







2015

# KNCU Bridge Asia Partners Training Workshop

Inclusive and Sustainable  
Community Development  
through Partnership in Asia

Date: 24-27 November 2015

Venue: Korea UNESCO House, Sejong Hotel



# TABLE OF CONTENTS

<b>Workshop General Information .....</b>	<b>7</b>
Overview .....	9
Detailed Programme .....	11
<b>Sejong Literacy Project Case Reports .....</b>	<b>15</b>
Bangladesh National Commission for UNESCO .....	17
Non-Formal and Continuing Education Division, Ministry of Education, Bhutan .....	26
Sahbhagi Shikshan Kendra, India.....	34
Ministry of Education and Sports, Lao PDR.....	46
Nepal National Commission for UNESCO .....	63
Bunyad Literacy Community Council, Pakistan .....	71
Notre Dame Foundation for Charitable Activities Inc., Philippines.....	82
Solomon Islands Literacy Association .....	92
National Institute of Education, Sri Lanka .....	101
Timor-Leste National Commission for UNESCO .....	114
<b>Climate Change Education Project Case Reports .....</b>	<b>123</b>
Kazi Siraj Uddin Foundation, Bangladesh .....	125
Light of Hope, Bangladesh.....	133
Project ‘PRERONA,’ Bangladesh .....	141
Ministry of Natural Resources and Environment, Lao PDR.....	150
Phoudindaeng Youth Center, Lao PDR .....	159
Centre for Human Rights and Development, Mongolia.....	185
Nepal National Commission for UNESCO .....	193
AWAZ Foundation, Pakistan.....	203
Ananda College, Sri Lanka .....	218
Devi Balika Vidyalaya, Sri Lanka .....	232
Prachawit School Foundation, Thailand.....	248
Thai National Commission for UNESCO.....	256
<b>Facilitators’ Biographies.....</b>	<b>273</b>
<b>Study Visit Sites .....</b>	<b>277</b>
Sejong Literacy Project.....	279
Climate Change Education Project .....	282
<b>Information Sharing and Networking.....</b>	<b>285</b>
Overview .....	287
List of Participating Korean Organizations .....	288
<b>Appendix .....</b>	<b>289</b>
List of Participants and Observers.....	291
Emergency Contacts.....	293



# **Workshop General Information**

Overview

Programme





## OVERVIEW

### KNCU Bridge Asia Partners Training Workshop

Dates: 24-27 November 2015

Venue: **Korea UNESCO House** (Day 1 - 3)

26 Myeongdong-gil (UNESCO Road), Jung-gu, Seoul, Korea

**Sejong Hotel** (Day 4)

145 Toegye-ro, Jung-gu, Seoul, Korea

*Study visits to relevant sites and organizations are planned for Day 3, Thursday 26 November.*

Host: Korean National Commission for UNESCO

Sponsor: Ministry of Education, Korea

Cooperation: National Institute for Lifelong Education, Korea Adaptation Center for Climate Change

Participants: 40 persons including 23 staff from KNCU Bridge Asia partner organizations, 8 working-level staff in relevant fields in Korea and 8 experts

Working language: English

Theme: **Inclusive and sustainable community development through partnership in Asia**

Main Contents:

- **SDG Forum on International Cooperation in Education** (Day 1)
  - o Lectures on literacy/lifelong learning and climate change by relevant field experts
  - o Case sharing of KNCU Bridge Asia Programme
- **Thematic group discussions** (Day 2): facilitated by experts in literacy/lifelong learning and climate change
- **Study visits** to relevant Korean organizations (Day 3)
- **Information sharing** (Day 4): discussions with working-level staff from Korean organizations in the field of literacy/lifelong learning and climate change and seeking future opportunities for partnership
- Adoption of the 'Bridge Asia common principle' (Day 4)

## Objectives

- To establish a common goal and platform among Bridge Asia partners
- To share project progress and outcomes, as well as experiences and best practices in relation to field-based literacy, lifelong learning, and climate change education projects
- To form new partnerships to develop innovative models of community development within the Asia region

## Description of Contents

The **SDG Forum on International Cooperation in Education** on the first day (24 November) will be open to the public as well as participants. There will be one keynote lecture and two thematic lectures in the fields of literacy and climate change. The open session will also include case sharing presentations from selected KNCU Bridge Asia partner organisations.

The **thematic group discussions** (25 November) will be based on the field experiences of Bridge Asia partners, and will tackle emerging issues and challenges in implementing and expanding literacy and climate change adaptation programmes. Following the exchange of good practices and views among relevant networks, participants are expected to report key findings, recommendations and areas of consensus during the group sessions.

**Study visits** (26 November) are prepared in order for the Bridge Asia partners to observe activities related to literacy and climate change in certain localities within the Republic of Korea.

The **information sharing session** (27 November) will serve as a place for Bridge Asia partners and relevant Korean organisations to exchange and discuss programmes and to discover possible opportunities for cooperation and partnership.

Creation of the **Bridge Asia Common Principle** will also take place during the last day (27 November). In addition, a brief awards ceremony for the photo contest organized by KNCU to celebrate International Literacy Day will be held before closing.

## DETAILED PROGRAMME

24 November 2015: Plenary Session

Korea UNESCO House

### OPEN SESSION: SDG Forum on International Cooperation in Education

09:30 - 10:00	<p><b>Opening Remarks</b> Dong-seok Min, Secretary-General, Korean National Commission for UNESCO (KNCU)</p> <p><b>Welcoming Remarks</b> Eun Kyung Park, Chairperson of Tongyeong Education Foundation for Sustainable Development / Vice Chairperson of Korean National Commission for UNESCO</p> <p><b>Congratulatory Remarks</b> Yang-ok Ahn, President of the Korean Federation of Teachers' Association / Chairperson of Education committee of Korean National Commission for UNESCO Young-Il Song, Director General, Korea Adaptation Center for Climate Change Han Sik Shim, Director, Division of Planning &amp; Management, National Institute for Lifelong Learning</p>
10:00 - 10:10	<b>Introduction to the KNCU Bridge Asia participants</b>
10:10 - 10:20	Group photo and coffee break
10:20 - 11:10	<p><b>Keynote Speech: "Literacy, Education for Sustainable Development and Women's Empowerment"</b> Anna Robinson-Pant, Professor, School of Education &amp; Lifelong Learning, University of East Anglia</p>
11:10 - 12:20	<p><b>Thematic Lecture 1: "UNESCO's strategies for improving the status of literacy"</b> Brenda Tay-Lim, Programme Specialist, UNESCO Institute for Statistics (UIS)</p> <p><b>Thematic Lecture 2: "Community impact, response, and adaptation to climate change in (South) Asia in the age of SDGs"</b> Hina Lotia, Board Member, Climate Action Network South Asia (CANSA) / Director Programs, Leadership for Environment and Development (LEAD) Pakistan</p>
12:30 - 14:00	Welcome Luncheon
14:00 - 14:15	<b>Introduction to the KNCU Bridge Asia Programme</b>
	Seung-yoon Kim, Assistant Secretary-General of Korean National Commission for UNESCO
14:15 - 15:30	<p><b>Case Sharing of KNCU Bridge Asia Programme</b></p> <p>Case 1: <u>Literacy for marginalised groups through Open School Programme in Sri Lanka</u> Sarawanamuthu Dunaisingh, Senior Lecturer, National Institute of Education (NIE)</p> <p>Case 2: <u>Community activity based Education for Sustainable Development (ESD) in Bangladesh</u> Rosi Ranan, Project Coordinator, Project: "PRERONA"</p> <p>Case 3: <u>Women's empowerment as change agent and building community capacity in India</u> Ashok Kumar Singh, Director, Sabhaghi Shikshan Kendra</p> <p>Case 4: <u>Financial literacy for women through Conditional Cash Transfer (CCT) programme</u> Shahzad Hussain, Programme Manager, Bunyad Literacy Community Council</p>
15:30 - 15:50	Coffee Break
15:50 - 16:40	<p><b>Panel Discussion: Inclusive and sustainable community development through partnership in Asia</b> Chair: Sung-Sang Yoo, Professor, Seoul National University</p> <p>Panelists: Anna Robinson-Pant, Professor, University of East Anglia Brenda Tay-Lim, Programme Specialist, UIS Hina Lotia, Board Member, CANSA / Director Programs, LEAD Pakistan Yunjeong Choi, Researcher, Korean Women's Development Institute</p>

**CLOSED SESSION**

17:00 - 18:30	<b>Orientation: Introduction to the participants, workshop objectives and agenda</b> Group 1: Sejong Literacy Project partners Group 2: Climate Change Education Project partners
18:30 -	Dinner

**25 November 2015: Breakout Session**

Korea UNESCO House

	<b>Sejong Literacy Project</b>	<b>Climate Change Education Project</b>
09:00 - 12:00	<b>Group Discussion 1: Case sharing and thematic discussions</b> <u>Group A: Community awareness and engagement</u> Facilitator: Anna Robinson-Pant, Professor, University of East Anglia <u>Group B: Strategizing quality literacy education programmes</u> Facilitator: Moon Suk Hong, Head, Office of Sustainable Development Partnership, Re-shaping Development Institute	<b>Starting on the same page: Understanding of Climate Change Adaptation (CCA)</b> Facilitator: Ju Youn Kang, Researcher, Korea Adaptation Center for Climate Change (KACCC) - Identifying challenges - Finding CCA solutions within communities
12:00 - 13:30	Lunch	
13:30 - 15:00	<b>Group Discussion 2: Identifying mechanisms for cooperation</b> <u>Group A: Non-governmental organizations</u> <u>Group B: Governmental organizations</u> <u>Group C: National Commissions</u>	<b>Thematic Group Discussion 1: Community Engagement and Resource Mobilisation</b>
15:00 - 16:00	<b>Plenary Session: Reporting of group discussion results</b>	
16:00 - 18:00	Break <b>Thematic Lecture: Making best use of assessment to improve learning</b> Brenda Tay-Lim, Programme Specialist, UIS	<b>Thematic Group Discussion 2: Capacity Building</b>
18:30 -	Dinner and Excursion	

<b>26 November 2015: Breakout Session and Study Visit</b>		
Korea UNESCO House		
Various study visit sites		
09:00 - 11:30	<b>Study Visit 1</b> <u>National Institute for Lifelong Learning</u>	<b>Thematic Group Discussion 3: Project management &amp; technical skills</b>
11:30 - 13:00	Lunch	
13:00 - 16:00	<b>Study Visit 2</b> <u>Anyang Citizens School</u>	<b>Study Visit 1</b> <u>Seoul Energy Dream Centre</u>
16:00 - 18:00	<b>Study Visit 3</b> <u>Singal School</u>	<b>Study Visit 2</b> <u>Energy Farm</u>
19:00 -	Dinner	
<b>27 November 2015: Plenary Session and Closing Ceremony</b>		
Sejong Hotel		
09:00 - 12:00	<b>Plenary Session 1: Information sharing</b> <u>Introduction of Korean partner organizations</u> <u>Seeking prospects for future partnerships</u>	
12:00 - 13:30	Lunch	
13:30 - 14:30	<b>Plenary Session 2: Adoption of the Bridge Asia common principle</b>	
14:30 - 15:30	<b>Plenary Session 3: Workshop evaluation</b>	
15:30 - 16:00	Break	
16:00 - 16:30	<b>Closing Ceremony</b>	
18:30 -	Farewell dinner reception	



# **Sejong Literacy Project Case Reports**

Bangladesh National Commission for UNESCO

Non-Formal and Continuing Education Division, Ministry of Education, Bhutan

Sahbhagi Shikshan Kendra, India

Ministry of Education and Sports, Lao PDR

Nepal National Commission for UNESCO

Bunyad Literacy Community Council, Pakistan

Notre Dame Foundation for Charitable Activities Inc., Philippines

Solomon Islands Literacy Association

National Institute of Education, Sri Lanka

Timor-Leste National Commission for UNESCO





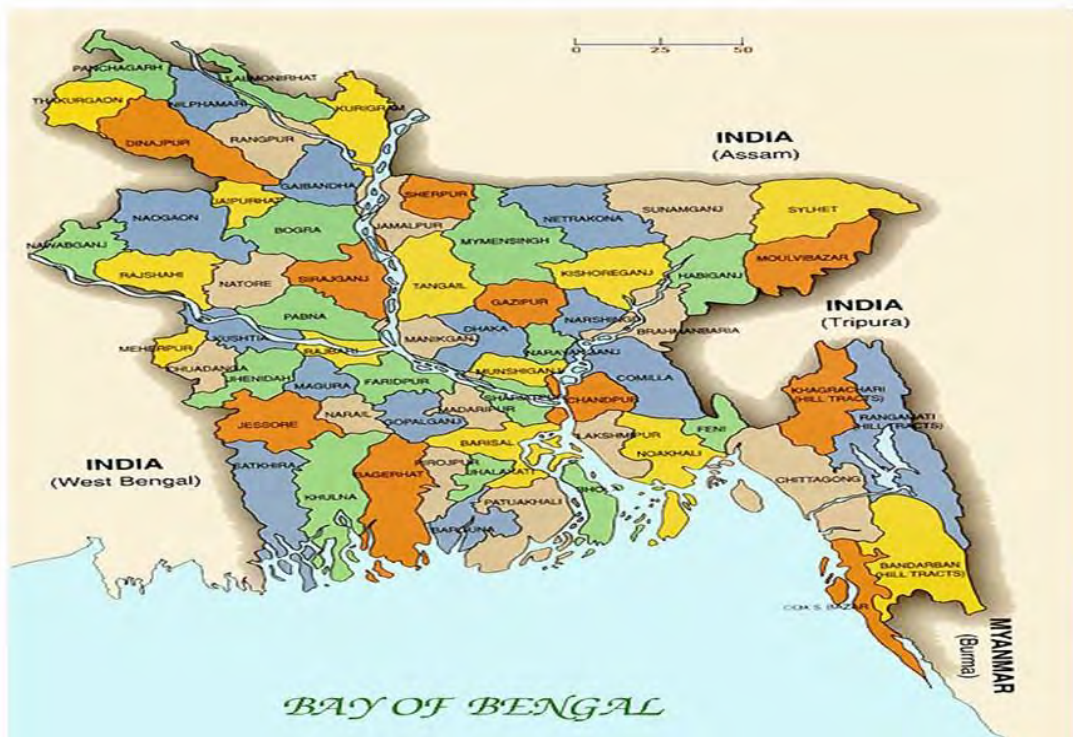
**Welcome to the Presentation from  
Bangladesh**  
on  
**Literacy Campaign for the Women of Char Khalifa,  
one of the marginalized Communities of  
Bangladesh**

Implemented by  
Bangladesh National Commission for UNESCO  
In cooperation with  
Korean National Commission for UNESCO

## **Presentation Outline**

- **Country Profile**
- **Target Community Profile**
- **Introduction to the Organisation**
- **Introduction to the Participant**
- **Project Description**

## Location of Bangladesh:



## Country Profile

- **Total population:**160 million(approx.)
- **Population Growth Rate:** 1.37
- Total Area: 147570 sq.km.
- Official Language: Bangla
- Density: 876/ sq km
- Per Capita: \$923 (approx.)
- **Poverty Rate** (Source-BBS): National-31.5, Rural-35.29, Urban-21.3
- Government Expenditure for Fiscal Year 2015-2016: 12.3 (Education & Technology)
- **Primary School (Source: BANBEIS 2014):**
- Net Enrollment Rate: Total-97.7, Boys-96.6, Girls-98.8
- Completion Rate: Total-97.93, Female-98.54
- **Literacy rate (7+ years)** (Source BBS 2011) : 56.8
- **Youth Literacy Rate (Source: BBS Literacy Survey 2010):**
- Age Group (15-19)- Total-82.17, Male 80.57, Female-83.98
- Age Group (20-24), Total-75.09, Male-76.77, Female-73.73
- **Adult Literacy Rate:**
- Age Group (25+), Total- 52.75, Male-58.47, Female-46.84

## About the Community of Char khalifa

- **Area and Location:** It is a Union of Daulotkhan Upazila and Bhola Zila. Total area- 4,353.00 acar
- Population- 28,461.00
- Density of Population- 6.54
- Total Literacy Rate- 33.00 %
- 

Source : BBS, 2001

## **About Me**

- Name: Shahanaz Pervin
- Designation: Programme Officer
- Organization: Bangladesh National Commission for UNESCO (BNCU)

## **About Bangladesh National Commission for UNESCO**

- Established in 1972;
- Attached Office of the Ministry of Education;
- Full Commission with 21 Members;
- Steering Committee with 11 Members;
- Five Sub-commissions (with 09 members each):
  - Education,
  - Science,
  - Culture,
  - Human Rights,
  - Mass media

## About the Project

- **Project Title:** Literacy Campaign for the Women of Char Khalifa, one of the marginalized Communities of Bangladesh
- **Time Period of the Project:** April-December 2015
- **Target Area:** Char Khalifa Union, Daulotkhan Upazila, Bhola, Bangladesh
- **Target Group:** 500 Marginalized Women of Char Khalifa

## Main Objectives

1. to give basic education prior to realizing their basic rights of literacy
2. to give non-formal education as basic literacy
3. to develop basic life skills and improve their living standard
4. to empower our marginalized community women through basic literacy

## Expected Outcomes

- 50% of beneficiaries are expected to complete the literacy course
- 50% of beneficiaries are expected to be able to read a short paragraph and compose a short sentence after completion)
- 
- taking the successful experiences, the NGOs, INGOs and public sector will come forward to help the other marginalized communities of Bangladesh

## Adult Literacy Classes (ALCs)

- 10 ALCs
- Each ALC consists of 50 women (from 15 to 50 age groups)
- Total numbers of learners: 500 women
- Total numbers of tutors: 10
- Total number of community supervisor: 01
- Each ALC will be the premise of individual's house depending on the space and other facilities
- Literacy classes conducted 3 times a week, 2 hours per day. 15:00-17:00 (02 hours)

## Other Related Programmes

- Health and Hygiene education
- Family Planning
- Environmental Issues
- Cleanliness Campaign
- Disaster Management

## Criteria for selecting tutors

- Minimum requirements will be Higher Secondary Level
- Age- 25-35 years
- Highly motivated to serve for the welfare of the marginalized group
- Experience in the related field will be preferred

## **Requirement for Learners**

- 15-50 years old
- Working or unemployed
- Single or married
- Intended women having leadership quality (preference)

## **Textbooks and Learning Materials**

- Reading
- Writing
- Mathematics
- Oral communication
- Participation



## Evaluation Method

### 1. Performance Indicators:

- perfect attendance
- weekly exam
- practical tasks

### 2. Data Collection Method:

- Attendance sheet
- Oral questionnaire survey
- Photographic documentation
- Pictorial exam sheet

Thank You

# Country profile

- ✓ Population: 767363 (as per NSB)
- ✓ Official language: Dzongkha
- ✓ Poverty rate( population living on less than USD 1.25 per day: 12 %
- ✓ Total expenditure on basic education (formal/Non-formal) as % of GNP:6.8 %
- ✓ Primary school net enrolment/attendance ratio and complete rate:

Net enrolment:	95.2%
Completion rate:	111%
- ✓ Total youth literacy rate, Adult literacy rate (total, male, female):

Youth literacy (m)	90%
Youth literacy (f)	82%
<b>Total:</b>	<b>86%</b>
Adult literacy (m)	66%
Adult literacy (f)	45%
<b>Total :</b>	<b>55%</b>
- ✓ Non-formal education (NFE ) system and practice, life long learning validation mechanisms:

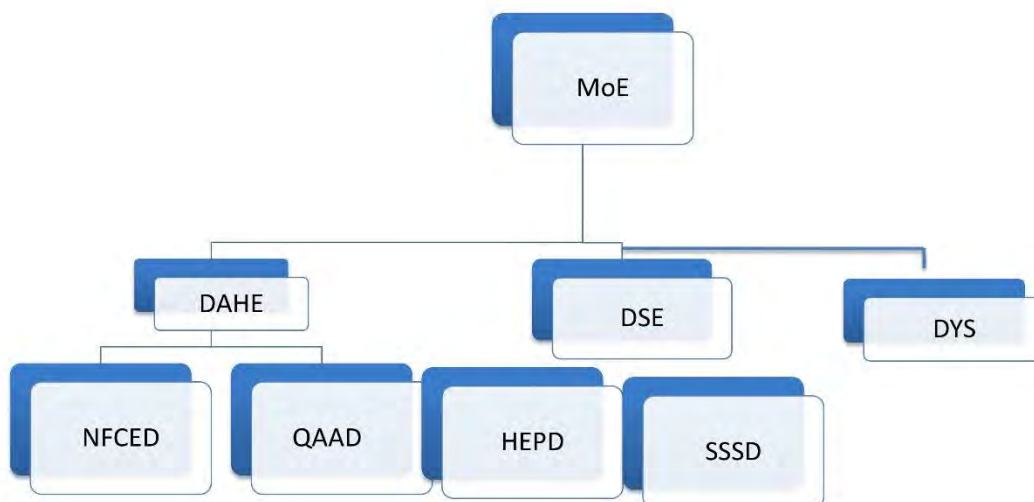
# NFE system and practice

- Started in 1990 with the following **goals**
  - To achieve 70% adult literacy by 2018
  - To promote National Language through literacy programme
  - To promote life-long learning
- **Strategies**
  - Carry out literacy mapping to establish correct illiterate population in the Dzongkhags/Thromdeys
  - Institute strategic planning at the Dzongkhag/Thromdey level to ensure equitable access to NFE services.
  - Strengthen advocacy and awareness programmes through various means to enhance enrollment and promote retention.
  - Develop appropriate curriculum materials based on needs/demands ensuring GNH values and principles are incorporated
  - Strengthen collaboration and partnership among relevant stakeholders and explore further opportunities for partnership
  - Develop strategic training programme for capacity building of NFE providers.
  - Institute a standard monitoring and evaluation system for all NFE programs (both qualitative and quantitative) at all levels
  - Develop a plan for assessment of learning and certification of NFE Courses
  - Integrate NFE indicators into EMIS

### Target community profile (1-2 slides)

- ✓ Population: (24 CLC)
- ✓ Language Distribution: Dzongkha and English
- ✓ Poverty rate (Population living on less than USD1.25 per day): .....
- ✓ Public/private support scheme and basic education:.....
- ✓ Primary school net enrolment/attendance ratio and completion rate:  
Net enrolment: 95%  
Completion rate: 109%
- ✓ Total youth literacy rate, Adult literacy rate (total, male, female):  
Youth literacy (m) 90%  
Youth literacy (f) 82%  
**Total: 86%**  
Adult literacy (m) 66%  
Adult literacy (f) 45%  
**Total : 55**

### Introduction of the Organization



# Introduction

- Name: Mr. Tenzin Rabgyel
- Designation: Dy. Chief Program Officer
- Agency : Non-Formal and Continuing Education Division, DAHE, MoE

# Project description

## Project title :

**Capacity Development and Community Learning Center Manual Development**

### **Objectives: -**

- Increase the adult literacy to 70%
- Accelerate the NFE program
- Enhance the capacity of the Instructors
- Develop Community Learning Center Guide Objective

### Target group/beneficiaries

- Capacity building of NFE instructors
- Train NFE Instructors on the teaching of Basic
- Literacy course and management of CLC Manager
- CLC Guide
- Development of CLC guide

The programme will be delivered to all the NFE centres and all the CLC

## Target group

NFE instructors	CLC manager	Total
724	13	737

## Programme title:

**Capacity Development and Community  
Learning Center Manual Development**

## Background

Enhancing literacy rate stands as one of the major goals as Bhutan aims at creating knowledge the based society.

The well- being of every Bhutanese citizen can be ensured if most of the citizens are literate. The government has the moral responsibility to create an environment for learning so that people would avail the facilities in pursuit for their own livelihood and happiness. Therefore, the government aims to create an opportunity to address the educational needs of the out-of school youth and adults particularly girls and women, including those missed the opportunity for formal schooling for improving the quality of life.

## Main objectives

- Increase the adult literacy to 70%
- Accelerate the NFE Program
- Enhance the capacity of Instructors
- Develop CLC guide

Beneficiaries and participants (Target group, area, population, etc)

The beneficiaries of this project are:

- 20 Dzongkhags and 4Thromde (nation – wide)
- 427 NFE learners
- 15 CLC Manger
- 56 stakeholder

## The action we took

- Activities and programmes are:
  1. 5 days Manger’s workshop for CLC
  2. 5 days stakeholder workshop for finalization of CLC Manual and guideline
  3. 5 days orientation workshop for NFEIS and stakeholders on basic literacy course

### What we found and concluded

- ✓ Monitoring and evaluation mechanisms (any performance indicators):
  - Institute monitoring mechanism
  - Developed monitoring tools
  - Annual monitoring plan in place
  - Program officers are delegated with specific clusters for monitoring
  
- ✓ Result and evidence discovered:
  - Vocational skills especially with tailoring courses are established
  - Post literacy graduate continues with literacy skill through self learning
  
- ✓ Challenges and obstacles (and how they were managed):
  - Due to mountain terrain
  - Due to scatter of the population
  - Due to accessibility of the road.

## Impact of our involvement

Impact (especially on target beneficiaries and the local community)

- Literacy classes conducted in more efficient manner
  
- All CLC become operational
  
- CLC Manual for vocational skill developed
  
- Trained CLC Managers on Management of CLC





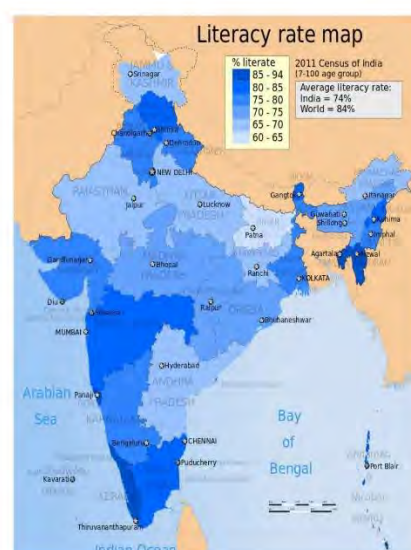
# SEJONG LITERACY PROJECT IN INDIA

## Women's Empowerment as Change Agents through Functional Literacy

Presented By:  
**Mr. Ashok Kumar Singh**  
 Sahbhagi Shikshan kendra (SSK)  
 Varanasi, India

## INDIA- COUNTRY PROFILE

<b>Population</b>	1,210 million (623.7 million males and 586.4 million females).- (2011 Census)
<b>Official Language</b>	Hindi
<b>Poverty rate</b>	(22.7% ) 1.2 billion people living below the poverty line or having income of less than \$1.25 a day (UN report-2015)
<b>Total Expenditure on Basic Education</b>	Total education budget of Rs.438 billion (US\$6.6 billion)
<b>Primary School Net Enrollment</b>	99.89 (137099984 )
<b>Attendance rate</b>	95%
<b>Completion rate</b>	75.94
<b>Adult Literacy rate</b>	60-69%
<b>Youth Literacy rate</b>	90.02% (15-24 yrs)



Source-[www.epdc.org/sites/default/files/documents/India\\_coreusaid.pdf](http://www.epdc.org/sites/default/files/documents/India_coreusaid.pdf)

Source: UNESCO Institute for Statistics, September 2013.

# INDIA- COUNTRY PROFILE

## Non Formal Education System India-

**The National Literacy Mission (NLM)**, the most important state mechanism for imparting NFE, defines literacy as acquiring the skills of reading, writing and arithmetic and the ability to apply them to one's day-to-day life.

### **Saakshar Bharat (Literate India) Mission- New Variant of NLM**

Saakshar Bharat is a government of India programme to create a literate society through a variety of teaching learning programmes for non-literate and neo-literate of 15 years and above. It was launched on 8 September 2009 as a centrally sponsored scheme in the districts where women literacy rate is below 50%.

# TARGET COMMUNITY PROFILE-

Target Communities District- Varanasi Uttar Pradesh	Muslim and Schedule Caste (SC)	
	Muslim-	Schedule caste
Population	19%	17%
Language Distribution	Hindi and Bhojpuri	Hindi & Bhojpuri
Poverty rate	31%	29.4%
Primary School Net Enrollment	13.31	19.80
Adult Literacy rate	61%	63%
Youth Literacy rate	67.6%	71%

### Literacy Rate in Varanasi District

↓  
Male  
 (80%)

↓  
Female  
 (65%)

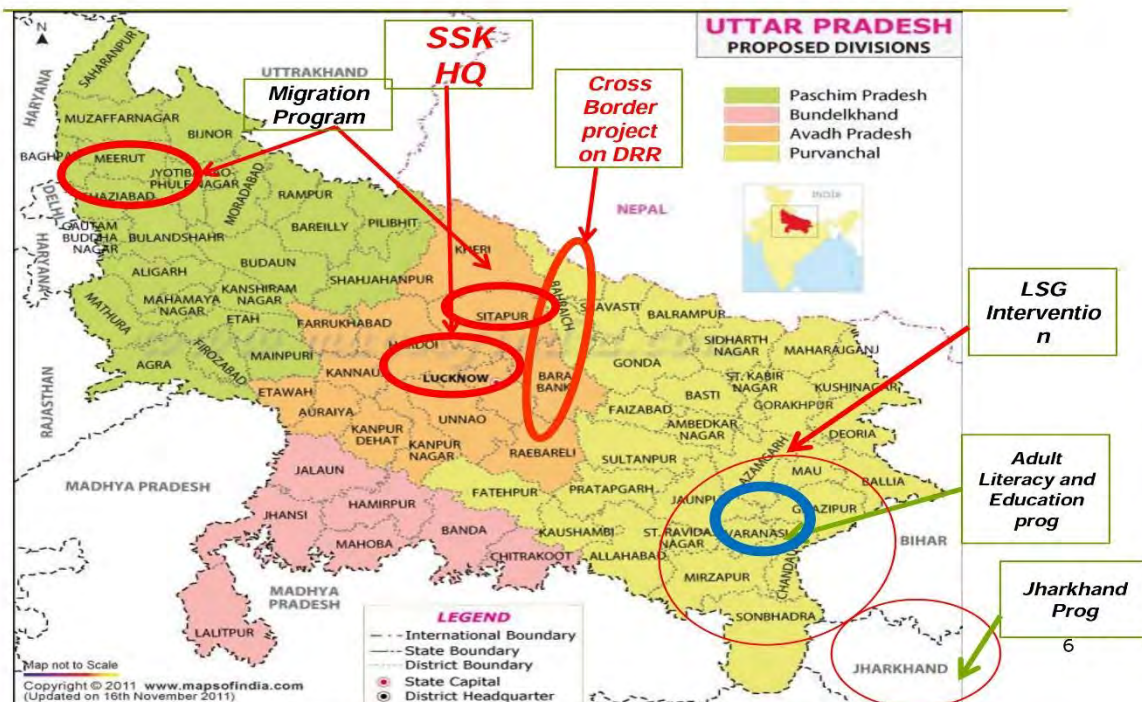
# INTRODCTION OF ORGANIZATION

- ❑ Name of Organization- Sahbhagi Shikshan Kendra (SSK)  
(Centre for Participatory Learning)
- ❑ Year of Establishment- 1990

**SSK- The Organization- A registered Non-Government Organization (NGO)**

- SSK started as support organization for capacity building of civil society organizations and community organizations/ collectives.
- SSK is working as resource organization on local government reforms and empowerment of elected women members since 1995.
- Field Intervention at community level to learn & advocate for policy change.
- Disaster & Climate Change, Internal Migration, education & Women Empowerment are focused Sectors

## SSK- Geographical Coverage and thematic area of Work



## **DISASTER MANAGEMENT WORK OF SSK**

### **Community Flood Resilience Initiatives**

- *Raising homestead plots of poor & vulnerable.*
- *Raising of hand pumps for safe drinking water.*
- *Cash for work to support livelihood.*
- *Preparedness- Training, exposure, early Warning*
- *Forming & Strengthening women groups.*



## **SSK in Jharkhand**

- **Adjoining province**
- **Effected by insurgencies/ Violence**
- **Tribals/ Dalits/ Nomadic Tribes/ Minority**
- **High caste conflicts**
- **Girl child education- a serious development issue**

**SSK IS RUNNING A SCHOOL FOR DALITS/ NOMADIC TRIBES/ MINORITY CHILDREN THROUGH OUR OWN RESOURCES**



## INTRODUCTION OF PARTICIPANT

*Mr. Ashok Singh 58 yrs, Rural Management Graduate with 33 yrs of experience is founder, Director of SSK. He is well known trainer on Participatory Training. He is engaged in supporting CSOs in U.P. Bihar and Jharkhand Provinces of India. He has written many manuals/ learning material on issues related to participatory training methodology, adult literacy and group facilitation and formation etc.*



## PROJECT DESCRIPTION

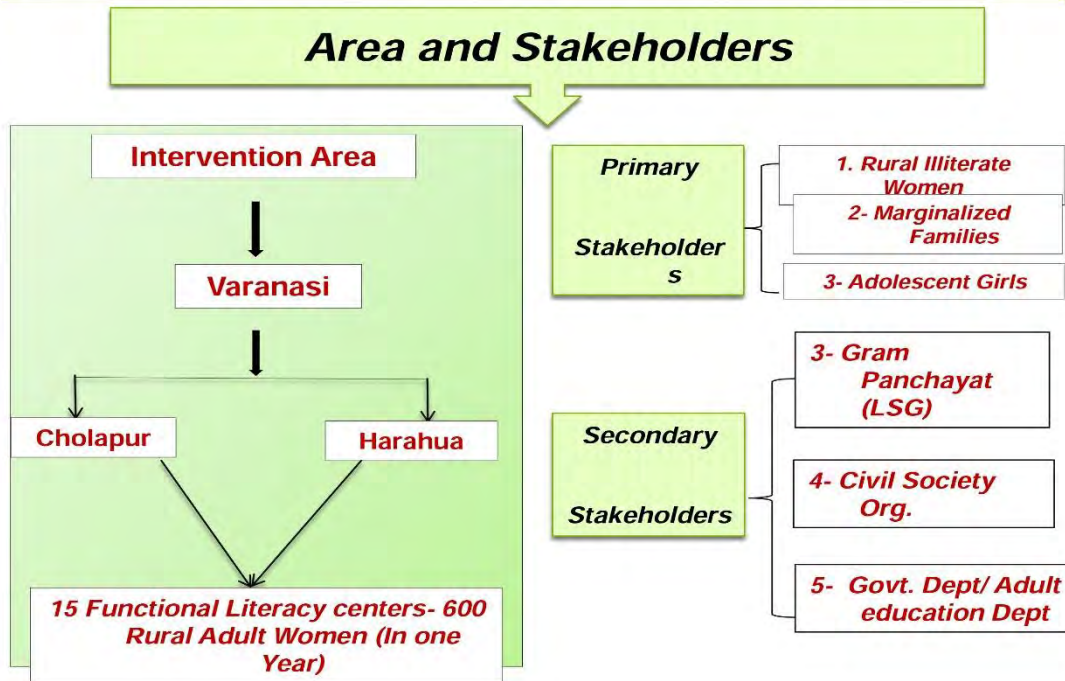
**Project Title-** Chain of Change Agents through Functional Literacy

**Background-** Working in two blocks of Varanasi district of Eastern Uttar Pradesh. (selected based on girl child education, women literacy of Muslim & SC communities parameters.)

**Main Objective of the program-**

Strengthening a chain of change agents preferably Schedule Caste (socially deprived community categorized by Government of India) and Muslim Women leaders who are willing to work towards enhancing women literacy and life skills.

# PROJECT DESCRIPTION



# PROJECT DESCRIPTION

## Activities so far...

### 1. Developing Course Curriculum on Functional Literacy

**Basic Literacy-** Reading, Writing, Numeracy

**Life Skill Education-** Personal and Household Management Skill, Education health and Govt. Schemes etc

**Exposure Visit to Different Govt. Dept-** promoting Direct access of Community to Service Providers

**4 Months Course**



# PROJECT DESCRIPTION.....

## Activities so far...

1. Selection and capacity building of Literacy Tutors- TOT, refresher and Exposure visit – mostly from Dalits and Muslim families.

2. Community Mobilization - regular meetings with Community, campaign, IEC distribution with SC and Muslim Communities

3. Village level Adult Functional literacy Centers- 15 Literacy centers

4. Local Meetings- Local meetings with School Management committee members, elected representative of Local council and CBO leaders

# PROJECT DESCRIPTION

## Continue...

5. Regional Conferences- District Conferences with Government departments, media, Academia and other Civil Society organizations

6. Compilation of Photos and Videos

7. Special Events- Celebration of International literacy day





# PROJECT DESCRIPTION....

## Monitoring and Evaluation Mechanism-

<b>Monthly and Quarterly reviews</b>	To analyse the project progress, deliverables and challenges henceforth.
<b>Regular Visits at Functional Literacy Centers</b>	Field Visits by Director/ Program manager / Field Supervisors.
<b>Pre and Post Assessment of Learners</b>	Assessment of individual learners.
<b>Impact study by third Party Evaluator</b>	Planned

# PROJECT DESCRIPTION

## Result and Evidences

### Basic Literacy

- First batch of 252 Women has been completed and second batch started
- 100% Women become able to read and write their name and address
- 50% Women can read and write short word and sentences
- 30% Women can read news papers and text books/ Posters/ Displays

### Life skill Education-

- Increased awareness on personal health and hygiene related issues.
- Knowledge on health education and nutrition related issues has increased.
- Visit to local service providers.
- Women are taking more interest in the education of small children in their family.

# PROJECT DESCRIPTION

## Challenges and Obstacle

Challenges	Strategy to Resolve
1. Male members not supportive	- Counseling and Meetings with Guardians - Involvement of Women young Tutors from same community
2. Difficult to find appropriate place to run Literacy class	Selected Best option
3. High demand for IGP linked literacy course	We are trying to link with some Income generation related institutions etc.
4. Social Customs and rituals also creating barriers in learning.	Respecting local culture and practices
5. Loss of income- Absent from daily wage work	Providing support in kind- Books, Literatures etc

# PROJECT DESCRIPTION

## IMPACT OF OUR INVOLVEMENT

- Young female tutors- role model in the community as change agent.
- Literacy as process of empowerment. Women seeking information and services.
- Gender related violence in the families has declined.
- Interactions between Dalits & Muslims has increased.
- Enabling environment for change for the women from most marginalized communities.
- Exposure to Govt. departments has enhanced confidence of women.
- Girl Child education awareness has increased in the community.

## LESSONS FOR OTHER SIMILAR PROJECTS

- Literacy classes can be clubbed with skill development courses.
- The project can also be replicated to the other intervention areas of SSK, such as Flood prone area, migrants labor and Tribal areas in Uttar Pradesh and Jharkhand.
- Basic environmental issues can also be included in the course.
- Similar education programme may be started with dropouts young girls.
- Awareness on Financial Literacy, home budget, banking operations etc are extremely useful for the building confidence of the women.

## PHOTO GALLERY



*Celebration of  
International  
Literacy Day*



**Exposure Visit of  
Learners in banks  
and police station**

# PHOTO GALLERY



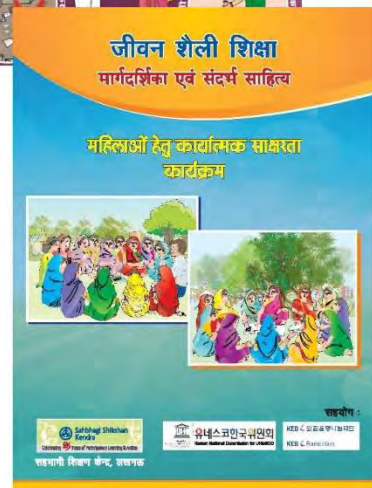
- Functional Literacy centers and learners,
- Tutors and Project management team



# Teaching Aids and Module



100	98	97	95	94	93	92	91		
81	82	83	84	85	86	87	88	89	90
80	79	78	77	75	74	73	72	71	70
64	62	63	64	65	66	67	68	69	70
60	58	59	56	55	54	53	52	51	50
47	43	39	37	45	46	47	48	49	50
39	38	37	36	35	34	33	32	31	30
21	22	23	24	25	26	27	28	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3	4	5	6	7	8	9	10





Thank You!



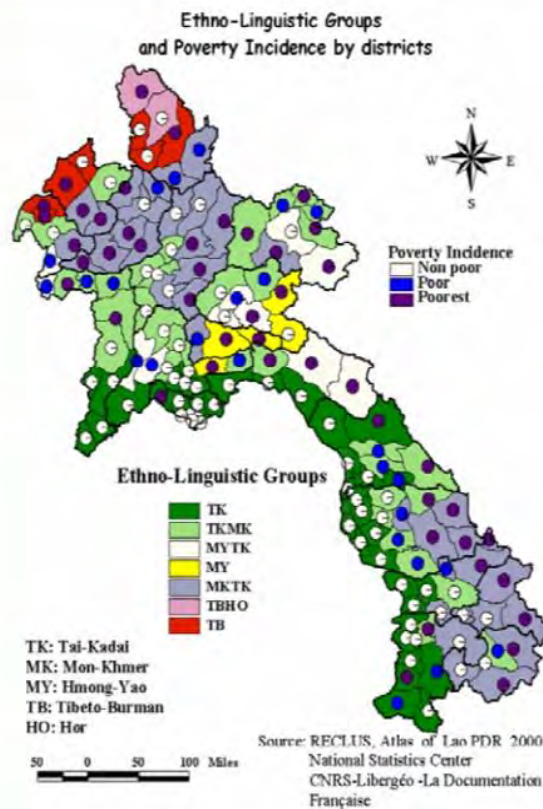
KNCU Bridge Asia Partners Training Workshop,  
Seoul, Republic of Korea, 24-27 November 2015

**Sejong Literacy Project: Lao PDR Case**  
**"Strengthen Skills for Multi grade**  
**Classrooms for Ethnic Primary Teachers**  
**from Education Disadvantage Districts"**

Presented by: Mrs. Varadune Amarathithada  
Department of Teacher Education, MOES

**Country Profile**

- ❖ Population: 6.7 M (2014)
- ❖ Area: 236,800 sq km
- ❖ Urban: 27% ; Rural: 73%
- ❖ Population density : 24 per sq.km
- ❖ Language: Lao
- ❖ Ethnic group: 49
- ❖ Ethno-linguistic groups : 4
- ❖ 18 Provinces, 148 Districts and 8900 villages



## Key Development Indicators

Key Development Indicators	Measure	Year
Human Development Index (UNDP)	0.543	2013
GNI per capita (US\$) (World Bank)	\$ 1,260	2012
GDP per capita (US\$) (Lao Statistics centre)	\$1,408	2012
Population living below US\$ 1.25 per day international poverty line (percent) (UNDP)	33.9%	2012
Life expectancy at birth (male/female-years) (MOH)	66.4/69.4	2011

## Current situation of the key targets of EFA goals (2014)

EFA Goal	Indicators	Seriously off track	Off track	On track	Achieved	Trends
<b>Goal 1: Early Childhood Care and Education</b>	Gross enrolment ratio (GER) in pre-primary education (55% in 2015)				●	from 16% (2006) to 61% (2014)
<b>Goal 2: Universal Primary Education</b>	Net enrolment ratio (NER) in primary Education (97.8% in 2015)				●	from 86% (2006) to 98% (2014)
<b>Goal 3: Learning needs of all youth and all adults</b>	Youth literacy rate (15-24) (functional literacy - with a test from MICS and LSIS) (99% in 2015)	●				from 67% (2006) to 69% (2012)
	GER in (lower) Secondary education (75% in 2015)			●		from 53% (2006) to 74% (2014)

## Current situation of the key targets of EFA goals (2014)

Table 1: Current issues of the key targets of EFA Goals (2014)

EFA Goal	Indicators	Seriously off track	Off track	On track	Achieved	Trends
<b>Goal 4: Improving levels of adult literacy</b>	Adult literacy rate (15 and over) (Functional literacy with a test from MICS and LSIS) (93% aged 15 – 40)	•				71% for Male and 57% for Female (LSIS)
<b>Goal 5: Assessing gender parity and equality in education</b>	Gender parity in primary education			•		0.90 (2008) to 0.96 (2014)
	Gender parity in (lower) secondary education		•			0.84 (2008) to 0.94 (2014)
<b>Goal 6: Educational Quality</b>	Survival to the last grade of primary school (95% in 2015)		•			Rose from 67% (2008) to 77.5% (2014)

## Education Achievement towards EFA Goals

Table 2: Assessment of target indicators and performance indicators distance to the achieving goal of EFA universal primary education

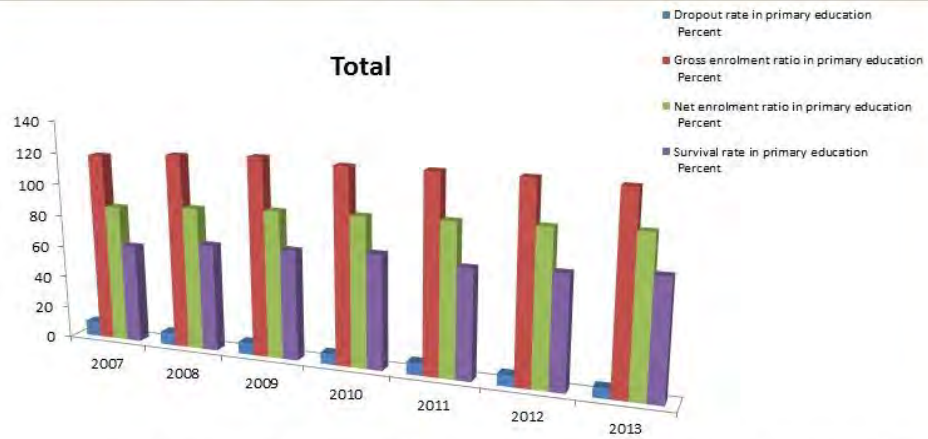
Key Indicators	Target set in national plan and policies in 2015			Gaps d=  a-c
	(a)	2006 (b)	2014 (c)	
<b>Net Intake Ratio (NIR)</b>	100%	70.4%	96.3%	3.7%
<b>Net Enrolment Ratio (NER)</b>	97.8%	86%	98.0%	0.2%
<b>Survival Rate to last grade of primary</b>	95%	61.6%	77.5%	17.5%
<b>Pupil Teacher Ratio (PTR)</b>	33	31	24	7

Source: Lao EduInfo

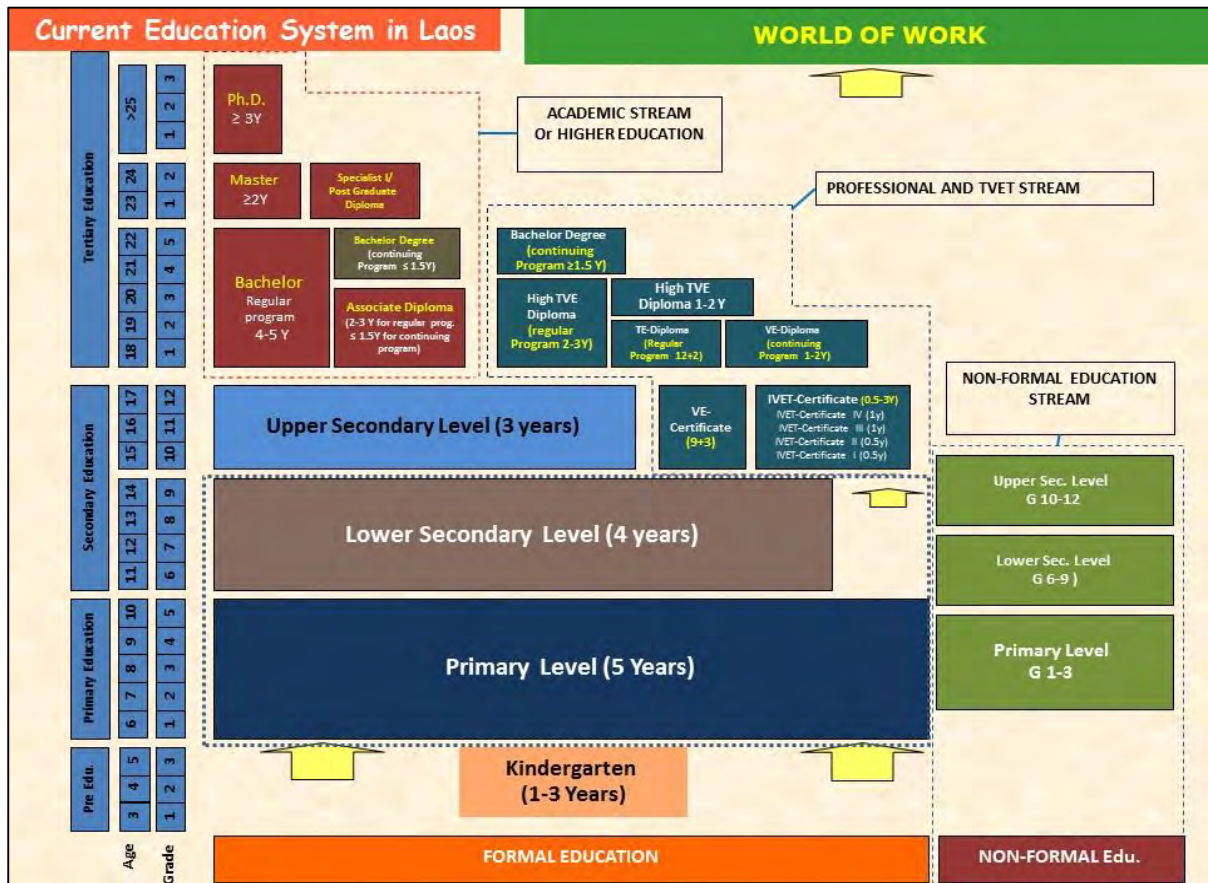
● yet to achieve ● achieved



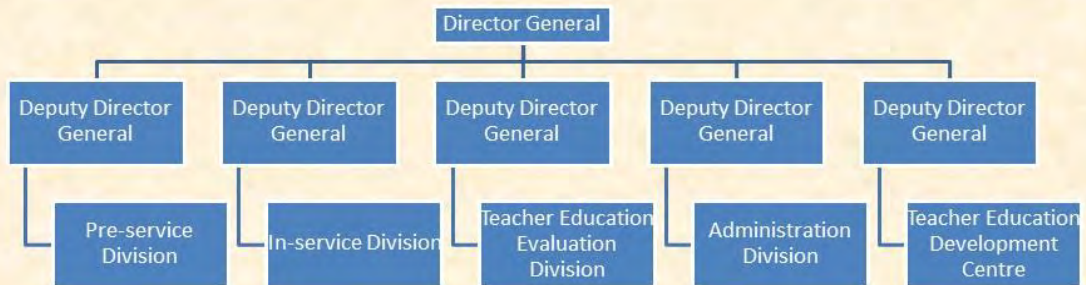
# Education Achievement towards EFA Goals



	2007	2008	2009	2010	2011	2012	2013
Dropout rate in primary education Percent	9.4	7.9	7.5	6.9	7.8	7.1	6.3
Gross enrolment ratio in primary education Percent	118	121.2	123.4	121.4	122	121.9	120.6
Net enrolment ratio in primary education Percent	86	89.2	91.6	92.7	94.1	95.2	96.8
Survival rate in primary education Percent	61.6	67	68.5	71	67.7	69.9	73.3



## Department of Teacher Education



## Goals of Teacher Education

- To provide a good quality of education that meets the needs of socio-economic development in each period.
- To enable teachers to become ethical, ethical, enthusiastic, fair, and patient professionals; to have knowledge and capacity in professionals; to be sufficient based on each period needs and to ensure that the teacher education is processed based on the **Three characteristics and Five principles of education** in Lao PDR.

## Teacher Education

### Pre-service

- Consists of formal training program to equip trainees with an official teacher qualifications
- Delivered in 8 TTCs, 2 specialized TTCs (Art and Physical Ed. ) and FOEs in 4 Universities

### In-service

- Upgrade teacher qualification targeted for the underqualified teachers.
- Update teachers' knowledge about subjects matter, teaching methodologies or other topics related to their work
- Short term training WS and career development opportunities to upgrade basic professional skills

## Sejong Literacy Project: Lao PDR Case



**“Strengthen Skills for Multi grade Classrooms for Ethnic Primary Teachers from Education Disadvantage Districts”**

# Background

## Why Department of Teacher Education got involved?

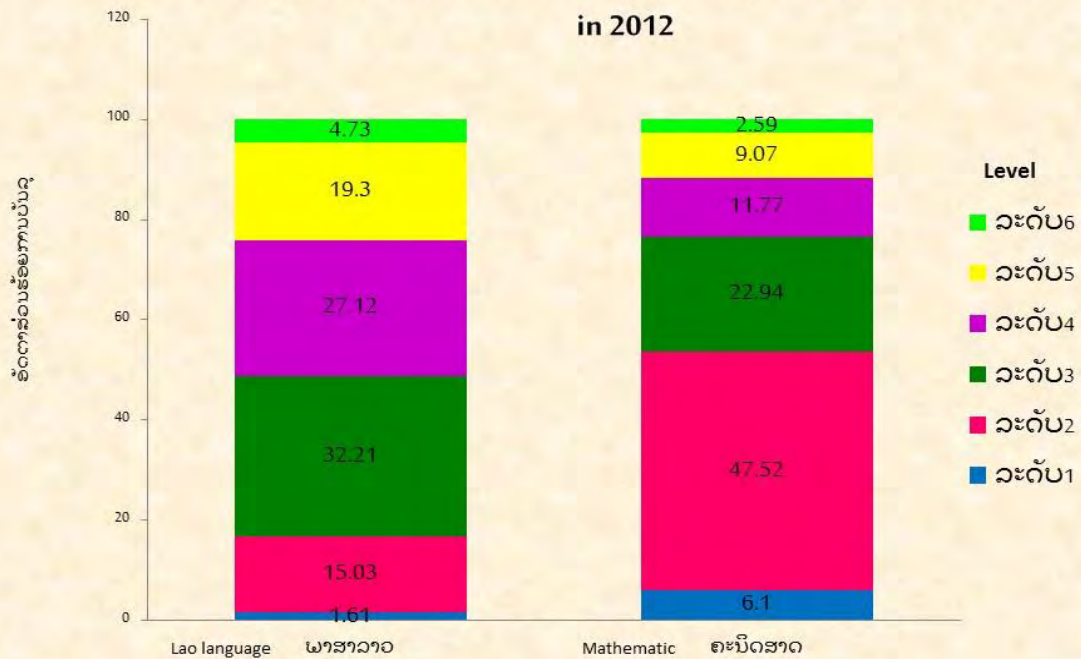
### The national policies on universal primary education

- Education Law (2007): **article 4** on Education Policy put the emphasis on achieving the compulsory education and **article 6** states that all Lao people without discrimination on ethnic, nationality, religion, gender, age, socio-economic status have right to receive education.
- To translate the education law into legislations and practices to complement and reinforce the universal primary education different strategies have been implemented inclusively in the recent years:

#### **Ministerial Directive No. 181/MOE.PPE/10 :**

- ◆ providing a complete primary cycle through upgrading incomplete schools in order to provide the full five grade levels.
- ◆ adoption of MGT instruction as innovative methods to meet the needs of unreached and the marginalized children living in rural, remote, mountainous and less populated areas.

### Learning Outcomes in Lao language and Maths Subjects of Grade 3 in 2012



Source: National Assessment of Students Learning Outcomes (ASLO), 2014

15

### Number of multigrade classrooms from 2007 to 2012

Description	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
No of schools	8,830	8,871	8,968	8,902	8,912	8,927
No of classrooms	29,769	30,107	31,648	31,057	31,957	32,745
No of multi-grade classrooms	7,683	7,977	8,604	9,105	9,368	9,347
% multi-grade classroom	25.8	26.5	27	29	29	28,50

## To provide a complete primary educational cycle



MOES invests on building small size schools to improve and expand primary educational network to rural areas by using multigrade teaching approach to upgrade incomplete school to offer a complete primary educational cycle from grade one to grade five

What is “incomplete school” , “ complete school” and “multi grade school”

- “Incomplete school” means schools which do not offer full primary cycle (five grades) while “Complete school ” offering full primary cycle

*Multigrade school:*

School using multigrade teaching, a teaching pedagogy where pupils of more than one grade are taught in the same classroom. It can be either complete or incomplete school.

## Main Objectives:

- To strengthen the ethnic primary teachers' teaching skills from disadvantaged education districts to equip them well for the classroom and also to further develop their teaching profession continuously.
- To enhance the understanding on the importance of multi-grade teaching and its concept;
- To improve knowledge, skills on multi-grade teaching particularly Lao language subjects for primary teachers who teach in ethnical and remote areas.

## Beneficiaries

- Teachers teaching multi-grade classrooms in ethnic and remote areas in four provinces namely: Luangnamtha, Xiengkouang, Savannakhet , Saravane and including Teacher Training Colleges attached schools in Borikhamxay and Vientiane.
- Students in the mentioned areas;
- Student trainees and Trainers

# Project Implementation

## Activities 1: Develop Training Manual and handbook:

The content compose of:

- (1) The important of MGT;
- (2) Curriculum and MGT teaching methodology;
- (3) Syllabus and lesson plan;
- (4) Teaching aids for MGT classrooms;
- (5) Assisting ethnic students in learning Lao language



# Project Implementation

## Activity 2:

Delivery training workshop to 200 ethnic primary teachers from 04 provinces including teacher from TTCs attached schools to enhance their teaching skills particular on student learning centre, multi-grade teaching and teaching Lao language to ethnic students and; to provide opportunity to them for exchanging experiences among them and also to build the networking.





## Main difficulties in teaching MGT classrooms

- The main difficulties of teachers in teaching MGT are:
  - Teaching Lao language to ethnic students who are non Lao speaking .
  - Time management, it is very hard to control the time in order to finish the lesson as planned. Mostly lesson go overtime by 15-20 minutes.
  - Adjusting curriculum to teach multi-grade classrooms.
  - Teaching in crowded MGT classrooms.

## Perception of MGT

In spite of incentives provided to MGT teachers, MGT still perceived as difficult:

- complexity and demands on the teacher skills;
- Teaching non-lao speaking students;
- Readiness: Students without participation in early child education brought more workload to teachers especially the MGT grade 1+2+3. Children from Grade 1 need more care and attention.

The Sejong Project through providing materials and training have assisted MGT teachers to improve their teaching skills to deal with the difficulties

## Example of Teaching arrangements/ Approaches or instructional strategies

### Teaching Method

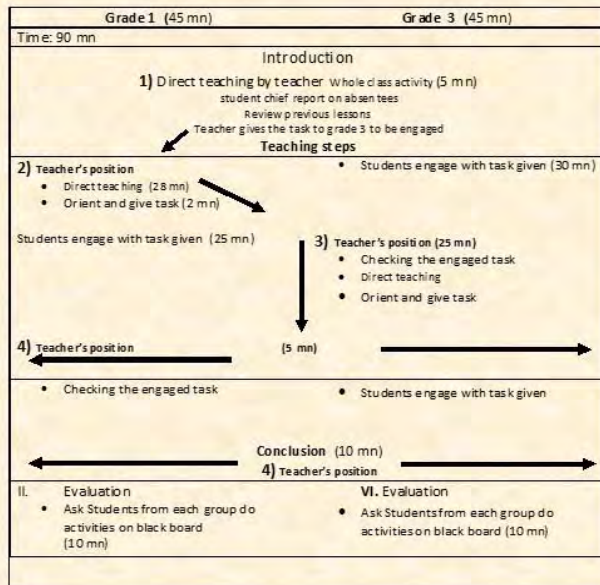
Teachers used 90 minutes for instructing MGT in one lesson but in practice the time is over 5-10 minutes.

Teachers started with the introduction by using the direct teaching to whole class about 5 minutes.

Then s/he gives the task to the higher grade to be engaged with clear orienting.

The method applied is mostly direct teaching.

Example of teaching Math in the MGT classroom grade 1 +3 in the observed school



## Model of seating arrangements

Figure 1: Model 1 of seating arrangement in a MGT classroom of two grades: example of Grade 1+2, Grade 1+3 and Grade 4+5

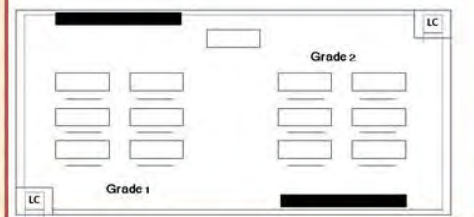


Figure 2: Model 2 of seating arrangement in a MGT classroom example 1 of Grade 1+2+3

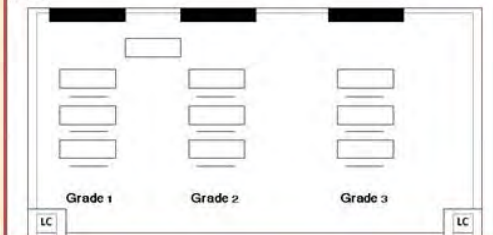


Figure 3: Model 3 of seating arrangement in a MGT classroom example 2 of Grade 1+2+3

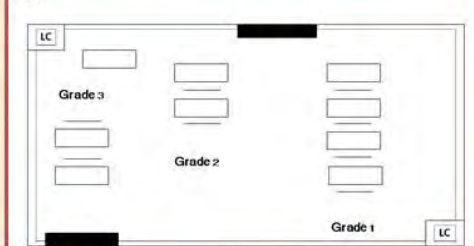
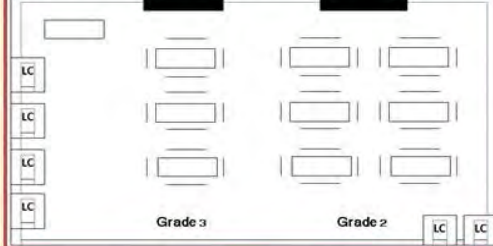


Figure 4: Model 4 of seating arrangement in a MGT classroom Grade 2+3



## Physical, Educational and Instructional Conditions of MG Schools

### Environment Inside the Classroom:

- At least two blackboards in the front and at the back of classroom to serve for each grade in multigrade classrooms but most of them are stuck on the wall.
- Teachers arrange the classroom in order to provide the space for teacher to move around the class, especially tables for easily arranging group work and the learning corners (CL).



## Project Implementation

- Activities 3: Monitoring in six districts and 20 schools

Provinces	Male	Female	students		Number of multi grade classes	
			Total	female	Grade1+2	
Luangnamtha	6	2	300	131	Grade2+3	4
Xiengkouang	3	5	190	85	Grade3+4	5
Saravane	1	3	223	90	Grade1+2+3	1
Total	10	10	713	216	Grade4+5	2
					Total	20

## Monitoring

- *Living condition:* 11 teachers live in their own village and own house while 9 of them from other villages and stay in the accommodation provided by community.
- *Teaching experience:* 1-3 yrs experience = 5 teachers  
4+ yrs = 15 teachers.  
Five teachers never received any kind of training.
- *Students learning outcomes:* average 46.70% and weak 19.21%.
- *Teacher Performance:* good 58.7%, average 37.6 %, not good 3.1%.
- *Application of knowledge:* 20 principals noted knowledge and skills applied in five areas (1) making lessons plan, (2) selecting lessons that content of same topic to teach together in class, (3) conducting activities, (4) using teaching aids, (5) explain, discuss and use of questionnaire.

## Monitoring (cont')

Teachers' suggestions:

- (1) expand pre grade1 attached to primary school
- (2) provide training on improving skills and techniques for reading lao language and supplementary reading books,
- (3) teaching aids boxes and sufficient materials.

## Conclusion

- Teachers understand better the nature and challenges of MGT classes.
- Teachers are now motivated to find strategies to tackle these challenges.
- After training teachers realized that strategies exist for improving learning and to reduce teacher burden of intensive lesson planning for multi grades.
- More than five days training required and more practice needed to implement well.
- Establishment of partnership between the Provincial Education Service and Sports and Teacher Training Colleges (TTC) has led to mutual learning which has helped to improve the delivery of pre-service programmes.

## Lessons for other similar projects

- School readiness is important for effective grade 1 learning.
- To implement MGT effectively we need to provide sufficient learning materials and teaching - learning resources.
- MGT requires a significant investment of time and resources.



## Country profile

### Nepal at a Glance

Area: 147, 181 Sq. km.

Location: 26° 20' and 30° 10' north latitude and 80° 15' and 88° east longitude

Neighbor country : North – China, East, South and West-India.

Capital: Kathmandu

Official Language : Nepali

Political System : Multi-party federal republic

Religion: Hindu, Buddhist, Muslim, Christian etc.

Population: 26.5 million (26,494,504)

- Female: 13,645,463
- Male :12,849,041
- Total : Annual growth rate : 1.35 percent ( CBS 2011)

Per capita income : US\$ 762 Economic Growth Rate : 4.1 % (per decade)

25.16% people lives below poverty lines ( Nepal Living Standards Survey 2010/11)

Ethnic group : 123

Language : more than 100

Total expenditure on education (formal/non-formal) as % of GNP : 4.2 (on 2014)

### Literacy Rate :

for population aged 5 years and above : 65.9 % (Female : 57.4 % Male : 75.1 %

Adult

- Total expenditure on basic education (formal/non-formal) as % of GNP
- o Primary school net enrolment/attendance ratio and completion rate

### School Enrolment Rate :

1. 4 years' population in ECD/PPCs : 77.7% (77.3% for girls and 78.1% for boys.)

2. The Net Enrolment Rate (NER) at :

Primary Level (grade 1-5) :96.2%

Lower secondary level (grade 6-8) :74.6%

Basic level (grade 1-8) :87.6%

Secondary level (grade 9-10): 56.1%

Higher secondary level (grade 11-12): 13.1%

3. The overall survival rate to grade five : 86.8%

( 86.5% boys and 87.5% girls)

4. Altogether 69 local languages have been used as the medium of instruction in the classroom teaching and learning activities at primary level.

## Non-formal education (NFE) system and practices, lifelong learning validation mechanisms

### 1. Literacy Program

- a. Basic Literacy Program b. Post Literacy Program
  - d. Women Literacy Program I e. Women Literacy Program II
- ### 2. Alternative School Program
- a. School Outreach Program b. Flexible Schooling Program
  - c. Adult non-formal Schooling d. Open Schooling
  - e. Income Generation Program f. Continuous Program

## Target community profile

Target community of the project are scattered in the different parts of Nepal.



# Introduction to the organisation

## Nepal National Commission for UNESCO (NNCU)

### Historical Background :

- 
- Nepal National Commission for UNESCO established on 22 July 1954 under the name of The Nepal Interim National Commission for UNESCO .
- According to the decision of the Council of Ministers the Nepal Interim National Communication for UNESCO was reconstituted on Monday 22 April 1963 under the name of Nepal National Commission for UNESCO.
- its first General Assembly in 1964 according to the record so far available.
- **Composition :**
- General Assembly which comprises all the members belonging to the five different subject committees including that of Executive Committees headed by the Minister of Education .
- The National Commission usually functions through its secretariat and committees such as Education Committee; Science Committee; Culture Committee; Social Committee and Mass Communication Committee and Executive Committee. Some Special Committees such as National Committee of Man and Biosphere (MAB); IHP Committee (International Hydrological Committee);

## Secretariat

### It Consists of :

- Secretary General - 1 (Secretary, Ministry of Education )
- Deputy Secretary-General - 1 (NATCOM)
- Secretary - 1 (Under Secretary, Ministry of Education )
- Program Chief -1 (Under Secretary, Ministry of Education )
- Section Officers - 2 (Ministry of Education )
- Technical Assistant - 1 (Ministry of Education )
- Accountant - 2 ( 1- NATCOM and 1-Ministry of Education )
- Computer Assistant - 2 (NATCOM)
- Driver - 2 (NATCOM)
- Office Assistant - 2 (NATCOM)

### NNCU's Programme :

- Participation Programme
- Regular Budgetary Programme
- Extra Budgetary Programme

# Introduction to the participant

**Name:** Tripathee, Bharat Raj  
**Sex:** Male  
**Date of Birth:** 1962, December 1 (2019/08/16 B.S)  
**Nationality:** Nepali



**Father's Name** Lila Prasad Tripathee  
**Mother's Name** Ratna Kumari Tripathee  
**Marital Status:** Married (Pouse : Parbati , sons : Sumesh and Prabesh .)  
**Permanent Address:** Koshidekha VDC-5, Kavrepalanchok District, Bagmati Zone, Middle Nepal  
**Temporary Address:** Kathmandu Metro polity, Ward No. 7, Bulbule, Chabahil, Kathmandu, Nepal  
**Tel No. :** 977-1-4466133  
**Mobile No. :** 977-9841848210  
**E-mail:** [brtripathee@gmail.com](mailto:brtripathee@gmail.com)  
**Office** Nepal National Commission for UNESCO, Ministry of Education  
**Present Position:** Under Secretary (Programme Chief)  
**Mailing address:** Nepal National Commission for UNESCO, Singhadurbar, Kathmandu, Nepal  
**Education:** M. Phil. (in education), DUE, Denmark  
M.Ed., (Tribhuvan University, Nepal)  
MPA (Tribhuvan University, Nepal)

#### Experiences :

1. Teacher (Primary Level) 2. Radiographer 3. Teacher (Secondary Level) 4. School Supervisor 5. Programme officer at District Education Office 6. Section Officer at Ministry Of Education and Department of Education 7. Programme Chief at NNCU

#### Professional Skills:

1. Interpersonal skills 2. Communication skills 3. Planning skills 4. Reporting skills 5. Analytical skills 6. Computer skills (M/S Word, Excel) 7. Working in team 8. Training skills 9. Monitoring skills 10. Research skills 11. School supervision skills

#### Hobbies :

1. Nobel and Poem writing 2. Research in educational field 3. Article writing 4. Develop friendship at international level 5. Social service

# Project description

**Programme title :** Capacity enhancement of Community Learning Center (CLC) & schools for quality and sustainable education.

#### Background :

CLCs are viewed as having numerous potentialities to produce social transformation by providing opportunities for learning in various spheres of life. Continuous involvement of grassroots level people in the overall development and operation of CLC is essential for it to become a self-sustaining asset of the community. The primary aim of any CLC is to empower individuals, to promote community development through the provision of life-long education for all, and to improve the overall quality of life of communities. In other words, the major emphasis of CLC was to enable people to fight against income poverty and capability poverty. In was context, CLC opens up new avenues for deprived, disadvantaged and marginalized people to learn to be creative, analytical productive, and also was able to make their own choices for decisions. Today CLCs were considered as a powerful vehicle to accomplish the goals set by EFA and MDG.

On 2014 A.D. Nepal National Commission for UNESCO Collaboration with Korean National Commission for UNESCO had implemented a project "Capacity Building of Community Learning Centre (CLC) for Promoting Sustainability". Major of the project was to enhance capacity of 11 CLC personnel and local community members focusing on local need identification, micro planning, resource mobilization, promoting and preserving of environment through adaptive strategies. Under this project, 33 personnel from the 11 CLCs and 440 local people were benefited within the defined 3 months course as well. At the same time, 11 micro project focusing on environment promotion and income generation have also been implemented as show case in respective CLCs. This project is taken as a case report for this workshop

#### Main objectives :

1. To promote literacy and need based income generation program at local level.
2. To develop comprehensive village education plan.
3. To develop CLC as learning centre for local transformation.
4. To sensitize schools and local community with reference to Child Friendly Teaching Learning, Climate Change Education and Education for Sustainable Development

Beneficiaries and participants (target group, area, population, etc.) :

Geographically Nepal is divided into three regions. They are Terai region, Hill region and Himalayan region. Similarly politically Nepal is divided into five development region. They are Eastern Development region, Central Development region, Western Development region, Mid-Western Development region, Far-Western Development region. This project has covered all geographical and political regions.

Stakeholders :

- Member of Community Learning Centers
- Group member of Community Learning Centers
- Completely literate adult females
- Basic literate Adult
- Local community members
- Head Teachers of Community School
- Teachers of Community School
- School Management Committee Members of Community School
- Students
- Parent Teacher Association Members of Community School
- Students Club

#### Activities and programmes

- i) Training material development
- ii) Conduction of capacity development training
- ii) Village Education Plan development
- iii) Meetings organization
- iv) Conduction of Micro project at CLCs level
- v) Conduction of Micro project at School level

## Monitoring and evaluation mechanisms

- Nepal National Commission for UNESCO has lead and coordinated the entire project. The following monitoring mechanism was adopted for monitoring and reviewing the project.

1. Self monitoring mechanism developed, 2. NatCom staffs involvement in monitoring, 3. Respective District education officers involvement in monitoring,
4. Inception, Midterm and final report collection 5. Periodic progress reports and Focal Group Discussion reports was the part of the report.
6. Preparation of the reports at the end of each training/workshops.

#### Performance Indicators for

##### » Micro project of CLCs

1. Preparation of final report of Micro project 2. Minute of Meetings/discussion 3. Photograph of concerning activities 4. Greenary at Local community

##### » Micro project of Schools

1. Preparation of final report of Micro project 2. Minute of Meetings/discussion 3. Photograph of concerning activities 4. Greenary at School and Local community 5. Formation of Child Clubs 6. Clean environment at school area 7. Child friendly behaviour at school

##### » Village Education Plan

1. Development of 11 Village Education Plan 2. Minute of Meetings/discussion 3. Photograph of concerning activities

## Results and evidence discovered

### Educational Literacy :

1. Number of Participants in workshop from community learning centers are 11.
2. Members of 33 different groups of community learning centers' knowledge and skill developed on income generation
3. Income generation activities are developed in local community.

### Basic and Secondary education :

1. Number of Participants in workshop from Basic and Secondary are 22
2. Knowledge and Skill developed 22 Schools' Head Teacher and Teachers.
3. Students and teachers are sensitized on Climate change education and Education for Sustainable Development.
4. Greenery environment has developed in school area.
5. Child friendly behavior has created at classroom and school.
6. No cost and low cost activities

### Local Community :

- Local community members are sensitized on climate change.
- Greenery environment has developed at local community.
- Garbage management activities had developed

## Challenges and obstacles (and how they were managed)

Challenges	Measures
Climatic and Geographical remoteness	Mobilized local authority in communication
Effective implementation of 55 micro projects simultaneously	Mobilized District Education officials in facilitation of the project activities
Management of monitoring and supervision	Developed networking among the project implementing schools and Community learning Centers

## Impact

(especially on targeted beneficiaries and the local community)

- Greenary environment at local community and school
- Child friendly behaviour at school.
- Income generated activities at local community

## Lesson Learned

- Localization of activities can be more fruitful
- Demand based projects becomes more effective
- Harmonization with local community is very essential for effective implementation of the project.

## Photos of the project

Post literacy adults  
Participating at income generation  
activities in Bramharsi CLC of  
Morang, Biratnagar.



Participants of  
Child-friendly teaching  
and learning workshop  
of Chitwan



- Organic vegetables  
Cultivating at Dandapani Neu.  
HSS, Chitawan.



Students mobilization  
for planting and caring  
Plants at Shiva Lower SS  
Gorkha .



# Financial Literacy for Women through Conditional Cash Transfer (CCT) Programme

24 to 27 November 2015  
Seoul, The Republic of Korea



Shahzad Hussain  
Programme Manager  
BLCC-Pakistan



## COUNTRY PROFILE

- **Estimated population in 2015: over 191.71 million**  
(Pakistan Economic Survey 2014-15- Government of Pakistan Ministry of Finance).
- **Earn less than 2 US \$ a day: 60.19%**
- **Earn less than 1.25 US \$ a day: 21.04%**  
(Pakistan Economic Survey 2013-14).
- **Area covered: 796096 Sq . KM**
- **Population growth rate 2.06 per annum**  
(Statistical year book Govt. of Pakistan 2008)
- **Official language: Urdu**
- **Working Language: Urdu and English**
- **From the total budget, Punjab province allocated 26.1 % (Rs. 273 billion) for education (Fiscal Year 2014-15)**
- **NFE system and practices: NFPE, NFBE & Adult Literacy**
- **Lifelong learning validation mechanism s: None**



## PAKISTAN -SITUATION ANALYSIS

<b>Primary NER</b>	<b>72 %</b>	(male: 77 & female: 66)
<b>Dropout</b>	<b>33 %</b>	(male:32.1 & female:33.9)
<b>Literacy rate</b>	<b>58 %</b>	(male: 69 & female: 47)

### Out of School Children:

Age group 05-09	6 + Million
Age Group 10-16	14+ Million
Age group 05-16	20 + Million

### Illiterates

Youth illiterates 15-24	<b>11 + Million</b> (male 4.2 & Female 7)
Illiterates 15+ (Total)	<b>57 + Million</b> (Male 19.7 & Female 33.3)

Source: NEMIS 2013-14 and PSLM 2012-13

## TARGET AREA

### Union Council: Manawan (Lahore) and Ramke Chattha (Hafizabad)

- Population: 80000 (about)
- Literacy rate: 59% (male 69%, female 31%)
- Language Distribution: Urdu, Punjabi (mother tongue)
- Earn less than 2 US \$ a day: More than 80%

#### Basic Education

- 21 Public Primary Schools (10 boys, 11 girls).
- 24 Private schools (mixed).
- 10 Sustained Schools (Bunyad-E-Fatima School)

#### Basic Literacy

- 24 Community Learning centers (Sejong-Literacy Project)



# BUNYAD LITERACY COMMUNITY COUNCIL WAY TO SOCIAL DEVELOPMENT

BUNYAD formed & registered in 1994, and literate more than .9 million

## Bunyad's key Working Areas

- ❑ Adult female Literacy
- ❑ Mobile Phone Based Literacy
- ❑ Functional Literacy
- ❑ Non-Formal Primary/Basic Education for out of school children.
- ❑ Expansion of enrolment & retention of students in schools.
- ❑ Adopt A School Programme (Formal)
- ❑ Reducing child labour through NFE approach
- ❑ Community Learning Centers (CLC's)
- ❑ Training of Non-Formal and Formal Education Teachers.
- ❑ Women's Empowerment through Micro-Credit
- ❑ Health & Sanitation
- ❑ Reproductive Health Initiatives, Research and Publications, Child Protection, Women's Empowerment (Advocacy)
- ❑ Kitchen Gardening , Livestock Development



## Bunyad's Approach - Community Development



# SHAHZAD HUSSAIN

- Masters in Social Work, committed to development of rural communities for the last of 13 years, believe in sustainable, affordable & local approaches, and Currently working as a Programme Manager in Bunyad Literacy Community Council.
- External examiner (Gender & Development Studies Department, LCWU)

## International Forums, Workshops and Conferences attended

- Rethinking Education through Imagining Future Scenarios (September 2015, UNESCO Bangkok & Faculty of Education, Chulalongkorn University Bangkok, Thailand).
- Mobile Learning Week (February 2015, UNESCO Paris, ).
- Kominkon –CLC International Conference on ESD-Community Based Human Development for Sustainable Society –( Okayama City, Japan, October 2014)
- UNESCO Asia and the Pacific Regional Consultation Workshop: Developing Literacy through Mobile Phones- Empowering Women and Girls (Bangkok, Thailand, November 2012).
- International Conference on Education (Chagwon- KNCU, The Republic of Korea, April 2012)
- Asia Pacific Forum on Educational Cooperation: Synergies and Linkages of EFA, ESD and ASPnet for Sustainable Asia and the Pacific (Tokyo, February 2011)



## The Sejong-Literacy 2015

- Adult Females Literacy
- Vocational Skills
- Teachers/instructors training
- Promote reading habits through Mobile Rickshaw Libraries
- Financial Literacy/Conditional Cash Transfer
- Value added
- Enroll out of school children
- Confidence building



## Major Results (Phase I, ii & III)

- 2326 adult females made literate.
- Post literacy messages via ICT (Mobile Phones).
- Imparted vocational training in embroidery and stitching to 576 learners.
- 118 teachers (83 adult literacy & 35 ECCE) trained, 24 Instructor in Dress making & Embroidery
- 915 children (ages 3-5) enrolled in ECCE centres
- Sustainability of project activities- Capacity of 476 members of the local village committees strengthened.
- 165 members of school councils trained/oriented to reduce drop out, and enrolling out of school children
- Imparted early childhood care and education to 180 teachers, facilitators, parents and caregivers
- 1492 out of school children enrolled in formal schools.
- 45 teachers trained/oriented on financial literacy
- 609 Computerized National Identity Cards (CNIC's) made with the support of NADRA.
- 24 teachers oriented on first aid by Rescue, 22 teachers/instructors were oriented on kitchen gardening
- 130 people were examined by the Ministry of Population, Government of the Pakistan.



## REACHING BENCHMARKS 2015

- 607 adult females enrolled in CLCs
- 24 teachers trained in teaching methodologies and financial literacy.
- Capacity of 24 instructors was built in vocational skills by Sanat Zar (Government Institution).
- Promoted reading habits through mobile rickshaw libraries.
- Beneficiaries of CCT were identified by utilizing poverty score card, and
- disbursed the amount of CCT to 123 beneficiaries.
- E-learning--- government syllabi used



## VALUE ADDED BLCC

- Training on Basic Life Support/Disasters by Rescue 1122
- Orientation on livestock for livelihood.
- Kitchen gardening sessions for household savings
- Tree Plantation for environment.
- Dengue awareness for preventive measures
- Health & hygiene, nutrition + Mother & Newborn Child Health (MNCH).
- Child abuse awareness
- Preparation of household budget
- Right to information desk
- Sports- skits
- Linkages with Bunyad Micro-Finance
- Computerized National Identity Cards (CNICs)



## Household Survey 2014

### Objectives

- To analyze the situation of education and literacy in Sejong Project area Pakistan.
- To identify the factors that hinder literacy
- To see the income level of the people of the project area.
- To study the impact of the Sejong Project interventions on the direct household beneficiaries in the target areas.

### Human Target population

300 direct household beneficiaries: 20%

1450 households (not direct beneficiaries): 15%

## Major Results

- Average family size was 7, more than 60% under the age of 25.
- No public water supply in the targeted area.
- Average household monthly income according to mean was PRs.11321 (113 US\$)
- Average food expenditure was PRs. 6914 (69 US\$), but, lower than national average which was PRs. 11750 (118 US\$).
- Electricity load shedding more than 10 hours in summer.
- 49% direct beneficiaries never attended or completed primary level due to poverty/domestic work, while 26% responded other reasons.
- Less than 11% members of direct household beneficiaries completed primary education or above, 10+ age.

## Financial Literacy Conditional cash transfer

### Why?

- Poverty & illiteracy of rural women.
- Only 12 % have Bank accounts
- 60.1 % earn less than 2 US \$ a day
- Women have little in decision making power, except mother in laws.
- Little concept of Budgeting and Savings
- Households have no financial plan
- Not familiar with Proper Use of Money .



# Conditional CASH TRANSFER

## Objectives

- Motivating adult females to attend literacy classes in Community Learning Centers.
- Encouraging the use of financial systems (e.g banks) and the habit of saving, increasing family income in the long run; and
- Increasing school enrolment and improve retention of school –age children of the household beneficiaries.

## Programme Design

- 105 beneficiaries of CLCs
- Eligibility based on the result of poverty score card.

## Conditions

- 90%+ attendance at literacy classes and in good standing
- Opening of bank account
- 100% school enrollment of school-going age children

## Payment Structure

- PRs 500/month, additional transfer of PRs. 100 for those who save PRs 200 per month



# Programme IMPLEMENTATION

- Overall management by Bunyad, KNCU is responsible for the financial and technical support.

## **Component of the programme**

### **Financial Literacy**

- Management of household and business finances
- Awareness of financial systems and services
- Record keeping and budgeting, and managing savings
- Personal investment (education, health, nutrition, and skills and ability to generate income, etc.)

### **Promotion and Advocacy**

- Village committees and CLCs
- Family visits
- Public information campaigns

### **Exit Strategy**



## Monitoring & Evaluation and key outcomes

- Project staff, monitoring attendance of learners.
- Project staff & Bunyad Micro-Credit department is regularly monitoring the savings on monthly basis through receipts.
- Bunyad M&E department
- Bunyad staff, in cooperation with school officials---tracking the retention of students of the CCT household beneficiaries.

### KEY OUTCOMES

- Women more enlightened about Finances
- Preparation of Budget
- Habit of Savings from House hold income
- Steps to open bank accounts & access to financial institutions
- Awareness about roles and responsibilities of consumers
- Establish small scale business through micro-credit
- Developing household financial plan



## SOCIAL IMPACT

- Members of the communities mobilized and realized the responsibility of educating their children especially girls.
- The stakeholders took ownership and lead in enrolling, retaining and assessing children on learning achievements
- Increased enrollment and improved retention of students.
- Reading habits promoted through access and utilization of available supplementary material
- Life skills through supplementary activities
- Improvement in status of women, as she is becoming a decision maker.
- Enhance vision (nutrition, CNICs and against early child marriages etc).



## CHALLENGES/Solution

- ❑ Initial suspicion by communities
- ❑ Distant schools/villages---- internet service poor for e-learning.
- ❑ A few CCT beneficiaries have not computerized National Identity Cards (CNICs)--- problem to open their bank accounts.
- ❑ It was expected that CCT activity would be started on time, but due to lengthy process of poverty score cards, and a problem of CNICs, the activity was delayed.
- ❑ Rural---Urban gap

### **Solution**

- Mobilized the members of the communities.
- Videos downloaded from the website--- for that areas where there is a problem of internet connectivity.
- Coordinated Bunyad-Micro Credit department to open the accounts of CCT beneficiaries with Bunyad Micro-Credit.
- Coordinated with NADRA to make the Computerized National Identity Cards of the beneficiaries.



## Way Forward

- AE for rural women, ensures that the standard of life improves, siblings/children attend schools, drop out decreases.
- How to vote? Awareness against early marriages, MNCH awareness, small families.
- Use of mobile phone for basic literacy, financial literacy, and enhance the vision of neo literate.
- **Impact study;**
  - Contribution in promoting Rural Adult Female Literacy, impact of post literacy and financial literacy messages through Mobile Phones (ICT), any improvement in recognizing gender equality.
  - Any difference made due to adult female literate in increasing enrolment and improving retention in schools.
  - Contribution of Mobile Rickshaw Libraries in developing reading habits, and
  - Has any difference been made by including value added activities i-e kitchen gardening, First Aid Training in the lives of the beneficiaries in the targeted areas?
- Effectiveness + impact of Conditional Cash Transfer programme on the living standards, financial behavior and on human capital such as education and health status etc



**IT IS BETTER TO LIGHT A CANDLE  
THAN TO CURSE THE DARKNESS**



# **KNCU BRIDGE ASIA Partners Training Workshop**

## **“Literacy and Education Bridging Program for LUMAD in Mindanao”**

**Notre Dame Foundation for Charitable Activities, Inc.  
Women in Education and Development**

**Case Presentation - Philippines**

## **Philippines Country Profile**



Located in Asia-Pacific Region

Total Population – 107,668,231M (as of July 2014)  
7,107 Islands divided in 3 geographic areas of:

- ❖ Luzon; Visayas; Mindanao
- ❖ Official Language Filipino and English

Population Below Poverty Line of US \$ 1.25 = 27.9% (2012)

Life Expectancy: 68.72 (M) 74.74 (Female)

Total Expenditures on Basic Education 2.7% of GDP (2009)

Per Capita Income P 16,641.00

# Philippine Education System

Department of Education (DepED) –

*Basic Education (Primary & Secondary Education K – 12*

**Commission on Higher Education -Tertiary/Collegiate**

**Technical Education Skills and Development Authority**

## Educational Figures

GRADE LEVEL		MALE	FEMALE
PRIMARY	GER	50.9	51.8
	NER	87.9	89.5
	NAR	87.5	88.9
	NET Survival	75.8	90.0
Youth	NER	56.4	66.9
	NAR	55.1	70

Proportion of OSCY by Selected Regions, Age Groups, and Gender FLEMMS 2013

Region	OSCY 6-24			OSCY 6- 14			OSCY 15- 24		
	Both	F	M	Both	F	M	Both	F	M
Region XI	12.2	18.4	6.3	4.2	4.2	4.3	19.7	31.8	8.1
Region XII	12.3	14.8	10.0	4.9	2.6	7.0	19.7	27.2	12.8
ARMM	14.4	18.5	10.3	10.9	10.3	11.5	18.7	28.4	8.7

# **Non-Formal Education**

## **Bureau of Alternative Learning System (BALS)**

## **Bureau of Alternative Learning System (BALS)**

- 2004: formerly DepEd's Bureau of Non-formal Education (BNFE)
- **BALS Delivery Systems:**
  - ❑ Functional Literacy
  - ❑ Continuing Education and Livelihood Skills
  - ❑ Accreditation and Equivalency: Examination Validation & Certification
    - Elementary Level
    - Secondary Level

**The Philippines NFE (BALS) main thrust is on the acquisition of literacy skills needed for earning livelihood and to survive in the competitiveness of the labor market**

**Our Institutional NDFCAI-WED Objectives:**

- ❑ To preserve, strengthen, and promote indigenous culture in Mindanao towards the attainment of cultural understanding, unity, cooperation and PEACE;
- ❑ To implement community-based literacy and continuing education projects in Mindanao, giving priority to non-literate or neo-literate women and girls in deprived and underserved areas;
- ❑ To train and provide opportunities of capacity- development opportunities to partner institutions on Non-Formal Education.

**Our KNCU Project...**

**“Literacy and Education  
Bridging Program for LUMAD in  
Mindanao”**

**Notre Dame Foundation for Charitable  
Activities, Inc.  
Women in Education and Development**

## Program Objectives

- 1. To conduct literacy and continuing education classes for 200 adult women and girls belonging to the LUMAD communities;
- 2. To promote partnership with the Government and private sector for the promotion and awareness raising on the importance of Education for All and NFE in the lives of the communities, particularly the ethnic groups of Mindanao.

## Project Description

- **Target Learners: 200 served 220 learners**
  - ❑ 100 IP Learners - 120
  - ❑ 100 Muslim Learners 100
- **Type of Education Mode: Non-Formal Education**
  - ❑ Basic Literacy
  - ❑ Advanced Literacy
  - Food and Nutrition-Food Processing
  - Eye Vision Project Adopt A Tribe, See Better Days...
- **Language Spoken**
  - IP: Sama, Kagan, Filipino, Cebuano, Ilokano**
  - Muslim – Maguindanao, Filipino, Cebuano**



**Women In Education and  
Development**

# ***Project Approaches and Strategies***

## ***Project Approaches and Strategies***

### ***1. Tri-Sector Partnership: Community Participation and Ownership***



**Government**



**Community of Cultural LEADERS,  
Learners & their Families**



**Civil Society  
Organizations/  
Donor Agencies**



## ***Project Approaches and Strategies***

### ***2. EMPOWERING THE POOR through Literacy, Education and Training: The Cutting Edge***

**Education** as a liberating force and instrument of development



Content is focused on poverty issues.  
Culture relevant and sensitive

Specific to the learning needs  
of the learners and built around  
their basic life concerns.

## ***Project Approaches and Strategies***

### ***3. Focused on WOMEN AND GIRLS: Combating the FEMINIZATION of Poverty***



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













## Country Profile

- Formal Name: Solomon Islands
- Short Name: Solomons
- Capital: Honiara
- Major City: Honiara
- Population: 535,700 (UN, 2010)
- Official Language: English, Solomon Islands Pijin
- Total Expenditure on Basic Education:
  - Formal
  - Non-formal
- Total Youth Literacy rate, adult literacy rate (total, male, female)

## Target Community Profile

Fouabu Ward Malaita Province-4,658

Population: (15+ years) 4,658

Language distribution: 3 local dialect, Solomon Islands Pijin and English

Poverty rate:

Public and Private support for Education:

Primary School Net Enrolment:

Total youth and adult literate: Total-1,188 Male-575  
Female-613

Panatina Ward, Honiara City-9413

Panatina Ward-Honiara City

Population: 15+years-9413

Language Distribution: English, Solomon Islands Pijin, a number of local dialects spoken by different ethnic groups in the communities

Poverty rate:

Public and Private support for education:

Primary School Net Enrolment:

Total Youth and adult literate: Total-2,400 Male-  
1,273 Female-1127

## Overview of LASI

- Literacy Association Solomon Islands (LASI) is an NGO working to improve the literacy skills for post school youths and adults who are either illiterate or semi-literate.
- LASI has 10 full time staff and 10 free-lance trainers
- Managed by A Seven Member Management Board
- Organization is based in Honiara the capital City
- LASI is currently funded by two International donors Bread for the world (BftW) and Misereor in Germany
- LASI was previously assisted by Non-Formal Education department of the National Government but currently the department has no funding for non-formal education programs.

## Services LASI Provides

- Consultation and literacy awareness to communities, churches and the provincial education authorities
- Conduct literacy training for literacy teachers
- Produce Literacy resources for learners and community literacy teachers
- Monitor the progress of literacy through visits to literacy classes
- Offer further literacy trainings like the advance literacy trainings and refresher trainings
- Offer literacy trainings on request for NGO partners Churches and other interested groups

## Participant Introduction:

Name: Priscilla Maeniuta

Position in LASI: National Coordinator

Marital Status: Married

Nationality: Solomon Islander

Language: 2 local vernacular, Solomon Islands Pijin, English

Employment History with LASI- Started working with LASI towards the end of 2007 as a program officer and later promoted to coordinator level in 2009.

## Project Description

Project Title: Improving Literacy outcomes for Youths and women in Fauabu ward in Malaita Province and Panatina ward in Honiara City Council.

Project Background:

Solomon islands is a nation of villages. About 80.3% of the population live in rural communities (SI 2009 Census). Our rural population experienced challenges in terms of education in terms of access, quality and resources. Poor performance of school teachers in delivering literacy to the rural communities is also a challenge that are constantly faced by schools in delivering the literacy for school children.

- Some parents have priorities in sending boys than girls to schools; resulted in high number illiterate women than men.
- Very little economic activities and employment for young people that resulted in young people sometimes find themselves in social health probles.

## Project Objective:

- To enable all out-of school age from 10-25 (Solomon Islands youth age) and 26-60 years old in Panatina and Fauabu wards to read and write and apply critical literacy thinking skills to address personal and community needs

## Project outcomes:

1. Improved enrolment in adult literacy classes in two wards
2. Increased access to literacy materials and resources
3. Increased training for literacy trainers and instructors
4. Increased access to literacy classes for out of school youths 10-25 (Solomon Islands youth age) and 26-60 years old in Panatina and Fauabu wards.
5. Improved monitoring of literacy project.

## Project target and beneficiaries

The project targeted;

- 10 village communities 2 Provincial wards
- 20 community literacy teachers
- 200 out of school youths and women

## The following are the stakeholders of the project

- Ministry of Education and Human Resource Development (UNESCO SI, TVET)
- Churches in respective communities
- Provincial education authorities



## Actions taken in implementing the project

- Provide literacy awareness to target communities at the beginning of the project
- Provide literacy teacher training to community literacy teachers
- Production and distribution of literacy activities to literacy teachers and learners
- Monitoring and coaching to community literacy schools

## Results of the project

- 23 community literacy trained but only 19 conducted literacy classes
- 1,000 copies of 3 literacy materials were printed and distributed to literacy teachers and learners
- At the beginning of the project 246 youths and adults enrolled in literacy classes (69 male, 177 female)
- At the end of one year 139 learners continued till the end of the project and were able to read some Solomon Islands Pijin. (125 female, 14 male)

## Impact of our involvement

- Literacy has increased women's participation in community leadership and other community activities
- Increases knowledge of community on the importance of literacy
- Increase participation of local community in literacy. Communities provide space for literacy classes and provide in kind support for literacy teachers.
- Literacy helped built confidence in women who participated that they now able to participate more effectively than before.

## Challenges and obstacles

- The project period is too short so we have to choose communities that are close to some of our target communities
- Some target communities did not participate because of the short timing of the project therefore we have to increase the number of learners that have a literacy class to accommodate those from communities that were not able to start a literacy class.
- Volunteering work for literacy teachers sometimes causes disadvantage to learners because the literacy teachers sometimes not committed to teaching. We encourage communities to support literacy teachers through paying a small fee, fundraising and in kind.

## Lesson for other similar projects

- Good literacy awareness programs needs to done to the community prior to implementation of the project
- Literacy teachers need to be selected from those who are literate and able to teach
- The length of such literacy programs to illiterate youths and adults should be two years
- For such short timeframe for literacy programs, literacy teachers has to be stipend to be committed to achieve the project outcomes



Young girls and women  
Doing literacy class in  
One of the communities  
In Panatina ward





Literacy training during  
Teacher training workshop



## **Literacy for Marginalized Groups through Open School Programme in Sri Lanka**

**S. DUNAISINGH**  
**Senior Lecturer / Head**  
**Open School Unit**

### **Sri Lanka**



The Democratic Republic of Sri Lanka is an island in the Indian Ocean, located near the South-east coast of India. The country has a population of 20.64 million with the 15 – 24 age group accounting for 15% of the total population (UNESCO, 2014). The population consists mostly of Sinhalese (about 82%), Tamil, Muslims and Burghers, with some smaller ethnic minorities (UNICEF, 2013)

## **Country Profile :**

**Population : 20.64 Million**

**Official Languages : Sinhala, Tamil and English**

**Poverty Rate (Population Living on less than USD 1.25 per day) : 7%**

**Total Expenditure on basic education as % of GNP : 1.7%**

**In Sri Lanka 19.1 per cent**

**out-of-school children were engaged in child labour. Out-of-school boys were more likely than girls (to engaged 24.7 per cent compared to 11.8 per cent) (UNICEF & UIS 2013b)**

**Primary school net enrolment rate : 98.7%**

**Total youth literacy rate : Female 98.6%  
Male 98.2%**

**Adult literacy rate (15 years and over) : Female 90.0%  
Male 91.2%**

# **Non-formal education (NFE) system and Practices**

- In 1990, Sri Lanka Accepted the world declaration on “Education for All”
- Other than NIE Open School Programme Non – Formal Education programmes governed by the Non-Formal Education in the Ministry of Education.
- Although the provision of the Non - Formal Education and the activities are carried out by the government and Provisional authorities, NGOs and other international organizations such as UNICEF, UNESCO, ILO play a vital role in assisting these programmes (MHRD n.d.)
- NFE programmes have evolved with a wide variety of programmes provided by Functional Literacy Centres, Community Learning centres(CLC), Vocational Training Centres and Residential Centres for under – privileged children.
- Issues:
  - Insufficient funding sources
  - Limited knowledge about NFE among ministerial officers
  - Shortage of qualified staff, and lack of clarity in policies and plans
  - Lack of parental interest in their children’s and education

## **Open School Programme**

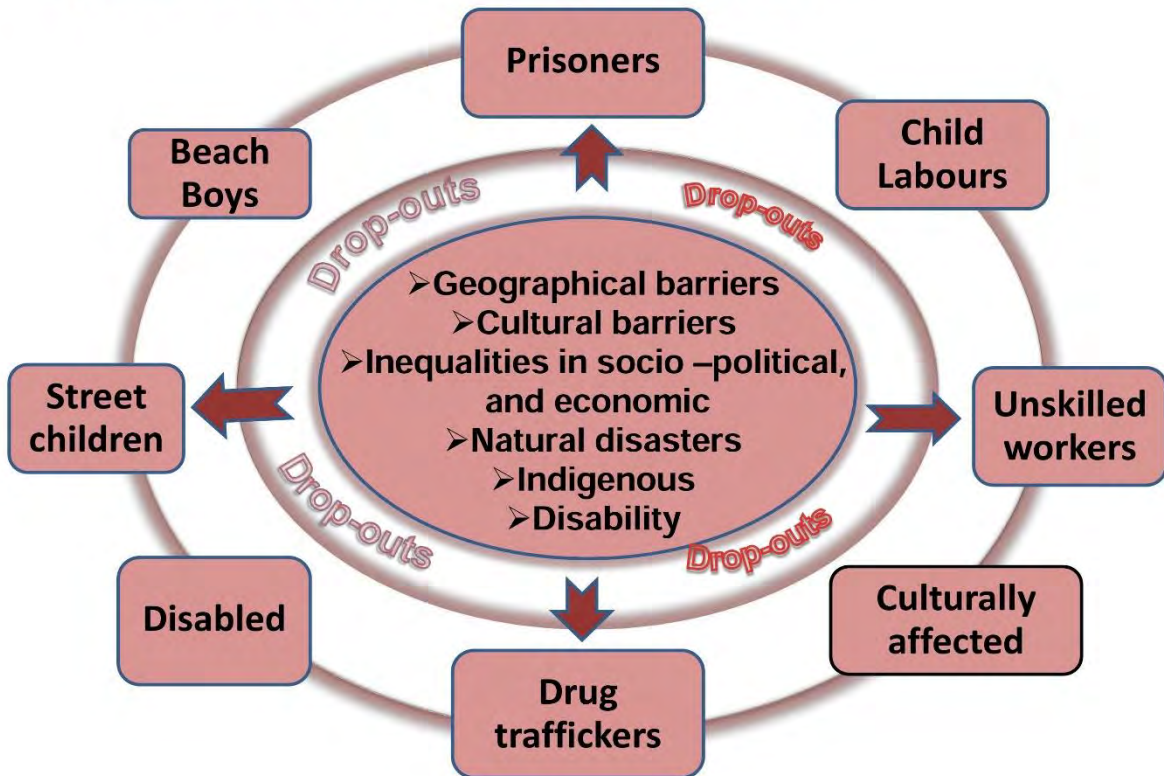
### **Why Open School?**

**All are not equally benefited by the formal school system**

**At the end of the primary circle 5.1 % have become drop-outs (Grade 5)**

- During the secondary circle (6-10) it increases up to 18%
- from the GCE (OL) 40% have become drop-outs
- From the GCE (A/L) 35% have become drop-outs

## Open School Programme



## Programme

Open school courses are offered in both Sinhala and Tamil mediums.

Open School was initiated by the National Institute of education for the purpose of meeting the needs of Education for All. It appears that Sri Lanka has some what fail to ensure equal access to all the children to complete their formal education. This is vividly evident by the rapid increase of the children who have become school dropouts. The dropouts could be seen as the most disadvantaged the marginalized groups in the society.



In Sri Lanka that ignores new non-formal innovative channels such as distance and open learning. Therefore, The National Institute of Education has introduced “Open School” as a low cost non-formal flexible channel to cater learning needs of out-of-school children youth and adults adapting Open and Distance learning system.

With aim of providing the second chance for those who were unable to complete their secondary education. The Open School was inaugurated in 2005 and started its programme in 2007.

## **Objectives**

- Provide an alternative path for those who need to continue their education
- Provide assistance to those who need to complete their Secondary Education
- Provide opportunities for those who are unskilled and semi-skilled and skilled
- Strengthen a strong link between education and the “World of Work”
- Ensure importance and value of continuing education for improving quality of life
- Promote social justice and social harmony
- Promote a learning society

## **What is Open School?**

a low cost, non-formal innovative learning channel

to bring  
real,  
collaborative,  
flexible,  
enjoyable and  
meaningful learning

to the doorsteps of the thousands of  
children, youth,

and from braking all barriers to learning  
through

adapting Open and Distance learning  
system.

### Implementation process

- **Awareness programmes**
- **Needs surveys**
- **Establishment of Regional Study Centers**
- **Recruitment of tutors and enrollment of learners**
- **Provision of learner support for learning**

## Target group



**Children in correctional  
Centres**



## Target groups



**Displaced children**

**War affected children and youth**





**Disabled children**

**Culturally affected girls**



## Education Programmes

- Foundation courses
- Literacy Courses
- Secondary Education Course
- Technical and skill development Courses
- Language Courses

## Field based Practice

### ❖ Puttalam Regional Study Centre

- Sub centres 10
- No of Learners 700
- No of tutors 32
- Nature of the Learners : Culturally affected
- The Learners mainly focused on their religious studies
- They never go to formal school

### After the intervention of the Open School programme

- ✓ All the learners got an ability to read and write.
- ✓ 10 learners got through the grade 5 scholarship examination.
- ✓ 100 learners completed their Ordinary Level examination and able to
- ✓ continue their Advance Level studies.
- ✓ Mainly they have changed their attitudes to study formal education
- ✓ while learning religious studies.



Learners in Puttalam Regional Study Centre



## Lesson Learned

- Those who missed their education are willing to continue their education for better life
- Those who have low educational qualifications are willing to continue their education through open school to get certificates
- Open School could break cultural and social barriers and increase accessibility for education

- An effective learner support system could be encouraged learners for open schooling
- Different remedial measures should be applied to develop active learning process and maintain engagement of learners due to poor family background

## Challenges and issues

- Utilization of technological devices
- Tutors' adaptability for ODL
- Immediate intervention for learners' needs
- Inculcating of self-directed learning
- Convincing of the significant of Open School concept to policy makers and higher authorities

### **UNESCO International literacy prize Awarding ceremony in Paris - 2015**



**Training of Tutors**



**Session at Puttalam regional centre**





**Learners from Jaffna regional centre**





## TIMOR-LESTE NATIONAL COMMISSION FOR UNESCO (TLNCU)

PRESENTED BY: FRANCISCO BARRETO

### COUNTRY PROFILE

- Population of Timor-Leste: 1.167.242 in 2015 (645.031 male and 522.211 female)
- Area: 14.874 Km
- Official Language : Portuguese and Tetun (Constitution of RDTL, article 13)
- Poverty rate population living on less than US\$ 1.25 per day.
- Primary school net enrolment growing from 77 percent to 80 percent in the 2015.
- Total youth literacy rate 79,5 percent, 49,5 male and 30 female.

## ORGANIZATION REPRESENTATIVE

- Timor-Leste National Commission for UNESCO (TLNCU)
- TLNCU founded in 2009, with 4 programs; Mother tongue Based Multilingual in Education (MTB-MLE), Science, Communication, and Culture.
- MTB-MLE has 4 components; Advocacy, Monitoring and Evaluation, Teacher training and Resource Development.
- TLNCU is under the Ministry of education of Timor-Leste. And working together with the other stakeholders both national and international NGO.

## PARTICIPANT REPRESENTATIVES OF TLNCU

- I am Francisco Barreto, as a Coordinator for Advocacy and Monitoring and evaluation components of MTB-MLE. And have been working with TLNCU since 2013.
- I organized community-level meeting/advocacy on importance of MTB-MLE pilot school implementation within three Municipalities in Timor-Leste.
- I conducted monitoring and evaluation throughout all MTB-MLE pilot schools during teaching and learning process.

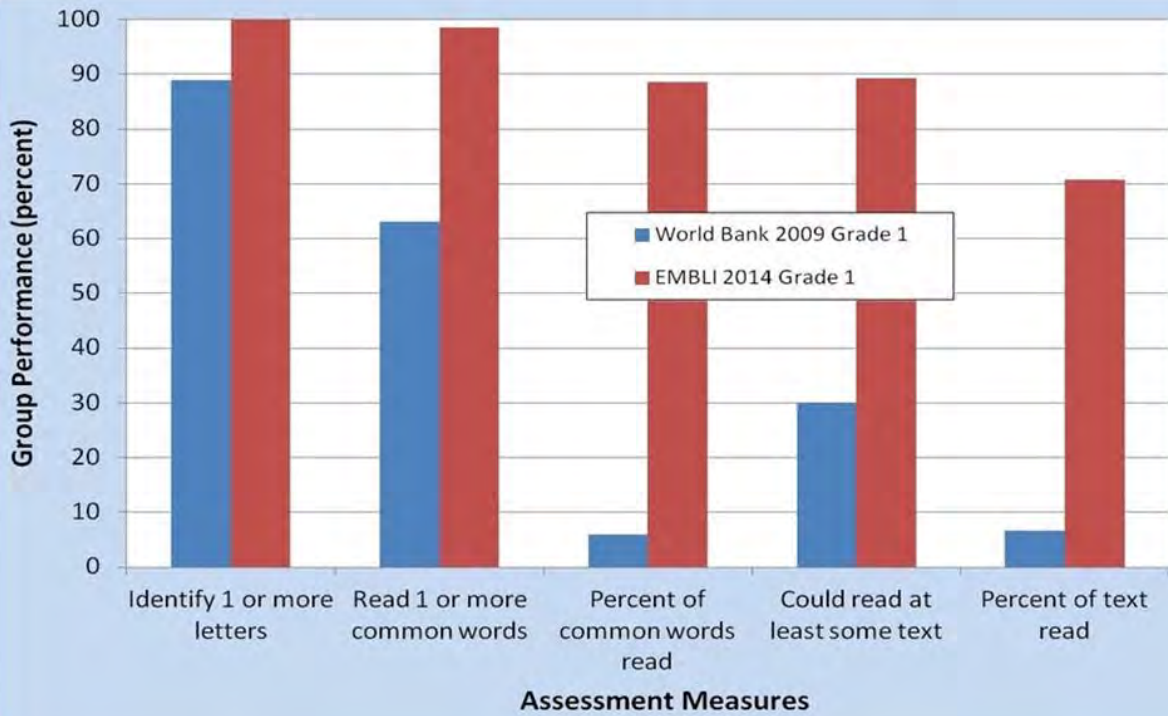
## LEGAL FRAMEWORK OF MTB-MLE IN TIMOR-LESTE

- RDTL Constitution, Art. 13,2
- Timor-Leste Strategic Development Plan 2011-2030.
- Strategic Plan of Ministry of Education- Circular Ministerial (28/09/2012)

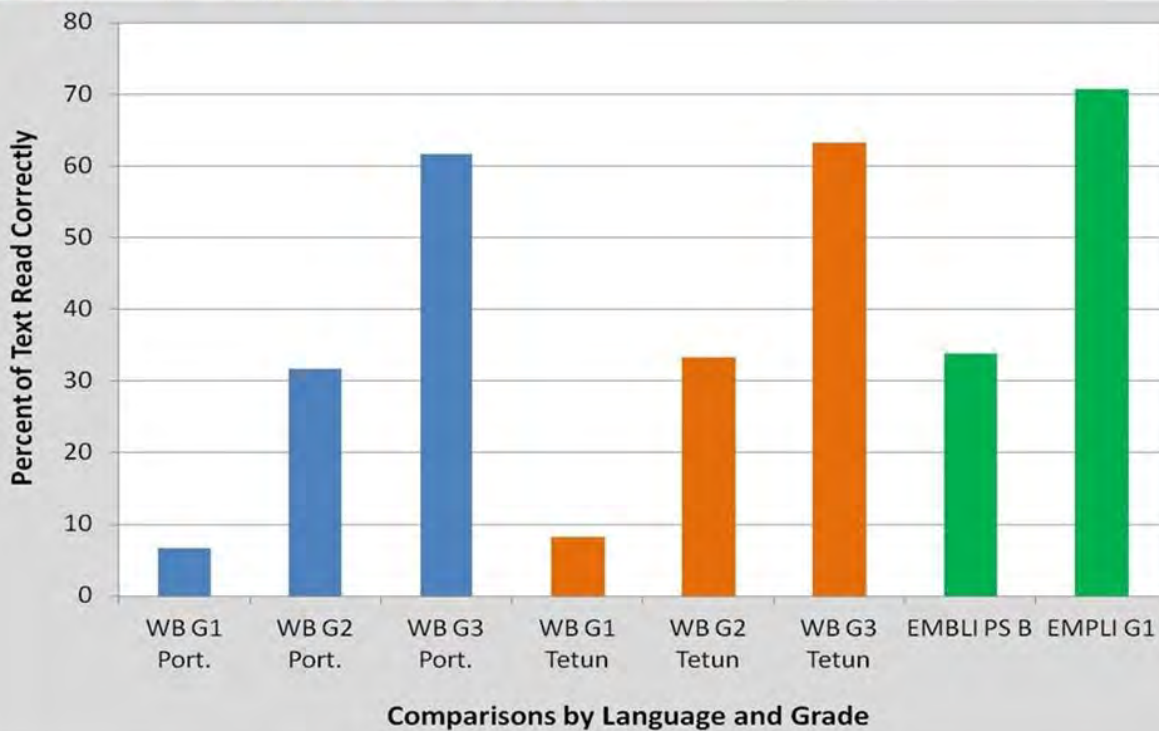
## Objective of MTB-MLE

- Learning objective; to provide much greater access to curricular content, including cognitively demanding abstract information and skills.
- Linguistic goals: by teaching initial in the learner's best language, providing a foundation of competencies which are readily transferred to additional languages (Tetun, Portuguese and others).
- Social and economic goals: by maximizing the home-school connection, creating greater family cohesion, higher participation rates in schooling, improved retention rates throughout schooling, and more equitable attainment across gender, regional, rural and social class divides.

### Comparing 2009 (WB) and 2014 (EMBLI)



### Oral Reading Proficiency in Timor-Leste Grade and Language of Instruction



## INTERNAL ASSESSMENT

- Pre-test (beginning of the academic year)
- Post-test (end of the academic year)

## EXTERNAL ASSESMENT

- Base-line Assessment
- Mid-line Assessment
- End-line Assessment

## **CONTENT OF TEACHER TRAINING:**

- Three times teacher training in a year
- Using two tracks teaching method: Literacy methods and history methods.
- Lesson plan
- Tetun and Portuguese Learning

## **RESOURCE DEVELOPMENT**

- Guidance book for reading and writing
- Teacher exercise book
- Teacher guide book (on MTB-MLE teaching methodology)
- Reading and listening histories
- Exercise book for teachers and students

## Community-Level Meeting



## Preschool (4 years)





## Preschool B (Year 5)



## Preschool B (Year 5)



## Primary school G1



THANK YOU

# **Climate Change Education Project Case Reports**

Kazi Siraj Uddin Foundation, Bangladesh

Light of Hope, Bangladesh

Project 'PRERONA,' Bangladesh

Ministry of Natural Resources and Environment, Lao PDR

Phoudindaeng Youth Center, Lao PDR

Centre for Human Rights and Development, Mongolia

Nepal National Commission for UNESCO

AWAZ Foundation, Pakistan

Ananda College, Sri Lanka

Devi Balika Vidyalaya, Sri Lanka

Prachawit School Foundation, Thailand

Thai National Commission for UNESCO



## KAZI SADIA YESMIN

"To take less than your need is Pride & to give more than your ability is Greatness"- that's my belief.

I have complete my graduation on International Relations from Jahangirnagar University , Bangladesh. In my career life, I was a Member of Youth Think Tank Initiative under Climate Change & Health Promotion Unit (CCHPU), Ministry of Health & Family Welfare, Government of People's Republic of Bangladesh.

I was a invited delegate to Global Youth Environmental Summit 2012 hosted in Nairobi, Kenya by UNEP to represent our work on climate change & women's health..

I worked as a project coordinator of a project named "Project: APU" for making girl's aware of contemporary issues like climate change and women empowerment.

Now I am working as a project coordinator of project "Time for Climate Action" supported by Korean National Commission for UNESCO.

## BANGLADESH

- > **Constitutional Name:**  
People's Republic of Bangladesh.
- > **Liberation Achieved: 1971**  
(with a Huge Blood Losing freedom fighting against Pakistan)
- > **Population:** 156.6 million around.
- > **Climate:** Tropical Monsoon
- > **Main seasons:**  
Summer (March-May), Rainy season (June-September) and Winter (December-February)
- > **Best Tourist Season:** October-March



## Climate Change in Bangladesh

- Sea level rise.
- Drought.
- Changing pattern of seasons.
- Occurrence of natural disasters has been increased.
- River Bank Erosion.
- Impact on Health.

## Kazi Siraj Uddin Foundation

- ▣ This organization has been established in 2010 in the name of late Kazi Siraj Uddin, who was a philanthropist in the community.
- ▣ this organization used to work for all kinds of people of the community.
- ▣ this foundation has a mosque, a temple, a orphanage , a primary school and a hospital.
- ▣ This foundation also donate blanket, cloth , food in winter .

## Time for Climate Action



## Main Themes

- ▣ Climate Change Education.
- ▣ Energy-saving Practices to Reduce CO<sub>2</sub> Emissions.
- ▣ Ecotourism: From Gardening to Community Forests Protection.
- ▣ Establishment of Climate Change Education Centre .
- ▣ Livelihood through handy-crafts with recycled & eco-friendly products.

## Objectives

- ❑ To empower adolescent girls with Climate Change Education
- ❑ To aware girls about the health consequences of climate change
- ❑ To build awareness on local community forests protection
- ❑ To establish a climate change education center in local high school
- ❑ To introduce a livelihood program along with school students for the underprivileged women in the community through eco-friendly handy-craft using recycled materials

## Adolescent girls of Kazi Razia Sultana Girls' High School, Gazipur.





## Main programmes and activities

- ▣ Activation Course on Climate Change.
- ▣ Design and run an awareness campaign on 'Protection of local forest' & 'Proper waste management.
- ▣ livelihood program to produce handy-crafts from eco-friendly & recycled materials.
- ▣ Establishment of a Climate Change Education Centre in school.

## Monitoring and evaluation

- ▣ Pre and post survey.
- ▣ Attendance sheets .
- ▣ Through the Practice of making Recycling products.
- ▣ Group Presentation.

## Results and impact

- ▣ Empower adolescent girls through climate change actions.
- ▣ Reach to community people through those campaign.
- ▣ Establishing a climate change education center.
- ▣ Establishing a recycling based handy-craft small industry idea with the assistance of school girls.

## Some Pic.....

PRE-SURVEY



ACTIVATION COURSE



# Campaign Pictures

FORESTATION



WASTE MANAGEMENT



# More Pic.....

CLIMATE CENTER



LIVELIHOOD TRAINING





## Introduction



**Md. Fakhrul Alam Mukul**  
Director, Light of Hope  
Project Manager, Green School  
Project for Rural Bangladesh



## Project Background

### Country Profile

#### Population :

160,411,249 (2015)

#### Socio-economic situations :

- Bangladesh is a developing country that is classified as a next eleven emerging market and one of the Frontier Five. According to a recent opinion poll, Bangladesh has the second most pro-capitalist population in the developing world.
- GDP is about USD 99.36 billion. In 2015, per-capita income stood at USD 1,314.
- The ratio of girls to boys among primary school children has risen to 1:1 today, compared to 5:7 in 1985. Bangladesh has already met the MDG education gender parity target.



## Impact of climate change in the country :

- **Floods / Flash Floods** (Almost 80% of the total area of the country is prone to flooding).
- **Cyclones and Storm Surges** (South and South-eastern Parts of the country were hit by Tropical Cyclones during the last few years).
- **Salinity Intrusion** (Almost the whole Coastal Belt along the Bay of Bengal is experiencing Salinity problem).
- **Extreme Temperature and Drought** (North and North-western regions of the country are suffering because of the Extreme Temperature problem).



Image Source: <http://blogs.unicef.org.uk>



## Community profile

### Place :

Pakundia Upazila, Kishoreganj, Bangladesh

### Population:

237218. (Male 51.26%, Female 48.74%)

### Socio-economic situation:

- Literacy and educational institutions Average literacy 29.3%; male 33.3% and female 24.2%.
- Main occupations Agriculture 61.51%, agricultural laborer 16.42%, wage laborer 2.05%, commerce 7.10%, service 4.7%, others 8.22%.
- Land control Among the peasants 30% are landless, 35% small, 25% intermediate and 10% rich.
- 13.79% of the dwelling households have access to electricity.



## Issues related to climate change :

- **Flood:** Flood is the most familiar impact of climate change in this area. It is mainly caused by heavy showers of rains in the rainy season. Rivers and canals cannot hold excessive water within and overflow their banks and cause flood. Flood causes a great havoc to life, property and crops.
- **Drought:** Drought is another natural calamity in this area. It occurs in summer and causes damage to crops almost every year. The chopping of trees at random is the main cause of drought.



News Source: Dhaka Tribune

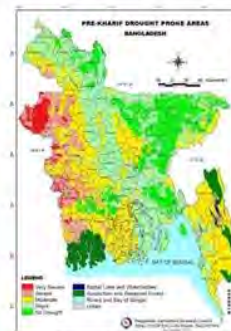


Image Source: Bangladesh Agricultural Research Council



## Introduction of the Organization

Light of Hope Foundation is a tech-based non-profit startup focusing on improving the quality of primary level education.

Light of Hope develops innovative and cost effective projects through a mix of technology, capacity building of school management and additional supportive tools.

Currently it has two projects: Digital School project and *Porua* – The Reader project

Number of digital schools: 4

Number of libraries established: 12



## Project description

### Green School Project for Rural Bangladesh

School Name: Porosmoni Shikkha Academy

Location: Pakundia, Kisoreganj

Implemented by:



Supported by:



## Main issues to be tackled

- **Appropriate technology** (Making the children familiar with the modern technologies through practical uses)
- **Climate change education** (Educating them about the climate changes and the precautions for natural disasters)
- **Ecosystem** (Helping them to learn about the Ecosystem and how it works)
- **Energy** (Encouraging the children to use clean energy and making them aware of the impacts of using fossil fuel on earth's atmosphere)
- **Forestation** (Educating them about the importance of forestation and its impact on earth)
- **Waste management** (Showing the children how to manage the waste without hampering the nature and keep the environment clean)





# Goals and objectives

## Beneficiaries and Participants:

- The Children
- The Teachers
- The School Management
- The Local Community

## Governance:



## Objectives :

- Provide access to quality education to the children through establishing multimedia classroom setup.
- Capacity building of the teachers on teaching pedagogy, e-educational content in the classroom.
- Raise awareness among students regarding environment and climate change.



# Main programs and activities

- Focus group discussion with school management regarding project implementation.
- Collection of additional e-educational contents and awareness video for children
- Establish solar run multimedia classroom with laptop, projector and e-educational contents
- Advanced teacher training on laptop use, e-educational contents, multimedia classroom session.
- Provide additional books related to nature, environment etc. to the school library for children
- Organize tree plantation campaign at school on World Environment day
- Establish small science lab for children



## Monitoring and evaluation mechanisms

- As the outcomes of the project will be visible in 2-3 years time, it is difficult to show any quantitative results (i.e increased level of knowledge and understanding of subjects, awareness about environment etc.), Light of Hope plans to do a baseline now which will be later compared to understand the improvement for the project intervention. During the project, the school is responsible to provide quarterly report to Light of Hope. Light of Hope team visit the school every month to monitor the progress of the project and discuss various challenges with the teachers.
- **Monitoring mechanism:**
  - monthly visit, monthly report
- **Evaluation mechanism:**
  - Project evaluation report



## Challenges and troubleshooting

- Given the existing quality of the local teachers, Light of Hope team finds that more efforts need to be provided to develop the capacity of the teachers so that the children get quality education. To increase children's awareness about environment and climate change, more regular activities and systems should be put in place in the school (like the 'tree plantation campaign').
- To overcome these challenges, Light of Hope is planning to provide regular training and capacity building sessions for teachers even after the project completion on various issues. To increase environmental awareness among children, Light of Hope is planning to start interventions like reuse of various materials, putting hand-made dustbin etc. at the school.



# Results and impact

- It is too early to show the impact of the project which is currently under implementation phase. But we are optimistic that the project will improve teacher's capacity, provide better learning opportunities and environment for the children and the children will be more aware and conscious about environment and climate change.
- The attendance rate increased already at the school by 10%.



# Thank You



<http://www.lightofhopebd.org/>

<https://www.facebook.com/lohbd.org>

Community Activity based Education for  
Sustainable Development (ESD) in  
Bangladesh

Rosi Ranan

Project Coordinator, Project 'PRERONA'

**Presenter**

**Rosi Ranan**

Project Coordinator, Project 'PRERONA'

Master of Development Studies, University of Dhaka (Class of 2016)

B.Sc. in Electrical, Electronic & Communication Engineering

6 years of engagement in Youth Development issues, including  
Climate Change

## Background: Country

### Bangladesh

South Asia

- Area - 147,570 km<sup>2</sup>
- Population - 159.1 million (2014)
- GDP - US\$ 173.8 billion (2014)
- GNI per capita - US\$ 1,080 (2014)
- CO<sub>2</sub> emissions - 0.4 metric tons per capita (2011) (Lower than South Asian average)

#### Future Climate Risks

- Temperature: Projected to increase 1.4°C by 2050 & 2.4°C by 2100
- Rain fall: Runoff, Time between rainy days, Peak 5-day rainfall intensity are likely to increase
- Sea Level Rise: projected 30-100 cm or 9 to 88 cm by 2100.

(Data Source: World Bank)

## Background: Community

### Upazila - Daulatpur

District- Manikganj, Division - Dhaka

- Area - 218.34 km<sup>2</sup>
- Population - 1,67,026 (2011)
- Households - 38,786 (2011)
- Literacy - 34.9% (2011)
- School Attendance (5 to 24 years) - 52.8% (2011)

#### Challenges

- Floods/flash floods, river erosion & drought affecting agriculture based economy & society
- No/inadequate access to electricity or other forms of energy

(Source: Population and Housing Census 2011, Bangladesh Bureau of Statistics )

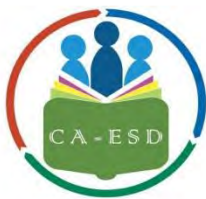
## Project 'PRERONA'

**PRERONA** ( ) - a Bangla word which means **inspiration**

Project: PRERONA – an initiative to inspire people, specially youths to take informed actions

- Started in 2012 as a series of inspirational sessions for school students in rural and semi-urban areas of Bangladesh.
- Started working with the community of Daulatpur from February 2013.
- A youth-led initiative supported by volunteers, donors, advisors & community people.
- Inspired 2,000 school students to take informed actions and counting.

## The Climate Change Education Project



**Community Activity based Education for Sustainable Development (CA-ESD)**



## **CA-ESD: Objectives**

- **To give rural high school students a clear basic concept of climate change, sustainable development & their connections to our daily life through simple examples and activities.**
- **To ensure accessibility to information & technology on climate change i.e. renewable energy for community people specially students.**
- **To instigate the development of local, low-cost technological climate solutions for the community by the technical & vocational students.**
- **To initiate energy saving practices, organic farming & disaster preparedness program in the community through the students.**
- **To establish a community knowledge center & help students to realize their true potentials of overcoming real life challenges through Climate Change Education**

## **CA-ESD: Target Group(s)**

**Primary Target – 800 high school students  
(600 mainstream & 200 vocational) of Daulatpur P.S. High  
School, Manikganj**

**Secondary Target – 2000 Community Members  
(family members, relatives, friends & neighbors of the  
students)**



# CA-ESD: 1<sup>st</sup> Phase

## Development & Implementation of General Capacity Development Module on Climate Change

The module is-

- local context & need-based
- complementary to the existing curriculum of the school
- specific for the class
- demonstrated by pre & post session activity (indoor/outdoor)

The module includes-

- General concepts on climate change and sustainable development
- Best practices in energy-saving to Reduce CO2 Emissions
- Introduction to renewable energy & other appropriate technology etc.

Duration: 8 months

Audience: All the 800 students of the school

# CA-ESD: 2<sup>nd</sup> Phase

## Development & Implementation of Three different Specialized Capacity Development Module

### 1. CA-ESD for Technology

A module for the students of technical & vocational education of the high school. To introduce them with new technologies & instigate them to develop local low-cost solutions specially in renewable energy.

### 2. CA-ESD for Farming

A module to work with those students whose families are directly engaged in farming/agriculture. Consists of activity on organic farming & effective resource management in agriculture.

## CA-ESD: 2<sup>nd</sup> Phase (Cont.)

### Development & Implementation of Three different Specialized Capacity Development Module

#### 3. CA-ESD Knowledge Center/Club

This module developed the capacity of the students to establish & run a CA-ESD Knowledge Centre or Club. Students will be chosen based on their activity & performance in the General Module in 1<sup>st</sup> phase for this specialized module. Under this module:

- A Library Corner with relevant books and study materials has been established
- A student club formation process has been initiated

Duration: 6 months

Audience: 380 students of the school directly participated in these 3 specialized modules.

## CA-ESD: Outcomes

- Reached **734** students through the General Capacity Development Module in 1<sup>st</sup> phase
- **380** students participated in the 3 specialized modules in 2<sup>nd</sup> phase
- Planted **45** trees in the school compound and the surrounding community
- Established a Climate Change Education Corner in the School Library with more than **250** copies of books, booklets, information sheet etc. while activating the school library
- Got **25** monthly subscribers for the library corner (in first 3 months)
- Installed a **80 W** Solar Power System for the school as a renewable energy source
- Vocational students developed **4** technical projects (prototypes) to address the community need using available resources and expert knowledge

## Challenges & Solutions

### Challenges

- Low School Attendance
- lack of suitable Bangla books for library
- External Stakeholders
- Long-term impact assessment & project sustainability

### Solutions

- Awareness, multiple sessions
- Extensive search process in bookstores
- Communication & Persuasion
- Exploring for solutions

## CA-ESD in Frames



## CA-ESD in Frames



## CA-ESD in Frames



Questions & Answers

**Thank You!**

The Bridge Asia Partners Training Workshop  
from 24 to 27 November 2015 in Seoul,  
Republic of Korea.

## **Case report Of Climate Change Awareness Raising Activities**

Presented by Vanhthone Phonnasane,  
Information and Public Relation Division,  
Department of Disaster Management and Climate Change,  
MoNRE, Lao PDR.

### **Outline of the Presentations**

- General Information.
- Background and objective of Activities
- Main outputs of Implementing Activities
- Challenges
- Result of Activities

## Country Overview

- Lao's People Democratic Republic  
( Lao PDR )
- Location: Indochina Peninsula in Southeast Asia
- Population: **6.7** million
- Capital: Vientiane
- Area: **236,800** sq km
- Language: Laos
- Religion: Buddhism
- Monetary Unit: Kip
- Main export: Rice, coffee, **NTFPs**



## Country Overview (cont)

### Topography

- Lao PDR is located in the Indochina Peninsula (River Mekong Region)
- Share bordered with:
  - China to the North
  - Vietnam to the East
  - Cambodia to the South
  - Thailand to the west
  - Myanmar to the Northwest
- Land area **236,800** sq km, **80 %** is mountainous.
- The lowest altitude above sea level of Lao PDR is **175** meters and highest is **2,880** meters.



## Country Overview (cont)

### Weather

- Lao PDR is a tropical climate, divided into two seasons: rainy season from May to mid-October, and dry season from mid-October to April.
- Temperatures range from mini **16 °C** in January to max **38 °C** in April.



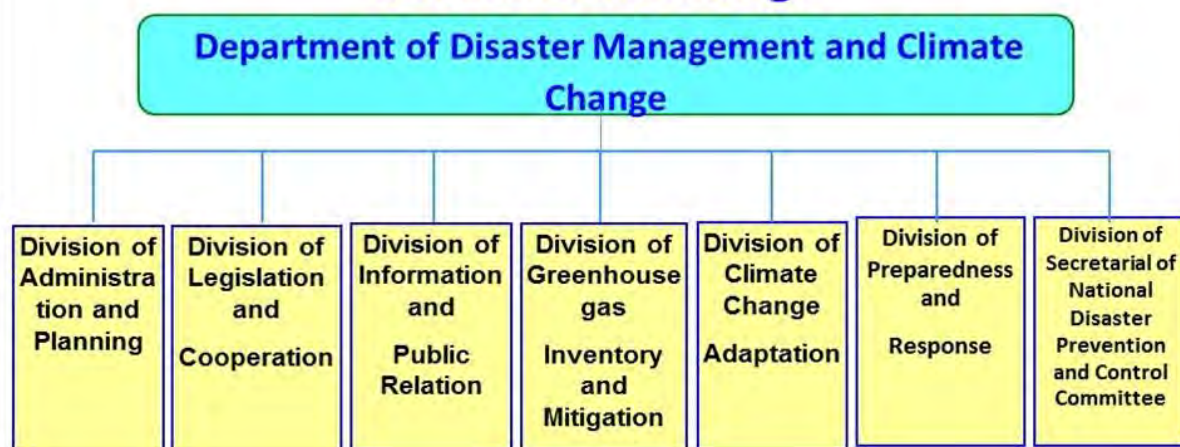
### Climate Change and its impact



- Tropical climate influenced to Laos by monsoon, generates significant rainfall and high humidity. Average annual rainfall 1,300 – 3,000 mm.
- The major climate hazards which Lao PDR faces: flooding, drought and land slide in the mountainous parts of the country
- Being a country of watersheds and water catchments, Laos is by nature heavily exposed to climate variability and change. These events can be destroying public infrastructure, property, productive land, agricultural assets and upcoming harvests.



## Structure of **Department of Disaster Management and Climate Change**



The Ministry of Natural Resources and Environment (MONRE) was established in 2011, and the climate change office has been upgraded to department level which is now the Department of Disaster Management and Climate Change to take responsibility for climate change aspect nationwide.

### **Project Title:**

Improving the Resilience of the Agriculture Sector in Lao PDR to Climate Change Impacts (IRAS)

**Climate Change awareness raising Activities in District, villages and schools of Lao PDR.**

## **Background**

- The disaster management and climate change is a new knowledge for Lao people. Therefore, the Capacity building and Public awareness on climate change are the main work that is very important for every sector such as government, private sector and relevant agencies as well as province, districts, villages and schools in the impacted areas of Lao PDR.

## **Background (Cont...)**

- The rural areas and Students are limited knowledge for status, original, mitigation impact on methodology and climate change adaptation and environment protection.
- The Department of Disaster management and Climate Change were successfully implemented the awareness activities on climate change for provincial staffs, district staffs, students at the secondary and high schools, local communities in some province.

## Objective

- Build capacity for staffs at province and district, villages level, teachers and students in relation to disclosure of basic disaster and climate change knowledge to Public;
- Promote materials of basic knowledge on climate change information tailored to the local officer, teachers and students so that they can create and be available for further distribution at the local level.
- Raise people awareness, in order to understand the importance of environment conservation and to mitigate the global warming as well as climate

## Table for indicators

No	Text indicator	Achievement
1	Completed the Media tools of mitigation the impact of climate change and adaptation were created for any propagandas	<ul style="list-style-type: none"> <li>• 3 Posters: 3000 copies</li> <li>• Brochure: 3000 copies</li> <li>• Booklet: 3000 copies</li> <li>• Short video: 500 copies</li> </ul>
2	Staffs in the District and Villages, local communities, students understand about status, origin, methodology of mitigation impact and climate change adaptation;	<ul style="list-style-type: none"> <li>• 1075 Farmers,</li> <li>• 500 students,</li> <li>• 70 teachers,</li> <li>• 136 GoL staffs</li> </ul>
	People have changed their behaviour and attended the environmental conservation.	
	45% of woman were participated in these training	800 women
3	To organized the Workshop on Dissemination of Basic Knowledge on Climate Change in the provincial and district and village levels and distributed poster, brochure, Short video in 4 district:	The information on climate change was published to National communities and local Communities as well as target villages.

## Location of Direct Beneficiaries:

Target districts, villages, Secondary schools and high Schools in Savannakhet province (Outumpone and Champhone District) and Xayabury Province(Phieng and Paklai District).

Beneficiaries	Beneficiaries/participants		Farmers/GoL staffs/Others
	Total	Female	
Direct	2,601	1,197	772 Farmers, 1,541 students, 90 teachers, 198 GoL staffs
Indirect	12,623	6,752	8,629 Farmers, 3,646 students, 150 teachers, 198 GoL staffs

## Challenges

- The most of local communities are limited knowledge to access to climate change information.
- The budgets to support the public awareness activities are limited because we only rely on the budgets supported by international organizations.

## Result of Activities

- Community and Students are understanding the important of natural resources conservation and related to situation, cause and how to mitigate the effect of climate change and adaptation:
- The information on climate change is published to community as well as target villages.
- Number of Direct Beneficiaries/participants: 772 Farmers, 1541 students, 90 teachers, 198 GoL staffs total: 2601 participants
- The province staffs, District staffs, communities and students are request to the project should be extension the promoting and awareness to other villages and schools in the target areas of project.

### Photos of the Workshop on Dissemination of Basic Knowledge on Climate Change for students and farmers



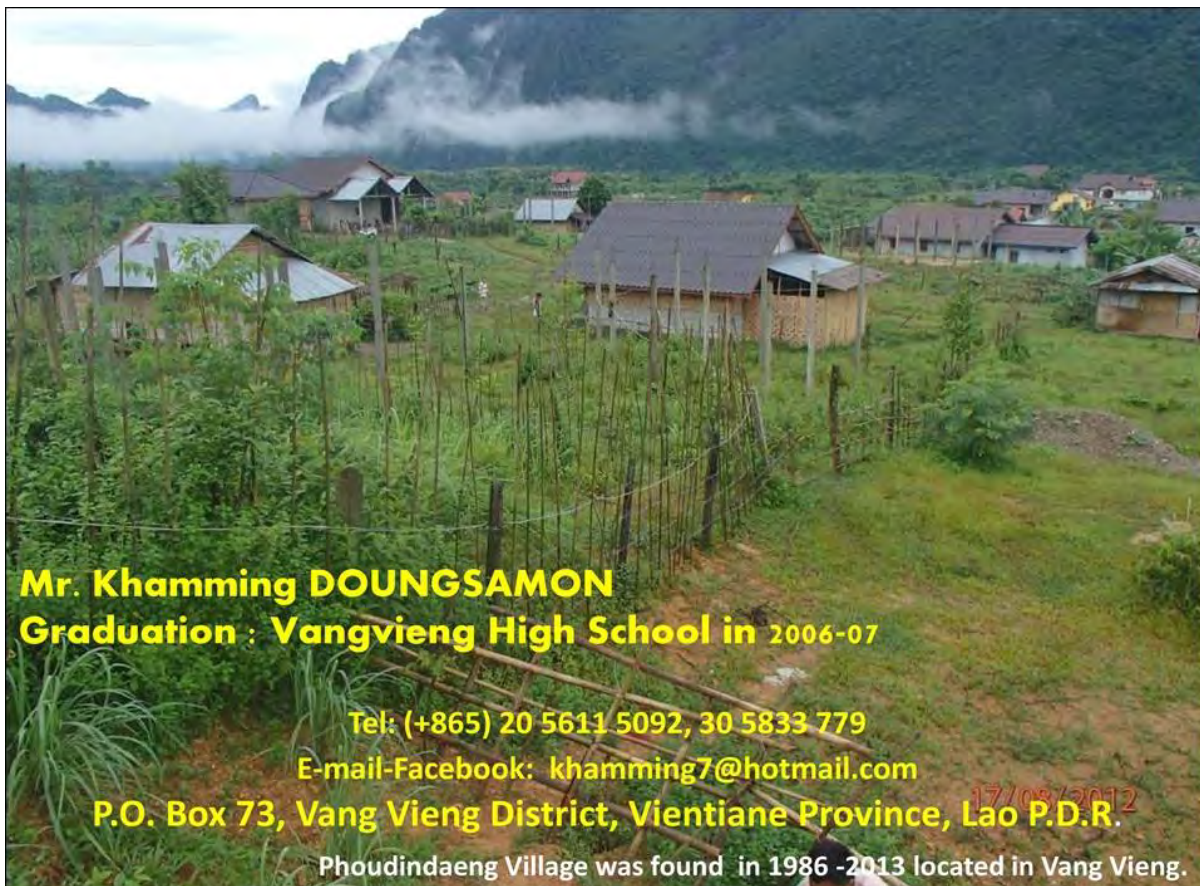
**Photos of the Workshop on Dissemination of Basic Knowledge on Climate Change for students and farmers**

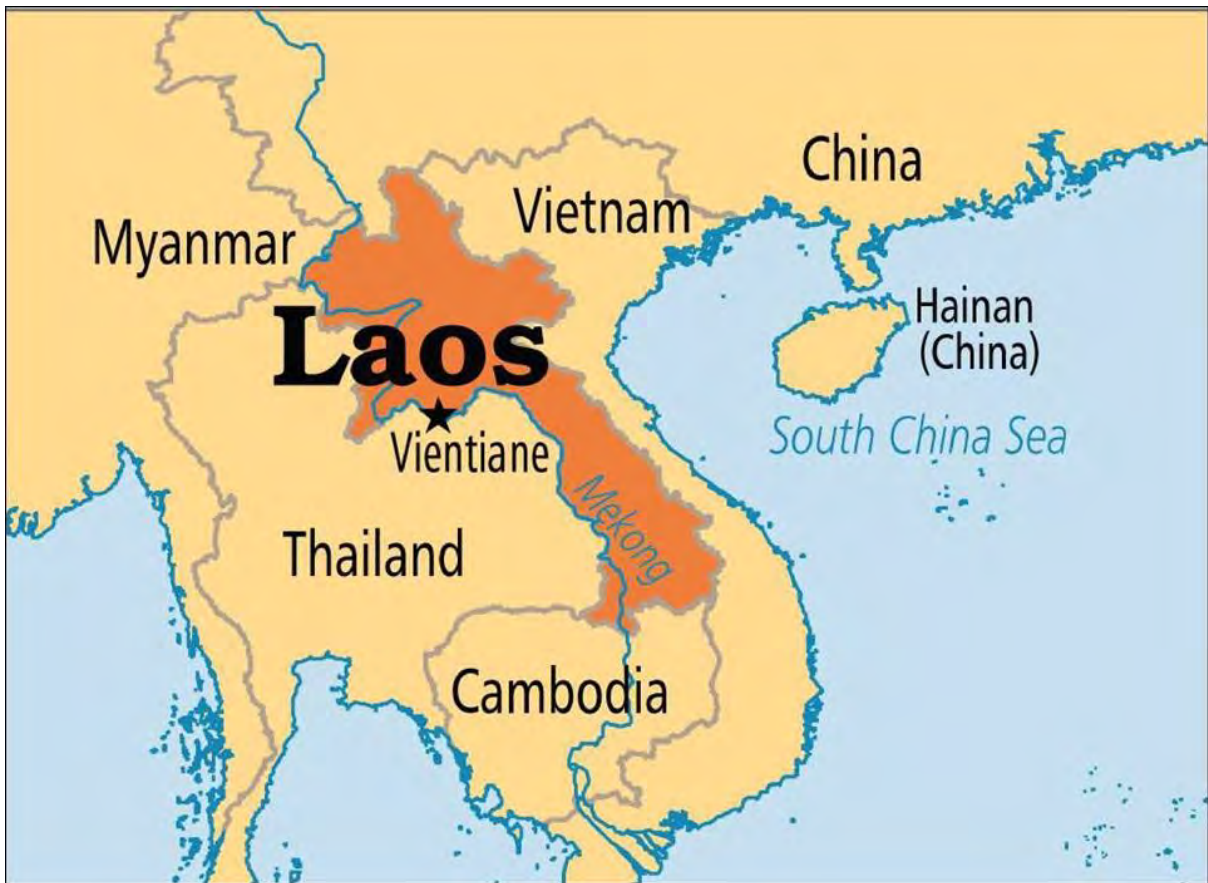
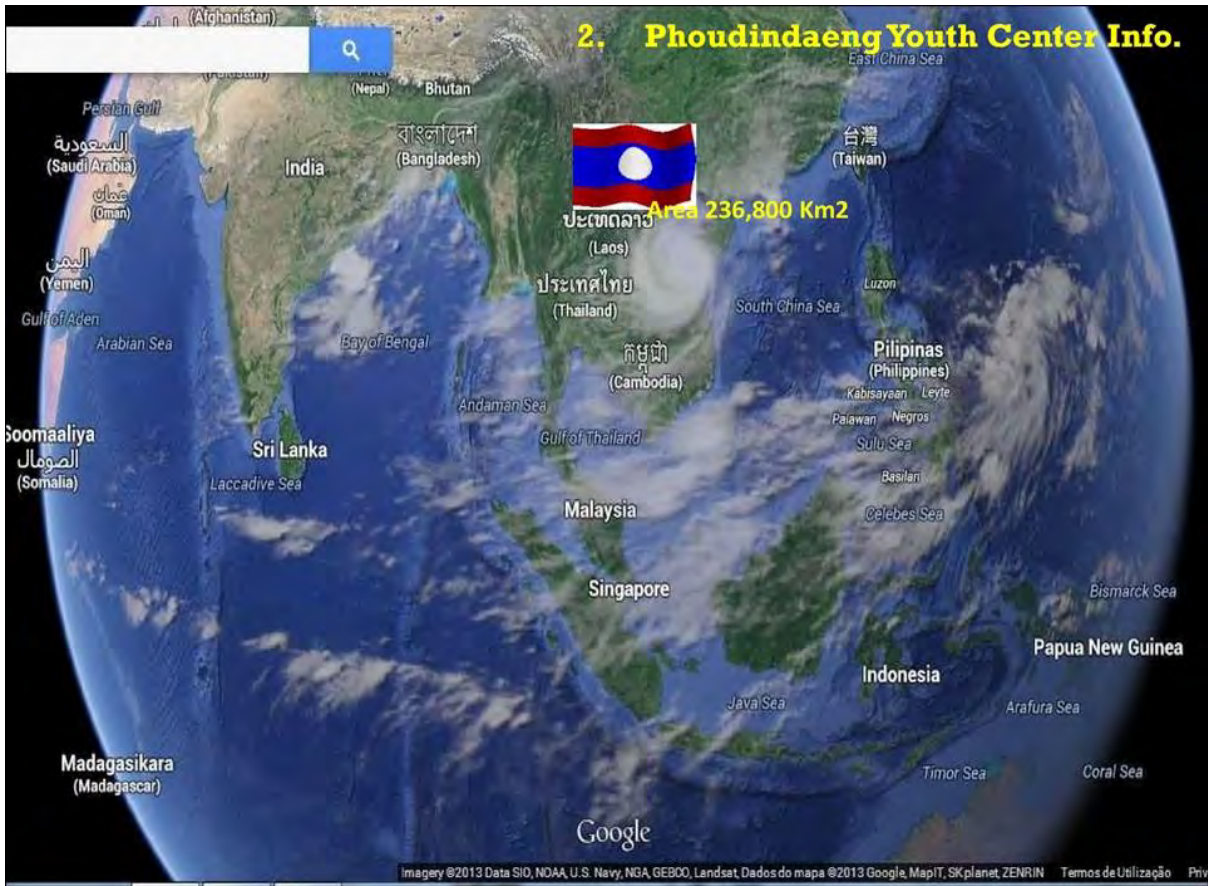


**ຂອບໃຈຫລາຍໆ**

*Thank you very much for your attention*









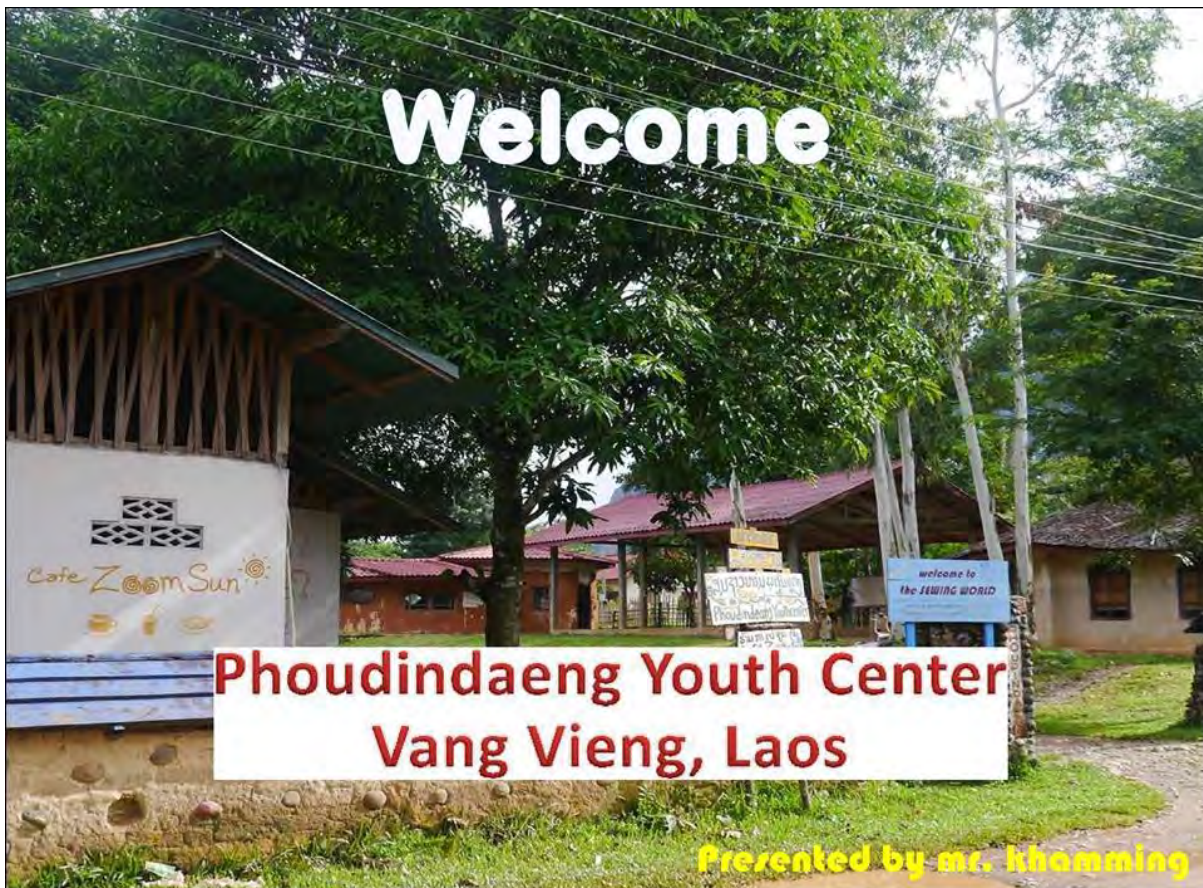
- **In 2015, Lao has Population 6,516 , 335 people,**
- **Female 3.249.479 people.**
- **1.224.025 Household,**
- **8.556 villages, 148 District and 18 Province**

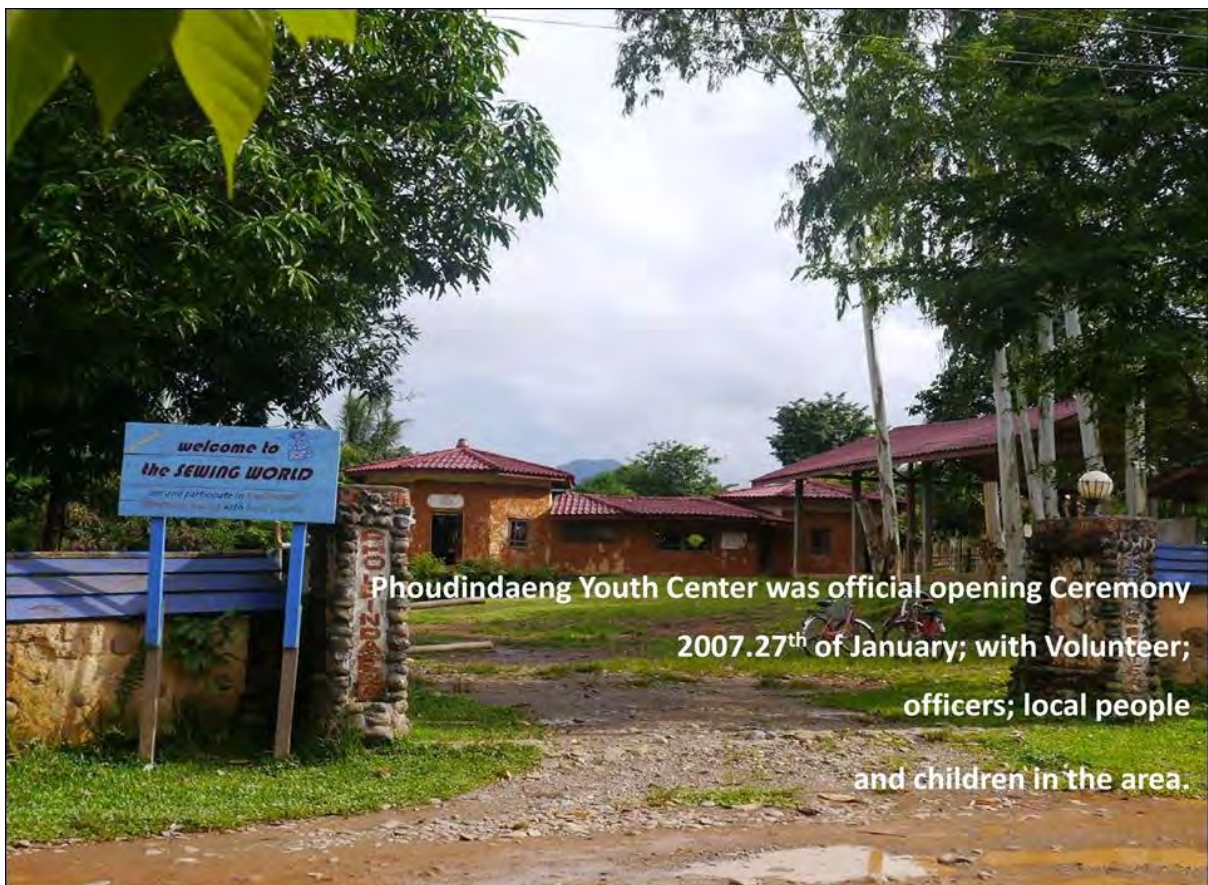
**Vangvieng District, Vientiane Province Lao. P.D.R**



**There are 63 Villages  
Population 58,165 People**













Library & English class











### 3. Project description background .



Environment Education Project In Vangvieng

### Our matter issues









4. Activities and management impact.



Workshop on Environment issue



Group leader meeting





**Cooperation with other school around the area, and villages net work.**





Participated members on Climate Change education









ວັ ອະໄມ ລວມ











# Climate Change Education in Mongolia



U. Mandkhaitsetsen  
/Centre for Human Rights & Development/

## Content

- Brief about Mongolia
- CHRD's introduction
- Community profile
- Challenges
- Target Issue: Climate Change Education
- Goals & Objectives
- Main Programs & Activities
- Beneficiaries & Participants
- Governance
- Monitoring & Evaluation
- Results & impacts
- Key Outcomes



## Brief about Mongolia

- **Location** : Between Russia and China
- **Geographical areas** : Deserts/Semi-deserts, Steppes, Mountains, Mountainous steppes, Taiga
- **Capital** : Ulaanbaatar
- **Area**: 1,566,000 sq km
- **Political system**: Parliamentary Republic
- **Religions**: Buddhism, Muslim, Christian
- **Climate**: extreme climate /4seasons/ Average winter temperature -26'C(-40'C in some area)
- **Economy**: Mongolian economy consists of agriculture represented mainly by animal husbandry and industry processing livestock raw materials including mines. Main products for exports are meat, cashmere, skin, leather, gold, copper, coal etc.

## (CHRD)

- In 1998, established by a group of human rights activists and lawyers
- Aim and Objective: to promote and protect human rights and social justice
- 3 programs are going on:
  - 1) **Human Rights Protection Program /2000/** Human Trafficking – pro bono legal aid, psychological, social service to victims
  - 2) **Human Rights Advocacy /2004/** Public interest litigation on environmental issues, advocates for policy reforms on environmental protection, public participation in decision making, runs a legal clinic for law students on public interest litigation
  - 3) **Community Development Program /2005/** To build capacity & protect ESCR of low income people, improve their livelihoods

## Community profile

- People from poor urban and rural communities, herders and farmers.
- Currently, our outreach in 12 aimags with total of 2700 community members.
- We have around 70 community saving groups (CSG), networked in Community saving groups federations (CSGF) in 12 aimags, soums & UB & Darkhan cities
- Our communities are self efficient: saving, surveying, community planning, small upgrading, housing construction, welfare, income generation, recycling, producing construction materials & managing community funds.
- Community-led process has been established.

## Impact of CLIMATE CHANGE

- Extreme continental climate with long cold winter and short summers /4seasons/ Average winter temperature -26°C(-40°C in some area)
- Desertification has affected around 77.8% from total territory
- Pace of natural disaster has increased by 1.5 times in last 15 years
- Natural disasters like extreme hot & cold weather, drought, dzud, flood and sand storms in Mongolia has increased
- Livestock, agriculture, water, forest and health sectors are being affected and most vulnerable to climate change
- Degradation of Natural resources (grazing areas shrinking for animals, decline in accessible water)
- Last 70 years, annual mean temperature increased by 2.07°C, this is 3 times higher than global average
- Melting of high mountain glaciers has increased

## Challenges

- Climate change impacts in the Livestock sector, which is one of the major economic sectors of Mongolia
- Natural events such as drought & dzud /severe winter/ are serious extreme events in Mongolia that cause high damage to not only the livestock sector but also to the national economy
- In 2010 during dzud we lost 10 million livestock depriving many people of livelihood, food and derivative products while Mongolia experienced its worst
- Mongolia experienced its worst droughts in the Summers of 1999, 2000, 2001, & 2002, which affected 50-70% of population
- Climate variability & changes are affecting the herder's life on the use natural resources
- Livestock privatization increased livestock number. Increasing overstocking, overgrazing, & distortion of traditional grazing technologies have started to destroy ecological balances.

## Impacts of mining: environmental

- **Environmental degradation:** 3984 hectares of land without rehabilitation
- **Water and soil pollution:** 38733 hectares of polluted land and 32815 tones of polluted mining disposals, 28 rivers polluted by mining
- Health impacts of the people
- As of 2011, 551 rivers dried up, Lack of safe drinking water
- Loss of pasture land
- Dust in Gobi desert from coal transportation



## Project: Climate change education

- **Goals:** To empower communities to understand in climate change and its impact and to adapt to climate variation with traditional and scientific knowledge through participatory decision-making processes
- **Objectives:**
  1. To build capacity & awareness on climate change & its impacts of communities
  2. To train herders, farmers & local communities on the issues of climate change. It includes a theoretical part & a practice oriented part to transfer knowledge into adaptation strategies
  3. To build resilient community and its future generation

➤ ***Programs & activities:***

1. Capacity building of herders, farmers, local communities with special focus on women through training, workshops, orientation programs on climate change
2. Awareness campaign on causes and impacts of climate change
3. Education of school children of climate change with case studies
4. Best case studies of communities adaptation around the world for communities
5. Coordination & information sharing to herders, farmers & local communities
6. Research on People's perception on climate change

➤ **Beneficiaries & Participants**

Local communities, herders, farmers from:

- Uvurkhngai province
- Dornod province
- Khentii province
- Sukhbaatar province
- Ulaanbaatar & Darkhan cities
- CSOs, woman groups,

**Governance:**

national - local government – participatory methods –  
community- local environmental CSO /climate change/

➤ **Monitoring & evaluation**

➤ Independent Evaluation through External expert/s

➤ **Monitoring by CHRD**

- Number of target groups (communities) know climate change,
- Number of meetings communities are holding to discuss about adaptation plan,
- Involvement of woman members,
- Outreach in schools and public
- Popular materials on climate change

➤ **Results & impacts**

- Communities will be empowered & understand impacts of climate change & build knowledge how to successfully prepare Community based adaptation plan
- Emergence of a resilient Mongolian community

➤ **Outcome**

- Communities are able to prepare adaptation plan (s)
- Communities will be better equipped skills and know how to cope with climate change
- Research book on peoples perception on climate change to popularize and to assist district and national adaptation plan
- Inserting climate change in high school curriculum
- Establishing mechanism for ongoing dialogue with community members with senior government officials on climate change.



THANK YOU FOR YOUR ATTENTION

## National Action Program on Climate Change

The "National Action Program on Climate Change" (NAPCC) was approved by the second resolution of State Great Khural (Parliament) on 6th January, 2011. The following five strategic objectives will be implemented in **two phases** over the period **2011-2016** and **2017-2021**.

➤ **In the first phase (2011-2016)**, national mitigation and adaptation capacities will be strengthened, legal, structural and management systems will be set up and community and public participation will be improved.

➤ **In the second phase (2017-2021)**, climate change adaptation measures will be implemented and start up greenhouse gas mitigation actions.

1. Establish the legal environment, structures, institutions and regulatory frame-work supporting the activities directed to solve the issues due to climate change.

Ensure environmental sustainability and reduce socio-economic vulnerabilities and risks through engthening national capacity to adapt to climate change.

**5**  
strategic  
objectives

3. Mitigate greenhouse gas emissions and establish a low carbon economy through the introduction of environmentally-friendly technologies and improvement of efficiency and productivity in production and consumption.

### INDICATORS OF THE FIRST PHASE (2011-2016)

- Specific fuel consumption of power plants for electricity generation will not exceed 340 gJ/kW h.
- Specific fuel consumption of thermal energy production will be reduced by 20 kgJ/gCal compared to 2010.
- Renewable energy will account for 10 % of the total national energy production.
- Heat use will be reduced by 25 %.

4. Expand national climate observation network, research and assessment works, reform technologies and strengthen the capacity of human resources.

5. Conduct public awareness raising activities and support citizen and communities in participating climate change mitigation and adaptation actions.

### INDICATORS FOR THE SECOND PHASE (2017-2021)

- Specific fuel consumption of power plants for electricity generation will not exceed 340 gJ/kW h.
- Specific fuel consumption of thermal energy production will be reduced by 30 kgJ/gCal compared to 2010.
- Renewable energy will account for 20 % of the total national energy production.
- Heat use will be reduced by 30 %.



## Introduction to the Presenter

**Name:** BISHNU RAJ BELBASE  
**Marital Status:** Married (one child)      **Sex:** Male  
**cell phone:** +977-9851079379      **Em@il:** [hw\\_bishnu@yahoo.com](mailto:hw_bishnu@yahoo.com)  
**Mailing Address:** Nepal National Commission for UNESCO, Singha  
Durbar, Kathmandu, Nepal

### Academic Qualification

Master's in Public Administration (MPA),, Tribhuvan University, Nepal  
Bachelor's in Education (B.ED.), Tribhuvan University, Nepal  
Bachelor's in Science (B. Sc.), Tribhuvan University, Nepal

### Professional Experiences

**Programme Officer:** Nepal National Commission for UNESCO  
**Land Revenue Officer:** different districts  
**Teacher:** Teaching Science in Secondary Level

### Major Responsibilities:

- Being a programme officer, facilitate and manage workshops and seminars at different part of country regarding to EFA and climate change education.
- Focal person of "planning effective delivery of education in future federal state" project funded by UN Peace Fund Nepal.

## Country Profile

**Country:** Nepal      **Area:** 147, 181 Sq. km  
**Population:** 26.5 million(26,494,504) Female: 13,645,463 Male :12,849,041  
**Neighbor country :** North – China, East, South and West-India.  
**Per capita income:** US \$ 762      **Capital:** Kathmandu  
**Economic growth rate :** 4.1percent ( per a decade)  
**Poverty:** 23.8 people lives below poverty lines (Economy Survey, 2014)  
**Gini Coefficient :**0.328      **Ethnic group :**123      **Language :**125  
**Total expenditure on basic education (formal/non-formal) as % of GNP :**4.2  
**Literacy Rate :** 65.9 % (5- above) (Female : 57.4 % Male : 75.1 %)  
**Primary school net enrolment/attendance ratio and completion rate:** 96.2

### Impact of climate change :

- Mean maximum temperature rising (@0.06<sup>0</sup>C/yr, high altitudes warming faster)
- Rainfall pattern is changing (season, duration, amount)
- Springs are drying
- Weather extremes (drought and flood)
- Glaciers retreating at fast rate
- Glacial lakes expanding fast
- Migration rate increased

## Impact of climate change :contd

- Frequency of high intensity precipitation event (precipitation more than 100 mm within 24 hours) is increasing
- Nepal is naturally highly vulnerable to different types of hazard
- Annual loss of life from water induced disasters such as flood and landslide in terms of the total size of country population is already highest among the South Asian Countries
- In the context of climate change – increase in temperature and high intensity precipitation, change in timing of precipitation and season, the risk of these natural hazards is increasing
- It is the poor, least developed, landlocked and mountainous countries that are more vulnerable to climate change. Since Nepal has all these features and is likely to be vulnerable to climate change.
- The Climate Change Risk Atlas 2010 ranked Nepal as the 4<sup>th</sup> most vulnerable country worldwide(out of 170 countries).
- **National Initiatives**
  - ❖ Policies Related Documents (NAPA, LAPA)
  - ❖ Institutes/Organizations/Sections/Projects/Activities/Others...

## Community Profile

- **District:** Dhankuta, **VDC:** Rajarani
- **Population:**3,002 **male:**1570 **female:** 1432
- **Literacy rate:** 72%

### Issue related to climate change:

- Extinction of local varieties of tomato
- Soil erosion and desertification
- Shortage of drinking water
- water related disaster such as flood, land slide, drought.
- Shifting of vegetation : Banana, Mango
- More cases of viral fever, diarrhea, cold wave and danger of snake bite.

### Relevant supports/schemes:

- Awareness programme: climate change education to school children, youth and CBOs
- Sharing of climate change related policies and programmes with civil society, media, youth, women group, academic institutions.
- Orientation to local level planners such as VDC secretary and political party leaders.
- Regular dialogue on climate change issues.
- Mitigation and adaptation measures to tackle this crisis such as proper solid waste management, improved cooking stove, forestation and forest conservation, solar household system, conservation pond, rain water harvesting etc.



# Introduction to the organization

## Nepal National Commission for UNESCO (NNCU)

### Historical Background :

NNCU established on 22 July 1954 under the name of the “Nepal Interim National Commission for UNESCO” .

- According to the decision of the Council of Ministers the Nepal Interim National Commission for UNESCO was reconstituted on Monday 22 April 1963 under the name of **Nepal National Commission for UNESCO**.

### Composition :

- General Assembly which comprises all the members belonging to the five different subject committees including that of Executive Committees headed by the Minister of Education .
- The National Commission usually functions through its secretariat and committees such as **Education Committee; Science Committee; Culture Committee; Social Committee and Mass Communication Committee and Executive Committee**. Some Special Committees such as National Committee of Man and Biosphere (**MAB**); **IHP Committee** (International Hydrological Committee);
- **National Federation** of UNESCO Clubs and **ASPnet schools** are working to disseminate the ideals embodied in the preamble of UNESCO

## Secretariat

- It Consists of :
- Secretary General - 1 (Secretary, Ministry of Education )
- Deputy Secretary-General - 1 (NATCOM)
- Secretary - 1 (Under Secretary, Ministry of Education )
- Program Chief - 1 (Under Secretary, Ministry of Education )
- Programme Officers - 2 (Ministry of Education )
- Technical Assistant - 1 (Ministry of Education )
- Accountant - 2 ( 1- NATCOM and 1-Ministry of Education )
- ICT Assistants - 2 (NATCOM)
- Drivers - 2 (NATCOM)
- Office Assistants - 2 (NATCOM)

### NNCU's Programmes :

- Participation Programme
- Regular Budgetary Programme
- Extra Budgetary Programme

## Project description

**Project title :** PROTECTION AND PROMOTION OF ENVIRONMENT FOR QUALITY EDUCATION

**Main Issues to be Tackled:**

Appropriate technology and climate change education

- Degradation of the forest due to excessive use of cooking fuel (firewood)
- High percentage of dropout and failure of students due to domestic work and poverty of guardians(low income).

**Objectives of the project:**

The main objectives the project are as follows:

- To transfer Rajarani VDC into smokeless eco-friendly area
- To protect and promote local environment through saving cooking fuel (firewood)
- TO uplift the economic status of stakeholders families for quality education through organic and commercial veg-farming.
- To develop leadership and technical skill in green club(GC) members(students) to transform Rajarani as an eco-friendly place.

## beneficiaries and participants (target group, area, population, etc.)

- **Target Group:** Dalit, ethnic group, vulnerable people, students and their parents.
- **Area:** Rajarani VDC (13 sq. km.)
- **Population:** 100 households (560 persons)

**Stakeholders and their role in the project:**

**Stakeholders:**

- member of Green Club (teachers and students)
- Parents of students
- School Management Committee Members of School
- Parent Teacher Association Members of School
- VDC secretary
- Leaders of political parties
- Completely literate adult females
- Basic literate Adult
- Local community members

## Stakeholders role

- **member of Green Club (teachers and students):** sensitization to parents and Local community members about climate change education, their impact and mitigation and adaptation measures.
- **Parents of students:** collaboration with neighbor for making improved smokeless stoves.
- **School Management Committee Members :** coordination, supervision and monitoring of project activities. Assist in training course.
- **Parent Teacher Association Members of School:** communicating, building awareness, conducting training .
- **VDC secretary:** monitoring and supervision of activities
- **Leaders of political parties:** convincing to the people about the benefits of improved smokeless stoves and green house
- **Completely literate adult female and basic literate Adult:** contribution to make improved smokeless stoves .

## Main programmes and Activities

1. **Orientation :**  
SMC, GC member, stakeholders (students, community members)
2. Formation of UNESCO Green Club
3. Training for making improved smokeless stove (chulo) to the stakeholders (students and their guardians)
4. Campaign for making 100 improved smokeless stoves in the community
5. Monitoring and supervision of making improved smokeless stove
6. Training for organic vegetable farm to the stakeholders ( GC members and their parents)
7. Making green house in the school area for demonstration (using local materials)
8. Tomato (*Lycopersicon sp.*) plantation in the green house
9. Distribution of veg. seeds to 100 GC members
10. Sharing about the project among the stakeholder
11. Selling the products by the stakeholders
12. Establishing a revolving fund for the sustainability of the project.

## Monitoring and evaluation mechanisms

- Nepal National Commission for UNESCO has lead and coordinated the entire project. Mr. Bishnu Raj Belbase, Programme officer had been assigned as a project coordinator in order to execute the project. The following monitoring mechanism was adopted for monitoring and reviewing the project.
- Self monitoring mechanism developed,
- NatCom. staffs involvement in monitoring,
- Respective District education officers involvement in monitoring,
- Head teacher and SMC members
- Inception, Midterm and final report collection
- Periodic progress reports and Focal Group Discussion reports was the part of the report.
- Preparation of the reports at the end of each training/workshops.

## Performance indicators

- Minute of Meetings/discussion
- Photograph of concerning activities
- Greenery at Local community
- Formation of Green Club
- Clean environment at school area
- Child friendly behavior at school
- Preparation of final report of project

## Challenges and Troubleshooting

Challenges	Troubleshooting
Climatic and Geographical remoteness	Mobilized local authority in communication
Effective implementation of 55 micro projects simultaneously	Mobilized District Education officials in facilitation of the project activities
Management of monitoring and supervision	Developed networking among the project implementing schools and Community learning Centres

## Results and impact : success of the project

- **Result:** Very neat, clean and attractive improved smokeless stove (chulo) have been made in place of traditional stoves using local materials.  
**Impact:**
- It is hoped that every stove saves 20 pieces of firewood in preparing lunch and dinner, in comparison to traditional stoves, per day. It is hoped that in 100 households, 730,000 pieces (365days x20pieces = 7,300 x100households = 2730,000 pieces) of firewood will be saved in a year. It means in a small area of Rajarani will be able to save approximately 200 trees (in minimum) from chopping down for firewood within a year.
- **Increase awareness, leadership and technical skill :**  
 GC members are aware about the causes of changing environment and about their responsibilities to mitigate and adapt problem related to climate change.

## Results and impact : success of the project contd.

- Leadership and technical skill on making improved smokeless stove and organic veg.- farm has been developed.
- Using local materials (bamboo) an attractive green house has been made for demonstration. Tomato has been planted in the green house as an organic veg.-farm. About 800 kg of tomato has been produced. The green house is converted into a learning center or organic veg.-farm.
- Surrounding communities are impressed from the improved smokeless stoves and have proposed to continue the project in to their communities also.

## Constructing green house





## Plantation



## Improved Smokeless stove

Guardian-Teku Maya B.K.

Student- Muna B.K.

Address-Rajarani-6

before / After



## Improved Smokeless stove

Guardian-Ganga Sunuwar

Student- Lidiya Sunuwar

Address- Rajarani-6

before

After



## AWAZ Foundation Pakistan Centre for Development Services (AWAZ-CDS Multan Pakistan)



### My introduction

My name is Maryam Amjad Khan –representing AWAZ Foundation Pakistan–Centre for Development Services Pakistan. I am working as a coordinator for SDG’s Campaign at National Secretariat of Pakistan Development Alliance with aim to make climate change education a more central and visible part in local context with the support of different CSOs, media, networking and partnerships.

We have Completed Action/2015 campaign last phase successfully nationwide with collaboration of civil society organizations in which we worked on main theme of climate justice through awareness sessions, rallies, meetings with government officials, took endorsement of communities and sent letter to ministers, worked with minority groups, media including print and electronic etc.

## Vision:

A democratic, prosperous and peaceful society by working together with local, national, regional, international bodies and partners

## Mission:

Securing the future of the marginalized communities

## Our Strategy...

- **Mobilization and organization of marginalized communities**
- **Capacity building**
- **Awareness raising**
- **Conducting grassroots level research**
- **Advocacy, lobbying and networking**
- **Provision of essential services particularly in health, education, water sanitation and human rights**
- **Linkages development and**
- **Information Knowledge Management & dissemination**

## About Pakistan:

- Pakistan's estimated population in 2015 is over 191.71 million, making it the world's sixth-most populous country, behind Brazil and ahead of Nigeria. In the past, the country's population had a relatively high growth rate that has been changed by moderate birth rates. In 2014, the population growth rate stands at 1.49%.
- Dramatic social changes have led to rapid urbanization and the emergence of megacities. During 1990–2003, Pakistan sustained its historical lead as the second-most urbanized nation in South Asia with city dwellers making up 36% of its population. Furthermore, 50% of Pakistanis now reside in towns of 5,000 people or more.
- Pakistan has a multicultural and multi-ethnic society and hosts one of the largest refugee populations in the world as well as a young population.

## Institutional Accreditations

- Certified by Pakistan Centre for Philanthropy (PCP)
- Certified by Aga Khan Foundation under its Institutional Management Certification Program (IMCP) on the basis of USAID Management Standards.
- Tax Exemption Status by Central Board of Revenue (CBR)
- National Secretariat for Global Call to Action Against Poverty (GCAP).

## Work of AWAZ in Water Hazards & Environmental Management (WHEM)

- Program Focus: 2008-2017
- The strategic focus of this program is to improve knowledge and regional cooperation on environmental services and climate change adaptation and hazard mitigation to reduce the physical vulnerability of marginalized rural people.
- In the past AWAZ has made substantial contributions to capacity building of institutions at various levels on Water Hazards & Environmental Management by providing credible information and technical assistance aimed at prevention and mitigation of monsoon floods. Now AWAZ is not only addressing the related issues of environmental service assessments, and compensation mechanisms but also responding to the continuing strong demand from local communities and other partners for expansion and follow-up in knowledge generation, capacity building, and policy support. Given the increasing linkage between environment and poverty in the context of Sustainable Development Goals (SDGs), opportunities have expanded to find innovative solutions to address physical vulnerability and reduce its impact on poverty.

### Social Mobilization & Community Physical Infrastructure Project (Ayza Abad Maral, Khokhran, Hamid pur Kanora & Shershah)

- 406 Community Organizations formed
- 26 Village Organizations formed
- 194 COs have saved 1308905 rupees
- 18 COs have the Bank Accounts
- 28 CMSTs (12 Male, 12 Female) were organized and 552 community activists (335 male, 357 female) from 241 COs (120 male, 121 female) were capacitated
- 1000 CO members from 285 COs visited different provinces through exposure visits



- After Earthquake in 2005 , 14,159 people including women and children were provided with health services.
- Ran more than 287 Awareness campaign through AWAZ's PARCs (People Awareness raising committees).

## Unforgettable flood in 2010



## AwazCDS Flood Response

- Emergency Food Security and Livelihood support to **126000** flood affected population in Pakistan, through **Heli operation 3345** families were provided with food items.
- WASH Assistance to **1300** Flood Affected families in Southern Punjab ( Latrines and hand pumps)
- AwazCDS facilitated **8352 (2388 F)** through **42 Medical Health Clinics** in Jampur, Dist Rajanpur.

## AwazCDS response to women during flood-2010

- **Food** distribution among female headed families=**6535**
- Distributed **Kitchen sets** among **3578**
- Distributed **Wheat Flour** among **10309** female
- Distributed **pulses** among **14000 F**
- Distributed **Cooking Oil** among **45097 F**
- Provided **medical facilities** to **2388 F** in 40 mobile clinics
- **10086 NFIs** including tents, Plastic Tubes, Mosquito Nets , Hygiene Kits, Plastic Mats , Plastic tarpaulin sheet with ropes





## Awaz Apna Ghar (House Pattern)

1. One Room 12 \*14 ft
2. Kitchen 8\*6 ft
3. Washroom 6\*4 ft
4. Hand pump

House is made **4** Feet high from the ground

- TOTAL COST ON AWAZ APNA GHER **Rs.100725**
- **61 Model villages (3050 Awaz Model Homes)** were made in flood affected areas in southern Punjab.

## Beneficiaries at a glance

Title of the Project	Donor / Partner	Targeted District	Total Beneficiaries in the Reporting Year
CLEAR Climate Leadership for Effective Adaptation and Resilience	Lead Pakistan	Multan	50 Direct 1450 Indirect
Community Based Disaster Risk Management Program (CBDRM)	Concern World Wide USAID/OFDA	Muzafargarh	3556 Direct 17780 Indirect
Improving Water Rights of Rural Communities in District Multan and Bahawalpur	USAID Citizens' Voice Project	Bahawalpur & Multan	3500 Direct 17500 Indirect

## Climate Leadership for Effective Adaptation and Resilience (CLEAR) Project

AWAZ Foundation Pakistan: Center for Development Service with the collaboration of Lead Pakistan implemented this project in Sher shah town-Multan. This project was needed to address the urgent and growing threat of climate change facing poor and vulnerable communities in Southern Punjab. The project empowered civil society to effectively articulate demand for an enabling policy environment whereby poor communities can adapt to climate change and reduce their vulnerabilities. The project addressed lack of capacity, lack of effective models, low and ineffectively articulated public demand for the Govt. to act, and a lack of awareness among vulnerable communities as to their rights in relation to climate change.

## Salient Achievements during 2013

- 50 farmers (25 M and 25 F), attended sessions on NACCA installation and plantation of trees.
- 200 females and 200 males got awareness on climate change, efficient use of water, crop rotation, prevention from pesticides and use of new technologies.
- 6 NACCAS had been installed in selected area with 10% contribution of beneficiaries' farmers, more importantly farmers got convinced for contributing some of the amounts for the installation of NACCA.
- 50 female beneficiaries have borrowed land and cultivating different crops especially chilies.

- 1442 community members i.e. Early Response Team (ERT) were given First Aid, search and rescue, damages / need assessment and relief trainings.
- AWAZ sensitized and capacitated 10 policy makers, 20 government officials and all local influencers regarding improvement in implementation of water related rights and entitlements.
- 17500 members of the general community raised voice for water rights and entitlements which resultantly helped in formation of Charter of Demand.

## **Provision of mobile health services to flood affected communities in Punjab flood (September – December 2014)**

- Provided Primary and Reproductive Health Care services to displaced population (women and girls).
- **Outcomes:**
- · 19,800 persons especially women and children were examined, treated,
- given medical advice or referred to hospitals and health facilities.
- · All members of the community, including vulnerable groups, will have access
- to priority health interventions
- · No-stock out of Essential medicines at mobile health units/camps
- · Female hygiene kits distributed

## **Continue..**

- Clean delivery kits distributed among pregnant women
- Counselling sessions for women
- Health education sessions conducted IEC material and Visual aids regarding
- Maternal and newborn health distributed.

## **Awareness raising campaign on climate justice**

- AWAZ/ GCAP/PDA-Pakistan has already demonstrated its capability in reaching up to thousands of unreached as well as policy makers and influential in Pakistan for highlighting the post 2015 agenda and COP21 key asks by action 2015.
- AWAZ/GCAP/PDA as facilitator of SDG/ MDGs Task Forces at national and provincial levels is assisting them to highlight the issue related to climate change .

### **Its Objectives:**

- To increase awareness among common masses on complex issues like climate change
- To attract the attention of media and policy makers, private sector towards climate change phenomenon
- To enhance the involvement of young people in climate change issues
- To enhance the understanding of local development sector to consider climate change issue as part of every emergency and development objectives .

## **Target Audience of Awareness raising campaign-currently working on:**

- Young men and women, socially excluded groups (LGBT), religious minorities, academicians and mass public
- Target Beneficiaries in terms of numbers:
- More than 4000 young men and women will be directly engaged through awareness sessions and public rallies on global action day. Among them 50% will be female.
- More than 30,000 public will be reached through media and social media campaigns

- More than 10,000 communities will be engaged through news clips and IEC material.
- We are expecting that more 80,000 people will be engaged in action 2015 activities directly and indirectly.

## Glimpse of Awareness raising seminar on ending poverty and to promote climate justice



Continue..



Continue..



## Overall Issues related to climate change:

- Pakistan is one of the South Asian's countries where there is high risk of climate change so it is needed to make people aware on it. Some of the future impacts include:
  - 1) Glacier melting in the Himalayas is projected to increase flooding and will affect water resources within the next two to three decades.
  - 2) Climate change will compound the pressures on natural resources and the environment due to rapid urbanization, industrialization, and economic development.
  - 3) Crop yields could decrease in South Asia.



4) Mortality due to diarrhea primarily associated with floods and droughts will rise in South Asia.

5) Sea-level rise will aggravate flood, storms, erosion and other coastal hazards.

**Thank you**



# GHG Reduction Education using Sustainable Organic Waste Management Project at Ananda College - Sri Lanka



Mrs Dammika J Ovitigala,  
*Coordinator*

**24-27<sup>th</sup> November 2015**

## Introduction of the Presenter



- Name: Dhammika J Ovitigala
- Current Employment : Teaching
- Designation: Teacher
- Project Responsibility: Project Coordinator

- Consultant : Yasantha Gunarathna ( MSc. Bio System Engineering)
- Current Employment : Sisili Hanro Encare Pvt. Ltd
- Designation: General Manager (Technical)
- Project Responsibility: Project Design, Implementation, Monitoring and Evaluation



## Project Background

### Country Profile

- **Geographical Location of Sri Lanka**

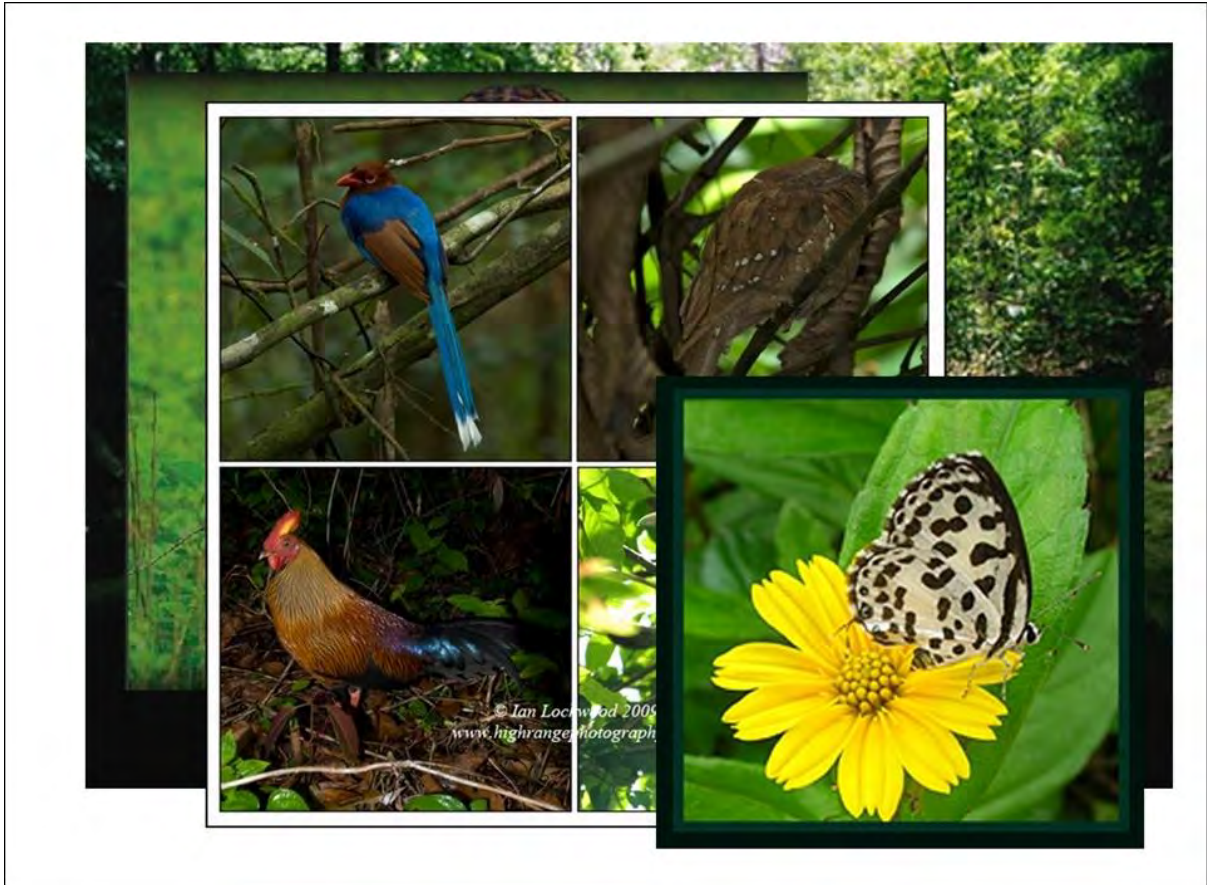


- **Area: 65,610 km<sup>2</sup>**
- **Population: 20.6 million (2014) - Growth rate 1.1%/yr**
- **Colombo Population Density: 3,438 persons/km<sup>2</sup>**
- **Second highest population density of 1,714 persons/km<sup>2</sup>**
- **Per Capita GDP: USD 3279 (2013) and GDP Growth at 6%/yr**

#### Country Profile Cont.....

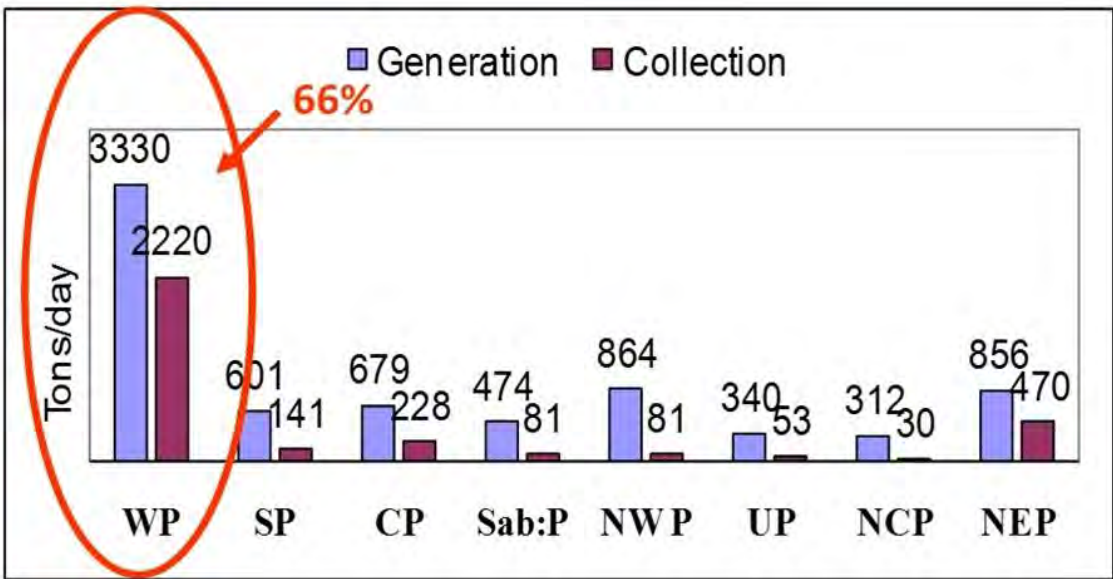
#### Climate

- **Rainfall pattern** : main two monsoons and two inter monsoons (North East and South West )
- **The mean annual rainfall** varies from below 1000 mm (semi- arid) northwest and southeast of the island & over 5000 mm in the south-western slopes of the central hills





## Solid Waste Generation in the country



## Solid Waste Problem in The Western Province



Parameter	Sri Lanka	Western Province	Colombo District	Colombo Urban Area
Land Area -km <sup>2</sup>	65,610	3683	657	37
Population Density Residences/km <sup>2</sup>	290	1485	5550	17,150

No	Parameter	Western province
1	Land Extent	5.7%
2	Population	28%
3	Vehicles	60%
4	Industries	70%
5	Thermal power	88%
6	Fuel Usage	62%
7	Heavy Fuel Usage	85%
8	Solid Waste	60%

3330Mt/Day

## GHG Emission from Waste Sector in Sri Lanka (2000)

Summary of Emissions/Removals

Sector	CO <sub>2</sub> Gg	CO <sub>2</sub> Removals Gg	CH <sub>4</sub> GgCO <sub>2eq</sub>	N <sub>2</sub> O GgCO <sub>2eq</sub>	Total GgCO <sub>2eq</sub> (Net)
Energy	10,430.0		881.4	251.1	11,562.5
Ind. Processes	492.4				492.4
Agriculture			3,887.9	821.5	4,709.4
LUCF-Emissions	10.3		35.1		45.4
Waste			2,033.2		2,033.2
Total -Emissions	10,932.8		6,837.6	1,072.6	18,842.9
LUCF-Removals		-6,254.0			-6,254.0
Total-Net	10,932.8	-6,254.0	6,837.6	1,072.6	12,588.9

Area	MSW collected t/day*	MSW collected kt/yr	Disposal Factor	DOC Factor	Dissimilate Factor	CH <sub>4</sub> emitted Gg
Colombo MC	643	238.7	0.9	0.83	0.2	35.66
Dehiwala-Mt Lavinia MC	176	65.3	0.9	0.94	0.2	11.05
Rest	1118	415.0	0.6	0.75	0.2	37.35
<b>Total</b>	<b>1937</b>	<b>719.0</b>				<b>84.06</b>

\*Source: MENR (2002)

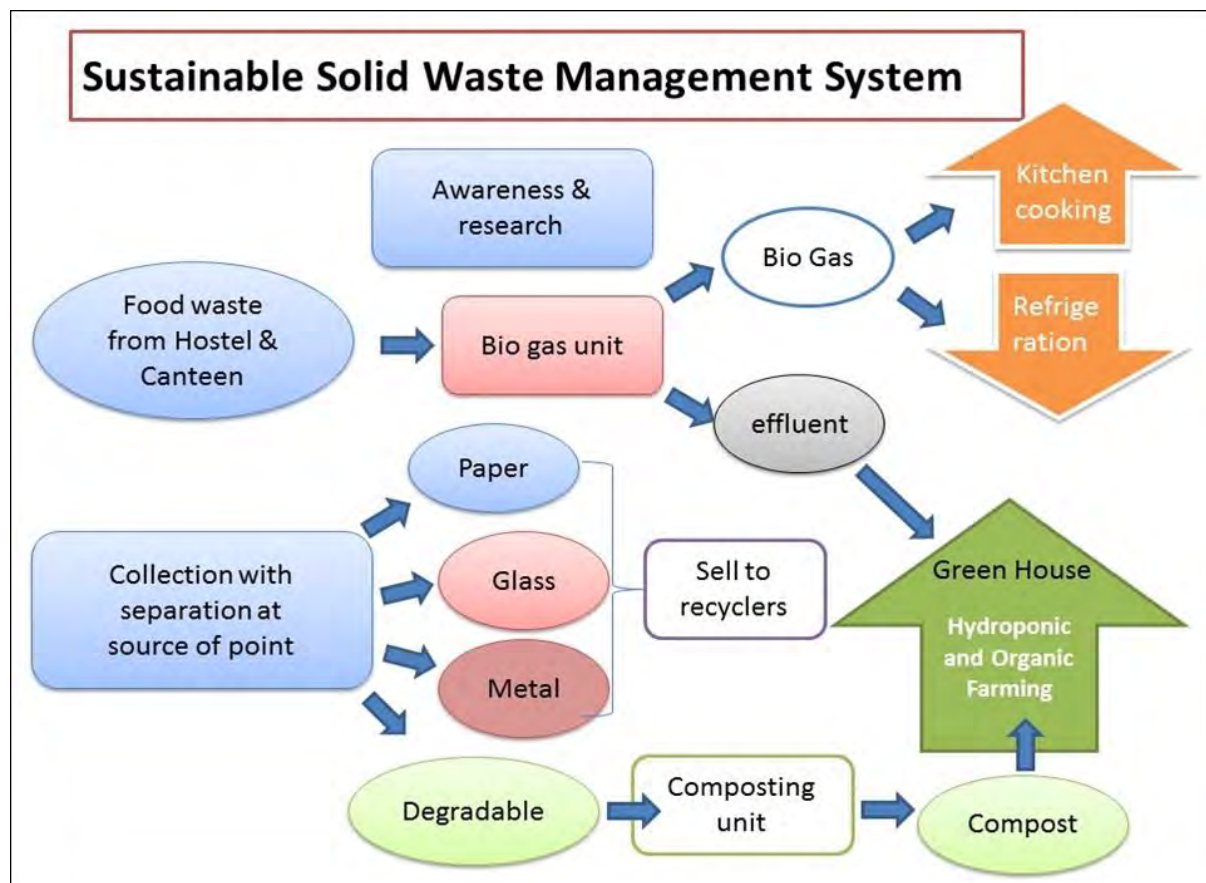
## Introduction of the Organization

- Ananda College is a leading school in the country located in Colombo district in Western province.
- Headed by a principal it serve about 6300 students in various disciplines with the assistance of a staff of 275.
- Students from grade one to grade thirteen (students of university entrance level) are accommodated in the school.

## Project Description

- Project title : KNCU Bridge Asia: Climate Change Education Project
- Main issues to be tackled:
  - **Green House Gas (GHG) emission** is the major impact on climate change in past few decades
  - Furthermore **industrialization and urbanization** always increase the **fossil fuel usage** and **GHG emission**
  - **Waste generation** also increase with the **population increase** and will **trigger the GHG emission**
  - **Colombo district waste collection** 1,800 mt/day
  - Current major disposal system is **open dumping**
  - **Calculated GHG emission** from open dumping is **67.58 Gg CH<sub>4</sub>/year** (GHG Calculation Tier 1. Default Method. (6A. CH4 Emissions from Solid Waste Disposal)

- **GHG reduction** will be achieved by **National level policy implementation** and **public awareness about GHG reduction** for Climate Change
- This Project improve **school level awareness program** for **waste segregation** and **GHG reduction** through **organic waste management and organic farming** using **hydroponic cultivation**
- **Organic Waste** will be **circulating within the society** and **this resource circulation system** achieve in terms of the **New Community Movement in Developing countries**
- **Project address following Key areas**
  - **Waste Management**
  - **Agriculture**
  - **Energy ( Renewable)**





## Objectives

- To **establish sustainable organic waste management system** at school
- To **educate students on source segregation** of waste, **Organic waste treatment** and **green house gas reduction** through sustainable development
- To run **biogas plant** using **stored organic waste** at school and produce **biogas as renewable energy for cooking and refrigeration**

- To **establish greenhouse organic farming** system using **effluent coming from biogas** unit
- To **conduct awareness programs** for students and **educate student on sustainable organic waste management** and **GHG reduction using biogas plant operation and organic farming**
- To **disseminate the knowledge to community through school students.**

## Target Group

- All the student and staff for source segregation awareness
- Bio Science and Engineering student for Biogas plant activities
- Agricultural students for organic farming using Hydroponic technique from biogas plant effluent
- The community through Students for proper waste segregation and biogas utilization as renewable energy

## Main Programmes and Activities

### On Source Segregation of Waste



**Awareness program for Students**

## Organic waste Treatment Bio Gas Unit for GHG reduction



Pilot project



Under construction



After finished

## Resources circulating Activities in **New Community Movement Project in Sri Lanka**



Green House construction



Hydroponic Farming from Biogas plant Effluent



Organic Farming



Bio gas burner for cooking



Bio Gas Refrigerator

## I. Project Progress

### A. Quantitative Progress

Objectives	Programmes / Activities	Participants / Output		Remarks
		Planned	Actual	
To establish sustainable organic waste management system at school	Waste Management authority Green School program implementation	100	50	Waste segregation program implemented
	Purchasing of required color bins for segregation	100		Will complete in November 2015

To run biogas plant using sorted organic waste at school and produce biogas as renewable energy for cooking and refrigeration	5 m <sup>3</sup> biogas unit construction	5m3	5m3	
	Feeding of 10 kg of organic waste per day for bio gas plant	10 kg	2kg	Reactor can be optimized in October to 10 kg
To establish greenhouse organic farming system using effluent coming from biogas unit	15 m2 Green house construction	15 m2	15 m2	
To conduct awareness programs for students and educate students sustainable organic waste management and GHG reduction using biogas plant operation and organic farming	Conduct awareness program for students with field demonstration	500		After commissioning of plant will completed in November 2015

### **Qualitative Outcomes (Results and impact)**

- Amount of organic waste feed to Biogas unit
- Biogas cooker working hr
- Amount of hydroponically cultivated leaves from green house
- Numbers of student educated on GHG reduction
- Numbers of families initiate the Source segregation

### **Challenges and Troubleshooting**

- *Tendering procedure took long time due to regulation*
- *Budget was not sufficient and other funding sources were considered*

## Future focus

- Disseminate Knowledge experience to other schools and increase the public awareness to educate society on Sustainable waste Management
- Organize National workshop for schools students for Sustainable Waste Management and GHG reduction practices at School level

## Acknowledgements



- Korean National Commission for UNESCO
- Sri Lanka National Commission for UNESCO
- Ministry of Education of Sri Lanka
- Ministry of Environment of Sri Lanka
- School Principal and Staff

*Thank You!!!*

*Progress*



## **KNCU BRIDGE ASIA PARTNERS TRAINING WORKSHOP**

### **CLIMATE CHANGE ADAPTATION PROJECT**

### **FOREST PROTECTION AND ECO TOURISM**



- **Presented By** : Miss. P. K. C. Hansani (Project Coordinator)
- **Occupation** : Teacher at Devi Balika Vidyalaya, Colombo
- **Qualification** : Bachelor of Science Agriculture,  
Faculty of Agriculture, University of Ruhuna  
Reading for Master of Philosophy  
(Environmental Toxicology), Faculty of Science, University of  
Ruhuna, Sri Lanka



## Sri Lanka.....

- Population - 20.6 million
- Socio-economic situations - Per capita income 2135.66 USD  
GDP growth rate - 8.6
- Impact of climate change in the country-
  - Soil erosion
  - Wildlife populations threatened by poaching and urbanization
  - Coastal degradation from mining activities and increased pollution
  - Freshwater resources being polluted by industrial wastes and sewage runoff
  - Waste disposal
  - Air pollution in Colombo

- Sri Lanka is an island in the **Indian Ocean**
- Sri Lanka's climate can be described as tropical, and quite hot.
- The average temperature ranges from a low of 16 °C (60.8 °F) to a high of 32 °C (89.6 °F)
- **land use:**
  - arable land: 13.96%
  - permanent crops: 15.24%
  - other: 70.8% (2005)
- **Irrigated land:** 5,700 km<sup>2</sup>(2003)
- **Natural resources:** limestone, graphite, mineral sands, gems, phosphates, clay, hydropower



## Community profile.....

- Population – school community about 2700
- Issues related climate change in project sites and its surrounding community-
  - Mainly air pollution
  - Water pollution

## UNESCO in Sri Lanka

### **Vision:**

By participating the programs of United Nations Educational, Science and Cultural Organization,

Contributing to human development,

Protection of peace, freedom and welfare to make availability of harmony among people through education, science, culture and communication to develop universal recognition

### **Mission**

Functioning as national coordinating center of UNESCO, to provide contribution to all philosophies

## Functions of the Branch

- To fulfill objects in the fields such as education, science, culture, media, social science and ecology & etc. implemented by the headquarters of UNESCO, assisting respective Ministries providing fullest cooperation
- To achieve peace and firm development, acting jointly with government and non- government organizations, and organizations functioning along with UNESCO
- Implementing UNESCO programs among national and international schools
- Co-operating with UNESCO and institutions related to UNESCO, conducting conferences and training workshops, locally and internationally
- To uplift up activities related to UNESCO projects, taking actions to obtain necessary fund

## Ecotourism and Forest protection.

### **Initiation**

Initiation has been this project is to keep the forest from excessive logging and to use natural resources more responsibly; ecotourism would be a successful away in the respect of local sustainable development.

## General Introduction

- A new century of environmental consciousness is dawning.
- Under the pressures of explosive human population growth, our planet's natural communities are shriveling rapidly.
- They are shrinking on all sides
  - Expansion of agriculture
  - Urbanization
  - Damming
  - Forest fragmentation
  - Contaminants into water tables
  - Road building
  - More indirect human impacts

## Project Back ground

What is the Eco tourism?

Projects such as this has become a trend in most contribute to increase the population of the local flora and fauna of countries as this is both environmental friendly and increases the beauty of the surrounding.

## Main objectives

- The controlling to a certain extent of the green houses gases found around the schools atmosphere.
- Increased school biodiversity.
- Give the knowledge to students about ecotourism and how we apply to our school system persist to living better
- Give the knowledge to educate youngsters on how important the plants around them help with sustainability, stability and healthy environments to live in.
- Distribute knowledge to another school in island wide using poster campaign workshops.

## Minor objectives

- Increase ecotourism in Sri Lanka by increasing the beauty of the environment.
- Endangered flora and fauna can be protected and repopulated in most cases.
- Control greenhouse gases found around the environment
- Create a natural setting for individuals who are interested in nature to enjoy nature at its best.

## Main activity & Programs

- Select ideal place in school premises
- Build up farming model as per the plan structure
- Gain the data & knowledge cooperating with central environmental authority and forest conversation department.
- Select trees bushes, shade loving trees, suitable creepers, and underground bushes and suitable animal species for the farming model.
- Prepare the land for farming model in beautifully

## Extra Activities

- Work shop Programs for the school children to develop their Knowledge & taking feedback to develop
- Make a forum for school children to give them awareness how to establish eco-tourism & bio diversity in a school level.
- Launch motivation program by using poster campaign based on Environmental protection and Beauty

# Inputs & Resources

## Human

- Management Committee of the school
- External resource personnel, lecturers and professionals
- Members of the UNESCO Club and Students of our school
- Teachers of our school
- Students from selected schools (in workshops)
- Families of the students mentioned above

## Financial

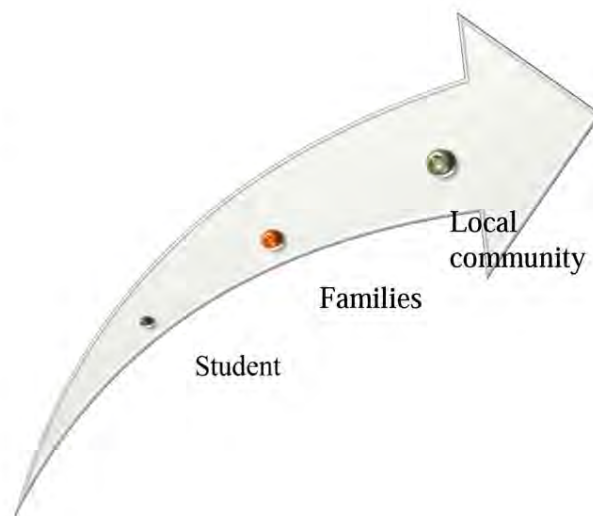
- Fundraising by the UNESCO Club
- Grant Received from the the Asian RICE Project

## Organizations

- Central Environmental Authority in Sri Lanka
- Forest Conservation Department

# Target group

- School students
- Their families
- Local community



# Forest establishment

## Land preparation



# Forest establishment









## **Governance : Stakeholders and their role in the project**

- **Guidance, Supervision and Releasing fund step by step.**

## Monitoring and evaluation mechanisms

- The Secretary of UNESCO in Sri Lanka also came our school and gave some instructions and comments for this activities during the planting and forest establishment.
- Maintenance activity conducted by the school students (Members of the UNESCO club).

## Results and impact (mainly on the local community)

- Promoted a healthy, eco-friendly lifestyle close to nature.
- Reduced the amount of carbon emission in to school environment and make healthy environment.
- Students' were actively participated in climate change mitigation.
- Education Services: In terms of provision of environmental education and awareness, few private ecotourism businesses are viewed as successful.

# Future conditions









**THANK YOU**



Landowners must complete replanting of harvested areas within two years.



Harvesting, road building and herbicides are restricted near all water sources.



Harvest is not allowed in areas of sensitive bird nesting, roosting or watering sites.



**YOU CAN'T SEE THE ECOLOGICALLY SUSTAINABLE FOREST FOR THE TREES, CAN YOU !!**



## **Mr. Pakpoom Taintorn**

**(Kru Best)**

Chemistry Teacher and Academic Affairs for Upper Secondary School at Prachawit School Foundation

Project Leader for the ASPnet Bridge Climate Change Education Project.

Bachelor of Science (BSc.) in Biotechnology, Faculty of Agro Industry, Chiang Mai University (CMU), Thailand.

Researcher for CMU on Adsorption Simulations of HIV-1 p17 peptide on Polystyrene Surface

Personal interests: Track racing driver





# Prachawit School Foundation



- Thai / Chinese School in Lampang, Thailand
- 88 years of teaching students
- 1,756 students
- First to become a cyber school in Northern Thailand



# Samkha Village

- Rural Community in Lampang Province, Thailand
- Population of 658
- Experienced 60 years of climate change challenges  
Wildfires – Droughts - Deforestation
- Community built self-sufficient reservoir
- Agriculture: Rice, Rice berry, other indigenous fruits and plants
- People's participation in water resource management



## Project: Climate Change Education

- Student-Teacher participation
- Community based field trips: Samkha Village
- Class lessons and experiments
- Public events – World Day 2014
- Collaboration and co-operation with other partners
- Science-rich curriculum

## Project: World Day - 2014

- Public event
  - 2,000+ attendees
  - 35+ partnered organisations (government, private and educational institutions)
- Demonstration of project activities
  - Education and feedback
- Climate change 4D cinema experience
  - Student inception, creation and management





## Project: Class and Field Study

- Student field trips to Samkha Village
- Collection of soil samples for experiments
- Study of soil structure and macronutrients (N-P-K) present in the soil with class experiments
- Study of earthworm behaviour and characteristics
- Study of indigenous plants and animals
- Study of village activities
- Climate change challenges (locally and globally)



## Project: Lessons and Experiments

- **Class lessons**

Students studied the characteristics, behaviours and life-cycles of earthworms

Students learned about soil nutrients (NPK, soil matter and pH levels)

Students discovered the impacts of climate change on rural communities

- **Class experiments**

Analysis of NPK in 'Harvest soil' and 'Restructured soil'

Comparison of soil structures, nutrient content, pH values level and soil matter

Record results – (Interpretation of findings in open discussion)

# Experiment: Results

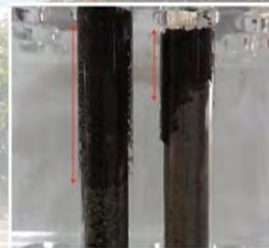
The Nature of Soil Structure



Harvest Soil



Restructured Soil

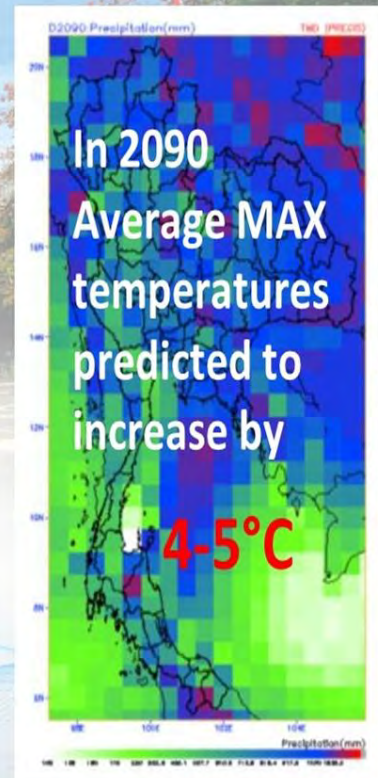


Comparing the amount of macronutrients (**nitrogen, phosphorus and potassium**) found in both the harvest soil samples and the restructured soil samples.

Macronutrients	Quality of Macronutrients	
	Agricultural soil after harvest	Soil rehabilitation or restructuring using earthworms
Nitrogen	Low	High
Phosphorus	Very high	very high
Potassium	Low	Moderate

# Objectives and Goals

- Benefits to Samkha villagers
  - Improve community based adaptation
  - Involve student collaboration
  - Awareness and education
- Student co-leaders
  - Real field based experiments
  - Team work and participation
  - Discovery of abstract solutions
- Climate change education: inclusive curriculum
- Sharing experience and knowledge



## Evaluation – Performance indicators

**Community**

Collaboration

Proactive

Investment

**Experiments**

Dispersal of macronutrients

Water absorption

Improved pH in the soil

**Students**

Holistic learning

Improved critical thinking

Acquired knowledge

Share discoveries

## Challenges

- Insufficient technical abilities
- Management of students during activities
- Restricted time management for all activities
- Limited human resources (4 project leaders: 2 Thai Teachers)
- Weather and climate
- Other school responsibilities – conflicting with project

## Conclusion of results

- Better soil structure : **Better absorption or penetration of water**
- Better nutrient dispersal : **High N-P-K**
- Better crops : **Optimum pH range (6.5 - 7.5 )**
- Better yield : **High productivity**
- Better **planning and management of activities**
- Better community : **Cooperation in the village**
- Better economy : **Reduction in using fertilizer**
- Better environment : **No use of chemicals in agriculture**

## Impact on local community

- **Improved agriculture** : Better soil structure and high macronutrients
- **Community sustainability and durability** : Using natural sustainable resources and improving the productivity of natural resources
- **Socio-economic benefits** : Reducing costs of agriculture management
- **Guidance** : Training using earthworms for disposing organic waste
- **Education** : Learning about the local environment
- **Creation** : Student Co-leaders in climate change adaptation  
in the 21<sup>st</sup> Century

# Photographs



# Climate Change and Sustainable Development in Thailand

Kanittha Hanirattisai  
Assistant Secretary-General  
The Thai National Commission for UNESCO

## Introduction

- ▶ The world is changing rapidly – economically, ecologically, technologically, culturally; in terms of population, international relations, social structures, etc.
- ▶ These changes result in increased tension between development and sustainability. In recent years, accelerating climate change has drawn increased attention to this tension.



- ▶ Climate Change, global warming and the greenhouse effect
  - refer to the same global environmental problem
  - have significant impacts on natural resources and the environment in every nation
- ▶ Necessary to minimize the causes and effects and cope with its impacts

## Country profile

- ▶ **Kingdom of Thailand**
- ▶ **Capital: Bangkok**
- ▶ **Population 69.9 million**
- ▶ **Area 513,115 sq km (198,115 sq miles)**
- ▶ **Major language Thai**
- ▶ **Major religion Buddhism**
- ▶ **Life expectancy Life expectancy: 71 years (men), 78 years (women)**
- ▶ **Currency baht**

- ▶ Thailand is the home to 65 million people, the majority of whom live in rural, agricultural areas. The country is the world's largest exporter of rice, and is often called "the rice bowl of Asia."
- ▶ Agriculture employs 49% of the population and contributes 10% of GDP. Tourism and fisheries abound on Thailand's 3,200 kilometers of coastline and play important roles in the economy, providing 6% of GDP and a livelihood to 10% of the population.
- ▶ Bangkok, is home to 15% of the country's population and serves as the economic, political and social center not only for Thailand but for the greater Mekong region, giving it the status of a global city. Climate change threatens all three important sectors of Thailand's economy: agriculture, tourism, and trade.
- ▶ Thailand has begun implementing interesting strategies to adapt to climate change, to mitigate some of the effects that are already felt across sectors, and to protect farmland, coasts and cities

## Current situation

- ▶ Natural resources and the environment in Thailand have been affected by
  - worldwide phenomena such as climate change, and domestic factors such as an increasing population.
  - Growth-oriented development and competition in trade and investment have contributed to the exploitation of natural resources beyond the carrying capacity of the ecosystem.
- ▶ Many environmental problems such as air pollution, wastewater, and solid waste disposal are prone to further exacerbation due to economic growth, community expansion and wasteful consumption behavior.

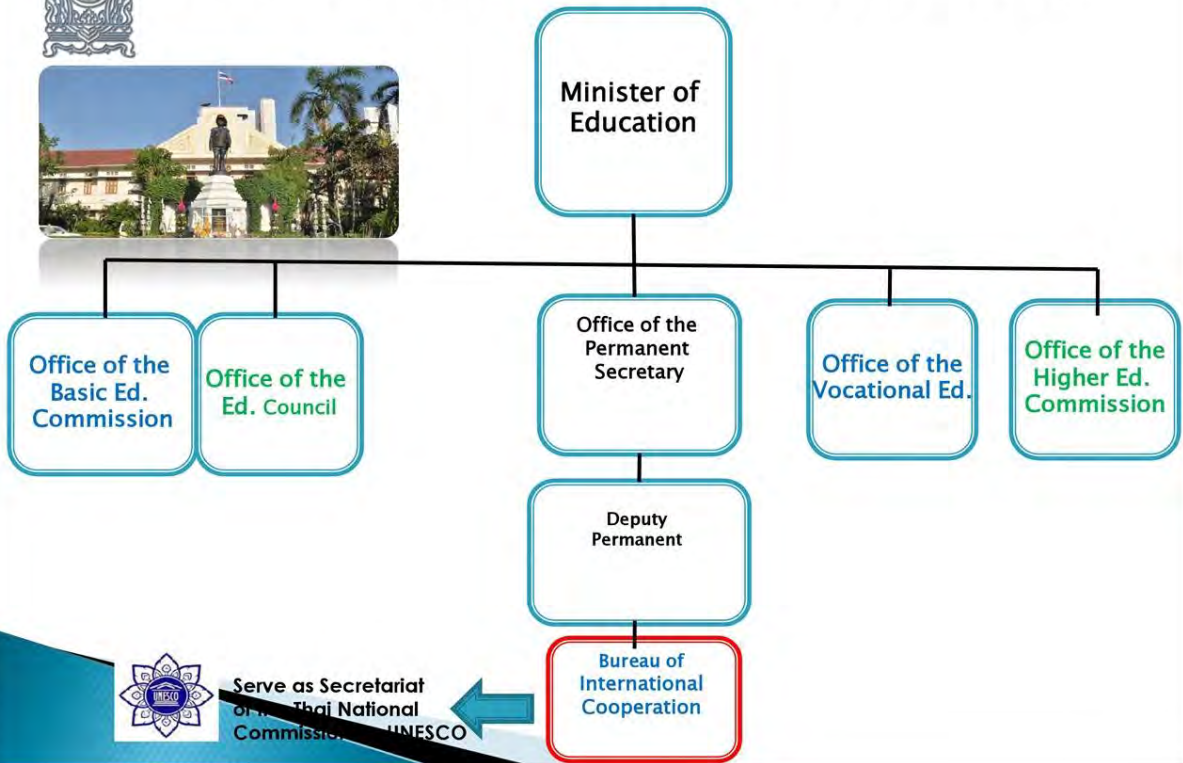
- ▶ Thailand will confront various risks that have affected natural resources and the environment
- ▶ Environmental measures dealing with climate change will become much more complex and intense
- ▶ it is vital to encourage resilience so that the country can reduce and manage risks and preserve natural resources and the environment as the foundation for the country's sustainable development

## Organization

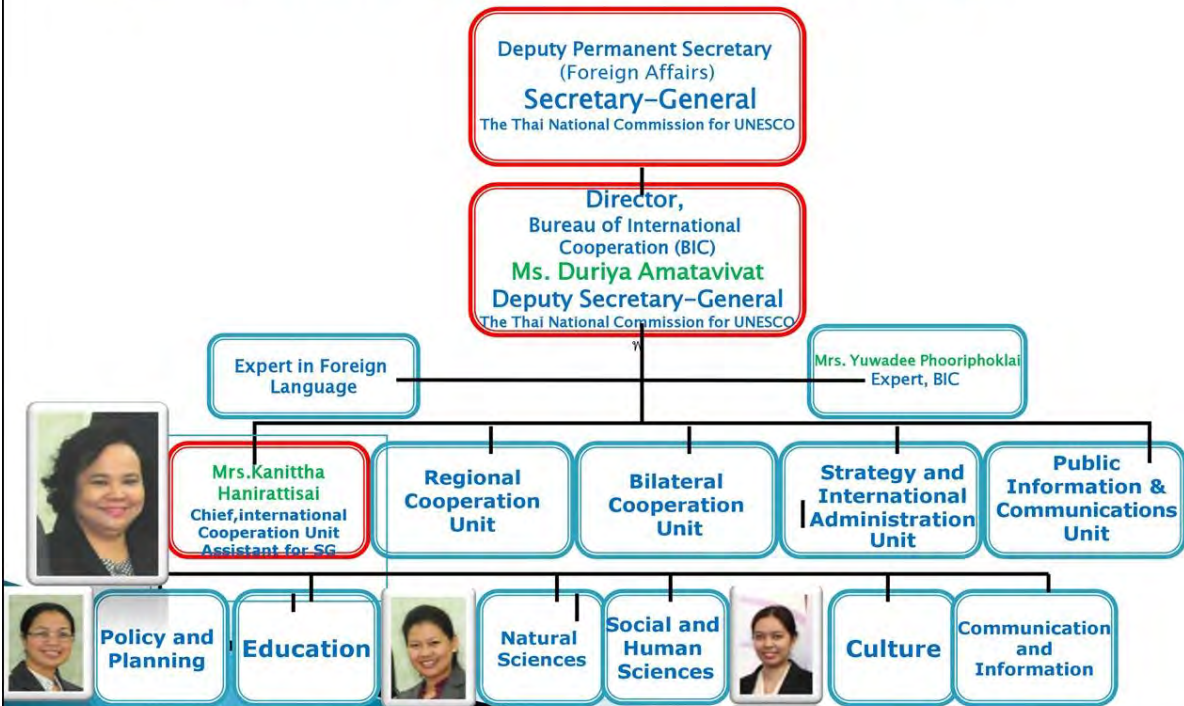
- Kanittha Hanirattisai
- ▶ Assistant Secretary-General of the Thai National Commission for UNESCO
  - ▶ And Chief of Multi-lateral Cooperation, Bureau of International Cooperation



# Structure of Ministry of Education



# Structure of the Thai National Commission for UNESCO



## Main fields of activities within UNESCO

### Education

- 6 EFA goals and post-2015 Agenda
- **promotion of ESD in schools**
- acceleration of skilled labor through vocational education
- promotion of quality Life-long learning through CLCs
- promotion of educational research and development through university networking

## Response to Climate Change

- ▶ There will be significant challenges to integrating in education the knowledge and to respond to the impacts of climate change. The level of incorporation of climate change issues will vary greatly depending on the level of education, and the local and national contexts being addressed.
- ▶ **The Thai National Commission for UNESCO focuses coordination with Ministry of Natural Resources and Environment, schools and other agencies responsible with climate change nationwide**
  - improve knowledge, understanding and awareness of climate change and its negative effects throughout the country, and
  - to develop the ability and capacity of human resources, organizations and the nation as a whole to meet and manage the risks posed by climate change

## Philosophy of Economic Sufficiency

- ▶ The lifestyle that follows the Philosophy of Economic Sufficiency, the Thai way of life, and awareness of the benefits and values of natural resources and the environment.
- ▶ These will point the country toward a green society and economy where production and consumption patterns are sustainable and treat the environmentally kindly.
- ▶ Community empowerment is a key factor for success when managing natural resources and the environment.

## Enhancement of adaptive capacity to handle climate change

- ▶ Conduct research for better precision about the causes, forecasting, risk assessment, vulnerability, and impacts from climate change on each sector of the economy and society.
- ▶ Support scientific and technological research and innovation regarding adaptation to greenhouse gas emissions and their reduction.
- ▶ Develop a curriculum on climate change to train researchers and create and participate in information networks.

## Coordinate with Ministry of Natural Resources and Environment to deal with climate change:

- ▶ Support formulation of long-term plans to cope with climate change and emphasize its economic and social impacts.
- ▶ Develop databases and reporting systems to measure greenhouse gas emissions
- ▶ Set targets for greenhouse gas reduction and formulate medium- and long-term action plans for voluntary mitigation of greenhouse gases by promoting its benefits
- ▶ Strengthen community readiness to respond to climate change

## Education to mitigate climate change

- ▶ Education, including formal education, public awareness and training should be recognized as a process by which human beings and societies can reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issue
- ▶ Climate Change Education (CCE) has not emerged as an independent field, but rather as an integral part of Environmental Education (EE) and ESD

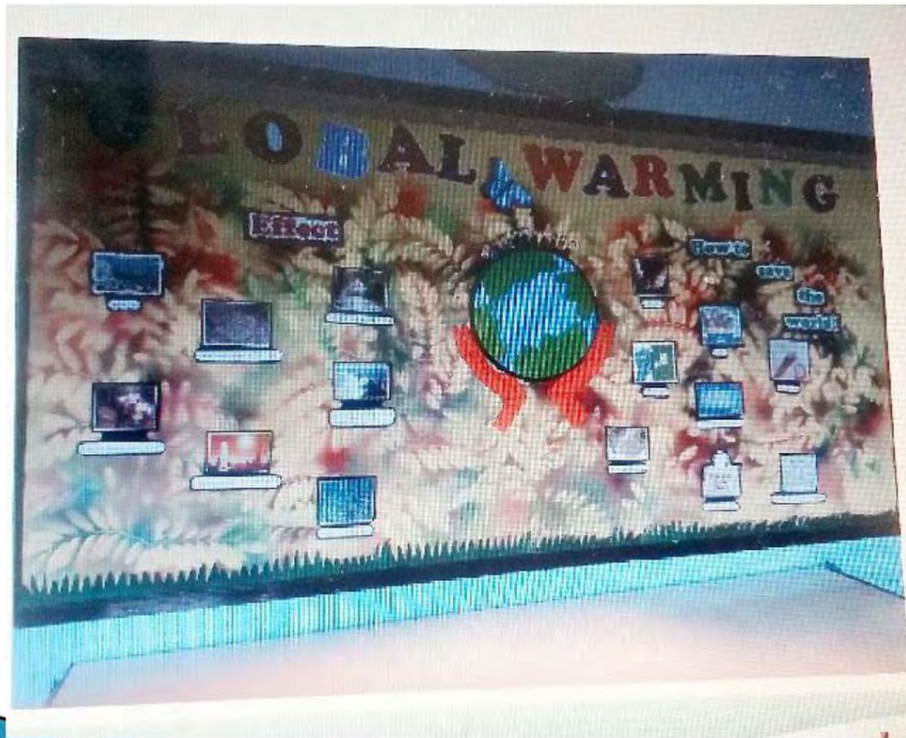
# BansanPasak School

- ▶ Located in Chiangmai, Thailand
- ▶ Under the Office of Basic Education Commission
- ▶ Primary–Lower Secondary Education
- ▶ Model ECO School in Thailand
- ▶ Member of

## ECO School







## BansanPasak School



# Organic Fertilizer



# Bogas from food waste



## Bansanpasak School : Model school for EESD

- ▶ EESD : Environmental Education for Sustainable Development

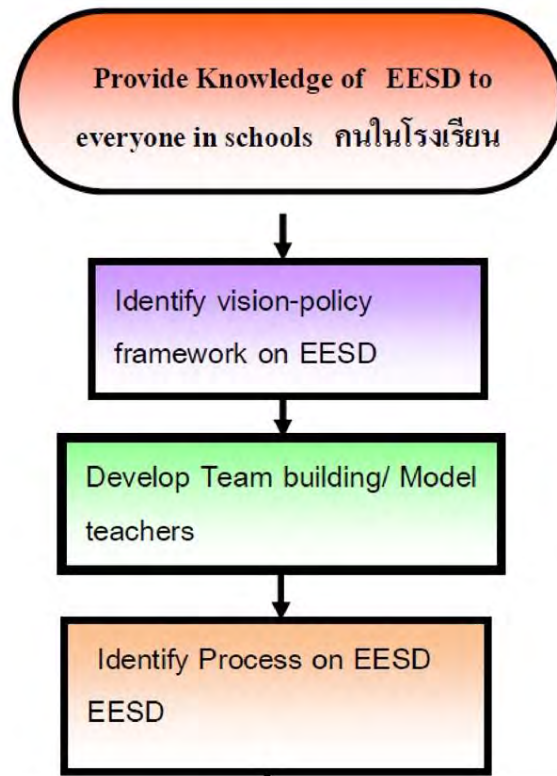
### Objectives

- ▶ Raise awareness and public solving in energy and environment to students and community
- ▶ Promoting environmental protection as the key to move Thailand towards environment-friendly society
- ▶ Enhancing service mind of students to protect environment and providing their knowledge to communities

### *“SPIRIT for EESD of Bansanpasak School’* Technique

- S = Spirit (Encourage service minds among students to protect environment)
- P = Participation (Encourages all stakeholders to cooperate in environment protection)
- I = Integration (Holistic approaches in projects and activities)
- R = Routine (Environment Protection is a part of daily life)
- I = Identity (Encourage Identity of students in environment protection)
- T = Team (Promote Team Building)

*“SPIRIT for EESD of Bansanpasak School ”*



## Promote knowledge of Environment to community



# Key to Success

- ▶ Getting supports from policy makers in apply “SPIRIT” in Schools
- ▶ Getting supports from Office of Basic Education Commission, Universities, NGO, etc.
- ▶ Participation of all stakeholders and all officials, families etc.

## PR of school's environment activities



## Challenges

- ▶ Paradigm shift and change mindset of officials in schools
- ▶ Different background of students from different districts create difficulty in organizing activities in schools

## Expected outcome

- ▶ Students have knowledge on how to protect environment and “SPIRIT” technique
- ▶ Apply new environment preservation technique
- ▶ Create network and exchange knowledge
- ▶ Raising awareness to protect environment

# Waste Management in Thailand

## Problems of Non-Waste Separation



Co-disposal HW and MSW  
Illegal Dumping/Open Dumping







## **Facilitators' Biographies**

### Sejong Literacy Project

Moon Suk HONG, Head, Office of Sustainable Development Partnership, Re-shaping Development Institute (ReDI)

### Climate Change Education Project

Ju Youn KANG, Researcher, Korea Adaptation Centre for Climate Change (KACCC)





**Moon Suk Hong** is the Head of Office of Sustainable Development Partnership at the Re-shaping Development Institute (ReDI), and manages the research team at ReDI. Her areas of expertise are ODA policy research and assessment, sector strategies for social development, particularly in relation to education and youth, and humanitarian assistance policy. She has worked as a consultant for many international organizations and NGOs in South East Asia and West Africa.



**Joo Youn Kang** is a Researcher at the Korea Adaptation Center for Climate Change (KACCC), particularly focusing on international cooperation in the field of climate change adaptation. She has been with KACCC for the past 7 years, involved in domestic and international research and education, and planning and coordinating of international events. In the past, she has also worked for the UNEP National Committee for the Republic of Korea. Ms. Kang obtained her Master of Public Policy degree from the National University of Singapore.



## **Study Visit Sites**

### Sejong Literacy Project

Study Visit 1: National Institute for Lifelong Education

Study Visit 2: Anyang Social Education Center

Study Visit 3: Singal School

### Climate Change Education Project

Study Visit 1: Seoul Energy Dream Center

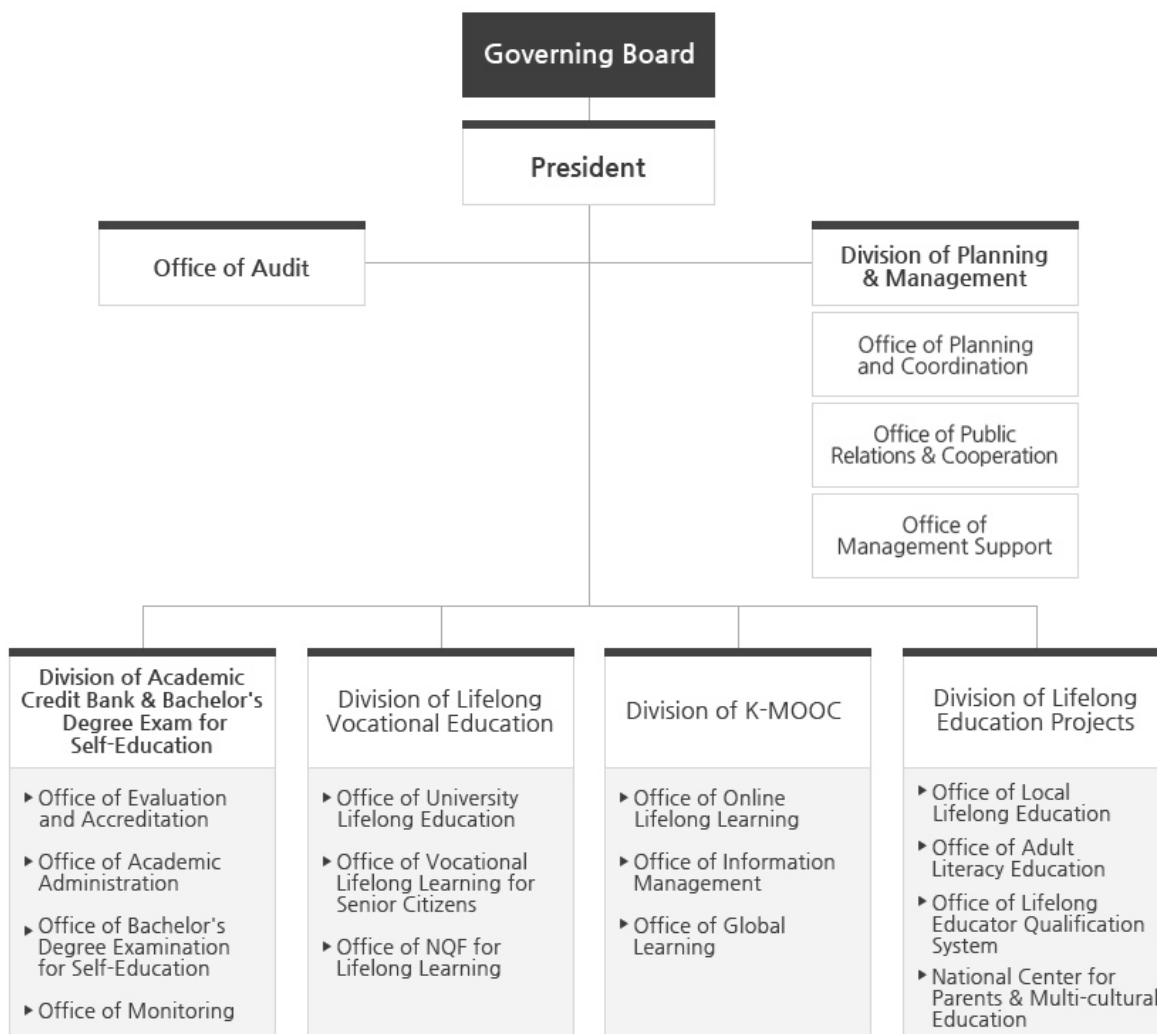
Study Visit 2: Energy Farm



# SEJONG LITERACY PROJECT

## Study Visit 1: National Institute for Lifelong Education (NILE)

- Contact Information
  - Address: 2557, Nambusunhwan-ro, Seocho-gu, Seoul, Korea
  - Tel: +82 2 3780 9700
  - Website: <http://www.nile.or.kr/>
- Introduction
  - NILE was established in February 2008 as a result of the mandated requirements set forth by the national lifelong education policy.
  - Its mission is to develop and implement national lifelong education policies, realise customer-centred lifelong education support services, and enhance the organizational responsibilities and efficiency of other related institutions.
- Organization Chart



## Study Visit 2: Anyang Citizens School

- Contact Information
  - Address: Gwangheung Building 4F, 189 Manan-ro, Manan-gu, Anyang-si, Gyeonggi-do
  - Tel: +82 31 444 7811
  - Website: <http://nlbaeum.or.kr/>
- Introduction
  - Anyang Citizens School was established in 1996. The school provides adult literacy education programmes to those marginalised from the formal education system, allowing them to participate in the development of their own community and improve their quality of life.
  - The school offers not only literacy education programmes, such as English, Chinese, and Korean alphabet classes for adults, but also social activities such as helping elders who live alone, youth study groups, and environment protection activities.
  - Anyang Citizens School has participated in developing adult Literacy textbooks at the national level and training mentors (volunteers) for literacy education.
- Programmes
  - Korean alphabet, math, English, Chinese characters, computers, and lifelong education

Programme	Course
Korean alphabet	Basic, intermediate, advanced level
Math	Basic, intermediate level
English	Basic, intermediate, advanced level and elective courses
Chinese characters	Basic, intermediate, advanced level and elective courses
Computers	ICT literacy education programme and elective courses
Lifelong education	Music, writing, classes for obtaining a driver's license, and others



## Study Visit 3: Singal School

- Contact Information
  - Address: 29-1, 58 beon-gil, Singal-ro, Giheung-gu, Yongin-si, Gyeonggi-do, Korea
  - Tel: +82 31 283 5566
  - Website: <http://cafe.daum.net/singalschool>
- Introduction
  - Founded in 1982, Singal School has been in operation for 33 years
  - The school provides various courses for those who dropped out of the formal education system due to personal reasons. The various courses aim to develop self-confidence, provide opportunities to play a fuller part in society, and make them aware of the joys of learning.
  - Approximately 150 students study at the school, which has about 2,500 alumni
- Programmes
  - Korean alphabet classes for Korean adults and migrants
  - Middle and high school qualification examination classes
  - Lifelong education: arts, computers, yoga, advanced-level English, etc.

# CLIMATE CHANGE EDUCATION PROJECT

## Study Visit 1: Seoul Energy Dream Center

- Contact Information
  - Address: 14, Jeungsan-ro, Mapo-gu, Seoul, Korea
  - Tel: +82 2 3151 0562
  - Website: <http://www.seouledc.or.kr/>
- Introduction
  - Established in 2012, the Seoul Energy Dream Center is the first national public energy zero building. It aims to teach the importance of energy conservation and sustainability through various programmes and experiences.
  - The Seoul Energy Dream Center has been designed to function using 70% less energy than the average public building. The remaining 30% comes from renewable energy sources, such as sunlight and geothermal heat. Operated independently from the electric power grid, the facility is the nation's first and largest energy autonomous building.
    - Sunlight: The building harnesses solar energy through its 624 rooftop solar panels and 240 panels on the front of the building. The surplus energy from the panels is sold to the Korea Electric Power Corporation (KEPCO).
    - Geothermal heat: Geothermal power is extracted through 37 wells dug 50m deep. A consistent temperature range of 10-20 degrees Celsius year round provides heating in the winter and cooling during the summer.
    - The overall slick design of the building reflects up to 60% of the sunlight.

## Study Visit 2: Energy Farm

- Contact Information
  - Address: 202-705, 18, 198 beon-gil, Bucheon-ro, Wonmi-gu, Bucheon-si, Gyeonggi-do, Korea
  - Tel: +82 70 8721 0901
  - Website: <http://energyfarm.kr>
- Introduction
  - Founded in May 2008
  - Energy Farm strives to resolve the energy crises in developing nations by cooperating with NGOs in various developing countries and using appropriate technology for the construction and post-management of energy facilities.
  - Its mission is to create social value and improve people's quality of life through the production and provision of renewable energy services, products, and related educational activities as well as technology transfers.



# **Information Sharing and Networking**

Overview

List of Participating Korean Organizations



# OVERVIEW

## Objectives

- Share activities, programmes and other relevant information among Bridge Asia partners and Korean organizations in the field of literacy/lifelong learning and climate change
- Create opportunities for future partnerships and cooperation among domestic and foreign organizations

Date: 27 November, 9am – 12pm

Venue: Sejong Hotel

Participants: 40 persons including 23 working-level staff from Bridge Asia partner organizations and 8 working-level staff from relevant Korean organizations

## Detailed Programme

09:20 – 10:10	Introduction to the Korean organizations (5 minutes for each organization)
10:10 – 10:30	Ice-breaking among Bridge Asia partners and staff from Korean organizations
10:30 – 11:30	Seeking prospects for future partnerships
11:30 – 12:00	Sharing of results / Wrap-up

## LIST OF PARTICIPATING KOREAN ORGANIZATIONS

### Asia Women Bridge DoRun DoRun

**Address:** 308 Seoul Women's Plaza  
18, Yeouidaebang-ro, 54-gil,  
Dongjak-gu, Seoul, Korea  
**Website:** <http://www.dorundorun.org/>  
**Tel:** +82 2 7396253

### Good Neighbors

**Address:** 101-4, Cheongpa-dong 2-ga,  
Yongsan-gu, Seoul, Korea  
**Website:** [www.goodneighbors.kr](http://www.goodneighbors.kr)  
**Tel:** +82 2 67174000

### Green Teachers

**Address:** 6, Hyoryeong-ro, 31-gil,  
Seocho-gu, Seoul, Korea  
**Website:** <http://www.greenteachers.kr/>  
**Tel:** +82 2 20880100

### Korea Environmental Education Center

**Address:** 11, 54-ga, Dangsang-ro,  
Yeongdeungpo-gu, Seoul, Korea  
**Website:** <http://www.edutopia.or.kr/>  
**Tel:** +82 2 7358677

### Korea Foundation for the Advancement of Science and Creativity

**Address:** 602 Seollung-ro, Gangnam-gu,  
Seoul, Korea  
**Website:** <https://www.kofac.re.kr/>  
**Tel:** +82 2 5550701

### Korea Green Foundation

**Address:** A/2 Dongyang Bldg., Jeong-  
dong, Jung-gu, Seoul, Korea  
**Website:** <http://www.greenfund.org/>  
**Tel:** +82 2 20114300

### Habitat for Humanity Korea

**Address:** 2-5F Songjook Building, 195-7,  
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**Website:** <http://www.habitat.or.kr/>  
**Tel:** +82 2 22673702

### Reshaping Development Institute (ReDI)

**Address:** 5 Yangpyeong-ro 12ga-gil,  
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**Website:** [www.redi.re.kr](http://www.redi.re.kr)  
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# **Appendix**

List of Participants and Observers

Emergency Contacts



## LIST OF PARTICIPANTS AND OBSERVERS

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\* In case of emergency, please contact the corresponding staff below.

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### Sejong Literacy Project

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### Sejong Hotel

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Seoul, Korea  
**Tel:** +82 2 7736000  
**Fax:** +82 2 7554906  
**Website:** <https://www.sejong.co.kr/>





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