society) are engaged in a common goal of building an inclusive and sustainable community. By conducting a comparative analysis of case studies from different countries using the five basic principles of collective impact, cooperate governance, and existing frameworks, we can find the factors that lead to successful collective learning and action.
2. Based on the cases and reflections thereof, prepare a framework of collective learning and action (CLA) for sustainable community development. Explain the relationships and process the common factors required of CLA to clarify relevance with SDGs with illustrations and outline lists. The framework is expected to be used as a guideline when policy-makers implement CLA, project planning, and evaluations of both the central government and at the community level.
3. Consolidate practical tools for implementing CLA frameworks as a module package. Use cases and reflections as the basis for verifying and introducing existing tools in community development and ESDs to create balances between theory and practice and context and versatility. Each module will be used as a practice by training staff and practitioners in the field and will be linked with the framework content.

2. Case Study Analysis

2-1. 'Learning' for collective actions

Collective Learning and Actions (CLA) for Sustainable Community Development is used in complex, real-life situations where learning strategies must account for different learning needs and learner levels across age groups. While accounting for the innate and experiential knowledge existing within the stakeholders' community, the learning strategy must also be transformational and engage participants' critical thinking and reflections, allowing them to question their assumptions, beliefs, and status quo to build whole system understanding and change collaborations.

The seven case studies from this publication provides an opportunity to understand the characteristics of the CLA approach in the diverse thematic and social contexts of Bangladesh, Japan, India, and the Philippines as a collective journey towards developing a common framework.

This paper attempts to provide a synthesis in understanding the CLA approach through,

- Key features such as thematic learning areas, learning spaces, and stakeholder interactions with the CLA approach under these projects;
- How the learning environment and infrastructure influences learning

1. Key features of the CLA approach

Learning Spaces

Learning can take place in the following three spaces:

- Organizational/Institutional spaces of project-implementing entities
 - Informal spaces at community level
 - Formal learning spaces such as schools, colleges, and universities
-

Learning Process Organization and Operation

The organization and operation of learning process in these cases are owned by community members, non-governmental organizations (NGOs), higher education institutions, and government organizations.

Facilitating effective, diverse stakeholder participation is a key feature for driving success and overcoming a range of local contextual barriers, as demonstrated in the Mizushima Environmental Learning programme. Former staff members of steel and petrochemical industries in Mizushima, who were members of the central Coordination Committee, played a key role in overcoming the barrier of the past. They facilitated the participation of various stakeholders and built its partnership in an environmental learning programme via dialogue and positive communication. This helped by way of industry allowing factory sites to become learning places that organized tours and talks on the city's history. It was important that the Mizushima Foundation was able to organize stakeholder dialogue and allow ex-industry employees to play this key facilitative role.

'Project design and learning framework that was participatory, inclusive, flexible and dynamic' proved to be a key enabler to ensure effective participation and learning for the Inclusive Community-Based Disaster Reduction and Management Project in the Philippines. The Indian case study of the IEC for Maharashtra Gene Bank also demonstrates the importance of design flexibility and resource allocation to respond to emerging learning needs. This is significant when there is much diversity among participants and in the starting points of learning levels, which warrants a tailor-made flexible and evolving learning process to ensure that it remains inclusive. This also emerges as key learning for project designers and facilitation experts, who must be educated in participant-centric inclusive facilitation and to not fixate on set goals. The degree at which this is achieved depends on many factors across the case studies. In the case of the Gonokendro from Bangladesh, demand-driven learning and skill development for local community members was facilitated in a participatory manner. But when it comes to what goes into libraries, decisions were largely made at the national level due to local socio-political realities.

Themes

Learning across a range of thematic areas of WASH, female education, sustainable economic and social development, biodiversity studies, disaster risk reduction, and ecological and social restoration are discussed in these case studies. They reflect both context-specific challenges and the priorities of the funding and implementing agencies.

Collective Vision Development

These case studies demonstrate the significance of collective vision development among stakeholders and context specific pathways. IEC for the Maharashtra Gene Bank project had it as an approach to design programmatic activities by way of participatory Curriculum Framework Development for Bio-cultural diversity and Sustainability Learning at the Maharashtra state level in India. In case of the Mizushima Environmental Learning programme in Japan, it emerged as the most significant outcome of the project implementation. For the Inclusive Community-Based Disaster Reduction and Management Project in the Philippines, the issue that was being addressed and how it affected all stakeholders proved to be the key driver in having a common initiative vision without requiring special investments towards developing it.

Mutual Learning

Collaborative Interactions between formal and non-formal spaces emerged as a core feature of Collective Learning and Action approaches. The experiential knowledge that communities bring in, contributes towards enhancing the quality of the formal learning process by linking it to real life situations, making it problem-solving oriented and helping learners overcome barriers of centrally standardized learning content and language of instructions, especially where this differs from the learners' mother tongue. This allows learners to use their cultural capital to perform better, as demonstrated by the bio-cultural diversity education programme designed by IEC for the Maharashtra Gene Bank project in India. Value of this collaboration is also demonstrated in the Okidozen Miriyokuka project in Japan, where community resources were used to develop an attractive curriculum.

This complementary nature can enrich both the spaces with each other's strengths and help overcome weaknesses. For this to happen, it is important to create effective platforms and facilitation support so that formal spaces / knowledge systems do not dominate the traditional and experiential knowledge systems/spaces of communities.

External Experts, Facilitators, Government Authorities, and Funding Agencies must learn a facilitation role as opposed to being an agenda setter. Facilitation should create platforms and processes where communities and a diverse set of stakeholders are able to effectively participate and drive the agenda. How to design a learning process which is able to address the power imbalance between the participating stakeholders and within communities is a challenge. The effectiveness of the CLA approach depends on this feature.

Case studies from the Philippines, Japan, and India illustrate this challenge in their own contexts. Participatory approaches and consciously-designed activities for capacity-building using appropriate media and languages, addressing different levels of education, social status, and privileges, and low self-esteem among the most disadvantaged members were demonstrated as some of the effective ways to address this challenge. These cases offer insights into effective CLA facilitation for sustainable community development.

This emerges as a significant feature to focus on while designing CLA frameworks applicable to diverse situations.

Local and Traditional Wisdom

Local and traditional wisdom is an important component of CLA, both as a learning area and as a driver for sustainable development. Recognizing this wisdom in a modern and formal education and developmental decision-making systems is another challenging area to address. The existence and sustenance of traditional institutions and platforms where inter-generational learning can happen and the methods by which this transfer happens as learning and practices is illustrated in case studies from Japan and India. Kominkan in Japan are the most evolved and stable institutionalized platforms for the practices, sharing, and transfer of traditional wisdom.

It is also noteworthy that in homogenous communities such as Japan, local and traditional knowledge can play an important role in connecting participants. In diverse and stratified communities such as in India, traditional wisdom can become a highly-contested resource and learning area. It becomes critical for educators, managers, and leaders to learn the cultural politics emerging from these contested realities, what gets recognition as a legitimate knowledge system and what does not, who controls the platforms necessary for the transfer of such knowledge, and how to create equitable platforms and just ownership.

Learner-Appropriate Methods and Tools

The CLA approaches in these case studies demonstrated the importance of participant-centric and needs-based learning methods. Art and play, city tours, neighborhood walks, educational games, demonstrations of good practices, group discussions to draw action points, storytelling, exposure visits, project-based learning (using tools such as mind mapping, curriculum framework, posters, handbooks, maps, theatre, music, poetry, visual arts, and multimedia) were effectively employed in these case studies.

2. Learning Environment and Infrastructure

Community Ownership and Contributions

The Matsumoto case from Japan highlights the strengths of the Kominkan as a community gathering and learning space supported by communities and also the government. These spaces have traditionally played an important role in upholding normative values (sense of community, intergenerational co-habitation) and as learning centers for life skills, health, and cultural heritage. As can be expected in any context, such centers are seen as infrastructure with potential for service-delivery and implementing community development schemes of the governments, playing a much broader role within the community. Though this process has its own tensions amidst resource limitations (as also experienced in case of Gonokendros in Bangladesh), there emerges a larger case for such learning spaces' engagement with prevailing and emerging developmental challenges faced by communities. This may require evolution in terms of ownership to ensure that resources are available for infrastructure development and maintenance at these learning centers. While there is increasing role for government management of Kominkan, the Okidozen Miryokuka project (also from Japan) demonstrates the possibilities of community contributions towards creating a local learning center and other student support systems.

Resources Mobilization Challenges

The learning spaces require infrastructure and other resources to facilitate effective learning. Local communities (either autonomously or in collaboration with government, industry, and any other stakeholders) are increasingly expected to arrange for basic infrastructure, operations, and maintenance. There are certain challenges in such collaborations and partnerships. As basic infrastructure in schools (as demonstrated in Prajwala project from India), water and sanitation facilities are the bare minimum required for ensuring that girls (especially those from remote areas) attend school, retain them, and also contribute to enhanced learning achievements. Considering formal education as a public good and a core government responsibility, this case study also highlights the increasing role of non-state / non-government actors in helping create and prioritize basic infrastructure development in schools. Greater community ownership is an important sustainability indicator in such collaborations. While this can help create these facilities and bring positive change in terms of the operation and maintenance of water and sanitation facilities, to what extent communities can influence the learning process must also be determined at the project design stage, as it can also create variations and inequalities. The possibility of non-state actors influencing the content, transactions, and governance of education and the withdrawal of the state from its commitment towards public education system is an area of serious concern in recent times, and an important area of learning and adaptation at the organizational / management level. It is important to critically evaluate collective learning models with different stakeholders, roles, responsibilities, and balances of power to influence learning.

Infrastructure, Identities and Community Roots

The Gonokendro case from Bangladesh highlights synergetic possibilities by creating non-formal learning resources accessible to communities linked to formal learning spaces. This facilitates easier exchanges between these two spaces and can optimize resource use.

In terms of identity of community learning spaces, Japanese Kominkan are longstanding institutions, while Gonokendro in Bangladesh are of recent origin. No such nationwide community institution exists in India. There are public libraries and other informal youth institutions, eco-clubs, and elderly clubs in some parts of India. These have potential but are far from becoming effective learning places for sustainable, integrated community development with required infrastructure, and community, and government support. Gotul, an ancient institution that survives among sections of the Gond community in Central India, is an exemplar community-based learning space that can become a model for the CLA approach in the Indian context.

Kominkan and lifelong learning have received legal backing and financial support from the Japanese government, which is unique among all the case countries. With this systemic recognition and support, Kominkans have evolved into an effective institution with deeply democratic values as manifested in four principles guiding functioning of the Matsumoto Kominkan viz. ; 1) everyone can learn freely ; 2) everyone gets support for learning ; 3) everyone can get information about learning, and, ; 4) everyone contributes to society with their learning experiences. This makes a strong case for developing local community institutions that can bring together different sections of the community and facilitate cooperation between formal and non-formal learning.

For community-owned learning platforms and institutions, integration with larger developmental needs and government programmes offers a valuable proposition. But these institutions also require adequate autonomy if they are to address sustainability challenges in the larger developmental process, and not themselves become dependent upon and subservient to prevailing developmental models.

Satish Awate, CEE, India

2-2.Participation, Partnership, and Power Balances

Introduction

Community participation and multi-stakeholder collaboration is recognized as a key factor for successful community development initiatives. It is both a process and an outcome that ensures the representation of stakeholders from different sectors and backgrounds and enables them to be active participants in the partnership. This means that communities have a significant degree of power and influence over the planning and decision-making processes involved in addressing their needs, problems, and issues.

This paper attempts to analyze the degree of participation and the power balance dynamics that influences the processes and outcomes of a multi-stakeholder engagement in different case studies, such as:

- The composition and degree on which the key stakeholders of each project are involved and engaged, including the actions and strategies that address barriers to participation;
- Partnership and the degree of shared power and accountability between different stakeholders, to include structures and representation in planning, decision-making processes, and inclusion.
- Outcomes and results of the partnership and the participation of the community.

These findings are based on the results of guide questions and reviews of case study documents.

Review of Case Studies

All case studies involve diverse stakeholders in terms of age, gender, economic, education, cultural, and institutional

backgrounds. Stakeholders come from community - based organizations, private and business organizations, government and non-government institutions, schools, and higher education institutions. The nature of the project and the extent of the issues addressed by each case study influence the range and type of stakeholders involved in the project.

People or specific sectors of the community who are directly affected by the project or issues are considered key stakeholders. This the case of the focus on girls as major stakeholders in the Validating Scalable Models for WASH in India, the involvement of persons with disabilities in the Inclusive Disaster Risk Reduction in the Philippines, and the youth in the youth-led sustainable community project in Bangladesh. Complex and technical projects that require specific expertise include external experts. This is the case of the Miryokuka coordinators involved in the Okidozen Education Miryokuka Project and the higher education experts at the CEE Gene Bank project.

Each case study presents varying degrees of involvement from government, private sector, and non-government organizations. Government sector involvement is present in all the projects as providing support or leading the initiative (as the case of the Matsumoto city government). Civil society organization involvement is very strong in the cases of Bangladesh, India, and the Philippines, with NGOs leading those initiatives. The involvement of private companies is also significant, such as in the case of the Mizushima project.

Each case study has its own process and collaborative structure. The cases of India and Philippines have NGOs as project holders leading and facilitating the collaboration of multiple stakeholders at different levels, from national down to local. Each stakeholder has specific agreed-upon roles in the project. The Bangladesh case was facilitated by an NGO in collaboration with Community Learning Centres (called gonokendros) who primarily coordinated different community-level stakeholders through its committees. The Miryokuka and Mizushima projects were coordinated via steering committees, and the initiative in Matsumoto was coordinated by a focal point and coordination body.

Trust issues and stakeholder motivation are barriers to stakeholder involvement, such as the three projects in Japan. Economic, social, and political factors are the challenges faced by stakeholders in Bangladesh, India, and the Philippines. These challenges were addressed by consultations, continuing dialogue, and participatory approaches in engaging stakeholders that included technical capacity-building to support their participation. Consultations and continuing dialogue between stakeholders has strengthened relationships and built trust, as demonstrated in the three projects in Japan. Structures were formed or existing community-based structures were used (community learning centres, kominkan, gonokendro) as collaboration platforms.

Participatory approaches, creativity, and flexibility in project design enabled the participation of stakeholders, particularly from marginalized communities in India and the Philippines. This was the case of the decentralized workshop of the project in India to ensure the participation of women from distant villages, and the capacity-building support given to persons with disabilities in the Philippines.

The nature of the leadership in the different projects varied and was dependent on who was leading and financing the project implementation. Stronger local government leadership (Miryokuka and Matsumoto) can be compared to strong NGO leadership (India, Bangladesh and the Philippines). The lead organization primarily acts as a facilitator to ensure the involvement of all stakeholders and collaboration between them.

Project steering or executive committees where key stakeholders are represented served as platforms for participation in decision-making processes (Japan, India and the Philippines). Active communication, consultation, and dialogue with the larger community were also used to ensure wider community participation in these projects. A more structured representation and process was present in Bangladesh through their gonokendros, where decisions are made by the Gonokendro Trustee board and its stakeholders. Equal representation in these structures was ensured by involving stakeholders from different backgrounds, sectors, and institutions.

In countries like Bangladesh, India, and the Philippines, poverty and marginalization was a given context of their project key stakeholders. Processes to facilitate the participation and inclusion of marginalized groups is part of the framework of the project's design and goals. These are in place to ensure active participation. These frameworks facilitated decentralized workshops and ensured female facilitators in the project in India. They ensured physical accessibility of venues and provided learning and teaching aids (such as sign language interpreters) in the Philippines. They also ensured gender-inclusive policies such as a "minimum 50% female participation in all activities" at the gonokendro in Bangladesh.

Accountability was shared by giving specific roles and responsibilities to different stakeholders. Building teamwork

and a sense of community responsibility was also part of building shared responsibility. This was demonstrated in the Miriyokuka project that was premised on teamwork to ensure shared responsibility, and the sense of responsibility impressed on community members in Matsumoto through its kominkans and CDCs.

In the projects at Bangladesh, India, and the Philippines, NGOs facilitated the partnerships and collaboration and bore the most accountability. Though accountability and responsibility is shared with multiple stakeholders, the NGOs had the largest share of accountability and responsibility as the project implementer. This accountability was due to the community, the project stakeholders, and the project donor.

The development and enhancement of collaborative mechanisms were significant to studies in Japan, such as the formation of inter-sectoral mechanisms for education, welfare, and administration for coordinated community development mechanisms in Matsumoto, and the development of the Mizushima Future Vision and roadmap.

In Bangladesh, India, and the Philippines, the development of leadership skills to enhance active collaborations outside the intended outcomes of each project were very significant. These skills included leadership, networking, working with people from diverse backgrounds, communication skills, and facilitation skills in drawing a common vision for the community. The projects also granted increased awareness of social inequalities and provided a gender and disability inclusive lens that will contribute to active participation and the inclusion of marginalized groups in future projects and partnerships.

Synthesis

Multi-stakeholder collaboration requires the active participation of all stakeholders throughout the process of community development initiatives, particularly of those whose lives are directly affected by the issues addressed, and those whose power and influence have the potential to affect the outcome of the project. Their participation requires not simple consultation or involvement in the project's activities, or just being the recipients of the end benefits of the project. It means that they are playing an active part and have a significant degree of power and influence in the project's over-all process.

Community participation varies and depends on the many factors and contexts of stakeholders. This is apparent in the different case studies that showed varying degrees of success, challenges, and barriers in multi-stakeholder engagement and facilitating active participation in multi-stakeholder collaborations.

Social and economic factors such as education, income, people's traditional perception of leadership and authority, feelings of powerlessness, physical ability, gender, age, cultural diversity, levels of trust, and relationships in the community are some of the many factors that influence the degree and level of participation of stakeholders in the different case studies.

Engaging diverse stakeholders to ensure equal representation is one of the elements to make multi-stakeholder collaboration work. However, it is important to note that having equal representation in any project does not automatically result in having equal power. Some groups or individuals will have more power than others.

Equalizing the balance of power is crucial for meaningful participation and sustainable partnerships. It is critical for an organization facilitating a multi-stakeholder engagement to be aware of the following situations:

- Existing social, economic, and cultural diversity
- Existing power structures
- Situation of marginalized, excluded, and vulnerable groups
- Levels of trust between members of the community
- Community relationships
- Stakeholders' capacities

Considering these situations in the framework, goals, project design, and when establishing the processes for engagement and participation will contribute to enabling stakeholders and addressing the challenges they face to actively participating. The case studies demonstrated these in varying degrees, through participatory processes that included creativity and flexibility in the design and implementation of each project.

Finally, learning outcomes such as awareness-raising and the development of new skills will be significant to the sustainability of these initiatives.

3. Case Studies



3-1. Bangladesh

COLLECTIVE LEARNING AND ACTION FOR SUSTAINABLE COMMUNITY DEVELOPMENT THROUGH GONOKENDRO

Target area	Chandpur District and Brahmanbaria District, Chittagong Division, Bangladesh
Social issue keywords	Poverty, Unemployment, Gender inequality (Early child marriage, Dowry, Sexual harassment, Violence against women and girls), Hygiene, Arsenic pollution, and Environmental issues
Leading/backbone org.	Gonokendro Trustee Board BRAC Bangladesh – (BRAC Education Programme)
Implementation period	October 2015 – ongoing

BACKGROUND AND OBJECTIVES

The project was implemented primarily in the Chandpur and Brahmanbaria districts of Chittagong Division in south-eastern Bangladesh. Low literacy rates, gender inequality, poor hygiene, and various environmental issues were identified as the major issues by the local communities of both districts. The literacy rate in Chandpur is 58% and is less than 33% in Brahmanbaria, while the sewerage coverage rates in the two districts are 54% and 37% respectively.

Activities were designed under the Youth-led Sustainable Community Development Project and directed towards tackling environmental issues such as arsenic pollution, sanitation, pollution, awareness of violence against women, and early marriage. Multipurpose Community Learning Centres (MCLCs), called Gonokendros, in the target areas were mobilized as physical platforms to serve as community centres to tackle these issues.

There are many types of social problems in society. The Trustee Board and youth committee collected information from the community, sorted out the main issues, and called a meeting with the local government, local elites, school management committees, teachers, local resource persons, local youths, and other community members who were willing to join. The Gonokendro Trustee Board and its various stakeholders worked together to identify and solve the issues.

The youth group has been working from the inception of the Asia-Pacific Cultural Centre for UNESCO (ACCU), a regional project which included Bangladesh, five years ago. Youths are more energetic and are willing to do something for the community. Gonokendro youths acted as frontliners to solve the local issues.

START-UP PROCESS

MCLCs or Gonokendros are community learning centers usually located in secondary schools premises in Bangladesh. There are currently 2,900 MCLCs in different parts of the country. The partnership with ACCU and the BRAC Education Programme began in 2015 to build on the existing Gonokendro model and test youth-led engagement frameworks and activities that focused on a sustainable community development agenda to solve local issues.

Both BRAC and the community finance the establishment of Gonokendros, but within two years they transform into full-fledged trusts that become financially sustainable. During those first two years, communities must collect a minimum of 900-1,000 USD, to which BRAC makes a matching contribution. This money is then invested in a financial institution for a fixed term, and Gonokendros are registered as trusts at a government institution. The interest of this money is used to cover regular Gonokendro expenses. Various activities are organized by Gonokendros to respond to the needs of the different segments of people in such communities, such as library services with a special corner for local children, training on information technology and livelihood skills, and various socio-cultural activities. They also build awareness on social issues and solve specific local problems.

STAKEHOLDERS

The MCLCs' activities are conducted via a BRAC collaborative effort and its multiple stakeholders. They are located at the centre of unions (the smallest rural administrative unit), in many cases within a secondary school's premises, and built by donations from the community. All Gonokendro activities and finances are maintained and managed by the Trustee Board. Eleven members from the community are selected as members of the Board, including one of the local BRAC employees. The chairman of the local Union Council (lowest tier of the local government) is also chairman of the School Managing Committee (SMC). The Chairman of the School Managing Committee and the headmasters of the schools are elected as the president and secretaries of the Gonokendro Trustee Board, according to their positions.

To support the Trustee Board, every Gonokendro has a youth committee, 30-50% of which are women. Considering their potential and being the key catalyst to sustainable development, youth groups have been actively involved in MCLC activities. They help mobilize funds for the Gonokendro and organize different socio-cultural activities, including competitions, awareness-raising on different social issues, gathering information, interacting with various organizations, and sharing ideas with each other and with the Gonokendro Trustee Board.

The government also plays an important role. At the national level, a Memorandum of Understanding (MoU) was signed

between BRAC and the Directorate of Youth Department (DYD) under the Ministry of Youth and Sports. A contract was made allowing the youths of a Gonokendro to obtain livelihood skills via DYD training. This allowed youths to become engaged in income-earning activities and change their socio-economic conditions. The Cultural Ministry provided support via library and cultural activities.

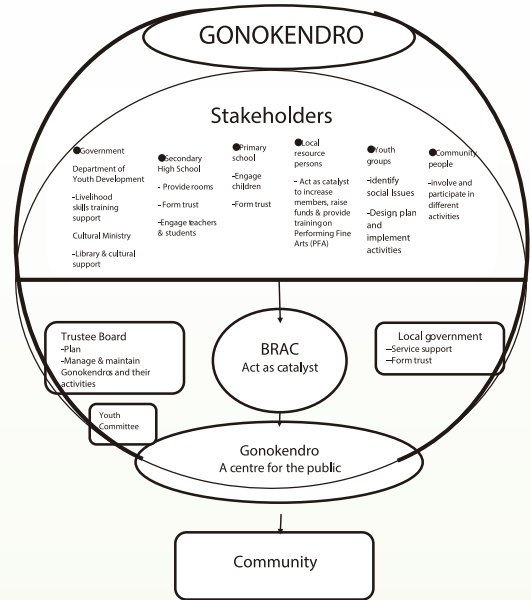
The involvement of local level governments is imperative to ensure sustainable development in a country like Bangladesh. Gonokendros actively engaged local governments for the smooth operation of their activities. These activities included awareness-building among the community on eve teasing and violence against women, participating in social and cultural activities, and mobilizing funds for Gonokendro.

Upazilla Parishad (local governments in the sub-district level) were also engaged in certain activities. Local physicians under Upazilla Parishad delivered free monthly health services to the local community. They also instructed locals on nutrition, and hygiene issues, and children’s vaccination. Agriculturists were also employed to share knowledge with the local community on better cultivation methods.

Participation and a feeling of ownership are essential for sustainable development. Gonokendro engage local resource persons (LRP) in its various activities. LRPs are individuals drawn from the community who are interested in and committed to local development. After they are selected, they are trained to deliver services to their communities. There are various LRP categories working for different activities. They work with Gonokendros part-time and receive honorarium for their services. Seven LRPs are working in ACCU-supported Gonokendros. Being local, the LRPs can better understand community characteristics and deliver services accordingly. LRPs are responsible for arranging training on performing arts, organizing cultural programmes, mobilizing funds, increasing community participation in Gonokendro activities, etc.

A part-time librarian (usually female) is responsible for Gonokendro library activities. A Gonokendro is open to all. There is no need to be a member to use Gonokendro or participate in its activities. It is mandatory to become a member to borrow books from the library or to be involved in the planning and management of Gonokendro activities. All teachers and secondary school students, local youths, and community members can be members of Gonokendros.

The collective efforts of a multiple stakeholder engagement have made a major qualitative impact on rural society and has significantly contributed to its development.



Multi-Stakeholder Engagement for Sustainable Community Development

A Collective Effort

- Medical camps where doctors from a local government hospital can provide free medical examinations.
- Livelihood skills development training for youths to allow them to engage in income-generating activities and create self-employment.
- Cultural activities and awareness-building among the community on early marriage, eve teasing, and violence against women.

ACTIVITIES

Considering the voices and demands of the community people, the Gonokendro Trustee Board and its stakeholders select issues and decide which activities to implement. BRAC provides technical support if needed. Stakeholders are actively involved in implementing the following activities centred on Gonokendro.

Gonokendro and the local government

Gonokendro engaged the local government as an important stakeholder for its activities, such as:

- Discussions on arsenic pollution and marking contaminated tube wells with paint with the help of local government health workers.



Marking arsenic-contaminated tube wells with paint / ©BRAC



Community awareness-building on early marriage, dowry, sexual harassment, violence against women and girls, etc. / ©BRAC



Book exhibition to encourage the habit of reading and to increase the number of books /©BRAC

Youth group

Youth groups have been actively involved in Gonokendro activities since the inception of the ACCU project in Bangladesh five years ago. They help mobilize funds for the Gonokendro and organize different socio-cultural activities, such as:

- Orientations, discussions, and documentary film showings on social issues (example : early marriage, dowry, environmental development, sexual harassment, violence against women and girls).
- Orientations, rallies, and discussion meetings held on National and International Day celebrations.
- Building and maintaining bird sanctuaries.
- Tree planting (especially in haor areas) which must be protected from landslides, etc.
- Multimedia presentations to raise community awareness on various social issues. Multimedia presentations are arranged in public places such as the local market, the union administrative office, and Gonokendro using audio-visual equipment.

The most common activities organized by the youth committee are drawing competitions, essay writing and recitation, performing skits, drama, celebrating important national and international days, arranging book exhibitions, organizing ICT fairs, eye camps (set up to provide eye examinations and diagnosis), blood donations, and medical camps to benefit the common people.

These activities were developed based on community issue analysis and needs to provide health care, reduce pollution, and tackle environmental issues.

BRAC provided technical support for the planning and implementation of Gonokendro activities, such as organizing meetings, conducting orientation sessions, communicating with the government, and engaging LRPs to conduct training on performing arts. We also occasionally provided financial support to implement such activities.



Rally on awareness building for nature conservation, environmental development, and tree plantation (especially in haor areas, which need protection from landslides) /©BRAC



Idea-sharing session for ACCU project partners with multiple stakeholders engaged in ACCU project activities in Chandpur/©BRAC

DRIVERS

The main driving factor was the people's love for their country, communities, and themselves, leading to their willingness to work for development. Another driving factor was their faith in BRAC and ACCU. Added to these were awareness-promoting activities such as group activities, meetings, orientations, and audio-visual consultations. People were also motivated by advice related to their daily lives, such as increasing income and improving their living conditions.

BARRIERS

- Limited resources for project activities reduced their quality, reach, and scale.
- Lack of an incentive structure for youth and unclear pathways for them to engage in the project after its implementation period.
- The depth and approach to engage local governments in the project were not satisfactory, which affected overall achievement and effectiveness. The Upazilla (sub-district, second lowest tier of the local government) has many departments for rural development which take on countless duties. This limits their involvement in the project, as they cannot make frequent visits to project sites. There is a need to engage all government development sections in the project from the Upazilla level to achieve better results.

On the other hand, specific Upazilla government sections (such as the medical and agricultural sections) actively participated in the project. They have strong mandates and were directly approached by BRAC to participate in the project. Personal connections between the two sections and BRAC also helped promote their engagement.

OUTCOME

- By formulating youth committees, youths are taking part in various social development activities. For example, youth committees have taken a role in the community in stopping early marriage, dowry, reducing violence against women and girls, and creating social awareness about arsenic mitigation in water. They promote their activities by arranging gatherings, hanging banners and posters at different local areas including school arenas, and organizing multimedia presentations and small group meetings.
- People are now aware of the issues of child marriage, dowry, sexual harassment, violence against women and girls, etc.

Girls in the community now feel confident and safe anywhere they go in the community.

- Skills development training has helped generate employment amongst youths and makes them more productive. After receiving training, some of them started their own businesses, such as farming and local shops.

Voices From the Community and Third Parties

The BRAC Education Programme organized a workshop to share the experiences of the Youth-led Sustainable Community Development Project on 16 July 2019 at Faridgonj Upazilla Auditorium, Chandpur. The lessons learned from the workshop are as follows:

- The Youth-led Sustainable Community Development Project run by the BRAC Gonokendro was very successful, and people were very enthusiastic about the ACCU-supported project. They were eager to have BRAC be further involved in different activities to develop their communities.
- Community people benefitted from ACCU-supported projects and became aware of different social issues and were eager to become more involved in various BRAC development activities.
- The Youth-led Sustainable Community Development Project created demand for sanitation and hygiene-related activities at their educational institutions. The next step would be to have this addressed by youths. The process would start with youths initiating the project by analysing the situation, consulting with the Trustee Board, and then proposing the project to BRAC. Youth groups can create income-generating activities for Gonokendro, such as collecting seasonal crops from the community and selling them in the market and using this money to implement Gonokendro activities.
- The project created a demand for Madrasa education. Government officials requested that this issue be addressed by incorporating it into BRAC’s education-related activities.

COLLABORATIVE MECHANISM

Gonokendro activities are conducted through the collected efforts of BRAC, ACCU, local level governments, and their multiple stakeholders with active community support to ensure sustainable community development. All Gonokendro activities are maintained and managed by the Trustee Board, which is comprised of eleven members selected by the community.

A Memorandum of Understanding (MoU) was signed between the BRAC Education Programme and ACCU to work jointly for sustainable community development. We had an engaging and productive collaboration with ACCU. Under this project, various community development activities were implemented through multiple stakeholders’ engagement and their collective efforts. People were enthusiastic about the ACCU-supported project and eager to have more support from BRAC and ACCU to develop their communities.

LEARNING ASPECTS

A one-day focus group discussion (FGD) was conducted at the end of the project. Participants were able to:

- Evaluate the quality of the activities as participants and

beneficiaries.

- Know how the activities effected people’s lives and communities.
- Learn about the effectiveness of ICT modules in elementary and secondary schools and for the general public.
- Understand the importance of promoting local traditions such as art, song, and dance utilizing local cultures and resources. We provide training on art, song, and dance via the Local Resource Persons.



Medical camp to benefit the common people /©BRAC

TIMELINE

mm/yy	Internal coordination	External (community) interventions
2015	<ul style="list-style-type: none"> • BRAC and ACCU share their current projects • A briefing session and workshop is held at the BRAC Head office on Youth-led Sustainable Community Development Project • Project area visit by ACCU officials (Solla Gonokendro under Chandpur District and Shahbajpur Gonokendro under B-baria District) • MoU signed between BRAC and ACCU on 8th September 2015 • Engage local stakeholders • Develop a core youth group • Identify local issues • Engage youths in sustainable community development project 	<ul style="list-style-type: none"> • Youth groups formulated in each Gonokendro to work for the communities • Conducted orientation session by ACCU officials for youths in project areas • Project activities started in Bangladesh
2016	<ul style="list-style-type: none"> • Identified and prioritized local issues • Developed a common understanding and conducted capacity-building for project staff and the youth leaders • Introduced 6-step approach (provided by ACCU) in the project 	<ul style="list-style-type: none"> • Engaged local government in project activities • Engaged LRP in project activities
2017	<ul style="list-style-type: none"> • Formulated activity-based sub committees involving local people 	<ul style="list-style-type: none"> • Engaged Upazilla-level government officials in the project activities • Youth committee and sub-committees jointly worked to create awareness on environmental issues • Started a tree plantation especially in haor areas to protect against landslides • Began awareness-building on nature conservation, i.e., learning to abstain from killing migratory birds and ensuring a safe environment for them by protecting their nests • Started documentary film showings to create awareness on various social issues

2018		<ul style="list-style-type: none"> Engaged Upazilla-level government officials for implementing project activities Organized medical camp/health camp for free health check-ups Provided basic ICT literacy training for students Provided livelihood skills development training for youth to create self-employment
2019	<ul style="list-style-type: none"> Started new project called "Collective Learning and Action for Sustainable Community Development" Introduced bi-monthly progress review meetings in each Gonokendro Planned scaling the best practices of ACCU projects in all Gonokendros Conducted FGD to assess the effectiveness of project activities 	<ul style="list-style-type: none"> Engaged various stakeholders in the project
2020	<ul style="list-style-type: none"> Organized an international workshop on Collective Learning and Action for Sustainable Community Development at the BRAC Centre, Dhaka Organized a project area visit at Chandpur District for the ACCU project partners of the Collective Learning and Action for Sustainable Community Development Organized an idea sharing session for ACCU project partners with the multi-stakeholders who are engaged in ACCU project activities in Chandpur 	

Monthly Interventions

mm/yy	Internal coordination	External (community) interventions
January to March	Youth groups, Government, BRAC	<ul style="list-style-type: none"> Orientation, rally, and discussion on National and International Day celebrations Medical camp for free health check-ups ICT training for students
April to June	Youth groups, Government, BRAC	<ul style="list-style-type: none"> Medical camp for free health check-ups; Initiatives to reduce arsenic pollution. Documentary film showings on social issues
July to September	Youth groups, Government, BRAC	<ul style="list-style-type: none"> Tree plantation Medical camp for free health check-ups ICT training for students
October to December	Youth groups, Government, BRAC	<ul style="list-style-type: none"> Livelihood skills development training Maintaining bird sanctuaries Orientations, rallies, and discussions on National Day celebrations Medical camp for free health check-ups Documentary film showings on social issues

3-2.India

INFORMATION MANAGEMENT, EDUCATION, AND COMMUNICATION (IEC) FOR THE MAHARASHTRA GENE BANK (MGB) PROJECT

Target area	Maharashtra State, India
Social issue keywords	Formal education content and processes delinked from learners' habitat, erosion of useful bio-resources valued by communities across the state, livelihoods, and nutritional security, coloniality of knowledge generation and recognition
Leading/backbone org.	Centre for Environment Education (CEE)
Implementation period	2014 – 2020
Reference URL (if any)	www.gotul.org.in (only in Marathi language, English version is expected in 2021)

BACKGROUND AND OBJECTIVES

The Information Management, Education, and Communication (IEC) for the Maharashtra Gene Bank (MGB) Project was one of the eight components of the larger MGB Project with the goal of documentation, validation, and propagation of successful community-driven practices of biodiversity conservation. The programme was conceptualized and implemented to be at the crossroads of conservation biology, human ecology, and the social sciences to bridge the gaps between disciplines and institutional platforms. The group was comprised of experts from five research institutions and 15 Non-Governmental Organizations (NGOs) across Maharashtra, working in eight broad thematic areas related to conservation, (forests, grasslands, agricultural ecosystems, livestock, marine ecosystem, wetlands and freshwater ecosystems, and information management education and communication).

Key issues addressed by IEC for the MGB project are as follows:

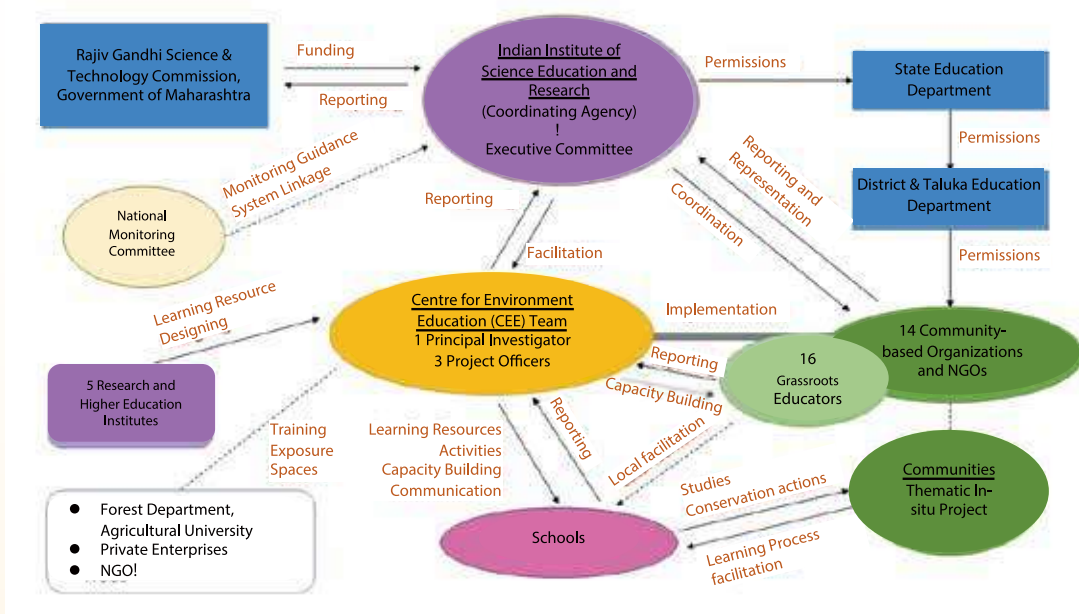
- 1.Lack of baseline on biodiversity information and learning levels among students in the state.
- 2.Developing understanding about the learning areas, outcomes, processes, and resources required to design a bio-cultural diversity learning curriculum contextualized to Maharashtra's bio-cultural realities and sustainability challenges.
- 3.Requirement for a field-tested School / College-based Biodiversity Registration (SBR) methodology handbook and educational resource kit appropriate for learners from all parts of Maharashtra.
- 4.Lack of state-wide studies on the status of prevailing school projects, topics, materials, costs, and learning outcomes.
- 5.Designing appropriate pedagogical instruction concerning 'food diversity' among students and teachers in the state's socio-cultural and natural contexts.
- 6.Lack of appreciation (overall and in the developmental sector) of the significance of education as a subject and a driver for sustainable change.
- 7.Need for participatory platforms in regional-language (Marathi) for the management and dissemination of relevant information to strengthen public awareness about biodiversity.

START-UP PROCESS

This project was part of a larger initiative by Rajiv Gandhi Science and Technology Commission of the Government of Maharashtra. This collaborative process was anchored by internationally-acclaimed ecologist Professor Madhav Gadgil. Conservation priorities, elements and strategies were identified through a state-wide consultation process joined by local communities dependent upon biodiversity resources, using their traditional and experiential knowledge and practices, non-governmental organizations, and academics from respective districts. The fact that this approach was accepted by the state government agency and there were already community-based organizations in existence that could participate in this innovative project was a key enabling factor. The priorities of formal research institutions are still largely siloed, and the lack of a platform and practices where multiple stakeholders could come together and work towards a common goal was a formidable challenge to overcome. For the IEC for MGB project, lack of appreciation for education in general and especially as a key driver for conservation and sustainable development among stakeholders was a disempowering context. This lack of appreciation for education is based on the traditional belief that education is a long-term investment disconnected from the socio-economic processes of communities and also historical baggage of a dominant tradition that did not allow education for all.

STAKEHOLDERS

Local communities undertook participatory studies and in-situ conservation initiatives, motivated by their livelihoods and the cultural significance of the bio-resources. Community-based organizations anchored the process at the community level, which furthered their mandate with medium-term financial support. 200 schools across the state participated in testing a bio-cultural diversity and sustainability learning curriculum motivated by capacity-building opportunities, improved learning methods, resources, and acknowledgement of special efforts. The Science and Technology Commission of the state government provided financial support towards fulfilling its mandate and undertaking novel project design and implementation. CEE designed and implemented the project in collaboration with



multiple stakeholders under the same motivation as other partner organizations to be able to further its mandate of biodiversity conservation education and developing networks with medium-term financial support.

ACTIVITIES

The project focus was on studies and participatory conservation methods for various biological resources which communities depended upon for their livelihoods and other cultural needs. The participatory environment was ensured by having PSMs work closely with partners through an extensive consultative process. A series of capacity-building measures for PSMs was designed to strengthen their participation. Knowledge-building and sharing grassroots-level conservation actions, policy recommendations, and habitat-linked learning approaches for the younger generation contributed to sustainable development as an ongoing journey.

- To address the lack of a baseline on biodiversity information and learning levels among students in the state, a baseline study was carried out with over 300 students from 16 clusters spread across different regions of the state. This baseline study included assessing students' familiarity of different species of trees, wild edibles, fish, and butterflies from their neighbourhood and the number of plants seeds they could recognize. Exercises were also used to assess age-appropriate mathematical competencies required for environment education projects, values, and choices related to gender and local non-hybrid seeds based organic farming.
- The curriculum development process involved extensive field visits to the MGB project areas, drawing upon rich nature and cultural realities, consultations with partner organizations, teachers, biodiversity experts, pedagogists, textbook developers, and biodiversity and communication experts.
- Training and capacity-building activities for teachers, students and Paryavaran Shikshan Mitra (PSMs), who are 'grassroots environmental educators', were designed by the CEE team in collaboration with external experts and were implemented with partner organizations who shouldered responsibilities towards coordination with local authorities and schools and identified knowledgeable community members as resource

persons and facilitation of Anandshala shibir -teachers-students workshops. The word Anandshala literally translates into Joyful School and shibir in Marathi means camp/workshop. These Anandshala Shibir's gave teachers and students hands-on training opportunities on two major approaches. One was Shivar Feri, which broadly translates into Neighbourhood Walk, exploring local biodiversity at three levels:

1. developing a broad picture of biodiversity in learners' broad habitats including landscape, waterscape, and people-scape,
2. exploring relationships between different biodiversity elements, and
3. Focussed exploration of learners' interests using multi-disciplinary competencies.

The second approach was school projects linked to learners' natural and cultural habitats, as educational policy mandated the constructivist learning approach and projects as an evaluation method.

- Other significant areas of collaboration included studies on food diversity among school children from different regions and social backgrounds; the status of school projects; and using beyond-text methods for documentation and communication about bio-cultural heritage and grassroots perspectives. The CEE team collaborated with 16 PSMs, the 'grassroots environmental educators,' by building capacities to undertake these studies. This kind of collaboration may not ensure the highest standards of academic quality and would require more careful anchoring and quality checks, but it compensates with the cost effectiveness and development of grassroots capacities critical to sustainability actions.



Students and teachers engaged in grassland studies/CCEE



Crops and Pests Study during a Shivar Feri/© Dhananjay Sayare (CEE)



An indoor session in Anandshala Shibir –Teachers-Students' workshop/©CEE

DRIVERS AND BARRIERS

Barriers

- Low appreciation of education as a driver for change (education being a long-term process).
- Widespread normalization of an 'instrumental' approach in involving schools and students in conservation actions.
- Poor connectivity / connection (in terms of the Internet and physical location), especially in biodiversity-rich and dependent regions.
- Lack of computer infrastructure and the capacity to use them in communities, organizations, and schools.
- Extremely low financial support to PSMs for grassroots facilitation.
- Low levels of basic subject competencies among students and teachers.
- Realities at the school level in terms of teachers' abilities and motivations, compounded by a larger policy environment of gradual state withdrawal from public education investments, non-academic work burdens on teachers, and school management.

Drivers

- Setting a collective vision across the themes through a series of meetings to identify priorities and community-centric conservation approaches.
- Perseverance of multiple stakeholders over a five-year process to get the project developed and sanctioned by the authorities.
- Scope provided by the five-year implementation period to design and test learning approaches and their effectiveness.
- Institutional ability at the CEE to continue with human resource commitments through hurdles of untimely release of and inadequate financial resources.
- Motivated project team at CEE and PSM extended teams.
- Effective collaborative approach adopted by the project team working with over 15 partner organizations.
- Using the Marathi language as a larger consensus.
- Scope and financial allocation flexibility when responding to emerging needs.

OUTCOME

- Curriculum framework for bio-cultural diversity and sustainability education for Maharashtra, developed and tested. It is available as a document.
- Effectiveness of the Shivar Feri method and Habitat Linked Projects-Based Learning (H-PBL) against the baseline study of biodiversity-related information and values among students and teachers in Maharashtra have been established, measured through pre- and post-project interventions, and reported through presentations made to the National Monitoring Committee.
- A biodiversity information and education-focused website in Marathi (www.gotul.org.in).
- A three-day residential camp/workshop module designed for teachers-students on bio-cultural diversity and sustainability and tested with 180 teachers and 350 students from across the state.
- A state-wide network comprised of NGOs, educational and research institutions, over 150 active schools/teachers, and 16 PSMs.
- Enhanced capacity of community-based organizations to facilitate biodiversity education in their local contexts.
- Studies of project ideas, resource materials used, costs, and learning outcomes with 1,000 students to contextualize project activities and resource materials.
- Existing practices of Project-Based Learning (PBL) in schools were found not in line with Constructivist Learning methods adopted by the national and state educational policies. This imposed a significant economic burden on parents having to spend money on reference materials, stationery, travel, etc. This problem was also linked to the lack of understanding on the part of school teachers about constructivist approaches and their ability to design project ideas on their own. To address this challenge, a Secondary and Higher Secondary School level-focused project ideas bank was designed and tested at over 150 schools, where students conducted projects of their choice after hands-on training in Anandshala Shibir in Habitat linked Project-Based Learning. This project ideas bank offers over 60 project topics detailed with objective(s), age appropriateness, subject linkages, details of resources needed, and methodology. This helped both teachers and students better understand constructivist approaches, as the method was able to use learners' cultural capital, local environment and knowledgeable persons as learning resources, and generated relatable and useful knowledge in the process. Additionally, it demonstrated that wasteful expenditures on wrote method and copy-and-pasted project ideas can be saved by following the constructivist method of using the local environment and community as learning resources.
- Study of 'food diversity' among students across Maharashtra, reported as a poster to the National Monitoring Committee meeting highlighting diversity of crops, varieties, wild food resources and recipes.
- Some key project outcomes (i.e., curriculum framework for bio-cultural diversity and sustainability education; study on food diversity among students in Maharashtra) were selected for presentation at an international academic conference on Design for Children at Indian Institute of Technology (IIT), Bombay.
- 'Lagnala Yayla Lagtay' or 'A Very Curious Wedding' – a curated photography-art exhibition depicting the bio-cultural heritage of Maharashtra was organized 10-13 October 2019 at Indian Institute of Science Education and Research (IISER), Pune. As part of the IEC for MGB project, this exhibition was curated

out of the works of PSMs, select students and teachers as photographers from indigenous communities, nomads, farmers and fishermen. It presented their perspectives about life and the culture surrounding them. Using photography as a medium meant that many of the learners found a way to overcome the struggles they confront while expressing themselves through the text of 'high art and literature' that often necessitates a translation. The exhibition was curated with contributions from an external expert using photographs and art installations in celebrating bio-cultural diversity in sections on birds and other wildlife presented as guests; different landscapes and waterscapes; connections of biodiversity with rituals and gender; customary gifts; and Gotul (a tribal hut with wooden or earthen walls) as an idea and traditional learning institution, belonging to the Gond indigenous communities and founded on respect for nature and gender equality. The exhibition gave visitors an opportunity to interact with photographers and listen to the stories behind each of these photographs. This exhibition started a conversation on the many ways in which biodiversity supports our lives and cultures, conservation challenges, and ways in which we can celebrate it and pass it on to a younger generation. This was also a local and bottom-up way of raising awareness on international conventions, such as United Nations Convention on Biological Diversity (CBD) and conservation targets.



Indigenous food and seeds exhibition during Gotul website inauguration programme/©Savita Bharti (CEE)



Pal - a section on nomadic life in A Very Curious Wedding photo-art exhibition on bio-cultural heritage of Maharashtra /©Savita Bharti (CEE)

COLLABORATIVE MECHANISM

The MGB project had a built-in collaborative mechanism from design to the implementation and reporting stages with a large collective of 20 organizations. The diversity of collaborating stakeholders was a challenge that required robust facilitation, coordination, and improvisation. It was a significant challenge to coordinate and collaborate with 14 partner organizations on implementing this project component. The CEE team's experience of implementing the UNDP-GEF -Small Grants Programme in the state as the National Host Institution and its

ability to work with a diverse group of community-based organizations came in handy to implement the work effectively. The strategic decision to work with a network of PSMs linked to partner organizations met with mixed success, but also added value to the whole experience in understanding the strengths and weaknesses of the bottom-up approach.

LEARNING ASPECTS

The goal of this entire project component was to embed learning and communication into the larger conservation programme of Maharashtra Gene Bank (MGB) by linking learning processes at schools to the conservation and developmental processes at the local level.

For this large and complex project, the term 'community' can be defined in different ways. Coming together, capacity development and on-field testing of approaches, and conservation activities led to the enhanced sustainability of developmental processes for communities at the village level. Local communities benefitted from communication and capacity-building among PSMs, teachers, and students, and the generation of knowledge and conservation actions by students.

Communities beyond the village level (Scheduled Tribal communities, nomadic communities, traditional fishing and farming communities) were important stakeholders in the project. The community-centric ecosystems based approaches to conservation and livelihoods, using the traditional and experiential knowledge of these communities supported by formal scientific methods, was a core feature of this project towards sustainable community development. The process of documenting and sharing local knowledge and learning under this project was also meant for cross-learning among different communities. Learning approaches were designed and tested to allow disadvantaged communities to reclaim their dignity using their own 'cultural capital' in formal learning and conservation settings. Community-level learning included leadership, using experiential knowledge for conservation in a larger developmental context, sustainable harvesting techniques, marketing produce, and conservation governance. Students could do projects on topics that suited their interests, using real-life knowledge, and express themselves in their mother tongues on their findings about the biodiversity around them and its uses. They also learned about traditional knowledge and practices from knowledgeable individuals in their communities, the scientific methods to study biodiversity, conservation challenges, and positive actions. Various studies, learning resources, and capacity-building modules contributed to enhance the quality of teaching-learning experiences in schools benefitting teachers, students, and parents' communities at the state level.



Students exhibiting their preparations during the Wild Vegetable Festival/© Nita Khade



Students actively participating in developing a community nursery/©Ramlal Kale

TIMELINE		
mm/yy	Internal coordination	External (community) interventions
01/2014	Initiation of project implementation, team building, etc.	
12/2014		<ul style="list-style-type: none"> PSMs (Grassroots Educators) capacity-building on EE and ESD Approaches Field visits to partner project areas and schools Anandshala -H-PBL workshop series
03/2015		Curriculum Framework Workshop with multi-stakeholders
08/2015		Grassroots Educators capacity-building on Curriculum Framework and thematic school activities
09/2015	Publication of Gotul magazine issue 1	
12/2015	Result-Based Framework development	
03/2016		PSMs capacity-building on using multimedia tools in bio-cultural diversity documentation
05/2016	Publication of Gotul magazine issue 2	
8/2016	Development and printing of Shivarferi Learning resource kit and Anandshala Module – 3-day residential workshop with teachers and students	
9-11/2016		Anandshala Shibir: Shivarferi – Teachers -Students' workshop series-1 on neighbourhood biodiversity exploration conducted
2/2017		Educators workshop on Bio-cultural Diversity Mapping
5/2017	Mid -term review by external expert	
9/2017		Educators orientation and planning workshop for Anandshala Shibir Series
11-12/2017		Anandshala Shibir: H-PBL Teachers-Students' workshop series -2 conducted
5/2018	Website development www.gotul.org.in	Inauguration of website and organizing public exhibition on bio-cultural diversity
9/2018		Understanding media and photography workshop for select students, teachers and PSMs
11-12/2018		Anandshala Shibir: Impact Assessment – Teachers-Students' workshop series 3 conducted
10/2019		Lagnala Yayla Lagtay (A Very Curious Wedding) a curated photo-art exhibition in collaboration with photographers belonging to 18 different communities
2019-2020	Completion of various studies, paper writing and final report development	

PROJECT PRAJWALA: VALIDATING SCALABLE MODELS FOR WASH IN SCHOOLS

Target area	Rajasthan State, India
Social issue keywords	Water, Sanitation, Hygiene, Health, Girls, Elementary Education
Leading/backbone org.	Centre for Environment Education (CEE)
Implementation period	2018-2021
Reference URL (if any)	www.ceeindia.org

BACKGROUND AND OBJECTIVES

According to the report of the Planning Commission of India for the 12th Five Year Plan (2012-2017), about 63% of schools did not have separate toilets for girls. The 2016 Annual Status of Education Report (ASER) of Pratham, a non-profit educational organization, revealed that toilets in 32% of the schools in India that were surveyed for the study, were not in useable condition, and 3.5% schools did not have any kind of sanitation facilities. The ASER report is an annual survey conducted by Pratham, an organization with the goal of providing annual estimates of children's schooling and basic learning levels for each state and rural district in India. The ASER has been conducted every year since 2005 taking sample districts from each state (<http://www.asercentre.org>).

40% of the girls' toilets were found to be unusable. Many school toilets were not constructed in compliance with quality standards set for school toilet construction by the Government. Many studies have shown that inadequate sanitation facilities are one of the major reasons why many schools in rural/semi-urban areas have high drop-out rates among girls. Inadequate or missing hand-washing facilities is another issue, with only about 50% of the schools having a designated space for hand-washing, according to statistics issued by the Swachh Bharat Swachh Vidyalaya Mission (Clean India Clean School Mission) of the Government of India. Diseases related to inadequate water, sanitation, and hygiene are a major concern in developing countries. It is estimated that 88% of gastrointestinal diseases are caused by unsafe water supplies and inadequate sanitation and hygiene (WHO, 2004). Girls and boys are affected in different ways by the inadequate water, sanitation, and hygiene conditions in schools, which also contributes to unequal learning opportunities. Inadequate or poorly-designed sanitary facilities pose a challenge to the regular attendance of adolescent girls and female teachers in schools, especially during menstruation.

Girls are more vulnerable to the impact of inadequate sanitation and hygiene conditions. Promoting hygiene and sanitation practices too would enable improved WASH (Water, Sanitation & Hygiene) behaviour and positively impact their health. In this context, Rajasthan Elementary Education Council and the National Stock Exchange Foundation proposed a comprehensive WASH intervention for residential girls' schools at the upper primary level (G6-8) called Kasturba Gandhi Balika Vidyalaya (KGBVs): Project Prajwala-Swachh Balika Swachh Vidyalaya (Clean Schools for Clean and Healthy Girls). The Kasturba Gandhi Balika Vidyalaya or KGBV initiative was launched in July 2004, setting up residential schools for girls studying in grades 6-8 who

belong predominantly to the Scheduled Castes, Scheduled Tribes, Other Backward Castes, and minority communities. The scheme is being implemented in Educationally Backward Blocks of the country, where female literacy level is below the national average and gender gap in literacy is above the national average. In Rajasthan, 200 KGBVs have been set up in 13 focal districts. The Centre for Environment Education (CEE) is the knowledge and implementation partner of the project, and UNICEF supports the initiative as its technical partner. The project is in operation in 200 KGBVs of Rajasthan.

The project's main objectives are to 1) work towards awareness, capacity-building, and behavior changes regarding WASH amongst students, teachers, and communities around the KGBVs; 2) ensure WASH compliance at KGBVs by renovation and retrofitting of existing WASH facilities and setting up performance benchmarks; and 3) developing operation and maintenance protocols with continued monitoring for sustainability.

START-UP PROCESS

The initiative was started by the Rajasthan Elementary Education Council and the CSR component of the National Stock Exchange Foundation. The CSR fund supported comprehensive WASH intervention by the Rajasthan Elementary Education Council in KGBVs. The CSR conceived Project Prajwala - Swachh Balika Swachh Vidyalaya, which was implemented by Centre for Environment Education (CEE) as the knowledge and implementation partner with UNICEF as its technical partner.

STAKEHOLDERS

Stakeholders include: the National Stock Exchange Foundation (NSEF), the Rajasthan Elementary Education Council (REEC), UNICEF, CEE, Non-Governmental Organizations (NGOs), District and Block Education Departments, KGBV staff members (teaching and non-teaching staff members), girls receiving elementary education in KGBVs, School Management Committee and the parents of the girls (community).

NSEF is the donor agency providing financial support to the project from their CSR fund. REEC, with its priority on elementary territories to improve the lives of children and their families for over 70 years, is the technical partner of the project. CEE (Centre of Excellence of the Ministry of Environment, Forests and Climate Change, India) is the implementer of the project. It is responsible

for fund allocation, budget planning, activity planning, monitoring partner NGOs and schools, establishing a dialogue with state, district, and block-level officials, constructing WASH assets in the schools, developing IEC material, organising teacher and student workshops, developing monthly action plans for schools, developing school Dynamic Progress Reports (DPRs), maintaining the Management Information System (MIS), and reporting to the NSE. Partner NGOs are the major supporters that take the project to remote schools. While their work experience in the areas where they have a presence was considered a key factor in promoting the project in rural areas, their capacity was reinforced by CEE with a focus on the expected outcome of the project. District and block level institutions (education departments and divisions of the government of Rajasthan) are the backbone of the project, as they helped identify the needs and monitor the activities of the schools. They also helped build links between schools and NGOs. Furthermore, they were instrumental in developing school visit schedules for the implementation of WASH measures.

At the school level, KGBV teaching staff members were involved in monitoring and implementing WASH measures through non-formal methods and utilizing operational and management grants for WASH measures. The non-teaching staff maintained sanitation and hygiene conditions in schools. The girls were expected to practice WASH at the knowledge, attitude, and practice levels and carry the message to their homes. The parents of the girls raised awareness for the need to develop WASH standards in the schools through School Management Committee (SMC) meetings.

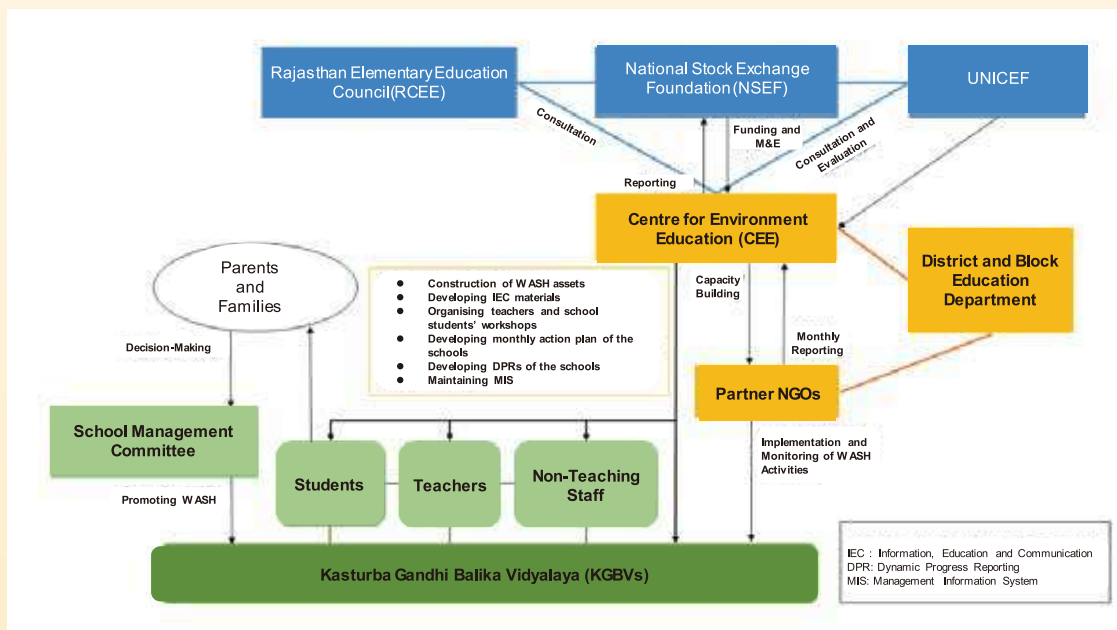
ACTIVITIES

Capacity building via workshops for teachers and girls and retrofitting WASH assets in the schools are the main activities that led to sustainable community development. Training and workshops were organised to develop stakeholders' capacities for managing WASH at their respective levels. Training focused on school staff members, Student Councils, Adolescent Girls Groups, and other students in dealing with the emerging and existing problems with sanitation in schools and communities. Experience-sharing workshops on areas such as solutions to waste management, water, sanitation, and hygiene were organised

with non-teaching staff members. The workshops focused on bringing stakeholder behavioural changes at various levels. The content guided stakeholders to take joint actions for effective management of WASH infrastructure available in the school. The interactive methodologies included educational games, demonstrations of good practices, group discussions to draw up action points, story-telling, exposure visits, watching films and creating and studying school infrastructure maps and charts. The interactive methods utilized spaces such as those for morning assemblies and students' dormitories and dining areas. Child-friendly WASH facilities were constructed as per the guidelines of the Education Department, Government of Rajasthan, and UNICEF, with active participation of the teachers and students.

Lack of ownership and poor management of water and sanitation facilities was the key finding of the benchmarking study. To address the issue, teacher training workshops were held to build capacity by encouraging teachers to holistically visualise their schools and imagine how they can change their schools with available resources and existing facilities. Teachers shared their views of a model school focusing on WASH, which led them to create a wishlist that also included infrastructural needs such as more classrooms, library and computer education facilities, technical instruments, and more staff for classroom transactions.

The workshop also showed a photo journey of WASH-related infrastructure in KGBVs, such as kitchens, sanitation blocks, solid waste management systems, waste water discharge, sewerage, and dormitories that helped teachers review their own schools and identify areas for improvement. Simple and economically viable best practices were also included, resulting in radical changes in their draft plans that prioritized WASH and strengthening of institutional mechanisms to foster behaviour changes and the Operation and Maintenance (O&M) of WASH facilities at their schools. "Handholding visits", where a CEE team would visit schools to provide guidance and troubleshoot implementation issues, pushed schools in the right direction. Teachers also realised that the primary need was to rebuild WASH components rather than fulfil the general infrastructural needs. Teachers also realised that the primary need was to rebuild WASH components rather than fulfil the general infrastructural requirements of the school. This institutional transformation has led to school management to retrofit existing WASH infrastructure



and augment them through school grants. The capacity-building exercises have helped prioritise WASH in many school development plans.



An activity to understand water and sustainability -Teacher training at Chittorgarh /©CEE



Food Minister of Student Council training cooks for wearing apron at KGBV Panwallya /© CEE

DRIVERS AND BARRIERS

Drivers

The enabling context was the partnership between corporate groups, government programmes, and knowledge towards a common goal. The partnership ensured financial support to strengthen WASH components in government-run schools and helped girls lead a healthier lives and improve their scholastic outcomes. Technical support from UNICEF also ensured that the interventions adhered to globally accepted standards and guidelines. CEE provided its experience of on-ground WASH implementation in schools and the development of systems and mechanisms for the project and for various partners. Education and capacity building of stakeholders for long term behavior change by CEE helped establish improved WASH practices.

Barriers

Challenges included the geographical size of the area, the remote location of many of KGBVs, the lack of local expertise required for repair, and the development of sanitation infrastructure. The KGBVs received annual funds to develop infrastructure, but the school management required support regarding prioritising their budgets to improve WASH infrastructure and induce related changes in the schools. The socio-economic and cultural context of the girls' backgrounds was also challenging in regards to confidence-building measures and WASH education, particularly in menstrual hygiene.

The mindsets of the school staff and the need for transformational thinking that allowed them to prioritise in the context of the e larger WASH goals,difficulty in finding session slots within the formal daily school schedule, disputes among school staff, and the school managements' interest in reporting only positive progress (schools were reluctant to report on overall progress, as

reporting negative feedback to district level could result in punitive action from the government) were also identified as major barriers to be addressed.

Solutions

Meeting challenges involved a comprehensive approach that worked with all stakeholders (teachers, students, non-teaching staff, school management, community, government, and technical partners like UNICEF).

The challenges of geographical context and remote locations was addressed by decentralizing the project's management to involve local NGOs and work with clusters of schools. Through this arrangement, partner NGOs took responsibility for on-site monitoring and reporting, and training and coordination were conducted by CEE. The CEE team continued visiting schools regularly to keep track of on-ground realities and changes throughout the project.

The School Management Committee (SMC) of parents, students, teachers, and elected politicians had specific roles and responsibilities, one of which was to manage expenses pertaining to school development. However, there was a huge gap in the capacity of SMC for planning and making decisions. As a part of the Prajwala project, SMC orientation and capacity building sessions were organized to help prioritize WASH in their school development plans. Having parents on the SMC also influenced behavioural changes in families, especially among women.

To address the gap in taking ownership on hygiene aspects, planning and visualisation workshops with staff and thematic sessions with students helped change attitudes and understanding of the need for improvement in conditions. Mechanisms for bringing change through participatory management were facilitated at the school level. Baseline studies identified gaps in accordance to accepted norms (UNICEF's star rating for WASH in schools and the Clean India Mission guidelines). Joint field reviews and continuous follow-ups with officers helped in bridging the gap with the state education department, and UNICEF's involvement improved situations in schools and supported learning. All ongoing activities and platforms were used to showcase and spread the message to motivate participants to support school efforts.

OUTCOME

Since January 2018, Project Prajwala has impacted the lives of marginalised girls in remote parts of the state as seen through the visible changes in their behaviour and the behaviours of their families and communities. Periodic monitoring formats have been prepared for the project. Case studies and innovations are documented to capture qualitative outcomes.

Data up to March 2020 suggests that students use long-handled ladles for pouring drinking water in 58% of the schools and a glass for drinking water in 84% of the schools. This is an important change from dipping hands directly to take water from the pots. Cooks in 86% of the schools wash vegetables before cooking. Students in 90% of the schools keep utensils in dedicated spaces after using and cleaning them. In 58% of schools, cooks wash their hands before serving food. Students use separate bins for Menstrual Hygiene Management (MHM), kept in the sanitation block of 76% of the schools to correctly dispose used sanitary pads. There are waste bins in 96% of the schools. 39% of the schools segregate waste into separate bins. Students arrange and clean their beddings in 98% of the schools and arrange their shelves and bags in 84% of the schools.

In terms of qualitative outcomes, girls have improved confidence,

and many are influencing their families regarding menstrual hygiene. The girls mention that WASH education at school has led them to question and influence practices followed by their families. At the school level, management has learnt to prioritise health and hygiene infrastructure needs at their schools. Most schools have open spaces around them for vegetable plots for growing pesticide-free vegetables. Cleanliness levels have improved in toilets and in kitchens. Systems set up to monitor project outcomes will continue to help schools monitor their activities beyond the project. Some schools have been able to leverage financial support from government initiatives such as the Mahatma Gandhi National Rural Employment Guarantee Act (MNREGA) and support from local governments. Some receive support from other CSR companies to augment school infrastructure. The project received positive feedback from communities with in-cash and in-kind contributions to support school management in continuing to scale-up the initiatives and help them solve problems.

Regular monthly visits to schools and the repetition of key messages have led to perceptible changes among the students and families.

The schools were closed in March 2020 when the Indian government declared a lockdown to deal with the COVID-19 pandemic. The CEE team has kept contact with school teachers and students by phone and WhatsApp groups created for this purpose. To date, no case has been reported of any student or staff member being infected with COVID-19. The students have shared that they have come to understand the importance of the things they learned during the many sessions conducted during the school year, such as health and nutrition to enhance immunity, personal hygiene, and campus hygiene for a healthy life. Girls have shared pictures of the hygienic habits they are following at home. They have also provided an example to their family to wash their hands with soap to prevent infection and many other practices they learned as a part of the Prajwala project.

Anecdotes

KGBV Bhandari (District: Dausa)

The largest KGBV campus in Rajasthan, this school has been developed into a greener space by the warden and the girls living here. While all schools have set up a system for involving students in school governance, this KGBV created a similar system for every class as well. The teams are expected to look after water, cleanliness, discipline, food, environment, etc.

KGBV Toda Raisingh (District: Tonk)

Ms. Kiran Meena, a student of Class 8 of KGBV Toda Raisingh got her family to build a small cement incinerator to dispose used sanitary napkins, modelled after an incinerator that was built at her school as part of the Prajwala project. She is the Prime Minister (head girl) of the school committee and was able to influence the women in her family to take measures for menstrual hygiene, based on what she learned at school. Most girls who had been shy before now demonstrate improved confidence and self-awareness.

COLLABORATIVE MECHANISM

The collaborative mechanism of the project created had a transformative impact. The CEE team coordinated with relevant

government departments at the state, district, and local levels to provide training and monitor the progress of implementing the WASH project in schools. This stimulated schools and teachers to learn from each other and share their experiences (lateral replication). Furthermore, as government departments engaged in this collaborative mechanism, guidelines were reviewed and revised to strengthen WASH initiatives, allowing its sphere of influence to reach beyond direct stakeholders to other schools (horizontal impact). Collaboration at various levels and setting up clear roles and responsibilities supported achieving the vision.

LEARNING ASPECTS

Project Prajwala builds on the whole school approach with WASH as an entry point. Different activities have enhanced the awareness of all stakeholders on the importance of WASH in their daily life, resulting in improvement of WASH systems and practices. Thematic sessions have inculcated WASH behaviours and the requisite skills for participatory and effective O&M. It has also supported curricular activities, as students can now relate abstract concepts to practices in their immediate environment. It has supported classroom transactions on various subjects (such as languages). Students are sharing their ideas and have improved their communication skills. Participation in activities such as composting and creating kitchen gardens has also led to ownership among the students' and teachers' community, as they now feel that even they can contribute to school development and can share their traditional wisdom. Student-led mechanisms like Student Councils and Adolescent Girls' Groups have resulted in the development of skills such as decision-making, leadership, teamwork, organisation and work management among students.



Orientation of SMC at KGBV Churu /©CEE

TIMELINE

mm/yy	Internal coordination	External (community) interventions
01-03/18	Liaison with partners and pilot study	
04-06/18	Baseline survey and preparation of school-specific detailed project report with gap analysis and action plan	
06-07/18	Development of modules for capacity building of all key stakeholders, development of WASH kit with key IEC messages on WASH and support material for improving WASH practices	
08/18	Training of teachers and officers of district education department	
09/18-03/19	Training of students and non-teaching staff, monitoring and evaluation	Training of SMC, sharing of practices via events like Bal Mela

3-3. Japan

COMMUNITY DEVELOPMENT MECHANISMS THROUGH COLLABORATION OF GOVERNMENT SERVICES AND COMMUNITIES

Target area	Matsumoto, Nagano, Japan, with a specific case of the Tagawa District
Social issue keywords	Declining birth rate and aging population, tight government budget, changing industrial structure and globalization
Leading/backbone org.	Matsumoto City government
Implementation period	2014-ongoing

BACKGROUND AND OBJECTIVES

Matsumoto City is in the central mountainous area of Japan (called the 'Japan Alps'), with a rich natural environment, cultural heritage, and famous music and art events and institutions. Like many other areas of Japan, the declining birthrate and aging population are its main social issues.

Nagano Prefecture (which includes Matsumoto City) is reputed to be an educated prefecture and has been promoting community-based learning led by residents since before World War II. After the war, kominkans took on the role of supporting community learning. Nagano Prefecture has more than 1500 kominkans (community learning centres), which is 10% of the total number of kominkans in the country. The main principles of the kominkan in Matsumoto are they should be community-based; local people should take ownership with government's support; they should cover various local issues; learning should be the key objective; and collaborative actions should be taken by the community and the local government. Kominkan activities of Matsumoto City have, in fact, fostered local autonomy. In 2000, Matsumoto City reviewed the achievements and challenges of the kominkan's functions over the past 50 years and reaffirmed that the above principles could be maintained by developing the capacity of staff members, community participation in the decision-making process, networking with different levels of stakeholders, research and documentation of activities, and use of local wisdom in community-based activities, city policies, and programmes.

As a 'learning city', Matsumoto City has promoted community-based learning to take on local issues and problems related to the aging society under the following four principles: 1) everyone can learn freely; 2) everyone receives support for learning; 3) everyone can receive information about learning; and 4) everyone contributes to the society with their learning experiences. The city also has a vision for lifelong learning corresponding to individual learning needs, collaborative learning focusing on community development for government and community, and intergenerational learning.

START-UP PROCESS

Though Matsumoto City now has well-established kominkans and active community participation and stakeholders, it has also experienced difficulties and challenges over the years. During

the 1950s and 60s, Matsumoto City established 15 kominkans as public education institutions with a regular budget, staff, and infrastructure. But in the 1970s, the city government decided to introduce a plan of establishing 'community centres' as comprehensive development centres for the eight broader areas in the city, integrating the functions of the kominkan with other public services. This policy was developed along the line of national policies on community development under the Ministry of Home Affairs. Community members and kominkan staff were concerned about the debasement of learning bases for community residents under this policy and revisited the *raison d'être* of the kominkan, emphasizing the importance of community-based learning for development. This bottom-up movement influenced the city policy to change the idea of establishing 'community centres' to establishing a kominkan in each district (approximately equivalent to each primary school catchment area) in early 1980, which led to the establishment of kominkans in all 35 districts today. Another enabling factor maintaining the kominkan network was the community-based kominkans that functioned as a place for gathering, learning, and connecting people for local collaboration. These community kominkans are autonomous kominkans that were established by community associations (community autonomy organizations) and are different from public kominkans. In total, there are currently 487 community-based kominkans in Matsumoto.

The need to provide services to elderly citizens became visible in the late 1980s and 90s. Matsumoto City formulated a policy to develop community-based welfare with the participation of the local people in addition to providing institution-based welfare services to people in need. As a result, a scheme to establish 'community welfare corners' in each district was launched in 1995.

Since learning, community development, and welfare have a lot in common when facing local issues, the kominkan and the welfare corner are closely linked. To strengthen these links, the Community Development Centre (CDC) was established in 2014 to coordinate government interventions in the community across different sectors. The CDC consists of three independent agencies: the community development sector (CDC), kominkan and the welfare corner, linking with community-based organizations, city government departments, the private sector, universities, and NPOs. A government administrative branch was set up in districts far from the main government administrative departments. As of January 2021, all 35 districts have CDCs with full-time staff. The CDCs serve as the coordinating body of a flexible collaboration mechanism in the districts to identify local

issues, plan and implement activities, and report and consult with city government departments.

STAKEHOLDERS

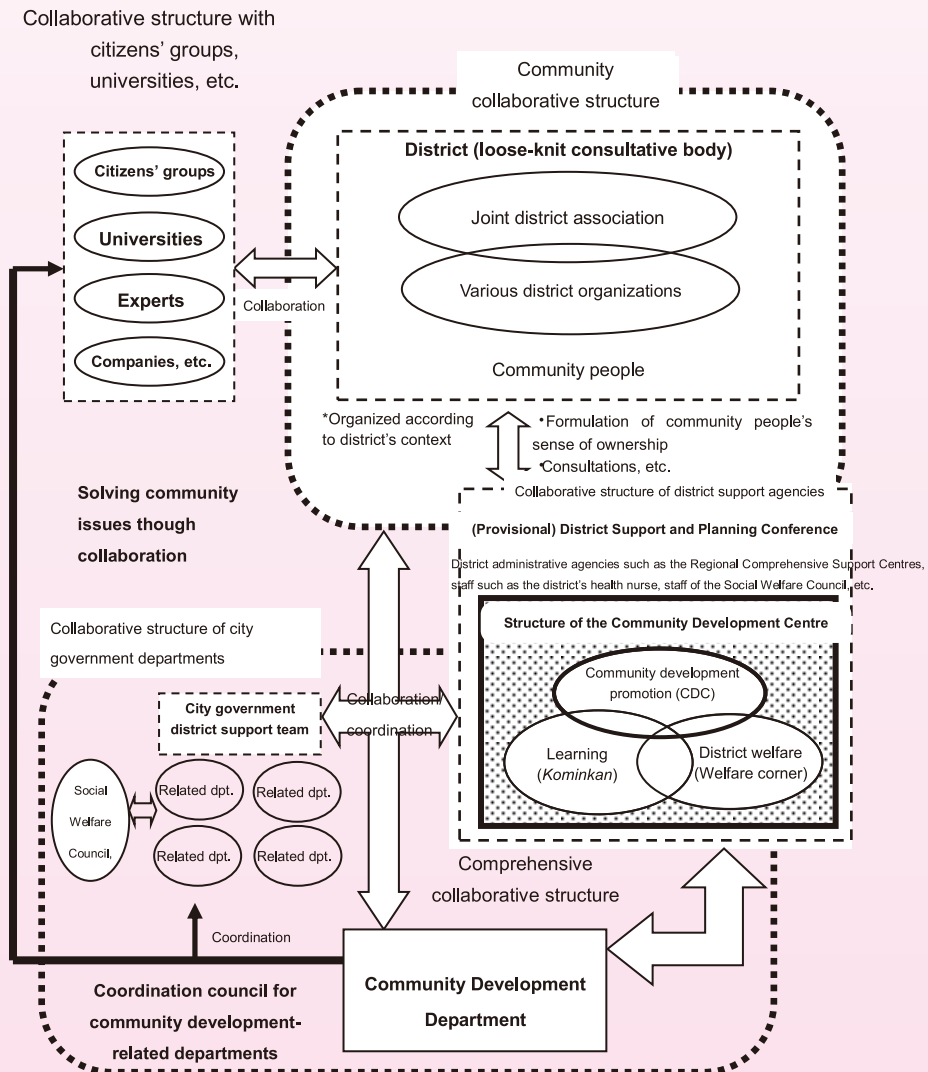
There are three main stakeholders involved in the collaboration mechanism in Matsumoto City : the city government, CDCs, and the community-based stakeholders of each district. The CDC is the focal point and coordinating body of the three different administrative departments : kominkan under the education board ; the welfare corner under the Health and Welfare division; and the administration branch. These departments are not merged and maintain their respective roles and responsibilities for effective collaboration under CDC coordination.

In Matsumoto City, each district, as a unit, promotes community development that is specific to the area by leveraging existing local autonomous mechanisms. The district's joint community

association comprised of community associations in each district has a committee that responds to issues concerning local transportation, healthcare, fitness, and childcare with local agencies and organizations. The committee calls on different members for consultation according to the specific issue and therefore the members are not fixed. The CDC and the committee have flexible and loose linkages to deal with local issues, and the mechanisms and approaches vary according to different community contexts. The autonomous kominkans which serves as the origin point of community autonomy are the key infrastructure for people to get together, learn, and socialize based on community needs. District kominkans maintain close linkages to autonomous kominkans on equal footing to provide information about updated city government policies and financial and technical support for their activities. Flexible and issue-based collaboration allows stakeholders to work together since they have a choice to participate rather than be obligated or have mandatory duties.

Matsumoto University is another primary stakeholder which

5 Collaborative structures underlying community development



Source: FY2017-2021 Second Matsumoto City Community Development Action Plan
 Published: June 2017, Matsumoto City

collaborates with the community through CDCs. Since its establishment in 2002, the University has been collaborating with communities through fact-finding visits and by working together with community stakeholders to discuss local issues and try to come up with solutions to take actions. Since many younger people tend to move to big cities like Tokyo after graduating, the University has been trying to encourage them to work locally and/or initiate entrepreneurship to revitalize local industry and society.

ACTIVITIES

The main concept of Matsumoto City's community mechanisms is to make individual life sustainable within the community. This does not necessarily mean communities always wait and depend on government services. Community people will take the lead, participate in, and contribute to their own community services through learning, actions, and reflections, in collaboration with public and private partners. The following activities were planned and carried out jointly by the CDC, including the district kominkan and welfare corner:

- Security and safety-related activities supporting elderly citizens e.g., shopping, transportation, snow shovelling, putting out trash; providing information and demonstrations on disaster risk reduction and preparedness such as disaster mapping, fire drills, and evacuation practices.
- Lifelong learning and sports programmes to respond to individual interests, recreation, and socialization of different generations, in cooperation with libraries and museums.
- Awareness-promotion in various events to encourage people to find personal interests in learning and sports to initiate and continue self-driven activities individually and in groups.
- Healthcare and nursing programmes for elderly citizens, their families, and persons with disabilities, in cooperation with hospitals and health promotion departments. Socialization at local cafés and consultations about the daily life of individuals and families can prevent health problems and extend healthy life expectancy.

These activities were planned and carried out by the CDC and promoted ownership of community members through their participation from the planning stage. For example, disaster risk reduction (DRR) mechanisms can be established by the government, but may not work in emergency situations if people of the community are not fully involved in the process of formulating action plans.

The case of Tagawa District (1)

Tagawa District is one of the 35 districts in Matsumoto City, consisting of 12 communities and with a population of 3,847 (as of January 2020). It is in the western part of the city centre. The CDC and kominkan share a building while the welfare corner is in a different building nearby. There are autonomous kominkans functioning as community focal points which organize monthly gatherings around themes such as healthcare, DRR, cleaning the community, a New Year's party, and a community café. These gatherings are supported by resource persons from the district kominkan, welfare corners, local hospitals, and people with local wisdom. The city government provides a small fund of US\$300 per year per community for promoting these activities and a subsidy to build or renovate autonomous kominkan buildings and facilities. Staff responsible for the district including district kominkans join events to share information from the government side and learn about key local issues and the needs of the communities.

The city government introduced an internship programme in collaboration with Matsumoto University and district stakeholders and conducted a ceremony for the project commission agreement signed between the city government and the University in 2015. Interns are students who have just completed their undergraduate studies. There are three to five interns every year, working for a period of three years for community development. Some intern initiatives that came out and were carried out as a result of reaching out and having discussions with the local residents include:

- Organizing "treasure hunt" activities in which participants walk through and explore the community to identify local attractions and create a map and guide for the community.
- Advertising local resources and attractions on the website. Organizing a local market selling vegetables that cannot be sold in supermarkets due to their irregular shapes and sizes but which are good enough for consumption.
- Organizing community cafés to discuss issues of daily life, particularly those of elderly people, such as shopping – interns resolved this issue by visiting homes and using a cart to sell vegetables.
- Branding local special vegetable and processed good products (such as local vegetable oil), to add value and promote sales.

DRIVERS AND BARRIERS

Since lifestyles have become individualized due to the development of technology and more people working beyond community boundaries, relationships and ties in geographical communities have become weak. In this context, people generally have less of a sense of belonging to a community and avoid tasks that used to be shared by community members, such as cleaning rivers and streets. People rely on the government or private services to maintain the environment rather than participating in such efforts in their own communities. This mindset is a large barrier in promoting community-based mutual learning and collaboration.

Due to the changing lifestyles and relationships in communities, the number of elderly couple households and elderly people living alone has increased. Overall life expectancy has been extended, but it is a challenge to extend the healthy life expectancy of individuals via mental and physical health promotion and participation in community activities.

Matsumoto City has been trying to enhance autonomy among community members of all generations to take ownership of community affairs. The city policy upholds the vision of "living together" and promotes this vision through CDC activities with an emphasis on balancing work, free time, and time for the community. According to the people of the Tagawa District, the availability of autonomous kominkans in the community makes a big difference, since they are located within walking distance for most people, allowing them to easily gather and socialize. As they develop closer relationships, people undertake community tasks voluntarily without making them obligations or assignments. Such community relationships make it easier for their voices to reach the Tagawa CDC, which relays feedback to government policies and programmes. This community-based infrastructure and bottom-up community participation is one of the key drivers of the community-based learning process in the city.

OUTCOME

The main outcome of the Matsumoto case is the inter-sectoral mechanism of education, welfare, and administration and other stakeholders, which functions as a coordinated community development mechanism under the CDC. Each district made a comprehensive District Development Plan, covering community management, economy, environment, health, welfare, childcare, DRR, and education.

Matsumoto City has adopted an area research programme on senior citizens' health and life conditions to review and assess community life as it concerns health, social participation, and social capital, using surveys developed by the Japan Gerontological Evaluation Study (JAGES). Matsumoto City reviews and revises the city's master development plan every five years based on such research evidence and in view of public opinion to make necessary modifications, including community mechanisms under the master plan.



Tagawa District salon project conducted in collaboration with local healthcare facilities
©Matsumoto City, Matsumoto City Education Board



DRR workshop held at Tagawa Kominkan
©Matsumoto City, Matsumoto City Education Board

The case of Tagawa District (2)

In Tagawa District, the following visions and Development Plan were developed based on the survey results of 2015: create an active and lively town; reinforce disaster preparedness and resilience; maintain a good environment with greenery and clean water; promote a long and healthy life with medical and welfare support; and preserve local history and culture for future generations through quality education. Emphasis was given to 'harmony among people,' 'smile,' and 'mutual support.' The visions were translated into Tagawa District Town Development Council activities with tangible outcomes, such as a District song and logo, as well as an original video of physical exercises. These materials are used in autonomous kominkans and local schools. There has been a good combination of policy-driven programme formulation and community-based bottom-up learning processes serving as community development mechanisms in the Tagawa District and other districts of the city.

Voices from the Community and Third Parties

The idea of linking community welfare and kominkan to coordinate community development functions was one of the policies of the city government and was supported by most people. The main strength of the current mechanism is that the social services of the city government are getting closer to the life of people through the 35 district-based centres, compared to the previous plan of establishing community centres in eight broader areas. Since the community-based autonomous kominkans are located within walking distance, local pressing issues can be shared and discussed by the people when necessary. The kominkan symbolizes the mindset of the people who take ownership of a community's local issues and are aware of the importance of communication and learning.

The case of Tagawa District (3)

The visions of Tagawa District cover SDG comprehensive domains, including environmental, socio-economic, and the well-being of people in present and future communities. When asked about SDGs, the Matsumoto kominkan staff and community people responded: "We found that our current activities are in line with the concept of SDGs and the processes of Education for Sustainable Development (ESD), and realized our local activities are linked to global initiatives. Since our visions and plans already include the global agenda, we would like to use our own words instead of replacing them with foreign terminologies."



Sectional meeting of the 35th Kominkan Research Assembly
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COLLABORATIVE MECHANISM

The diverse issues in the community consist of the uncommon perspectives and living conditions of community members. It was decided that a multiple stakeholder mechanism with a participatory process would allow action-oriented activities with community members taking ownership, rather than a local government-led approach to solve community issues. The multiple stakeholder mechanism involving community members can better respond to context-specific local situations and needs such as aging, childcare, and the revitalization of the local industries.

Matsumoto City has two strengths in the context of an aging society. The first is that communities under each district have formulated clusters of a manageable number of people to gather and communicate daily. An autonomous kominkan is accessible by children and senior citizens alike and functions as a unit for collecting information and organizing activities. Second, linking small clusters at the community level to the district level through CDC, and then to the city government, has reduced the gaps between local needs and practices and overall city policies.

LEARNING ASPECTS

Learning is embedded in the planning stage of the activities in each community and district. The process of providing services used to be top-down, with the public sector explaining and persuading communities to do what should be done, such as on issues concerning welfare and disaster preparedness. Under the current mechanism, community members discuss local issues at community councils and committees and the autonomous kominkans, then determine whether their needs are accommodated by city policies and available public social services. Findings from communities contribute to identifying and discussing issues at the district level as coordinated by the CDC. Community representatives and other stakeholders from schools and the private sector participate in the district level consultation, which also functions as a mutual learning process where participants share their experiences and resources. This learning process includes discussions, issue identification, the development of plans for possible actions, and suggestions to the city government to reflect the voices and opinions of the local community.

TIMELINE		
mm/yy	Tagawa District	Matsumoto City policies/actions
1947		Establishment of Matsumoto City kominkans (Neighbouring towns and villages to be integrated into the city started to establish kominkans from 1946)
1949		<ul style="list-style-type: none"> Established Matsumoto City Kominkan Ordinance in line with the enactment of the Social Education Law Establishment of kominkans in 15 districts as a result of city-village merger
1971		Concept of establishing 8 community centres in the city to provide kominkan functions and other administrative services arises
1973		Kominkan fact-finding survey conducted
1981		Policy to establish kominkans in each district formulated
1995		District welfare corner project begins (established in 3 districts)conducte
1996	Welfare corner established in Tagawa District (attached to day service centre)	
2000		Welfare corners commence services in all 29 districts
2001	Tagawa District Kominkan established, partnering with 12 community associations and autonomous kominkans	
2010		Kominkans established in all 35 districts/maintenance of facilities completed following incorporation of Hata Town and building of a new facility in the Matsubara District kominkan
2012		Matsumoto City Community Development Action Plan formulated
2014	CDC established in the Tagawa District	
2015	District surveys undertaken through collaboration between the Tagawa District administrative board (current Tagawa District Town Development Council) and Tagawa District CDC, followed by the formulation of Community Development Plans	
2016		Collaboration agreement signed with Matsumoto University and internship programme initiated
2016		City government guideline issued for community development with community participation and collaboration

MIZUSHIMA PROJECT: HUMAN RESOURCE AND COMMUNITY DEVELOPMENT THROUGH ENVIRONMENTAL LEARNING

Target area	Kurashiki, Okayama, Japan
Social issue keywords	Declining birth rate and aging population, changing industrial structure Social divide resulting from large-scale community development, and air pollution Segmented initiatives on community revitalization
Leading/backbone org.	Mizushima Foundation (secretariat) The Council for the Human Resource and Community Development through Environmental Learning
Implementation period	June 2013 – ongoing
Reference URL (if any)	https://www.mizushima-f.or.jp/pj/en/en.html

BACKGROUND AND OBJECTIVES

The Mizushima area developed rapidly during Japan's period of high economic growth and has one of Japan's leading steel and petrochemical complexes. But now, the area suffers from air pollution and thirteen years of lawsuits between the companies and the victims. A settlement was reached in 1996 when the claims of the plaintiffs were accepted, and part of the settlement was used for environmental rehabilitation and community renewal. Various efforts have also been made to revitalize the local community amid the declining birthrate, aging population, changes in the industrial structure, and the declining vitality of local cities, but past animosity has made it difficult to forge bonds under a shared vision.

Against this background, the people of the Mizushima area have worked together to create a learning community that nurtures human resources, draws on the experiences of the past, envisions the future, and contributes to the revitalization of the city.

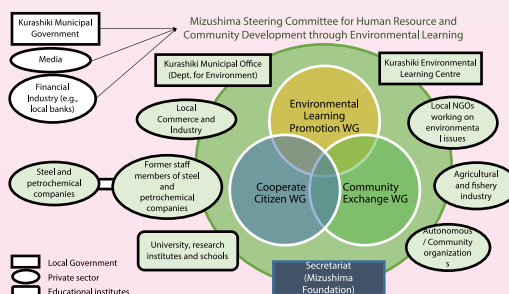
START-UP PROCESS

In 2000, the Foundation for Environmental Rehabilitation and Redevelopment of Mizushima (the Mizushima Foundation) was established using part of the settlement from the Kurashiki Air Pollution Case. In 2013, the Mizushima Foundation proposed building a platform where different stakeholders in the area could collaborate on future-oriented visions. A council was established with the Foundation as the "backbone organization," composed of private organizations, local government, and education institutions. While the Mizushima Foundation had long worked with these different organizations, linkages between them barely existed prior to the launch of this project. The Council now functions as a new platform where organizations that previously worked in isolation work together toward a common vision.

STAKEHOLDERS

The Council drew members from both the public and private sectors. Private steel and petrochemical companies opened their premises for study tours, and the agricultural and fishery industries offered learning opportunities to visitors. Universities and research institutes provided their technical expertise and encouraged students to take part in various programmes as part of their career education. After the Council approached local elementary school principals, council members went to the schools to give lectures and give students the opportunity to learn about Mizushima from local people. The Mizushima Foundation, as the secretariat of the project, facilitated collaboration between all stakeholders and promoted these activities. Kurashiki City, in line with the enforcement of the "Act on the Promotion of Environmental Conservation Activities through Environmental Education", established the Environmental Learning Centre in Mizushima as a community learning hub in 2012, and the director of the Centre joined the Council.

The initiative was coordinated by the Council, and planning and implementation were carried out by three working groups established by the Council in 2016. The three working groups were later reorganized into one working group and one consortium, the former being responsible for catering to the learning needs of the community while the latter was aimed at visitors.



*The diagram above shows the organization during 2015-2018, when different stakeholders collaborated to launch a variety of community-based learning projects and programmes. The working group structure was revised in 2018 with the establishment of the Mizushima Environmental Learning Consortium.

ACTIVITIES

During the first year, the Mizushima Foundation and its partners organized a series of learning events (e.g., eco-tours, panel discussions, field visits to local factories), which built on existing partnerships in the community. Various stakeholders and members of the Council participated in these events, which provided them with the opportunity to learn about each other's activities.

In the second year, the Council worked together to create a the "Mizushima Future Vision" (May 2014). The Vision states that different stakeholders in the Mizushima area will collaborate to create learning opportunities for the people of Mizushima, youths, and people from outside the community by linking learning resources at the local level with the understanding that it would eventually help revitalize the community. Based on this vision, the Council began clarifying the different approaches, roles, and responsibilities of the participants and began developing new collaborative projects and programmes. This vision was presented to the wider community.

In the third year, the roadmap for 2016-2018 was developed. The three working groups were created within the Council (the Environmental Learning Promotion Working Group, the Cooperate-Citizens Working Group, and the Community Exchange Working Group) began designing and coordinating educational programmes, each targeting different groups (students, factory workers, residents, etc.). The roadmap proposed three objectives

- 1) to establish a sustainable collaborative mechanism,
- 2) to deepen dialogue between stakeholders via collaboration and experiential learning, and
- 3) to develop Mizushima as a learning hub for the youth by strengthening the community's human and physical capacities to provide such learning.

A series of educational programmes designed by different stakeholders were offered to a wider audience in 2016. Local resources were mobilized via the working groups under the overall coordination of the Mizushima Foundation.

In 2018 (the 5th year since the launch of the project), the Corporate Citizen Working Group established the Mizushima Stay-type Environmental Learning Consortium. The Consortium consisted of the same stakeholders, along with a few new local companies and technical experts from Okayama University. The Consortium offered educational programmes for people from outside the community (e.g., university students, overseas visitors) and supported the education of high school students in the region. The other two working groups were merged into one to cater to local learning needs and to continue strengthening local ties. The roadmap is currently under revision (as of March 2020) to coordinate activities until 2022. The Mizushima Foundation will continue to serve as the secretariat.

DRIVERS AND BARRIERS

The council is made up of different organisations, including universities, businesses, government, and residents. Despite the differences in their thoughts and ideas about "pollution," they all share the common desire to do something for the future of the city of Mizushima and for the education of its children. Therefore, they share information so that all members can be involved in environmental learning.

Mizushima constitutes only a part of the municipality. By positioning the Kurashiki City Environmental Learning Centre as a public learning hub, the project succeeded in creating a public-private partnership. Kurashiki City also needs to push

forward with environmental learning. In June 2016, the G7 Kurashiki Education Ministers' Meeting called for the realization of the Kurashiki Declaration, which was then linked to the SDGs, to the globally agreed-upon goals for 2030.

OUTCOME

The biggest outcome of this collaboration was the development of the Mizushima Future Vision and its roadmap. The Vision was created not at the very beginning of the initiative, but rather after different stakeholders came together for a series of dialogues and began offering their own educational programmes. This provided enough time for each member of the Council to learn about each other's activities and link existing initiatives. The roadmap, which was formulated in consultation with all stakeholders, developed as they implemented a common vision and timeline to help coordinate the work of different entities.

Second, a series of collaborative, stakeholder-designed educational programmes were offered to a wide audience. Local resources were mobilized to offer learning programmes via the three working groups (later reorganized into one working group and a consortium) under the overall coordination of the Council.

Collaborative learning opportunities were created at the community level. The environmental instruction is seen as a broader concept to learn about the lives and livelihoods in the community, and helped engage local people who had previously not been interested in community-based collaborative learning.



Members of the Council discussing their long-term vision (June 2015)
©Mizushima Foundation



Community members exploring the area on bicycles (November 2015)
©Mizushima Foundation

COLLABORATIVE MECHANISM

The Mizushima Foundation played a pivotal role in facilitating dialogue between the various stakeholders of the Council. The public sector was also key to ensuring that both the public sector and private entities worked together to create a shared

vision.

The flexibility of the Council made it easier for different entities to take part. Their common vision was created not at the beginning to 'bind' each stakeholder to their commitments, but at later stages after dialogue and collaboration. Flexible efforts also allowed further evolution of the project, as we see in the changes that have taken place in the organization since its inception.

LEARNING ASPECTS

The key strategy for community development in Mizushima was to offer people inside and outside the community the opportunity to learn from the past and rebuild the pollution-damaged community. Kenichiro Moritaki, the first president of the Mizushima Foundation and Professor Emeritus at Okayama University, used the word "rehabilitation" to describe the process of environmental and community regeneration from pollution. The efforts started by offering programmes to people coming from outside to learn about the Mizushima case, and eventually expanded to the community itself as a place for local people to learn about the city they live in. During this process, more opportunities for dialogue were created, and slowly a sense of harmony began to grow towards a common goal of co-creating "a city of environmental learning." Our community revitalization continues.

The Council approach also created learning opportunities for its members. A series of learning events that were open to Council members and other local stakeholders were organized. According to the interview at the Mizushima Foundation, these events helped introduce the different perspectives of the participants, deepened their understanding of the issues, and provided opportunities for interaction among different members of the community.



Reporting on the outcomes of the activities to the community at a symposium (December 2016) © Mizushima Foundation



Learning the history of Mizushima on an environmental education tour (January 2017) © Mizushima Foundation

TIMELINE		
mm/yy	Internal coordination	External (community) interventions
06-08/2013	Approached and engaged local stakeholders	
08/2013	Concil established	
09/2013		Mizushima Eco-tour
10/2013	↓ Discussions with the local govt.	Panel discussion
02/2014		
05/2014	The Mizushima Future Vision launched	
07/2014	↑ Stakeholder coordination	
10/2014		Eco-tour for university students
01/2015	↓	Shared vision with the larger community
02/2015		PR materials (leaflet, websites) launched
02-06/2015	Roadmap development with work plans of working groups	
08/2015		Eco-tour for university students
09/2015	Launch of the Mizushima Roadmap (2016-2018)/three working groups established	↓ Educational programmes offered in cooperation to different targets
03/2018	The Mizushima Environmental Learning Consortium launched	
		↓ Scaling up the eco-tours to few day programmes for visitors under the whole-community-ap proach
03/2020	Development of the 2nd Mizushima Roadmap (2020-2022)	

OKI-DOZEN EDUCATION MIRYOKUKA PROJECT : SUSTAINABLE COMMUNITY DEVELOPMENT THROUGH EDUCATION SECTOR REFORMS

Target area	Dozen area, Oki Islands, Shimane, Japan
Social issue keywords	Declining birth rate, aging population (rate of aging: 40%, birth rate: 30/year), and the possibility of abolishing the only high school in the Oki-Dozen area
Leading/backbone org.	Committee for the Miryokuka and Continuous Development of Oki-Dozen High School
Implementation period	March 2008 – on going
Reference URL (if any)	http://www.dozen.ed.jp/

BACKGROUND AND OBJECTIVES

The Dozen Islands in Shimane Prefecture depopulated during Japan's economic growth and urbanization (decreased from 16,000 in 1950 to 6,500 in 2005). The average birth rate over the decade has been about 30 births per year due to a decrease in the youth population of the island. As a result, the number of students enrolled in Dozen High School has sharply declined, with only one class per year since 2008. The school was facing the possibility of being abolished.

To address these social issues, the local municipality of Ama Town adopted the "Fourth Ama Town Comprehensive Promotion Plan (2009-2018)" and formulated a vision from the following four perspectives: 1) an island that fulfils people's hearts (People); 2) an island where people and technical innovation coexist (Industry); 3) an island where people are happy (Life); and 4) an island that preserves its beautiful landscapes (Environment).

Education was identified as an important policy for people, life, and the environment. The Oki-Dozen High School Education Miryokuka Project was designed to help achieve this vision by both increasing the attractiveness of the island and via continuous educational development, focusing on community development through school-sector reform at their lone high school.

START-UP PROCESS

In response to the crisis of the school and the community, the Oki-Dozen High School Miryokuka Project was launched in collaboration with the high school and three local towns and villages, based on the idea that "a pinch is a chance for change and a leap forward." The goal of the "Oki-Dozen High School Miryokuka Project" is to build an attractive high school that children want to go to, that parents want their children to go to, and one that local people want to use.

During the initial stages, core team members met to develop a common vision. Once the vision was formulated, the "Committee for the Miryokuka and Continuous Development of Oki-Dozen High School" and the "Miryokuka Promotion Committee" were set up. These organizations were made up of local people from different backgrounds, including the mayor, residents, businesspeople, town officials, the school board, and teachers.

The project was carried out in stages. It explained the high



school's situation and its significance to the Dozen region to the relevant institutions and residents and listened to their expectations and requests for the school and education. The project promoted awareness of the need to create an attractive high school in the region. In addition, based on interviews with and questionnaires from students, parents, and teachers on the island, they were also able to exchange opinions within the community and schools and hold discussions with the prefectural and national governments. The Oki-Dozen High School Miryokuka Concept (2008-2014) was developed over a year-long period with the goal of making Oki-Dozen High School a two-class school.

The project's policies also have an affinity with the "Fourth Ama Town Comprehensive Promotion Plan (2009-2018)" a broad development framework set by the local government. As a result, stakeholders from all sectors (government, industry and business, education, etc.) have become parties to the project and have initiated activities, with each member taking ownership and fulfilling their respective role in the community.

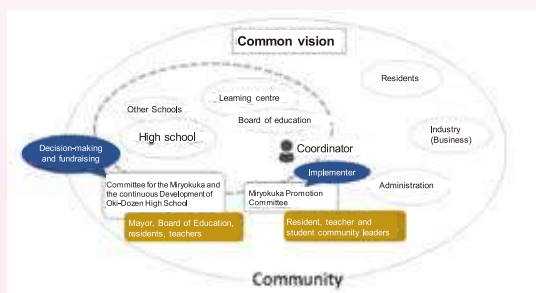
STAKEHOLDERS INVOLVED

In the Oki-Dozen High School Miryokuka Project, a cross-regional team led by the Committee for the Miryokuka and Continuous Development of Oki-Dozen High School and the

Oki-Dozen High School Miryokuka Promotion Committee work together daily to promote dialogue among stakeholders.

The Miryokuka Promotion Committee consists of the headmaster, the president of the PTA, and the president of the alumni association and its members. They have spent over a year discussing the concept and formulating it, moving back and forth between the perspectives of both education and the community. Since the start of the Oki-Dozen High School Miryokuka Project in 2008, the "Miryokuka Coordinator" has played a unique and important role in connecting Oki-Dozen High School with the local community. Since 2015, staff members from the Oki Learning Center have been appointed as coordinators by the prefecture and work for the project from Dozen High School. This allows them to work with the high school's teachers on a deeper level, improving the quality of both standard education and "career education," which is very important to high school students.

ACTIVITIES



The plan promotes the education of the entire community to create an educational brand unique to the island that collaborates between the community and the school. Education is family-friendly and focuses on human development, attracting school-aged children, and young I and U-turn residents ("outsiders" and former islanders) with children. The project worked on the following:

1. Creating an attractive curriculum with more club activities that use community resources.
2. Establishing a cram school and the Oki Learning Center for high school students to enhance their academic performance.
3. Deploying an Education Miryokuka Coordinator to provide career education as an alternate expert to teachers.
4. Establishing a human resource agency of island residents who are willing to share their knowledge and expertise with Oki-Dozen High School students and promote cooperation with the community on education-related topics.
5. Supporting community residents to proactively engage in school learning.
6. Arranging dormitories to attract exchange students from home and abroad to promote exchanges.
7. Seeking cooperation from island residents to implement the "island-parent" system, in which residents take up the role of a family for students while they live on the island.
8. Creating a comfortable work environment for teachers.

DRIVERS AND BARRIERS

Following the broader city-wide development framework, the Oki-Dozen High School Miryokuka Project introduced new ideas and viewpoints from the education sector by recruiting I-turns to work within the community. One example was the deployment of

an Education Miryokuka Coordinator (recruited from off the island) who led the conceptualization of the project framework and engaged residents. At first, inhabitants resisted his opinions and analysis of their school system, but after three years of continuous dialogue, they came to embrace the idea after realizing that they share a common mission of improving education on the island. One of the project members now explains the improvement of their relationship by referring to Daniel Kim's "Theory of Success." The situation improved once the coordinator established mutual trust and a shared vision with local stakeholders, gradually involving more people from the community. Project ownership amongst the residents increased and worked as a driver for change.

The most pressing issue is the decline in the number of children in the Dozen area. The number of junior high school graduates in the area is expected to remain in the 30s for the foreseeable future. Even if every student moves on to Oki-Dozen High School, it will be difficult to maintain two classes, and the number of teachers will decrease due to the move to one class. In the worst case scenario, it is expected that the school will go through another round of consolidation.

The sustainability of financial and human resources is also an issue. The importance of education is recognised and financial resources are in place, but they are not permanent. We are trying to secure financial resources through donations from general incorporation foundations, but we must keep trying. For human resources, the number of remote islands and mountainous regions engaged in the Education Miryokuka is increasing throughout Japan, and it is becoming more difficult to ensure the quantity and quality of human resources than it was 10 years ago when the Education Miryokuka was launched.



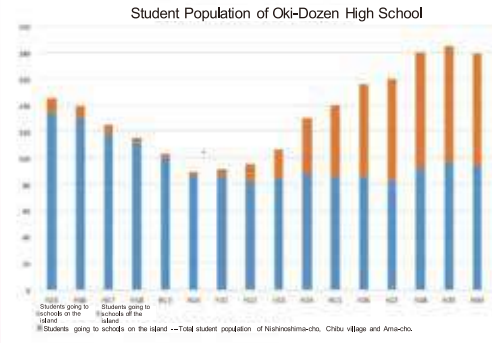
Group study at Oki-Dozen High School ©Oki-Dozen Miryokuka Project



Oki-Dozen High School ©ACCU

OUTCOME

Quantitative changes in Oki-Dozen High School



Blue line: students enrolled from inside the island
 Orange line: students enrolled from outside the island

In addition to the increase in students enrolled from outside the island, the improved learning environment has helped stop the exodus of junior high school students from the community by increasing the percentage of local junior school students enrolling into the local Oki-Dozen High School from 45% (2007) to 77% (2015).

Qualitative Changes in Oki-Dozen High School

- The opportunity to meet people from outside the island allowed local people to understand the situation of the island.
- More young members taking part in community events.

Voices from the community and third parties

Students from outside the island tend to seize every opportunity to link it to their future, but students who grew up on the island feel pressured by the situation.

COLLABORATIVE MECHANISM

Achieving the vision with multiple stakeholders, overcoming conflicts of interest, and learning through creative thinking and trial and error are important to community and school development. These efforts were made through institutional mechanisms (the Committee for the Miryokuka and Continuous Development of Oki-Dozen High School, and the Miryokuka Promotion Committee) and through informal communications between key stakeholders that share the community vision. Each resident of Ama-cho takes sense of ownership, understands their role, and utilizes their strengths. Residents respect each other rather than having one person take charge. This whole-community approach has enhanced the quality of learning inside and out of Oki-Dozen High School.

LEARNING ASPECTS

Under the key phrase the “entire island is a school,” the whole island functions as a place of learning. High school students and residents cooperate to inherit and pass down the traditional culture and solve local issues. The goal of our activities is to develop a common vision to create an attractive community, where children and adults can learn from each other.

Mechanisms have been developed to support the vision. A public cram school, the Oki Learning Center, and Oki-Dozen High School were established to promote career education (called “Dream Seminar”) and community-related learning. We have created a diverse educational environment with dormitories and the island parent system that attract students from all over the country. Additionally, coordinators promote learning inside and outside the high school: they link the school and the community, are involved in developing the school curriculum, and support activities to connect the school, the community, and visitors.



Online class at Oki-Dozen High School Sato Dormitory ©Oki-Dozen Miryokuka Project



Inside the Oki Learning Center ©Oki-Dozen Miryokuka Project

TIMELINE		
mm/yy	Internal coordination	External (community) interventions
2003	The Self-Reliance Promotion Plan raises the importance of high schools in population measures	
2006		"Delivery classes" with external lecturers and students started
2007	Committee for the Miryokuka and Continuous Development of Oki-Dozen High School established	
2009	Miryokuka Promotion Committee established	
2010		<ul style="list-style-type: none"> • Island Exchange system launched • The Oki Learning Center opened
2013	<ul style="list-style-type: none"> • New Miryokuka Concept (Phase 2) (10-year plan) formulated • Dozen Hometown Miryokuka Foundation to raise funds established 	
2019	The Miryokuka Framework (5-year plan) formulated	
2020		"Adult Island Study" launched

3-4.Philippines

INCLUSIVE COMMUNITY-BASED DISASTER REDUCTION AND MANAGEMENT PROJECT

Target area	Calbayog and Catbalogan, Samar, Philippines
Social issue keywords	Vulnerability to natural disasters. Exposure to typhoon, storm surges, and tsunami. Vulnerability of persons with disabilities due to physical, communication, and attitudinal barriers. Persons with disabilities are least included in community-based disaster preparedness and response initiatives.
Leading/backbone org.	People' s Initiative for Learning and Community Development (PILCD) in cooperation with the Arbeiter Samariter Bund (ASB)
Implementation period	2016-2018
Reference URL (if any)	www.inclusion.pilcd.org

BACKGROUND AND OBJECTIVES

The project is a community-based education and capacity development intervention that promotes disability-inclusive community-based disaster preparedness and response. It was implemented in the cities of Calbayog and Catbalogan, of Samar province, in Eastern Visayas, Philippines. The cities of Calbayog and Catbalogan lie along the coastal region of Samar. Both cities are coastal, agricultural, and highly urbanised. Fishing, agriculture, and commercial trading are the primary sources of income. Vulnerability to meteorological hazards makes these areas susceptible to typhoons and heavy rains that cause flooding and storm surges.

Vulnerability during disasters is the main issue faced by the poor and disadvantaged communities of the project. The project focuses on persons with disabilities who are disproportionately vulnerable during disasters.

The project was designed to make disaster risk reduction disability inclusive with the following objectives:

1. To increase the capacity of high-risk groups and individuals in government engagement and participation in disaster risk reduction and management (DRRM) planning and decision-making processes.
2. To strengthen the capacity of local government units and communities in disability-inclusive DRRM planning and emergency response.
3. To increase awareness of local communities about climate change and its relationship to natural disasters.
4. To establish linkages and partnerships between non-governmental and peoples' organizations, local government units, schools, academia, and other stakeholders for inclusive DRRM and climate change education.

START-UP PROCESS

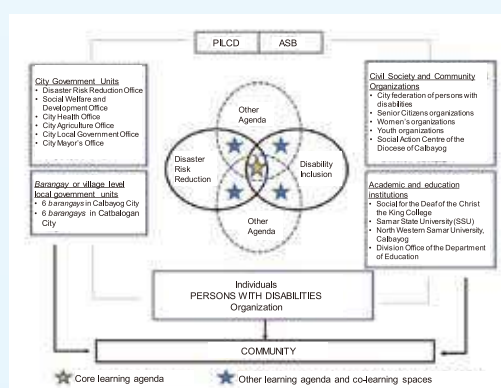
The project was developed after a call for proposal by Arbeiter Samariter Bund (ASB), an aid and welfare organization based in Bonn, Germany in early 2015. PILCD submitted a proposal for a small grant to develop a full proposal, which was later approved for full funding. This process provided an opportunity to design

and develop the final proposal with the participation of target partners and stakeholders in the community. The project criteria in selecting project sites were areas that had been affected by typhoon Haiyan in 2013 and typhoon Hagupit in 2014.

The development process involved identifying the stakeholders from the local government, the persons with disabilities sector, local civil society organizations, academic institutions, and church and religious organizations. Formal communications were sent to different organizations, groups, and individuals to present the general project idea. The first meeting was a project information-sharing, consultation, and needs and capacity assessment of identified stakeholders. Key informant interviews, focus group discussions, and specific consultation meetings with identified stakeholders were also held.

Once the full proposal was approved by ASB, the project design was presented with the different stakeholders resulting in an informal collaboration agreement. Official communications to each agency, groups, and individual stakeholders were sent to formally communicate the project design.

STAKEHOLDERS



The project stakeholders can be clustered into the following groups: government, academic and education institutions, civil society, community organizations, and "barangay" (village-level local government units). The selection criteria for partners were:

1. responsibility of the institution to address the issue
2. stakes of the institution to address the issues and contribute to the technical aspects of the project; and
3. impact of the issue on a particular sector of the population and community. Each organization designated staff as representative(s) in the project. The role of the individual participants and organizations evolved from being participants of the training-of-trainers (ToT) to co-implementers of training activities at the community level. Then role evolved to co-development and the production of local audio and video materials on disaster preparedness.

In terms of roles and responsibilities, city government institutions mobilized community officials in to conduct community-based education and training. The Social Welfare and Development Office (CSWDA) provided technical support to persons with disabilities to participate in the programme. Academic and education institutions provided technical support for the participation of deaf people and assisted in the development and production of the IEC materials. The University's radio station was utilized as a platform to air announcements and developed audio materials. From civil society, various organizations ranging from persons with disabilities, women, youth, the elderly, farmers, and religious organizations were responsible for mobilizing community-based organizations. Participating groups of persons with disabilities led to the identification, profiling, mapping, mobilization, and awareness-raising of persons with disabilities in the target villages. The Barangay (village-level local governments), with their respective participating representatives in the programme ensured the mobilization of local resources to conduct community-based DRR activities. They also ensured that these activities will be incorporated and adopted in their local DRR plans.

ACTIVITIES

■ Training-of-Trainers for the stakeholders

A series of ToT for all stakeholders was conducted, including

1. basic and advanced ToT for local educators and trainers on Disability Inclusive Community-based Disaster Risk Reduction, and
2. capacity building on leadership, organizational management, networking, and advocacy of participating individuals such as persons with disabilities, community organisations including women, the elderly, youth, and fisherman organisations.

■ Community-based training activities

After their ToT participation, training teams were formed that included participants from the local government, persons with disabilities, academia, and local community organizations to ensure the diverse character of the teams. These teams planned and carried out community-based training and activities in target communities as part of their training practice. This training and activity included

1. community awareness-raising and training on climate change and disaster preparedness
2. development of community hazard maps, early-warning systems, contingency plans, and the formation of community disaster risk reduction committees that included persons with disabilities, women, and the elderly
3. training persons with disabilities in basic data-gathering in their communities; and
4. mapping persons with disabilities in the 12 barangays to identify those who in high-risk areas.

■ Development and production of local audio and video materials on disaster preparedness

Participating individuals and organizations played a significant role in developing information, education, and communication materials on disaster preparedness. Tasks entailed writing and editing scripts to local translation up to being actors in these materials.

DRIVERS AND BARRIERS

There were five drivers that helped achieve a successful collaboration. The first driver was the issue being addressed – disaster and climate change. The very nature of the issue that affects everyone is a strong basis for people to work together and look for solutions. The second driver was the level of personal commitment of individuals participating in the project. Individual participants were selected via the following process: (1) recommendations from the respective heads of the involved institutions; (2) individual interviews; and (3) self-administered questionnaires that included a needs analysis and questions on how the project related to his / her work and how it would have an impact on a personal level. The screening and selection process ensured that everyone had their own commitments to the project that were not driven by mere institutional mandates. The third driver was a project design and learning framework that was participatory, inclusive, flexible, and dynamic. The project design was entirely based on the needs and context of each organization and participant. The learner-centred approach of the learning activities was characterized by games and group-based activities which provided a fun and non-threatening learning environment, as well as space for co-learning and collaboration. The fourth driver was that the project ensured that the interests and framework of each participating organization and institution was considered and included in the overall project design. This was done through individual consultations with each organization. The fifth driver was the lead agency's framework of participation and inclusiveness, which was inherent to PILCD's nature and the work methodology. The framework was developed to break the vicious cycle of the lack of economic and social development opportunities, which results in infringement of economic, social, and cultural rights, leading to reduced participation in decision-making and civil political rights, which eventually triggers social exclusion, stigma, and isolation. This framework guided PILCD to recognize and acknowledge the diversity of contexts and take this into account during the project's development and implementation process, resulting in the adoption of the "twin-track" approach of a) providing disability-specific initiatives to support the empowerment of persons with disabilities; and b) integrating disability-sensitive measures into the design, implementation, monitoring, and evaluation of the project.

The biggest challenge was managing the power dynamics between the participating groups, especially between participants from government agencies and academic institutions and those from community organizations, in particular persons with disabilities. Participants from low-income and disadvantaged groups tend to be quiet and passive during training activities when combined with authority figures and those of higher socio-economic status. The low level of education of most persons with disabilities and their low self-esteem is a condition that will cause participants from the government to dominate the training process and activities. This issue was overcome by providing specific capacity-building support to persons with disabilities in leadership, facilitation, public speaking, and working in groups. The participatory methodologies of the training also allowed disadvantaged groups to express themselves and participate in discussions and activities. Capacity-building and awareness-promotion sessions for power-holders were conducted as part of the twin-track approach to address the issue.



Community emergency drills/ @PILCD



Multi-stakeholders training of trainers/ @ PILCD

OUTCOME

- Enhanced the capacity of 87 local educators and trainers on Disability Inclusive Community-based Disaster Risk Reduction and Management (CBDRRM) from different organizations.
 - Awareness-raising and the training of 586 individuals to include barangay officials and persons with disabilities, the elderly, and women on Disability Inclusive CBDRRM in 12 barangays.
 - Development of IEC materials on disaster preparedness and responses with the participation of different sectors. These materials are currently used in their continued training and education activities.
 - Strengthened participation and representation of two city-level Disabled Persons Organizations in Calbayog and Catbalogan in local government structures and processes, including access to development programmes and services. The project resulted in the formation and designation of persons with disabilities in the Persons with Disability Affairs Office of local government units. At the local government level, disability-inclusive monitoring and responses are also applied.
 - Enhanced community disaster preparedness plans in 12 barangays that are disability inclusive, including a) mapping of persons with disabilities, b) hazard maps that include information on persons with disabilities, c) early-warning systems, contingency plans, and the formation of Barangay Disaster Risk Reduction Committees (BDRRMC) that include persons with disabilities, women, and the elderly.
- The above outcomes were documented via regular monitoring, documentation observation, and post-project evaluation via key informant interviews and focus group discussions.

COLLABORATIVE MECHANISM

- The ToT provided a collaborative learning space for individuals

from different organizations and institutions. A long-term training series also provided a co-learning space for the participants to learn from each other to develop their professional and personal bonds.

- Institutional commitments were based on mutual trust and the common understanding that addressing the issue of disasters and climate change requires a multiple-stakeholder and interdisciplinary approach. Disaster is an issue that affects everyone regardless of social status, political, or institutional affiliations. It is an issue that sparks the community spirit that binds everyone to come together, sit down, and work together for solutions. This community spirit during disasters is inherent in Filipino culture, and because of this spirit, no formal or paper-based agreements bound by legal obligations needed to be imposed.
- Clear responsibilities and commitments of the participating agencies were conveyed through official communication channels of each office, particularly the local government sectors. The designation and assignment of responsible persons and participating individuals was considered an indication of the commitment of participating organizations to the project, including their agreement to the corresponding responsibilities and obligations of the project.
- Each institution was responsible for ensuring the full participation of its staff in the training and activities of the project until they finished the entire programme. As the lead organization, PILCD ensured that participating organizations were regularly updated on the project's progress and the participation of their representatives.
- PILCD conducted personal interviews to clarify how the project would benefit individuals personally and professionally and to ensure their commitment. It also ensured that communication protocols were followed to ensure that the concerned offices were well-informed of the project's progress and the participation of their representatives. The heads of each office were also invited to attend and observe the activities.

LEARNING ASPECTS

From project consultation to training activities, the design of training and learning activities considers the different levels of education, experience, and context of each participant.

For the training of trainers, participatory, experiential, group-based methodologies via "art and play", and simulations were utilized to ensure that each participant (especially persons with disabilities) could express and share his or her ideas. These included problem-posing materials, mind mapping, theatre arts, music, poetry, and visual arts. These group-based activities were facilitated via the ADIDAS approach (i.e., Activity, Discussion, Input-Discussion, Analysis-Synthesis).



Training of trainers of persons with disabilities/ @PILCD

TIMELINE		
mm/yy	Internal coordination	External (community) interventions
6/2015	Development of the research design for project development	
7/2015		Research and consultation with target project stakeholders
9/2015	Project development	
1/2016		Project consultation with target stakeholders and coordination meetings
2/2016	Development of the training design	Identification and screening of participants; Needs analysis
3-12/2016		Training of trainers and community-based trainings; project evaluation
1/2017	Development of the second-year project plan	Consultation and coordination with stakeholders and individual participants
2-12/2017		Advanced Training of Trainers; Capacity building of persons with disabilities; Community-based DRRM activities
10/2017-6/2018		Development and production of audio video materials, Evaluation

4. Reflections

Collective Learning and Action for Sustainable Community Development

Introduction – what is community development?

When we talk about community development, we usually focus on people, organizations, and their activities in a local community. We think about how to enhance their capacity and develop local capital. Going through the case studies of Bangladesh, India, Japan, and the Philippines on the community level interventions and experiences, we are reminded that it's not just a matter of small communities. We need to expand our view to understand local relationships and their dynamics with external stakeholders. Since the context of these countries are all different, it is difficult to find a 'one size fits all' solution. This overview highlights the common 'process' of promoting community-based learning and actions for sustainable development.

There are many different kinds of communities, but this study focuses on a communities where people live in a geographical area during their day-to-day existence. All the case studies show that a community is a small cluster consisting of local people and organizations linked to one another.

The collective impact in a community will be stronger through linkages and collaborations with internal and external partners. How to manage these mechanisms is the overall question of this study. Our assumption is that 'learning' is the key to developing enabling conditions to maintain the collaboration mechanisms that produce collective impact.

1. Notions of learning

The notion of learning should not be a one-way conversation from external experts to a community, but rather a mutual learning process to synergize rich internal and external resources. Experts and their organizations can bring new ideas to a community, and that community can provide local wisdom and knowledge to external experts. Literacy and adult education discourses as put forth by Freire (1970) and Knowles (1980) discussed the potential of learners, and we may revisit these discourses when designing and implementing community based learning. Under the Maharashtra Gene Bank project of India, university academics noted that working with grassroots environmental educators were good opportunities to understand bottom-up approaches. The visions of the Ama-cho, Shimane of Japan were made through the synergy of outside views, local traditions, and knowledge, particularly the process of dialogue and sharing knowledge.

Learning is the key to promoting inclusion in the society. Collective learning should be inclusive, consolidating all the thoughts and resources of different stakeholders through continuous dialogues. As presented in the case of the People's Initiative for Learning and Community Development (PILCD) initiatives in the Philippines, people with disabilities are not always recipients of social services but can also actively contribute to managing information for community disaster risk reduction in a community. Building community capacity is a common strategy through awareness promotion, knowledge, skill transfers, and dialogues. These can change the mind-set of powerholders, donors, and experts and are equally important for inclusion to bring about collective impact to the whole community.

2. Leadership

Who takes the leading role for community activities? According to some cases of collective impact projects in the US (Kania and Kramer, 2011), one of the key principles is to have a 'backbone support' as a separate independent organization to coordinate the different interests and missions of stakeholders. In the case studies of these four countries, there is no such neutral organization. One or more stakeholders took a leading role to formulate visions, prepare action plans, implement the activity, and finalize the wrap-up in cooperation with other stakeholders. A Community Development Centre in Matsumoto, Japan functions as a neutral organization to coordinate various

stakeholders, but it's a government office and not an independent organization.

Coordinating the diverse interests of stakeholders is a challenging task that requires strong leaders with good management skills. External stakeholders are diverse, and community members all have different views and opinions. There are various types of leaders (mission-oriented, transformational, trust-building, servant leadership, etc.; Kanai, 2005). In these case studies, leadership is developed by building on existing community leaders, so that there will not be immediate conflicts in the community. Avoiding conflict is important, since an effective leadership also depends on how followers perform under a common vision.

3. Collaboration, trust and accountability

The cases presented in this study do not have charismatic individuals, but instead use a local management committee of stakeholder representatives formulated with the support of external organizations as required for taking a joint leadership and building a consensus among community stakeholders. A school-based gonakendra (people's centre) in Bangladesh assumes a coordinating role for community development activities while providing a library and other services, all while supported by BRAC and the local government. Partner NGOs at the District and Block levels of the WASH project in Rajasthan, India linked external interventions, school initiatives, and parents, and the community. The non-profit Mizushima Foundation of Okayama, Japan functions as a secretariat to the Steering Committee for coordinating local government stakeholders, communities, and external experts from the university.

The intervention of external stakeholders and the development of relationships with local stakeholders are part of their learning process. As Chambers (1997) suggests 'Putting the first last', external organizations can be a servant leader or facilitator for supporting local initiatives. The process of bringing external frameworks and missions for coordinating with local contexts through dialogue itself is a collective learning process, as informed by most case studies. Though terms like 'environment', 'health', 'disasters' are commonly used by stakeholders, its meaning may be different according to the different context of their life, work and reality. To coordinate these differences, most cases prepare official documents such as a Memorandum of Understanding (MOU) to make the roles and responsibilities assigned from meetings and consultations clear to all stakeholders.

On the other hand, the case from the Philippines emphasizes that an MOU is not necessary for collaboration, as they can work together through trust rather than paperwork. Each stakeholder agrees to shoulder certain responsibilities and assumes the independence to carry out their activities, knowing they are accountable for their results. Collective learning and actions observed in the case studies take place through loose partnerships in the spirit of collaboration, healthy competition, and context-based stakeholder creativity. The accountability of each stakeholder is important to avoid social loafing or Ringelmann effect, (i.e. groups are sometimes less productive than the combined performance of their members working as individuals; Latane, Williams & Haskins, 1979).

4. Putting diverse pieces together

Community development can be seen as a homemade jigsaw puzzle. First, we draw an overall picture with a suitable size, colour, and content with the overall agreement of participants. Then, there are negotiations regarding who will prepare each piece and the coordination of the materials to be used. During the process, we continue to negotiate and sometimes modify or change some pieces. Once the picture is complete, it can be connected to others to form a larger picture. It should also be noted that the picture is not permanent and can be broken down again to create other picture with different sizes and colours according to changing needs, interests, and environments.

Sustaining the community does not always mean to continue using the same structures and activities. We must balance local traditions and wisdom with new knowledge and skills. A collective learning process accommodates different information, knowledge, skills, and values for the betterment of people's lives and communities, with flexible and open-minded attitude from community stakeholders, external organizations, and experts. The challenge is in how to use legacy infrastructure with external resources to create new value in the community. The process of achieving SDGs is not a 100m sprint race with fixed lanes, but rather like a cross-country race where we must find ways to move forward to reach our goals.

These case studies present different and dynamic ways to create a sustainable society in their own contexts. This documentation of local practices was context driven, but we attempted to find meaning and value that could be applied to other situations and contribute to wider discourses in this area.

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