KNCU Bridge Asia Partners Training Workshop
유네스코 브릿지 아시아 협력기관 연수워크숍

유네스코 SDG 국제교육협력 포럼

SDG Forum on International Cooperation in Education

아시아 파트너십 구축을 통한
포용적이고 지속가능한 지역사회 발전

Inclusive and Sustainable Community
Development through Partnership in Asia

일시 | 2015년 11월 24일(화) 오전 9시 - 오후 4시
장소 | 유네스코회관 11층 유네스코홀

PROGRAMME

09:00	Registration
09:30	**Opening Remarks**

> Dong-seok Min, Secretary-General, Korean National Commission for UNESCO

Welcoming Remarks

> Eun Kyung Park, Chairperson of Tongyeong Education Foundation for Sustainable Development / Vice Chairperson of Korean National Commission for UNESCO

Congratulatory Remarks

> 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 & Management, National Institute for Lifelong Learning

10:00	**Introduction to the KNCU Bridge Asia participants**
10:10	Group Photo

Part 1

10:20	**"Literacy and Education for Sustainable Development and Women's Empowerment"**

> Anna Robinson-Pant, Professor of Education, University of East Anglia

11:10	**"Education and Community Development in the age of SDGs"**

UNESCO's strategies for improving the status of literacy

> Brenda Tay-Lim, Programme Specialist, UNESCO Institute for Statistics

Community impact, response, and adaptation to climate change in (South) Asia in the age of SDGs

> Hina Lotia, Board Member, Climate Action Network South Asia / Director Programs, Leadership for Environment and Development Pakistan

Part 2: KNCU Bridge Asia Programme, Achievements and Challenges

14:00	**Introduction to the KNCU Bridge Asia Programme**

> Seung-yoon Kim, Assistant Secretary-General, Korean National Commission for UNESCO

14:15	**Literacy for marginalized groups through Open School Programme in Sri Lanka**

> Sarawanamuthu Dunaisingh, Senior Lecturer, National Institute of Education

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

> Rosi Ranan, Project Coordinator, Project: "PRERONA"

Women's empowerment as change agent and building community capacity in India

> Ashok Kumar Singh, Director, Sahbhagi Shikshan Kendra

Financial literacy for Pakistani women through Conditional Cash Transfer (CCT) Programme

> Shahzad Hussain, Programme Manager, Bunyad Literacy Community Council

15:30	Coffee break
15:50	**"Inclusive and sustainable community development through partnership in Asia"**

Chair Sung-sang Yoo, Associate Professor, Seoul National University

Panelist Anna Robinson-Pant, Professor of Education, University of East Anglia

> Brenda Tay-Lim, Programme Specialist, UNESCO Institute for Statistics
>
> Hina Lotia, Board Member, Climate Action Network South Asia
>
> Yunjeong Choi, Researcher, Korean Women's Development Institute

16:40	Closing

프로그램

09:00	참가자 등록
09:30	**개회사**
	민동석 유네스코한국위원회 사무총장
	환영사
	박은경 통영시지속가능발전교육재단 이사장 / 유네스코한국위원회 부위원장
	축사
	안양옥 한국교원단체총연합회 회장 / 유네스코한국위원회 교육분과위원장
	송영일 국가기후변화적응센터장
	심한식 국가평생교육진흥원 기획경영관리처장
10:00	
10:10	전체 사진 촬영

1 부 오전세션 ────────────────────────────────────

10:20	**"지속가능발전과 여성권한 강화를 위한 문해교육"**
	Anna Robinson-Pant 동앵글리아대 교수
11:10	**"지속가능발전목표 시대, 교육과 지역사회 발전"**
	아시아 문해 현황과 유네스코의 전략
	Brenda Tay-Lim 유네스코통계연구소(UIS) 교육성과섹션 과장
	지속가능발전목표 시대, (남)아시아 기후변화 지역사회의 영향, 대응, 적응
	Hina Lotia 기후행동네트워크 남아시아 지역(CANSA) 실행위원 / 환경과 발전을 위한 리더십 그룹(LEAD) 파키스탄 프로그램 책임자

2 부 오후세션: 유네스코 브릿지 아시아, 성과와 도전 ──────────────

14:00	**유네스코 브릿지 아시아 사업 소개**
	김승윤 유네스코한국위원회 유네스코희망브릿지본부장
14:15	**열린학교(Open School) 프로그램을 통한 스리랑카 소외계층 문해교육**
	Sarawanamuthu Dunaisingh 국립교육원 선임강사, 세종 문해교육 프로젝트 담당자
	지역사회 활동에 기반한 방글라데시 지속가능발전교육(ESD)
	Rosi Ranan 기후변화교육 프로젝트 프레로나 담당자
	여성 기능문해교육을 통한 인도 지역사회 역량 강화
	Ashok Kumar Singh 사바기교육센터장, 세종 문해교육 프로젝트 총괄
	조건부현금이전(CCT) 프로그램을 통한 파키스탄 여성 금융문해교육
	Shahzad Hussain 분야드문해협의회 세종 문해교육 프로젝트 담당자
15:30	휴식
15:50	**"아시아 파트너십 구축을 통한 포용적이고 지속가능한 지역사회 발전"**
	좌장 유성상 서울대 부교수
	토론자 Anna Robinson-Pant 동앵글리아대 교수
	Brenda Tay-Lim 유네스코통계연구소(UIS) 교육성과섹션 과장
	Hina Lotia 기후행동네트워크 남아시아 지역(CANSA) 실행위원
	최윤정 한국여성정책연구원 여성인재연구센터 부연구위원
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Opening Remarks

Dong-seok Min
Secretary General, Korean National Commission for UNESCO

2015 is the year in which new development goals have been established, goals that emphasize the importance of sustainable development. The **Sustainable Development Goals (SDGs)** represent a new paradigm that brings together both advanced and developing countries to work towards harmonious global development. The new paradigm differs from the growth-oriented development discourse in the past, by encouraging active participation based on partnership among all stakeholders to take action on common issues that the international community faces.

This new development agenda is fully in line with UNESCO's ideals regarding education. UNESCO has already taken the lead in educational initiatives such as **Education for Sustainable Development**, which underscores the importance of day-to-day practices in tackling climate change, and **Education for All**, which aims to provide basic literacy education to marginalized populations around the world, empowering them to become global citizens.

Korea's own development was based on the support provided in accordance with UNESCO's noble ideals of education. 60 years ago, this nation was in a state of devastation due to the Korean War. It was UNESCO's establishment of a printing factory, and the textbooks that were printed in that factory, that kick-started the country's journey to becoming the advanced economy it is now. Were it not for the textbooks supported by UNESCO, it is doubtful whether we would now have a Korean United Nations Secretary-General.

To put UNESCO's fundamental ideals of education into practice, the Korean National Commission for UNESCO (KNCU) is focusing on **communities**, implementing programmes for basic and functional literacy, life skill education, income generation, and climate literacy education in Asian developing countries, all under the umbrella of the **KNCU Bridge Programme**, which was initiated in 2014 in celebration of KNCU's 60th anniversary. With a programme centred on marginalized and rural populations that are outside their own government's reach, KNCU has supported the sustainable development of local communities and the improvement of quality of life for the community members. To

this end, KNCU has supported 62 projects in communities in 14 countries.

With the establishment of the new development goals, KNCU is now hosting the first <SDG Forum on International Cooperation in Education>. This forum will serve as a platform for past and present Bridge Asia partners (22 organizations, with 23 participants) to discuss the topic '**Inclusive and Sustainable Community Development through Partnership in Asia**' and set common goals to work towards. In this regard, we have invited experts in the fields of literacy, lifelong l and climate change so that they can share their valuable insights into strategies for basic education in Asia.

The forum opens with a 1-day <SDG Forum on International Cooperation in Education>, which is open to the public, and during which all those interested in the areas of literacy, lifelong learning, and climate change, not just the Bridge Asia partners, will have the opportunity to gain information and a deeper understanding on the relevant topics. Following the open forum, there will be a three-day closed workshop for the Bridge Asia partners, the <KNCU Bridge Asia Partners Training Workshop>, which I hope will contribute to building the capacity of practitioners who have dedicated their time and efforts to those marginalized populations in Asian communities. KNCU plans to provide active support to the new models of projects that will be developed through this workshop, with the advice of domestic and international experts.

Amid the late autumn chill, I look forward to your enthusiastic participation in the forum and workshop and trust that they will be a great success with fruitful outcomes for all.

Thank you.

개회사

민동석
유네스코한국위원회 사무총장

2015 년은 새로운 발전목표로서 지속가능발전의 중요성이 전세계적으로 강조되고 있는 해입니다. **지속가능발전목표(SDGs)**는 지구 전체의 조화로운 발전을 위해 선진국과 개도국이 함께 힘을 모으자는 새로운 패러다임입니다. 우리 공동의 문제에 국제사회 모든 구성원들의 적극적 협력과 대응을 촉구하고 있다는 점에서 기존의 개도국 성장 중심의 발전 담론과 차별화된다고 할 수 있겠습니다.

새로운 발전의제는 그 동안 유네스코가 주창해온 교육 이념의 중요성을 오롯이 담고 있습니다. 기후변화와 같은 지구적 문제의 해결을 위해 일상의 실천을 강조하고 있는 **지속가능발전교육 (Education for Sustainable Development: ESD)**, 그리고 지구촌 도처의 소외되어 있는 이들이 동등한 구성원으로 세계시민사회에 참여할 수 있도록 기본적 문해능력를 제공하는 **모두를 위한 교육 (Education for All: EFA)**이 바로 유네스코가 전개해온 교육 운동입니다.

한국은 이러한 유네스코의 숭고한 교육 이념에 기반한 지원으로 성장한 나라입니다. 60 여년전 전쟁의 폐허 속에서 유네스코가 설립해준 교과서 인쇄공장과 여기서 제작된 교과서를 통해 지금의 발전된 나라로 성장할 수 있었습니다. 유네스코가 지원한 교과서가 없었다면 한국인 유엔 사무총장도 나올 수 없었습니다.

유네스코한국위원회(이하 한위)는 **이러한 유네스코의 교육 이념을 근본적으로 실천할 수 있는 공간이 바로 지역사회(community)라는** 인식 아래, 2014 년 창립 60 주년을 맞아 <유네스코 브릿지 사업>이라는 이름으로 아시아 저개발국 지역사회에서 **기초문해, 기능문해, 생활기술교육 및 소득창출교육, 그리고 기후문해교육 (Climate Literacy)**을 실시해왔습니다. 특히 해당국 정부의 손길이 미치지 못하는 소외지역을 중심으로 주민들의 삶의 질 개선과 마을의 지속가능발전을 지원해왔습니다. 이러한 노력으로 한위는 그 동안 아시아 14 개국 지역사회에서 62 개 프로젝트를 지원한바 있습니다.

한위가 새로운 발전목표 수립의 해를 맞아 개최하는 첫 **<유네스코 SDG 국제교육협력 포럼>**에는 그 동안 한위가 협력해온 아시아 문해 분야와 기후변화 분야의 22 개 전문기관 30 여명의 실무자들이 모여 '**아시아 파트너십을 통한 포용적이고 지속가능한 지역사회 발전**'이라는 주제를 공유하고 아시아 협력기관 공동의 목표를 수립합니다. 이를 위해 문해와 평생학습 분야와 기후변화 분야에 통찰력있는 전문가들을 모시고 지속가능발전목표 시대에

아시아의 기초교육 전략에 대해 혜안을 구하고자 합니다. 또한 이를 바탕으로 <유네스코 브릿지 아시아 사업>의 성과와 의미있는 사례들을 소개할 예정입니다.

전일 일정으로 진행될 <유네스코 SDG 국제교육협력 포럼>에서 아시아 참가자들은 물론 문해와 평생학습, 기후변화에 관심있는 많은 분들이 주제에 대한 폭넓은 지식과 정보를 접하시길 바랍니다. 또한 내일부터 3일간 비공개로 진행될 <유네스코 브릿지 아시아 협력기관 연수워크숍>을 통해 아시아 지역마을 곳곳에서 소외된 사람들을 위해 헌신하고 있는 문해교육과 기후변화교육 실무자들의 역량이 한층 강화되길 기대하겠습니다. 국내외 전문가들의 조언과 다양한 논의를 통해 이번 행사에서 새롭게 발굴되는 사업모델을 적극 지원할 계획입니다.

쌀쌀한 늦가을에 열리는 <유네스코 SDG 국제교육협력 포럼>이 참가자들의 뜨거운 열정과 참여로 성공리에 마무리되길 기원하며, 개회사에 갈음하도록 하겠습니다.

감사합니다.

Keynote Speech
기조강연

Literacy programmes for sustainable development and the empowerment of women
지속가능발전과 여성권한 강화를 위한 문해교육

Anna Robinson-Pant
Professor, School of Education and Lifelong Learning, University of East Anglia

안나 로빈슨-판트
동앵글리아대 교육 및 평생학습과 교수

The University of East Anglia's Professor of Education, **Anna Robinson-Pant**, is the author of the UNESCO Institute for Lifelong Learning's publication *Literacy and Education for Sustainable Development and Women's Empowerment* (2014). In 2001, she won the UNESCO Award for International Literacy Research for her ethnographic study on women's literacy and development in Nepal. Her main interests lie in the fields of adult literacy, gender, and development, and she has conducted research mainly in South Asia. Recently, Professor Robinson-Pant was appointed as the Chairholder for the UNESCO Chair in adult literacy and learning for social transformation.

안나 로빈슨-판트 (Anna Robinson-Pant) 영국 동(東)앵글리아대학교 교육·평생학습과 교수는 유네스코 평생학습연구소 (UIL)의 최근 발행물, '지속가능발전과 여성권한 강화를 위한 문해교육'(2014)의 저자이다. 그녀는 '네팔 여성 문해와 발전에 관한 민족지적 연구'로 1998 년에 유네스코 국제문해 연구상을 수상했다. 주요 연구 분야는 성인문해, 젠더, 개발이며, 최근 '유네스코 사회 변혁을 위한 성인 문해와 학습' 석좌교수에 임명(예정)되면서 더욱 활발한 활동이 기대되고 있다.

Literacy programmes for sustainable development and the empowerment of women

Anna Robinson-Pant
Professor of Education
University of East Anglia

The fact that women still constitute two-thirds of the world's non-literate population has been a pressing concern for several decades. However, this starting point for thinking about women's literacy has often led to a narrow focus on literacy access and outcomes within research and policy debates. By contrast, this paper sets out to develop a wider perspective on women's literacy, exploring not only 'what works', but investigating how and why literacy programmes can contribute to sustainable development and processes of women's empowerment. The paper argues that only by looking in depth at literacy learning and development practices can we begin to address the challenge of narrowing the gender gap in literacy attainment and work towards the 2030 Sustainable Development Agenda.

The first section of the paper reviews the conceptual terrain in relation to education and sustainable development, literacy and women's empowerment. Although sustainable development debates addressed gender inequality, particularly in relation to the feminisation of poverty, there was previously a notable absence of attention to gender in education for sustainable development (ESD) policy. The strong reiteration of gender equality and the empowerment of all women and girls as central to the achievement of the 2030 Sustainable Development Goals (UN 2015) has reinforced the need to ensure that education and lifelong learning policy initiatives also reflect this aim. Education for sustainable development envisaged promotion of a more participatory pedagogy in order to facilitate critical thinking and took a more holistic approach to development (Parker and Wade 2012). The interconnections between the Sustainable Development Goals (signalled in UN 2015) could be strengthened through such an approach to informal and formal learning.

Ethnographic and participatory research reveals that empowerment is different for different women in different contexts and should be conceptualised as a process rather than an output: 'a journey rather than a destination' (Cornwall in DFID 2012: 3). A social practice approach to literacy (Street 1995) similarly emphasises the value of investigating literacy practices in relation to women's changing identities, roles and power relationships. This involves recognising that 'literacy is not practised in a vacuum: it is embedded within some socio-cultural set of activities' (Rogers and Street 2012: 17). Bringing together these concepts, a framework is proposed for analysing literacy programmes through a gendered ESD lens, looking at how different kinds of literacy practices, skills and livelihood activities facilitate processes of empowerment for women – both within and outside development programmes, through informal as well as non-formal and formal learning.

The second part of the paper reviews a range of adult literacy programmes in relation to the three pillars of ESD: economic growth, social equality and environmental sustainability. Principles of good practice emerging through these case studies are discussed in relation to strategies for women's empowerment and approaches to literacy and education, using the framework introduced earlier. Some programmes aimed to challenge gender roles and stereotypes directly by enabling women to enter traditional 'male' areas of work, engage with new literacy practices, learn languages of power or campaign against forms of gender oppression. Conversely, other interventions were designed to support women's traditional roles, identities and indigenous literacy practices. The case studies demonstrated that both approaches could empower women, if informed by a contextualised understanding of gender inequalities and targeting a specific group of women with shared experiences. A key challenge was the reliance of most literacy programmes on volunteer or low paid facilitators, due to a lack of adequate resources. This could affect not only the quality of literacy and sustainable development activities, but also reinforce the notion of women's literacy as a second-class form of education.

The paper concludes with recommendations for four areas of future action as outlined below.

Recommendations for future action

This paper set out to review literacy programmes, not only in terms of 'lessons learned' at the micro level, but also to explore the larger questions around the relationship of literacy to sustainable development, what empowerment of women means in different contexts and how adult learning can facilitate change. The final section outlines four areas for future action to help ensure that literacy programmes can respond to sustainable development goals and that education for sustainability takes a transformative approach to women's empowerment:

1. **Literacy policy should build on and seek to strengthen the interconnections between the three pillars of sustainable development thereby developing a more holistic approach, which can facilitate greater cross-sectoral interaction and support women's empowerment.**

The review of best practice suggests that literacy interventions can help to strengthen the connections between the three dimensions of sustainable development. Yet, all too often, literacy policy prioritises only one pillar (usually economic or social and in occasional cases, environmental). Whilst literacy programmes may choose to focus on one pillar as an entry point, that strand needs to be extended through attention to the other interconnected pillars/areas of activity. Most significantly, literacy policy needs to start from a more holistic perspective on development interventions and actors so as to maximise cross-sectoral interaction and support from the outset.

Action points:

- National governments and international development agencies to plan and evaluate adult literacy and vocational skill development programmes through the framework of Sustainable Development in order to maximise interaction between the three pillars or dimensions.

- Staff at programme level to develop curriculum and learning/teaching approaches which recognise and promote collaboration across sectors in relation to the 2030 Sustainable Development Goals and create opportunities for addressing gender inequalities.
- Education policy makers and planners to collaborate with colleagues in other sectors to develop greater understanding of the role of literacy and soft skill development in sustaining development initiatives, working towards attitudinal changes in relation to the Sustainable Development Goals and facilitating greater gender equality.

2. **A wider range of research evidence is required to inform literacy policy and planning.**
The terms 'literacy' and 'women's empowerment' have different meanings for different people in different places. The field of women's literacy and development is frequently characterised by a top-down approach to policy and planning based on stereotypes around women's reproductive role and reliant on quantifiable evidence of impact. This review has illustrated how different kinds of research can help to answer different questions and serve different purposes. In-depth ethnographic research studies of literacy programmes can provide greater insight into women's identities, meanings of literacy and processes of empowerment through sustainable development and educational activities. This contextualised understanding is essential to inform decisions about which literacy teaching approach to adopt; whether to target a specific group of women, or women and men more generally; how to challenge existing forms of gender oppression and what other kind of support (legal, financial, organisational, skills development) may be required.

Action points:

- International development agencies to build research capacity within partner organisations in order to deepen understanding and complement statistical evidence of the links between literacy and development;
- UNESCO to continue to facilitate sharing of good practice through the dissemination of case studies, as a training resource for literacy planners – including analysis of principles through the lens of education for sustainable development and women's empowerment. Initiatives such as the KNCU Bridge Asia Partners Training Workshop taking place in November 2015 provide the basis for developing such resources collaboratively across organisations active in literacy and adult learning;
- Policy makers to promote participatory research approaches at national and district level to ensure that the voices of poor rural women and girls can begin to influence literacy policy debates and programmes.
- Literacy teachers and programme staff to be trained and supported to conduct action research, so that they can continuously reflect on and improve the quality and relevance of their work. This is another potential follow-up activity for those participating in this KNCU workshop.

3. **Given that Sustainable Development Goals 4 and 5 focus on gender and education, there is an opportunity for future policy development on Education for Sustainable Development**

(and for the educational dimension of the Sustainable Development Goals) to incorporate a stronger gender dimension, promoting a transformative and holistic approach to women's empowerment.

Policy documents on Education for Sustainable Development have previously tended to pay little attention to gender issues. A transformative approach to the empowerment of women needs to be developed, particularly in relation to the social equality pillar of ESD. Given the explicit attention to education and gender in Sustainable Development Goals 4 and 5 respectively, there is an opportunity to develop the inclusive and people-centred approach outlined in Sustainable Development policy statements in future educational strategy in this area.

Action points:

- Participants at this KNCU Bridge Asia Partners Training Workshop to advocate that a gendered analysis of literacy and development programmes and a transformative approach to women's empowerment informs educational and lifelong learning strategies at a national and regional level – in order to reflect the strong emphasis on gender equality promoted in 'Transforming our world: the 2030 Agenda for Sustainable Development' (UN September 2015);
- National and international policy organisations to develop educational and lifelong learning strategy not only in relation to the formal sector, but also to recognise the importance of informal and non-formal learning in facilitating social change; and
- Capacity building in gender awareness and planning for international and national policy organisations to be supported, with the aim of developing a more holistic and contextualised approach to women's empowerment through literacy.

4. **The importance of literacy to sustainable development and the empowerment of women should be explicitly recognised in relation to the post-2030 Agenda for Sustainable Development and all seventeen Sustainable Development Goals, as a first step towards mobilising adequate resources for basic adult education and lifelong learning.**

The resourcing of literacy programmes is the greatest obstacle and needs to be urgently addressed to avoid reinforcing the 'second-class' status of women within sustainable development and education programmes. This review has demonstrated an impressive range of good practice in adult literacy programmes, but most have been constrained in terms of scope and sustainability through a lack of adequate resources.

Action points:

- Recognising that the attitudinal and behavioural changes advocated within the post-2030 Sustainable Development Goals are dependent on well-resourced adult learning opportunities, participants at this workshop are urged to raise awareness of the importance of lifelong and adult basic learning within their national networks and cross-sectoral programmes;

- National governments and international donor agencies to prioritise greater budget allocation to adult literacy programmes and the literacy components of sustainable development programmes; and
- International agencies to mobilise private companies, particularly in the ICT sector, to develop partnerships with national adult literacy programmes for improving access to new technology and funding streams.

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지속가능발전과 문해, 여성권한 강화

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비문해 인구의 3 분의 2 가 여전히 여성이라는 사실은 지난 수십 년간 시급한 해결 과제로 인식되어 왔다. 그러나 여성 문해에 대한 이러한 고민은 결과적으로 연구와 정책적 논의의 테두리 내에서 문해 교육의 접근성과 성과에만 초점을 맞추는 경향으로 종종 이어졌다. 본 보고서는 기존의 연구와 달리 여성 문해에 대한 보다 광범위한 관점에 입각하여 '실제적인(what works)' 프로그램에 대한 모색은 물론, 지속가능발전과 권한 강화 과정에 문해 프로그램이 지니는 의의와 그 기여 방안까지도 살펴보고자 한다. 문해 달성을 위한 성 격차 해소와 '2030 지속가능발전의제'를 위한 작업이 문해 학습과 개발 실제에 대한 심도 있는 고찰을 통해서만 가능하다는 것이 본 보고서의 논지이다.

본 보고서의 첫 번째 절에서는 교육과 지속가능발전, 문해와 여성권한 강화와 관련한 개념 지형을 살펴본다. 지속가능발전에 대한 논의에서 특히 빈곤의 여성화와 관련한 성 불평등 문제가 언급되었으나, 기존 논의에서 지속가능발전교육(ESD) 정책에서의 젠더 문제는 여실히 간과되어 왔다. 2030 지속가능발전목표(UN 2015)는 양성평등과 여성 및 여아의 권한 강화가 중심이 되어야 함을 강력히 반복 강조함으로써 본 목표가 교육 및 평생 학습 정책 구상에 반영되어야 할 필요성을 분명히 하였다. 한편 지속가능발전교육은 개발에 대한 보다 총체적인 접근 방식과 비판적 사고를 증진하기 위해 더욱 참여적인 교수법을 제시한 바 있다 (Parker 와 Wade 2012). 형식/비형식 학습에 대해 이러한 접근 방식은 지속가능발전목표 간 상호연관성을 강화할 수 있다.

민족지적(ethnographic) 참여 연구는 서로 다른 맥락에 놓인 서로 다른 여성에게 권한 강화의 의미가 다르다는 점과, 권한 강화를 결과보다 과정('목적지가 아닌 여정')의 개념으로 바라보아야 한다는 점을 보여준다. 이와 유사하게 문해에 대한 사회실천적 접근법에서도 문해 사례 조사에서 변화하는 여성의 정체성, 역할 및 권력 관계와 관련하여 이루어져야 한다는 점이 강조되고 있다. 이는 '문해가 진공 상태에서 실천되는 것이 아니며 사회문화적 범주 내에서 이루어짐'을 인식하는 것이다 (Rogers 와 Street 2012. 17 쪽). 이러한 개념을 토대로, 형식, 비형식, 무형식 학습을 통한 (개발 프로그램의 내적/외적 측면을 모두 포함하는) 다양한 문해 사례, 기술, 생계 활동이 여성권한 강화 과정을 어떻게 촉진하는지 살펴볼 수 있도록 젠더화된 ESD 렌즈를 통한 문해 프로그램 분석틀을 제안한다.

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본 보고서의 두 번째 절에서는 다양한 성인 문해 프로그램을 ESD 의 세 가지 핵심 요소인 경제 성장, 사회 평등, 환경 지속가능성과 관련하여 검토한다. 앞서 도입한 분석틀을 활용하여 이러한 사례 연구를 통해 도출된 모범 사례의 원칙을 여성권한 강화 전략과 문해 및 교육 방법론과 관련지어 논의한다. 몇 가지 프로그램은 새로운 문해 사례들, 권력언어를 습득하거나 성적 억압에 도전하는 캠페인을 통해 전통적으로 '남성'의 영역이었던 근로(work)에 여성이 종사 할 수 있게 함으로써 성별 역할과 고정관념에 정면으로 저항하는 것을 목표로 한다. 이와는 반대로 다른 개입은 여성의 전통적인 역할, 정체성 그리고 토착 문해 사례들을 지원하도록 설계하였다. 성 불평등에 대한 맥락적 이해와 공통의 경험을 가진 특정 여성 집단을 대상으로 한다는 사실이 사례 연구를 통해 뒷받침된다면, 상기 두 가지 접근 방식이 여성의 권한을 강화할 수 있다는 것을 증명한다. 가장 핵심적인 과제는 적절한 자원의 부족으로 대부분의 문해 프로그램이 자원봉사자나 저임금 강사에 의존한다는 점이다. 이는 양질의 문해와 지속가능발전 활동에 영향을 미칠 수 있는 요소일 뿐만 아니라 여성 문해 개념이 이류(second-class) 교육이라는 인식을 강화하는 요소가 될 수 있다.

본 보고서는 다음과 같은 4 가지 영역에 대한 향후 행동을 권고하는 것으로 결론을 맺는다.

향후 행동을 위한 권고

이 보고서는 '수업을 듣는다'는 의미의 미시적 수준에서 문해 프로그램을 다룰 뿐만 아니라 지속가능발전과 문해간 관계, 여성권한 강화가 서로 다른 맥락에서 어떤 의미를 가지는지, 그리고 어떻게 성인 학습이 변화를 가능하게 하는지와 같은 거시적인 질문까지 살펴보고자 작성되었다. 이번 섹션에서는 문해 프로그램이 지속가능발전목표에 부응하고, 지속가능성을 위한 교육이 여성권한 강화를 위해 변혁적인 관점에서 접근할 수 있도록 향후 실천에 대한 4 가지 영역을 서술한다.

1. **문해 정책은 지속가능발전의 세 가지 핵심 요소 간 상호연관성을 강화하고 모색해야 하며, 이를 통해 더욱 포괄적인 접근을 개발하여 다부문간(cross-sectoral) 상호작용을 촉진하고 여성권한 강화를 지원하도록 해야 한다.**

모범 사례 검토는 문해 개입이 지속가능발전의 세 가지 핵심 요소 간 관계를 강화하는 데 도움이 됨을 시사한다. 하지만 아직 문해 정책이 단 하나의 요소만을 우선시하는 경우가 많다 (보통

경제적 또는 사회적, 드물게 환경적 요소). 문해 프로그램이 시작점으로써 한가지 측면을 선택하여 초점을 맞추는 경우라도, 이는 상호작용하는 다른 요소와 실천 영역을 통해 확장되어야 한다. 주지해야 할 점은 문해 정책은 더욱 총체적인 관점으로 개발 개입을 바라보는 데서 시작해야 하며, 이를 통해 그 행위자가 초기 단계에서부터 다부문간 상호작용을 극대화하고 지원할 수 있다는 점이다.

행동방침

- 각국 정부와 국제개발기구: 3 가지 핵심 요소/측면 사이의 상호작용을 극대화시키기 위한 ESD 의 눈을 통해 성인문해와 기술 개발 프로그램을 계획하고 발전시킨다.
- 프로그램 수행 인력: 2030 지속가능발전목표와 관련하여 부문 간 협업에 대해 인식하고 이를 증진하여 양성 불평등 해소의 기회를 창출하는 교육과정 및 교수학습법을 개발한다.
- 교육 정책 입안자와 계획자: 지속가능발전 계획에서 문해와 소프트 스킬 개발의 역할에 대한 이해를 증진하기 위해 다른 부문 관계자와 협업하며, 지속가능발전 목표 및 양성평등 달성과 관련한 태도의 변화를 위해 노력을 기울인다.

2. 문해 정책과 계획을 알리기 위해 다양한 연구 근거가 필요하다.

'문해'와 '여성권한 강화'라는 개념은 서로 다른 지역, 다른 사람에게 다른 의미를 지닌다. 여성 문해와 개발 분야는 여성의 재생산 역할에 대한 고정관념이나 효과에 대한 정량화된 근거에 의존하는 정책 및 계획에 대한 하향식 접근 방식으로 특정 지어지는 경우가 많다. 이 보고서는 어떻게 서로 다른 종류의 연구가 서로 다른 문제들에 해답을 제공하고, 서로 다른 목적에 부합하도록 돕는지 설명했다. 문해 프로그램에 대한 심도있는 민족지적 조사 연구는 지속가능발전과 교육적 활동을 통해 여성의 정체성과 문해의 의미, 그리고 권한 강화의 과정에 커다란 통찰을 제공할 수 있다. 이렇게 맥락에 기반한 이해는 예컨대 교수 방식에 대한 결정, 대상에 대한 결정 (특정 여성 집단 또는 여성과 남성으로 구분된 대상), 기존의 성적 억압에 저항하는 방식에 대한 결정, 지원 방식(법률적, 재정적, 조직적, 기술 개발)에 대한 결정을 위해 필수적으로 필요한 요소이다.

행동방침

- 국제개발기구: 문해와 개발간 통계적 근거를 심도있게 이해하고 이를 보완하기 위해 협력기관 내 연구역량을 구축한다.
- 유네스코: 문해 기획자의 교육 자료로 사용할 수 있도록 사례 연구를 제공하고 모범 사례를 공유한다. 이 교육 자료에는 여성권한 강화 및 지속가능발전교육 렌즈를 통한 원칙 분석을 포함한다. <유네스코 브릿지 아시아 협력기관 연수워크숍>과 같은 사업은 문해와 성인학습에 대해 적극적인 기관간 협력적인 방식으로 이러한 자원을 개발할 수 있는 토대를 제공한다.
- 정책 입안자: 국가적/지역적 수준에서 가난한 촌락 여성과 여아들의 의견이 문해 정책 토론과 프로그램에 영향을 미칠 수 있도록 보장하는 참여적 조사 접근 방법을 장려한다.
- 문해 교사와 프로그램 종사자: 행동 연구를 수행하기 위해 교육 및 관련 지원을 제공하여 지속적으로 업무의 질과 타당성을 검토하고 향상하도록 한다. 이는 연수워크숍 참가자들이 할 수 있는 또 다른 후속 조치 활동이다.

3. **지속가능발전 목표 4 와 목표 5 가 젠더와 교육 문제에 초점을 맞추고 있음을 고려할 때, 향후 지속가능발전교육(및 지속가능발전 목표의 교육 차원)을 위한 정책 개발에 젠더적 측면을 더욱 강력하게 반영하여 여성권한 강화에 대한 변혁적이고 총체적인 접근을 촉진할 수 있는 가능성이 있다.**

지속가능발전교육의 이전 정책 문서들은 젠더 관련 문제를 소홀히 하는 경향이 있다. 여성권한 강화를 위한 변혁적인 접근 방법은 특히 사회 평등을 기준으로 개발할 필요가 있다. 지속가능발전 목표 4 와 5 에서 각각 나타난 교육과 젠더 문제에 대한 관심으로 미루어 볼 때, 지속가능발전 정책에 언급되어 있는 포괄적이고 인간 중심의 접근 방식을 개발하여 향후 교육 전략 안에 반영할 여지가 있다.

행동방침

- <유네스코 브릿지 아시아 협력기관 연수워크숍> 참가자: '2030 지속가능발전의제'(UN 2015 년 9 월)에서 강조하는 양성평등을 더욱 강력히 반영할 수 있도록 젠더를 고려한 문해 및 개발 프로그램의 분석과 여성권한 강화에 대한 변혁적인 접근이 국가적/지역적 수준의 교육 및 평생학습 전략에 영향을 줄 수 있도록 촉구한다.

- 국내외 정책 기관: 형식교육 영역뿐만 아니라 사회 변화를 만들기 위한 무형식, 비형식 학습의 중요성을 인식하고 교육 및 평생학습 전략을 개발한다.
- 성 인지적 능력 개발과 국내외 정책 기관을 위한 계획 수립: 문해를 통해 더욱 총체적이고 맥락적인 접근 방법의 개발을 목표로 지원한다.

4. 성인 교육과 평생학습을 위한 충분한 자원 동원의 첫 단계로써, 지속가능발전과 여성권한 강화를 위한 문해의 중요성이 2030 지속가능발전의제와 17 개 지속가능발전목표에 분명하게 인지되어야 한다.

문해 프로그램을 위한 자원 조달이 가장 큰 장애물이고, 지속가능발전과 교육 프로그램 내에서 여성의 지위가 '이류'로 고착화되는 것을 막기 위해 이를 시급히 해결할 필요가 있다. 이 보고서는 성인문해 프로그램에 있어서 인상적인 모범 사례를 제시했다. 하지만 대부분의 프로그램은 불충분한 자원으로 인해 범위와 지속성 측면에서 자유롭지 못하였다.

행동방침

- 이 워크숍의 참가자: 향후 2030 지속가능발전목표에서 촉구하는 태도와 행동의 변화는 성인학습 기회에 충분한 자원이 제공되어야 한다는 것을 전제로, 국가 네트워크 및 다부문적 프로그램 내에서 평생 및 성인 기초 교육의 중요성에 대한 인식 제고를 촉구한다.
- 중앙정부와 국제공여기구: 성인 문해 프로그램과 지속가능발전 프로그램에서의 문해 요소에 우선적으로 더 많은 예산을 할당한다.
- 국제기구: 새로운 기술 및 재원 흐름에 대한 접근을 개선하기 위해 민간기업(특히 ICT 부문)을 동원하여 국가적 성인 문해 프로그램과 파트너십을 발전시켜야 한다.

2014 년 8 월 유네스코평생학습연구소에서 초판 출판.

KNCU 브릿지 아시아 협력기관 연수워크숍 (대한민국, 2015 년 11 월 24 일~27 일)을 위해 2015 년 10 월 수정 및 갱신.

요약에 인용된 참고자료

DFID (2012) *Empowerment: a journey not a destination*, Pathways of Women's Empowerment Research Programme Consortium, Brighton: IDS (downloaded on 30/7/14 from: http://www.eldis.org/go/home

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Literacy and education for sustainable development and the empowerment of women

KNCU Bridge Asia Partners Training Workshop
November 24th – 27th, 2015

Professor Anna Robinson-Pant
University of East Anglia, Norwich, UK

Sustainable development: a new paradigm?
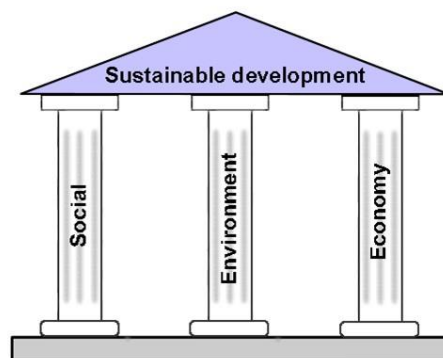
People, planet, prosperity, peace and partnership (UN, 2015)

'Sustainable development recognises that eradicating poverty in all its forms and dimensions, combating inequality between and within countries, preserving the planet… are linked to each other and are interdependent' (UN 2015: 4)

Education, literacy and sustainable development

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4.6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Goal 5: Achieve gender equality and empower all women and girls

Reconceptualising women's empowerment

'Empowerment means different things for women in different situations' (UIL 2014)

Empowerment as 'a journey not a destination' (Cornwall in DFID 2012)

'Women's empowerment is often treated by international agencies as something that can be designed as a policy blueprint, rolled out and scaled up. What actually happens when policy is conceived, negotiated and shaped may be altogether different' (Sholkamy in DFID 2012)

A framework for analysing adult literacy programmes for sustainable development and women's empowerment

- Soft skills, hard skills and/or green skills?
- Women's literacy or gender empowerment?
- What kind of literacy and when?

Literacy and Environmental Sustainability

Functional Literacy Programme of Women of the Argan Cooperative, Morocco

Empowering Self-Help Groups in Kenya through ICT for Better Education and Alternative Livelihood Activities
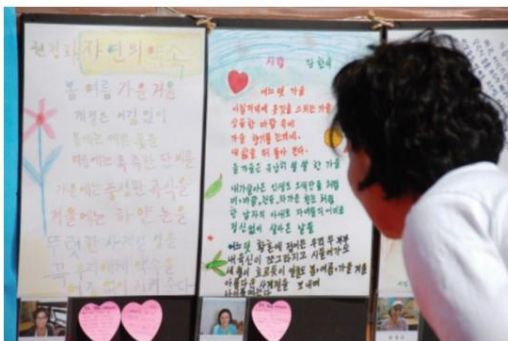
Literacy and Economic Empowerment

Nirantar's Khabar Lahariya (New Waves) programme in India: 'journalism by the village, of the village, for the village'

But four to six days are over. We still haven't got work.

Literacy and Social Equality

Purun Citizen Community's Mother's School, Republic of Korea

Tostan's Community Empowerment Programme in Senegal

Principles of good practice and key challenges

- What skills have been supported in relation to women's roles: whether new or traditional areas of work, 'male' or 'female' skill areas, what combination of hard and soft skills, how other support was integrated with skill development.

- What approach to women's empowerment has been taken: whether focusing on functional skills or gender awareness, how far gender inequalities are addressed within programme implementation as well as being introduced within the literacy curriculum.

- How and which kind of literacy practices have been introduced: how far programmes built on familiar or new literacy practices, in local and/or dominant languages, using new or old technologies; whether literacy learning was 'embedded' in other activities or a 'literacy first' approach was promoted; whether literacy teaching approaches were collaborative, tailor-made for individuals and/or integrated into lifelong learning programmes.

Recommendations for future action

- Literacy policy should build on and seek to strengthen the interconnections between the three pillars of sustainable development in order to develop a more holistic approach, which can facilitate greater cross-sectoral interaction and support women's empowerment.

- A wider range of research evidence is required to inform literacy policy and planning. Ethnographic research can help provide detailed insights into processes of empowerment, literacy and sustainable development; and participatory approaches can allow women and girls to have a greater voice in policy debates and programme planning.

- Given that Sustainable Development Goals 4 and 5 focus on gender and education, there is an opportunity for future policy development on Education for Sustainable Development (and for the educational dimension of the Sustainable Development Goals) to incorporate a stronger gender dimension, promoting a transformative and holistic approach to women's empowerment.

- The importance of literacy to sustainable development and the empowerment of women should be explicitly recognised and promoted in relation to the post-2030 Agenda for Sustainable Development and all seventeen Sustainable Development Goals, as a first step towards mobilising adequate resources for adult education and lifelong learning.

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- DFID (2012) *Empowerment: a journey not a destination*, Pathways of Women's Empowerment Research Programme Consortium, Brighton: IDS (downloaded on 30/7/14 from: http://www.eldis.org/go/home
- UN (2015) *Transforming our world: the 2030 Agenda for Sustainable Development*, 18th September 2015, UN General Assembly, available at:

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Presentation and case studies based on:

Robinson-Pant, A. (2014) Literacy and Education for Sustainable Development and Women's Empowerment, Hamburg: UNESCO Institute for Lifelong Learning, available at:

http://unesdoc.unesco.org/images/0023/002301/230162E.pdf

Thematic Lecture
주제강연

UNESCO's Strategies for Improving the Status of Literacy

아시아 문해 현황과 유네스코의 전략

Brenda Tay-Lim
Programme Specialist, UNESCO Institute for Statistics
유네스코통계연구소 교육성과섹션 과장

The Community Impact, Response, and Adaptation to Climate Change in (South) Asia in the age of Sustainable Development Goals (SDGs)

지속가능목표시대, (남)아시아 기후변화의 지역사회 영향, 대응, 적응

Hina Lotia
Board Member, Climate Action Network South Asia (CANSA)
Director Programs, Leadership for Environment and Development (LEAD) Pakistan
기후행동네트워크 남아시아 (CANSA) 지역 실행위원
환경과 발전을 위한 리더십 그룹 (LEAD) 파키스탄 프로그램 책임자

Brenda Tay-Lim is a measurement statistician with 20 years of experience in national and international education assessments. She obtained her Ph.D. in Educational Research Methodology at the University of Pittsburgh and joined the UNESCO Institute for Statistics in 2005, working with countries in Asia, Africa and Latin America on literacy assessment. She is currently working on methodological issues in using education attainment data to produce mean years of schooling figures for UNDP's Human Development Index. Her primary expertise is in the design, formulation, monitoring, evaluating, analysis, and execution of education assessments.

브렌다 테이-림은 측정통계학자로서 지난 20 년 간 국내/국제 교육 평가 분야에서 활동해 왔다. 미국 피츠버그대학교에서 교육연구방법론 박사학위를 취득한 그녀는 2005 년부터 유네스코통계연구소(UIS)에서 아시아, 아프리카, 라틴아메리카의 국가문해평가를 담당해왔으며, 현재 UIS 의 교육성과섹션 과장으로 교육 평가의 기획·편성·모니터링·평가·분석 및 실행에 전문성을 인정받고 있다.

UNESCO's Strategies for Improving the Status of Literacy

Brenda Tay-Lim
Programme Specialist
UNESCO Institute for Statistics

Background

The Sustainable Development Goal[1] (SDG) 4 calls for the international community to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Education is a fundamental human right. As a catalyst for development, education is a key contributor to reducing inequality and scaling down poverty; and full access to quality education at all levels is an essential condition for accelerating progress towards the achievement of other sustainable development goals.

The focus on quality of education has led to an emphasis on the measurement of learning outcomes at all levels of education. Having input data, such as knowing how many adults are enrolled in literacy programmes and how many teachers are hired, are not enough. There is a need to know if these adults are learning in the programme, a need to measure learning outcomes for sustainable development and on a global scale for monitoring progress.

The Framework for Action for Education 2030 targets highlight that enrolment and participation (e.g. in early childhood development programmes, formal schooling or adult education programmes) are the means to attain results and learning outcomes at every stage. This includes school readiness for young children; academic competencies for children in primary and secondary education; functional literacy and numeracy skills; and skills for work, global citizenship and sustainable development for youth and adults. Indicators for global monitoring must emphasise the renewed focus on outcome measures. The SDG Technical Advisory Group (TAG) has therefore proposed indicators that enable the measurement and comparison of learning outcomes at all levels of education.

The Political landscape: SDGs and priority indicators

As part of the SDG 4 (target 4.6), the international community pledges "By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy".

The Education 2030 stresses the need to promote quality lifelong learning opportunities for all, in all settings and at all levels of education. This includes equitable and increased access to quality higher education, the provision of flexible learning pathways, as well as the recognition of skills and competencies acquired through non-formal and informal education. Furthermore, the Framework for Action ensures all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities. Finally, the need to improve the systems

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[1] https://sustainabledevelopment.un.org/content/documents/7891TRANSFORMING%20OUR%20WORLD.pdf

and practices used to assess learning in order to provide the data needed by policymakers to improve the quality of education.

Literacy is part of the right to education and a public good. It is at the core of basic education and an indispensable foundation for independent learning[2]. The benefits of literacy, in particular for women, are well documented. They include greater participation in the labor market, delayed marriage, and improved child and family health and nutrition; these, in turn, help reduce poverty and expand life opportunities. Numeracy is a key skill: manipulating numbers, accounts, measurements, ratios and quantities is a basic to life required everywhere[3]. But improving youth and adult literacy and numeracy remains a global challenge. Worldwide, in 2013, 757 million adults (aged 15 and over), of whom two-thirds are women, were unable to read and write[4]. Low literacy skills are a concern globally, including in middle and high income countries. About 20% of adults in Europe lack the literacy skills they need to fully participate in society[5]. Adults with poor literacy and numeracy skills face multiple sources of disadvantage. They are more likely to be unemployed, and those who are employed receive lower wages. They find it more difficult to make use of opportunities in society and to exercise their rights. They are also more likely to be in poor health.

By 2030, all young people and adults across the world should have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills[6] that are equivalent to levels achieved at successful completion of basic education. The principles, strategies and actions for this target are underpinned by a contemporary understanding of literacy not as a simple dichotomy of 'literate' versus 'illiterate', but as a continuum of proficiency levels. The required levels, and how people apply reading and writing skills, depend on specific contexts. Particular attention should be paid to the role of learners' first language in becoming literate and in learning. Literacy programmes and methodologies should respond to the needs and contexts of learners, including through the provision of context-related bilingual and intercultural literacy programmes within the framework of lifelong learning. Numeracy provision, an area that requires strengthening, should be part of literacy programmes. ICT, particularly mobile technology, holds great promise for accelerating progress towards this target.

Indicative strategies for SDG 4

In response to the SDG 4, the Director-General of UNESCO invited ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector to Incheon, Republic of Korea in May 2015 for the World Education Forum 2015 (WEF 2015). At the WEF the

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[2] UNESCO Institute for Lifelong Learning. 2010. CONFINTEA VI Sixth International Conference on Adult Education: Final report. http://unesdoc.unesco.org/images/0018/001877/187790e.pdf.
[3] UNESCO. 2008. The Global Literacy Challenge: A profile of youth and adult literacy at the mid-point of the United Nations Literacy Decade 2003–2012. http://unesdoc.unesco.org/images/0016/001631/163170e.pdf.
[4] UIS. 2015. Adult and Youth Literacy: UIS Factsheet. www.uis.unesco.org/literacy/Documents/fs32-2015-literacy.pdf.
[5] OECD. 2010. PISA 2009 Results: What Students Know and Can Do – Student Performance in Reading, Math and Science. www.oecd.org/pisa/pisaproducts/48852548.pdf.
[6] A person is defined as 'functionally literate who can engage in all those activities in which literacy is required for effective functioning of his [or her] group and community and also for enabling him [or her] to continue to use reading, writing and calculation for his [or her] own and the community's development'. (UNESCO. 2006. EFA Global Monitoring Report 2006 –Literacy for Life, p. 154 http://www.unesco.org/education/GMR2006/full/chapt6_eng.pdf.)

participants reaffirmed the vision of the worldwide movement for Education for All initiated in Jomtien in 1990 and reiterated in Dakar in 2000; acknowledge the efforts made; and recognize that the world is far from having reached education for all. They therefore instill the indicative strategies[7]:

- Establish a sector-wide and multisector approach for formulating literacy policy and plans, as well as for budgeting, by strengthening collaboration and coordination among relevant ministries, including those dealing with education, health, social welfare, labor, industry and agriculture, as well as with civil society, the private sector and bilateral and multilateral partners, supporting decentralized provision in practice.
- Ensure that literacy and numeracy programmes are of high quality according to national evaluation mechanisms, tailored to learners' needs and based on their previous knowledge and experience. This requires paying close attention to culture, language, social and political relationships and economic activity, with particular attention to girls and women and vulnerable groups, and linking and integrating such programmes with skills development for decent work and livelihood as essential elements of lifelong learning.
- Scale up effective adult literacy and skills programmes involving civil society as partners, building on their rich experience and good practice.
- Promote the use of ICT, particularly mobile technology, for literacy and numeracy programmes.
- Develop a literacy assessment framework and tools to evaluate proficiency levels based on learning outcomes. This will require defining proficiency across a range of contexts, including skills at work and in everyday life.
- Establish a system to collect, analyse and share relevant and timely data on literacy levels and literacy and numeracy needs, disaggregated by gender and other indicators of marginalization.

Literacy statistics

At the international level, there are two main sources of literacy statistics for cross-country comparison:

- The 'traditional' literacy rate (not assessment), these data are collected from censuses or household surveys, submitted by Member States to the UNESCO Institute for Statistics (UIS) and after 'processed' are available on the UIS website.
- The literacy skills results for countries participating in international adult literacy assessments, like the International Adult Literacy Survey (IALS), the Adult Literacy and Lifeskills (ALL) survey, Literacy Assessment and Monitoring Programme (LAMP), the Programme for International Assessment of Adult Competency (PIAAC), and the Skills Toward Employment and Productivity (STEP) study. The results for the participating countries are usually available on the respective implementing organization's website.

There are also various sources of literacy statistics available at the national level:

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[7] Taken from the "Education 2030 Incheon Declaration: Towards inclusive and equitable quality education and lifelong learning for all."

- Most of the statistical agencies publish their censuses and surveys, which also include literacy rates on their websites. Some of the national websites, like Census India, provide very comprehensive and detailed information.
- Other countries conducted their own literacy assessment and published their literacy assessment results on their website, e.g. Kenya.

Current literacy situation

The UNESCO Institute for Statistics (UIS) is the statistical branch of the United Nations Educational, Scientific and Cultural Organisation (UNESCO). Based in Montreal (Canada), the UIS was established in 1999 with functional autonomy to meet the growing need for reliable and policy-relevant data. The Institute serves Member States, UNESCO and the UN system, as well as a range of intergovernmental and non-governmental organizations, research institutes and universities.

The UNESCO Institute for Statistics (UIS) is the primary source for cross-nationally comparable statistics on education, science and technology, culture, and communication for more than 200 countries and territories. The Institute produces the data and methodologies to monitor trends at national and international levels. It delivers comparative data for countries at all stages of development to provide a global perspective on education, science and technology, culture, and communication.

Literacy Statistics in the UIS

The UIS is the official source of literacy data and is responsible for monitoring international literacy targets associated with Education for All (EFA) and the Millennium Development Goals (MDGs). The UIS literacy statistics are considered the standard for benchmarking progress globally and are featured in diverse reports, such as the EFA Global Monitoring Report, the World Development Indicators and the Human Development Report.

Traditionally, literacy statistics are collected from censuses or household surveys. The most common method of collecting the literacy data in these censuses and surveys is to ask a question, such as: "Can (Name) read and/or write?" or "Can (Name) read and understand a letter or a newspaper easily, with difficulty, or not at all?"

There is no assessment of those who have been asked of their skills and they result in literacy information in dichotomy (Yes - literate or No - illiterate). Based on the count of these (Yes/No) answers it allows us to aggregate how many individuals at age 15 and above are literate and how many are illiterate. These literacy statistics are called "Reported literacy statistics".

Literacy statistics in Asia[8]

Based on the historical trends in adult literacy (see Statistical table 1), in spite of persistent illiteracy, adult literacy rates have increased in all Asian regions over the past two decades. In South and West Asia – approximately one-half of all adults were illiterate in 1990; since then, progress has been made, the adult literacy rate increased by 23%. East Asia and the Pacific is approaching universal adult literacy, and Central Asia was already near universal literacy in 1990.

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[8] Information from the UIS website on literacy.

Table 1. Historical trends in adult literacy rate in Asia.

Education for All (EFA) region	1990 (1985-1994 census decade)	2000 (1995-2004 census decade)	2013 (2005-2014 census decade)
Central Asia[9]	98%	99%	100%
East Asia and the Pacific[10]	82%	92%	96%
South and West Asia[11]	47%	59%	70%

Source: UIS.

In regions that are making progress, it is often due to substantial improvements in literacy among women, who were typically at lower levels of literacy than men one or two decades ago. In South and West Asia the Gender Parity Index (GPI[12]) is still low, at 0.76 which indicates that women aged 15 years and older are 24% less likely to be literate than men in the same age group. The other two regions, Central Asia, and East Asia and the Pacific have reached or near gender parity.

Issues in current reported literacy statistics

These reported literacy statistics have been useful for tracking progress in global literacy. However, due to gender and culture difference the self-reported literacy is usually not reliable and not comprehensive. The two main issues in this type of reported literacy statistics: Availability and reliability of the data; and comprehensiveness of the data.

a. Availability and reliability of the data

Most population censuses are usually conducted only once in every ten years; sometimes the frequency is even scarce in some countries. Furthermore, it usually takes one to three years to get the results of the census.

Although some surveys, like Multiple-Indicator Cluster Survey (MICS), Demographic Health Survey (DHS), and Labour Force Survey (LFS), collect data more frequently than censuses and also collect literacy data with 'minimum' testing, i.e. it requires respondents to read a short passage or a sentence or write his/her name, the test is usually highly unreliable. Thus, it does not tell us if these respondents are functional in daily lives.

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[9] Central Asia includes the following countries: Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan, and Uzbekistan.

[10] East Asia and the Pacific includes the following countries: Brunei Darussalam, Cambodia, China; China, Macao Special Administrative Region; Democratic People's Republic of Korea, Indonesia, Lao People's Democratic Republic, Malaysia, Myanmar, Papua New Guinea, Philippines, Samoa, Singapore, Thailand, Timor-Leste, Tonga, Vanuatu, Viet Nam.

[11] South and West Asia includes the following countries: Bangladesh, Bhutan, India, Iran (Islamic Republic of), Maldives, Nepal, Pakistan, Sri Lanka.

[12] The gender parity index (GPI) is calculated by dividing the female by the male literacy rate. A GPI value below 1 means that the female literacy rate is below the male literacy rate. Values between 0.97 and 1.03 are generally interpreted to indicate gender parity.

b. Comprehensiveness

Current literacy statistics provide the numbers and percentages of people who are literate or illiterate by dichotomizing those who can or cannot read or write at all. It does not consider the possibility that individuals could have a different range of skills: cannot read and write, can read but not write, can read some and write some, etc. The statistics usually presented in two sub-population groups - 15 years and over (adult) and 15 to 24 years (youth).

Given the type of information collected in censuses and household surveys, it is normally not possible to do additional analyses, e.g. literacy levels in relation to background and practices of literacy, etc. It is also impossible to assess the impact of education (formal as well as non-formal) and to help policy makers formulate effective policies and appropriate programmes.

Assessment surveys specifically designed to collect literacy information and skills using a structured assessment tool will provide more information, greater accuracy and reliability. However, these assessment surveys could also be more complex to implement, required in some capacity in the countries and costly. However, the amount of information collected, and if appropriately analyses, will provide a comprehensive picture of the literacy situation in the countries.

Literacy Assessments

For many years, countries - mainly developed countries - have been sampling and testing adults on skills at the international level. Large-scale, international adult assessment programmes such as IALS, ALL survey, PIAAC, and STEP study, collect information from respondents on how they apply literacy skills in a functional way, such as reading instructions on a medicine bottle. Since they are psychometrically linked these surveys also allow countries to compare the skills of their adult population and gain insights from other countries that participated in what needs to be improved to have a skilled and productive population.

These assessment programmes are technically rigorous and respected. However, they assess higher skill levels and do not have enough tasks to measure population with low skills. Some of the assessment tasks are highly demanding and focus on problem solving in an enriched environment (like PIAAC) which might not reflect the reality of large segments of many least developed countries' low literate population. This therefore poses a problem for countries with a substantial proportion of the population at a basic literacy level. If these countries are administered the current international assessments, the assessments would not identify whether the low-skilled population possess any literacy skills, and hence would provide relatively little guidance as to what skills to improve, and how.

The UNESCO Institute for Statistics' (UIS) Literacy Assessment and Monitoring Programme (LAMP) seeks to address this need through an assessment focusing on tasks with many different difficulty levels. However, after field tests in 11 countries with low to medium literacy levels, it was found that the coverage of the assessment tasks were not sufficient to capture the skills of the segments of the population at the lowest end of the literacy scale. Even though common items from IALS are used, the programme is not linked to IALS psychometrically. An alternate adult literacy assessment is therefore necessary and this programme will need to be psychometrically linked to other existing international adult literacy assessments so as to give the education community a complete picture of the adult literacy skills around the world.

On the other hand, many developing countries develop their own literacy assessment surveys. However, these literacy assessments differ in their design, methodology and theoretical framework; it is therefore hard for other countries to gain insights when one country literacy assessment is successful and informative for its own use. Furthermore, independent literacy assessments are not comparable so international community will not able to use them for global monitoring.

Based on Education 2030, the goal is to generate global measures that focus on common concepts of minimum proficiencies by drawing links between existing international adult literacy assessment studies. It is to find the simplest possible way of linking results from existing cross-national assessments so that comparison could be made across a larger number of countries than on one individual cross-national assessment.

New adult literacy assessment

Currently, UIS, UIL (UNESCO Institute for Lifelong Learning), OECD (Organization for Economic Co-operation and Development), and WB (The World Bank Group) are in conversation in developing a basic adult literacy survey. The basic adult literacy survey will provide unique information not currently available through other international surveys and assessments. Other adult literacy assessments available for use by multiple countries is listed in previous section include the IALS, ALL survey, the PIAAC, and the STEP study. All these surveys assess adults ages 16 –65.

The basic adult literacy survey could provide data to elaborate on the access snapshot provided by the adult literacy database. Furthermore, the other international assessments are all aimed at capturing performance on high-level literacy tasks. They do not provide enough information on the basic skills that enable people to begin to read as assessing these enabling skills is not the goal of these literacy assessments. PIAAC and the other assessments do not assess these prerequisite skills well because, having their origins in OECD countries, they assume that most adults have the prerequisite skills. Because those assessments set higher standards for achievement, they do not provide sufficient tasks that assess basic literacy and enabling skills. Although LAMP has tried to provide low skills information, it is not linked to other international assessments. The basic adult literacy survey will provide information on individuals' acquisition of the very basic reading skills and will attempt to link its scale to other international assessments scales.

In addition the basic adult literacy survey will enable the achievement of developing countries to be compared to other countries. It will also allow developing countries to compare their progress in literacy to other countries that are at a similar level of economic development.

Elements of a robust assessment[13] for better monitoring

Changes happen when we use data for policy development. In Korea in the 1950s the literacy rate was 22% and less than 20% of children attended secondary school. Education reforms undertaken by Korea led to them having one of the most advanced education systems.

Assessment is just one part of the process for improvement. Simply doing more assessment does not by itself improve learning outcomes. To make sure that assessment programme contribute to policy reform and improve learning outcomes it should have a number of elements.

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[13] Some of the elements are taken from a presentation by John Cresswell of Australia Council of Education Research (ACER) at the UIS Catalogue of Learning Assessment workshop at Siem Reap, Cambodia, August 2014.

- Reliable project **team and infrastructure**
- **Policy issues** for assessment
- Technical **standards**
- Assessment f**ramework**
- **Quality** assessment **items**
- Linguistic **quality control**
- Test **design**
- Sample **design** and **implementation plan**
- **Standardized** field operation
  - **Well developed,** pre-tested **instruments**
  - Well-handled **data**: item scoring, data entry & cleaning, sample weighting
- Scaling **methodology**
- Appropriate, sound, valid **data analysis**
- Reporting and **dissemination**
- **Linkage** to policy response and policy-relevant **reporting**

Reliable project team and infrastructure

Staff are required to cover the roles of project management, policy liaison, assessment and item development, translation/verification coordination, if there are multiple languages assessed in the country, field operations, sampling, project administration, data management, analysis, reporting and communications.

In addition to staffing and coordination, adequate resources and core physical infrastructure are needed including physical office, copier machines, availability of computers, internet, computing and software support.

Policy issues for assessment

The implementing team will need a clear idea as to what they want out of the assessment. The team is encouraged to prepare a document to clearly define the objectives, target population, activities, partners and budget. The documentation will identify the skills of interested sub-populations (by sex, age group, etc.) which help with the conceptualization of sampling plans for reporting. If the country is interested in reporting on literacy skills by major national languages then there is a need to translate the instruments into the languages so the results could be compared. All these considerations should be identified and documented in the planning report to guide planning.

The goal of an assessment is to estimate learning in a way that informs policy and practice. Policy makers are more likely to use data from an assessment to inform policy development if the assessment prioritizes their policy concerns.

Technical standards

Technical standards assure guidelines are consistently applied and results are valid. Standards reinforce the consistency of implementation, precision of estimates and generalisability of the data. Typically, standards are created for operational areas such as selected household and individual

response rates, field trial sample size, test administration procedures, and psychometric quality of the instrumentation. If implementation follows the standards and guidelines provided it will ensure reliable and valid results.

Assessment framework

An assessment framework is explicit statements about what an assessment intends to measure and it lays out specificities upon which an assessment is built. It is used to guide test development and linked to intended outcomes of assessment.

Quality assessment items

Assessment items are the heart of an assessment and careful attention must be paid to their development and quality. If possible, field trial items with target population to ensure its functionality and applicability.

Linguistic quality control

Where assessments are administered in different languages, the different versions should be equivalent. Translation, adaptation and verification will allow items developed in one language to be used across different languages, and ensure quality and comparability.

Test design

The test design will usually specify the format of materials. Is the test computer-based, paper-based, or delivered on a tablet or a mobile phone? Once the format is decided, the layout of test, administration platform and operational procedure, like scoring and data entry, could be developed for field data collection.

Sample design and implementation plan

This requires careful specification of target population(s) and techniques for accessing random samples from those populations with known sampling probabilities.

Based on the objective and defined population, the country could design a sampling plan to effectively sample the population. For example, if respondents who speak a particular national language are concentrated in area x then the implementation plan should take that into consideration. The right language instruments should be prepared or distributed to the area. Usually an implementation plan should be prepared and interviewers should be trained according to the guidelines so the data collection would be consistent and reliable.

Clearly defined target population is important so we could prepare the appropriate sampling plan. The indicative groups for comparison are gender, age group, upper and lower income group, etc. For adult literacy the age of respondents included in the assessment usually starts from age 15.

Standardized field operation: pre-test and data handling

Typically, field operation manuals are produced which specify the various aspects of the operational stages that could be standardised. For example, the instructions in the test, the administrative procedures, scoring, data entry, and sampling procedure.

Once all is set-up the instruments and procedures should be pre-tested in a smaller sample, interviewers trained so updates could be applied in the process before actual implementation.

Once data are collected by the interviewers the background questions might need to be coded, assessment tasks scored. Data entry to capture the coded questions and scored items, data processed and cleaned. The sampling weighs created for used in psychometric analyses and reporting.

Scaling methodology

Item response theory (IRT) is currently recognized as the preferred methodology for constructing the scale of assessment data. Depending on the assessment design, different methodology could be used to evaluate the assessment data and ensure the assessment instruments are of appropriate technical quality.

Data analysis

For complex sampling survey, item response theory is used for scaling and the standard is to use plausible values methodology to achieve unbiased population estimates. Furthermore, the use of replication methods is required to accurately determine sample variance, and consequently significant differences between groups.

Reporting and dissemination

It is important to determine an appropriate strategy for disseminating the results to different audiences. Teachers and curriculum developers, as well as policy analysts will have different foci.

Linkage to policy responses

Relating the assessment back to the policy issues determined at the outset of the development process adds values to the program. A well designed assessment program includes a follow through to inform and influence a policy response. This activity goes beyond dissemination and can include an analysis of policy options.

Summary

We need data on outcomes in addition to inputs. If assessments are implemented they should involve the systematic and strategic collection of data on learning outcomes and factors related to those outcomes to be used to inform policy and practice aimed at improving progress for all learners.

Changes and improvements do occur but it requires planning, resourcing and patience. Ideally countries can build the capacity of their staff to achieve these elements. In the post 2015 the paradigm is shifting from access to access and learning. There will be greater focus on the measurement of learning and the assessment of learning outcomes.

With more than 14 years of experience in the development sector, **Hina Lotia** has spearheaded the team of experts and staff developing LEAD Pakistan's programme on climate change – the Climate Action Programme (L-CAP). To further this programme, she developed and operationalised various online and community-based networks, including the National Alliance on Climate Action, the Knowledge Network on Climate Change, and the Climate Leaders Action Network. She also serves as a board member of the Climate Action Network South Asia, and as the regional coordinator for the Climate Development Knowledge Network.

히나 로티아 (Hina Lotia)는 환경과 개발을 위한 리더십 그룹(LEAD) 파키스탄의 프로그램 책임자로 개발협력분야에서 14 년간의 경험을 바탕으로 조직 내외 전문가들과 함께 L-CAP 이라는 LEAD 파키스탄만의 기후변화프로그램을 개발했다. 또한 전국기후행동연합 (NACA: National Alliance on Climate Action), 기후변화지식네트워크 (KNCC: Knowledge Network on Climate Change), 기후리더행동네트워크 (CLAN: Climate Leaders Action Network) 등을 포함한 온라인 및 지역 기반 네트워크를 개발·운용해왔고, 현재 기후행동네트워크 남아시아 (CANSA: Climate Action Network South Asia) 실행위원과 기후개발지식네트워크 (CDKN: Climate Development Knowledge Network) 지역 코디네이터를 겸하고 있다.

The Community Impact, Response, and Adaptation to Climate Change in (South) Asia in the age of Sustainable Development Goals (SDGs)

Hina Lotia
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Director Programs, Leadership for Environment and Development (LEAD) Pakistan

The climate challenge manifests itself in many ways. On the one hand, it is the anthropogenic interventions (through carbon based economy, intensive agriculture) that have unleashed changes in global systems that have long term climatic impacts. And on the other, it introduces extreme vulnerability and uncertainty in the global weather patterns. The immediate and long term challenge of this trend is enhanced vulnerability of large segments of society, particularly those who are poor or live in fragile ecosystems or rely on natural resources for their livelihood. It is against this background that we have begun to see increased co-relation between poverty and climate vulnerabilities. It is being increasingly argued that accelerated changes in the climate and the associated variabilities in the temperature, precipitation and uncertainty and unpredictability of centuries old weather patterns have made the development agenda more complex and harder to attain. In this paper, we will see that how intertwined development and climate issues are, and how best we can understand the linkages between climate resilience and the climate change agenda.

The progress on the science of climate change during most of the last century was removed from the policymakers as well as the vulnerable communities that were to get more directly and adversely affected by the climate change challenge. It is only the recent years that the compelling evidence of the impact of anthropogenic activities has begun to reach the policy community both in the developed and the developing countries. The skeptics increasingly became a minority particularly after the fourth assessment report by the Intergovernmental Panel on Climate Change (IPCC). Special report on Extreme Events (also known as the SREX report) bought to the forefront undeniable linkage between the extreme events and climate change. The policy makers and the economists started looking at the economic cost of such extreme events such as floods, cyclones, hurricanes, tornados, snow storms and heat waves. A report on the Economic Cost of Climate Change by Nick Stern presented the first comprehensive estimates on the adverse impact on the global economy. Several such studies [14] undertaken in the national context were in some ways crowned by the World Bank report saying that if the present trend is not halted, the economic cost will nullify all the economic gains made since the World War II. The argument was that unless the investments were made, the world temperature would exceed 4 degrees by the end of the century. In the national setting the scenarios are very

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[14] WB, MOF, NDMA and SECP estimate Annual Economic Impact of Flooding in Pakistan between US$ 1.2 and 1.8 b (equivalent to 0.8 % of GDP). Big floods will cost 15.5 b (around 7% of GDP / 40% of federal budget). WB estimates the cost of Environment in Sindh (a province in Pakistan) as 372billion PKR (15% Provincial GDP), 45,000 died due to environmental health hazards. WB estimates US$ 1 / 2 b a day as Environmental Cost to the Pakistan Economy. UNFCCC, UNDP, MOCC & LEAD study estimates that the Annual Cost of Adaptation is from US$ 2-3.8 billion.

intimidating. In Pakistan for example, we have been experiencing heavy floods almost every year since 2010. The 2010 flood alone costed 10 billion USD, which was equivalent to 10% of our GDP.

Such huge economic costs of climate change are accelerating and they manifest itself in serious threat to the global systems such as ocean acidification, sea water rise, posing long term threat to the survival of island nations and the infrastructure in the coastal areas in the Asia Pacific and other regions. Likewise, the variability in climate change such as patterns of monsoon results in changing cropping patterns and enhances food security. Against such threats the ability of local communities to cope with the creeping challenges are paramount.

I would like to draw attention to the three facets of the broken triangle in the policy discourse at the national and global level that further marginalizes the action at the community level: 1) the climate debate has been removed from MDG/SDG debate, 2) Disaster Risk Reduction (DRR)/Hyogo framework on DRR was seen in isolation from both SDG and climate challenge, 3) Poverty, both as local and global challenge was seen in isolation from Hyogo framework and the UNFCCC process. At the national level, the policies continue to be top down, exclusionary and conceived and implemented in silos. The government department and ministries seldom speak to each other. The policies are conceived and implemented in parallel fashion without always strengthening or reinforcing each other. The resources needed to mobilize communities, empowering them to cope with the climate challenge are seldom made available for adaption or resilience. No wonder, national budgets in most of the countries in the region will rarely have line items for adaptation or enhancing resilience through climate smart development, infrastructure and investments.

Global level has for the most part failed to respond to these challenges emanating from the national and sub national level. Except for the recent round of negotiations, these three (SDGs, Hyogo/DRR and UNFCCC) were seen as parallel processes and three different constituencies were charged to negotiate a comprehensive vision. It is only through the SDG goals that the climate and DRR considerations are intricately woven into the development agenda.

Another broken triangle that has hampered community based actions is the disconnect between policy science and the communities. Most of climate research is based on global models and very little evidence from the local community levels from different ecosystems and sources of livelihood feeds into the scientific investigations. The policy community likewise, very often does not benefit from either the scientific evidence or the real indigenous knowledge of the communities at the local level. Ironically, the communities and the community based organizations that work with them, are also on the wrong end of the stick with very little sustained interaction with the policy of scientific communities. No wonder, the absence of channels of communications results in a disconnect in dialogue and policy discourse. This impedes the community's ability to engage and respond to the changing climate scenarios.

Yet, the mainstreaming and the integration remains a challenge – as we can see now with the help of a few case studies.

The uptake of climate change impact in the region has been varied. Whereas some countries such as Bangladesh, Pakistan, Nepal, Vietnam and Indonesia have moved to have climate change policies in place, many lack behind. Particularly in having action plans and strategies for the subnational level. The key point that I would like to highlight is that the process of climate change integration has not been adequately linked with the national decision making processes and the budgetary allocations. Whereas, several states in India moved to develop their State level climate change action plans, but

the budgetary allocations for the implementation of these plans have been slow or absent. The most important lacuna is in the area of climate change adaptation. Without any financial outlay and policy frameworks the governments in the region cannot take a credit for the communities resilience reflected through autonomous adaptation. A particular area of weakness that persists, that most countries in the region have not developed NAPs (National Adaptation Plans), nor have they devised mechanism for funding.

In spite of this there are many innovative initiatives that the communities have undertaken to undertake autonomous adaptation. Whereas, in Nepal after developing NAPs, the Government of Nepal initiated the process of developing Local Adaptation Plan of Action (LAPAs). These LAPAs were expected to be an implementation vehicle for empowering communities. In real life however, the communities had very little ownership as these were developed through a top down approach and the neither did the communities have sufficient resources for implementation. The concept was taken to the other side of the continent by LEAD for testing the development of LAPAs with support from the communities. During the course of five years, approx. 40 LAPAs were developed and implemented in partnership with communities (http://www.lead.org.pk/projects/clear.htm). In this instance, close linkages were established with the local functionaries in order to sensitize them on the community prioritized action plans. Three areas in particular 1) changing cropping patterns and food security, 2) floods and DRR and 3) water resource management, were the thematic focus areas of these LAPAs. Whereas, the community actions successfully addressed local vulnerabilities, the policy recommendations for a large scale replication still awaits attention from the provincial and national government. Many factors contribute to this limited policy intake, but the reasons include weak knowledge management and communication tools and the limited evidence base for policy uptake. For local adaptation issue the action needs to promote renewable energy, enhanced energy efficiency, less carbon intensive agriculture as well as urban centers and green transportation.

The non-inclusionary development pattern followed by many counties in the region has left a very high percentage of population below the poverty line. Except perhaps one or two exceptions, a majority of countries in the region the number of poor below the poverty line (both at 1.5 USD/day or 2 USD/day) is increasing. Climate change could drive more than 100 million people into poverty by 2030, largely due to difficulties producing crops[15], according to a new World Bank report[16]. As Asia is the most urbanized continent, the incidence of urban poverty is also on an increase. In order to highlight the magnitude of the challenge of Pakistan's 200 million people, roughly 40% are below the poverty line. By 2030, most Pakistanis will be living in urban areas and majority of the urban habitants will be below the poverty line if this trend continues. This means that they will lag behind the provision of urban facilities like water and sanitation. It's important to highlight that whereas, the resilience level of the rural poor is stronger as they can restart their lives after a major climatic event (like a flood), the urban poor can be far more vulnerable to extreme events. Adaptation in the urban context therefore has a multidimensional complexity. In the south Asian context we have seen how widespread heat waves have been resulting in heavy causalities and loss in human lives in both India and Pakistan. But the development of effective heat management plans in Gujrat, India has substantially reduced casualties there and their experiences being replicated in many states of India and the city of Karachi, Pakistan.

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[15] A 5% decline in crop yield by 2030 and 30% by 2080.

[16] Shockwaves: Managing the impact of climate change on poverty, 2015

The climate change discourse has moved beyond mitigation and adaptation to also cover those aspects which cannot be covered under these two pillars. Permanent loss and permanent damage that cannot be repaired or recouped is covered under Warsaw International Mechanism on Loss and Damage. Imagine, low lying coastal areas or Island nations like Maldives or Fiji, who face the risk of actually sinking and disappearing from the face of the earth in the wake of sea level rise. The working group in its first meeting September 2015, has covered both economic and non-economic losses. As the scientific ability to attribute extreme events to climate change is improving under the rubric of attributive sciences, so is the narrative from the many developing and least developing countries, especially the island nations to seek retribution from those who caused Loss and Damage. In this realm important research is being undertaken to develop the methodology and a toolkit to Assess Loss and Damage at the community level in India, Nepal, Pakistan and other countries in the region (http://www.apn-gcr.org/resources/items/show/1944).

In 20 years of its negotiations, the Conference of Parties could not address the link between climate change and SDGs, nor between poverty and the climate vulnerabilities. Legally binding commitments in Kyoto were ignored and violated and now the voluntary commitments have begun to dominate the global discourse. While about 140 countries have submitted 116 Intended Nationally Determined Contributions (INDCs), all these commitments put together are not ambitious enough to bring the global increase in temperature down to 1.5 degrees or 2 degrees. 89 of these INDCs (referred to as National Climate Change Plans) cover water, 82 cover agriculture, 67 cover health, 64 cover ecosystems and 54 cover forestry. In other words most developing countries INDCs have focused on adaptation or local adaptation issues instead of mitigation.

Climate change is probably the biggest threat to economic development and human civilization. Climate change will fail SDGs as the cost of development is going up. Most developing counties will not have sufficient resources to invest on meeting the SDG goals. A recent study indicates that unless the global temperature is locked at 2 degree increase in the century, there will be little hope in meeting the SDG targets. In Pakistan's case for example, our National Vision 2025 commits Pakistan to become a middle income developing country with a per capita income of 8160 USD by 2025. The study shows that if no legally binding agreement is signed in Paris, or the agreement does not lock the temperature at 2 degrees, Pakistan will not be able to meet its Vision 2025 target. Instead, it will be hard for the country to have a per capita income of more than 6000 USD. This gap of almost 2000 USD/capita may even increase as the cost of climate induced extreme events increases. To address this challenge, we at LEAD have set up a Knowledge Hub on SDGs to work closely with the policy makers in order to ensure that we do not fail on SDG goals (http://www.lead.org.pk/lead/pages/Sustainable-Development-Goals.aspx). Through this hub, we are engaging various constituencies towards an integrated approach to address the three streams - SDGs, DRR and Climate Change. For us all to meet the SDG goals, it is therefore imperative that we have an ambitious agreement signed in Paris next week.

Thank you.

지속가능발전목표 시대,
(남)아시아 기후변화의 지역사회 영향, 대응, 적응

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기후변화로 인한 과제가 다양한 측면에서 나타나고 있다. 우선 탄소 경제와 집약농업 등을 통한 인위적인 개입으로 인해 기후에 장기적 영향을 미치는 지구 시스템의 변화가 야기되었으며 다른 한편으론 지구의 기후 패턴이 극도의 취약성 및 불확실성을 띠게 되었다. 이러한 흐름에서 즉각적이고도 장기적인 기후 난국으로 인해 사회의 많은 부분, 특히 빈곤하거나 취약한 생태계에 놓였거나 자연 자원에 생계를 의존하는 인구의 취약성이 심화되었다. 이는 빈곤과 기후 취약성 간의 상관관계를 살펴보기 시작하는 배경이 되었다. 기후변화의 가속화, 이에 따른 기온 및 강수량의 가변성, 그리고 수세기 동안 지속되었던 기후 패턴의 불확실성 및 예측 불가능성으로 인해 개발 의제가 복잡해졌으며 달성이 어려워졌다는 주장이 점점 커지고 있다. 이 보고서에서는 개발과 기후 관련 문제가 얼마나 밀접한 관련을 지니고 있는지, 기후 회복력과 기후변화 의제 간의 연관성을 이해하는 최선의 방법은 무엇인지에 대하여 살펴본다.

지난 세기에 이루어진 기후변화과학의 진보는 기후변화로 인해 더욱 직접적으로 불이익을 받게된 취약집단과 정책입안자들에 의해 유명무실해졌다. 선진국과 개발도상국의 정치권이 인위적 활동의 영향에 대한 분명한 증거를 인지하기 시작한 것은 최근 몇 년에 불과하다. '기후 변화에 관한 정부간 협의체(IPCC: Intergovernmental Panel on Climate Change)'의 제 4 차 평가 보고서 이후로 회의적인 의견은 점차 비주류가 되었다. '극한 현상 특별 보고서(SREX report: Special Report on Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation)'는 극한 현상과 기후변화 간의 부인할 수 없는 관련성을 전면에 내세우며 기후 변화의 위험성을 긍정하였다. 정계와 경제계에서도 홍수, 사이클론, 허리케인, 토네이도, 눈보라, 혹서와 같은 극한 현상으로 인한 경제적 비용을 염두에 두기 시작했으며, 닉 스턴이 '기후변화의 경제적 비용'에 대한 보고서에서 최초로 기후 변화가 세계 경제에 미치는 악영향에 대한 포괄적 추산을 제시하였다. 이와 같은 여러 연구[17]가 국가 차원에서 시행되었다. 이를 주목하게 된

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[17] 세계은행(WB), 재정부(MOF), 국가재난관리국(NDMA), 증권거래위원회(SECP)는 홍수가 파키스탄에 미치는 연간 경제적 파급 효과를 GDP 의 0.8%에 해당하는 12 억에서 18 억 달러 사이로, 대홍수일 경우 155 억 달러(GDP 의 약 7%/ 연방 예산의 40%)로 추산한다. 파키스탄 신드 주의 경우, 세계은행은 환경 비용을 3,720 억 파키스탄 루피(신드 주 GDP 15%)로, 환경적 요인의 건강상 위험으로 인한 사망자를 4 만

계기는 현재의 추세로 일어나는 변화를 중단시키지 못할 경우, 그 경제적 비용이 2 차대전 이래의 경제적 이익을 모두 상쇄할 것이라는 세계은행의 보고서였다. 보고서는 기후변화를 막기 위한 투자가 이루어지지 않는 한, 금세기 말까지 지구 온도가 4℃ 상승할 것이라는 주장을 내놓았다. 국가적 차원에서 이 시나리오는 매우 위협적이다. 파키스탄의 예를 들면, 파키스탄은 2010 년 이래로 거의 매년 큰 홍수가 발생했으며, 2010 년의 홍수에 소요된 비용만 파키스탄 GDP 의 10%에 해당하는 100 억 달러에 달했다.

이와 같이 기후변화로 막대한 경제적 비용이 점점 늘어 가고 있으며, 이는 해양 산성화, 해수면 상승과 같은 전 지구 시스템에 대한 심각한 위협으로 나타난다. 또한, 이는 장기적으로 아시아 태평양을 비롯한 여러 지역에서 해안 지역 기반 시설과 섬나라의 생존을 위협할 수 있는 요인이다. 마찬가지로, 몬순 패턴과 같은 기후변화의 가변성으로 인해 경작 방식이 바뀌고 이에 따라 식량안보가 위협받고 있다. 이러한 위협과 관련하여, 점진적으로 드러나는 과제에 대응하기 위해 지역사회의 역량이 최우선적으로 요구된다.

나는 지역사회 수준에서 행동의 소외를 심화시키는 국가적 차원 및 국제적 차원의 정책 담론에서 부러진 삼각형의 세 가지 측면에 주목하고자 한다. 1) 새천년개발목표(MDG: Millennium Development Goal) 와 지속가능발전목표(SDGs: Sustainable development goals) 논의에서 기후에 대한 논의가 제외되었다. 2) 재난위험감소(DRR: Disaster Risk Reduction)와 DRR 상의 효고 계획(Hyogo framework)은 SDGs 와 기후변화로 인한 과제 내에 통합되지 않은 양상을 보인다. 3) 빈곤은 지역적 과제인 동시에 국제적 과제임에도 효고 계획과 기후변화에 관한 유엔기본협약(UNFCCC: United Nations Framework Convention on Climate Change) 과정 내에 통합되지 않은 양상을 보인다. 국가적 차원에서는, 정책이 계속해서 하향식, 배타적, 고립적으로 구상되고 시행된다. 정부 부처간 소통은 부재하다시피 하며, 정책별 구상과 시행은 상호 강화 및 보완작용 없이 개별적으로 이루어진다. 기후 문제에 대처할 수 있도록 지역사회의 권한을 강화하고 동원하는데 필요한 자원은 대응이나 회복에 거의 제공되지 않았다. 말할 것도 없이, 해당 지역 국가 대부분은 기후 스마트 개발, 기반 시설, 투자 등의 적응 또는 회복력 증대안을 예산에 포함한 경우가 드물다.

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5 천만 명으로 추산하고 있으며, 파키스탄 경제에서 환경 비용의 규모를 일일 10 억에서 20 억 달러로 추정하고 있다. 또한, 기후변화에 관한 유엔기본협약(UNFCCC), 유엔개발계획(UNDP), 파키스탄 기후 변화부(MOCC)와 환경과 발전을 위한 리더십 그룹(LEAD: Leadership for Environment and Development)의 연구에 따르면 연간 기후 변화 적응 비용은 20~38 억 달러로 추정된다.

국제적 차원에서는, 국가적 및 하위 국가 차원에서 발생하는 과제 대부분에 적절히 대응하지 못했다. 최근의 논의에 이르기 전까지 SDGs, 효고/DRR 및 UNFCCC 의 세 가지의 논의 과정은 병렬적이었다. 서로 다른 세 가지 기반 간에 포괄적인 시야에 대한 논의가 이루어져야 한다. 개발 의제에 기후변화 및 DRR 고려사항을 복합적으로 반영할 수 있는 수단은 SDGs 가 유일하다.

지역사회 기반 행동을 어렵게 하는 또 다른 부러진 삼각형은 정책과학과 지역사회간 소통의 부재이다. 기후 연구의 대부분은 국제적 모델을 기반으로 하며, 서로 다른 생태계와 생계 수단에서 오는 지역사회 차원의 근거는 이러한 과학적 조사에 거의 반영되지 않는다. 정책 커뮤니티 역시 지역사회 수준의 실제적인 토착 지식이나 과학적 증거 어느 것도 적절히 활용하지 못하는 경우가 많다. 역설적인 것은 지역사회 및 지역사회기반단체(Community based Organizations) 역시 이에 대한 오해로 과학계와의 상호 작용이 거의 이루어지지 않고 있다. 이러한 소통 채널의 부재는 당연히 대화와 정책 담론의 단절로 귀결되며, 이로 인해 지역사회가 기후변화 시나리오에 참여하고 대응할 수 있는 역량을 갖추기 어려워진다.

그럼에도 주류화와 통합은 여전한 과제로 남아 있음을 몇몇 사례 연구를 통해 확인할 수 있다.

남아시아 내에서 기후변화로 인한 영향에 대응하는 수준은 각기 다르다. 방글라데시, 파키스탄, 네팔, 베트남 및 인도네시아와 같은 일부 국가는 기후변화 정책 단계로 이행한 반면, 대다수의 국가는 뒤처져 있다. 하위 국가 차원의 행동 계획 및 전략은 더욱 편차가 심하다. 기후변화 통합의 과정이 국가적 의사 결정 과정이나 예산 편성과 적절하게 연계되지 않았다는 점을 강조하고자 한다. 반면에, 인도의 여러 주는 주 정부 차원의 기후변화 행동 계획을 개발하는 단계임에도 계획 실행 예산 편성은 더디거나 부재해 왔다. 가장 취약한 지점은 기후변화적응 영역이다. 재정적 지출이나 정책 계획 없이는 해당 지역의 각국 정부가 자체적인 적응에 지역사회의 회복력을 반영한다고 자임할 수 없다. 특정 취약 지역의 경우, 해당 지역의 많은 국가가 여전히 국가적응 정책(NAPs: National Adaptation Plans)을 개발하지도, 자금 조달을 위한 구조를 구상하지도 않고 있다.

그럼에도 불구하고, 지역사회가 자체적인 적응을 위해 시행한 획기적인 계획들이 많이 있다. 반면에, 네팔 정부는 국가 적응 정책을 개발한 후 지역 적응 행동 계획 (LAPAs: Local Adaptation Plan of Action) 개발 과정을 시작하였으며, 이 LAPA 가 지역 사회의 권한을 강화하는 실행 수단이 될 것이라 예상되었다. 하지만 실제로 이 계획은 개발 방식이 하향식이었으며 지역사회의 정책 실행에 필요한 자원이 불충분하여 지역사회가 자율권을 거의 행사하지 못했다. '환경과 발전을 위한 리더십 그룹(LEAD: Leadership for Environment and Development)'은 지역사회의 지원이 동반된 LAPA 개발을 테스트하고자 서구 대륙에 이 개념을 적용하였으며, 5 개년 과정을 통해 지역 사회의 협력 아래 약 40 개의 LAPA 가 개발 및 시행되었다

(http://www.lead.org.pk/projects/clear.htm). 이 사례에서는 지역사회에서 최우선으로 꼽은 행동 계획에 대한 사안을 세심하게 관리하기 위해 지역 공무원과의 긴밀한 연계를 구축하였다. 이들 LAPA 에서는 특히 1) 변화하는 경작 방식과 식량 안보, 2) 홍수 및 DRR, 3) 수자원 관리, 세 가지 영역에 초점이 맞추어졌다. 지역사회의 행동이 성공적으로 지역사회의 취약성을 개선했지만, 이를 대규모로 재현하기 위한 정책 조언에 대한 지방 정부나 중앙 정부의 관심은 여전히 부족하다. 이와 같은 정책의 제한적인 시행에는 여러 요인이 있으나 미흡한 관리 지식, 소통 도구 그리고 정책 활용 거점으로서의 근거의 한계를 주된 요인으로 들 수 있다. 지역 차원의 적응 문제를 해결하기 위해서는, 행동을 통하여 재생에너지와 에너지 효율 향상, 저탄소 집약 농업은 물론 도심지 및 녹색 교통을 촉진해야 한다.

해당 지역의 국가 중 다수는 비포용적 개발 방식을 따르고 있으며, 이로 인해 빈곤선 이하의 인구 규모가 매우 높아지는 결과를 낳았다. 1~2 가지 예외를 제외한 이 지역 국가 대부분에서 빈곤선(일당 1.5 달러 또는 2 달러) 이하에 해당하는 빈곤층이 늘고 있다. 세계은행의 새로운 보고서[18]에 따르면 곡물 생산이 어려워짐에 따라[19] 2030 년까지 1 억 명 이상의 인구가 기후 변화로 인해 빈곤층이 될 수 있다. 또한, 아시아는 가장 도시화된 대륙이기 때문에 도시 빈곤도 증가하고 있다. 파키스탄 인구 2 억 명 중 빈곤선 이하의 인구가 약 40%라는 점에서 해당 과제의 심각성을 알 수 있다. 이 추세대로라면 2030 년에는 대부분의 파키스탄인이 도시 지역에 거주하며, 도시 거주자 대다수가 빈곤선 이하에 놓이게 된다. 이는 수도나 위생과 같은 도시 시설 공급이 낙후되리라는 것을 의미한다. 반면, 시골 지역 빈곤층은 홍수와 같은 대규모 기후 재난 후에도 생활을 재개하는 회복력 수준이 도시 지역 빈곤층보다 높다는 점에 주목해야 한다. 도시 빈곤층이 극한 현상에 훨씬 취약할 수 있다. 그러므로 도시 환경에서의 적응이란 다면적이고 복잡성을 띤다. 우리는 남아시아를 광범위하게 강타한 혹서가 인도와 파키스탄에서 얼마나 많은 사상자를 낳고 인명을 앗아갔는지 목격했다. 하지만 인도는 구자라트의 효율적인 열관리 계획 개발을 통해 혹서로 인한 사상자를 상당히 줄였으며, 인도의 여러 다른 주와 파키스탄의 카라치에서도 이러한 경험을 적용하고 있다.

기후변화 담론은 완화와 적응을 넘어 이 두 측면에서 다룰 수 없는 측면까지 다뤄 왔다. '바르샤바 손실과 피해 국제 메커니즘(Warsaw International Mechanism for Loss and Damage)'에서는 수리나 회복이 불가능한 영구적인 손실 및 피해를 다뤘다. 해수면 수위가 상승하여 실제로 물에 잠겨 지표면에서 없어질 위험에 직면해 있는 몰디브나 피지와 같은 섬나라와 저지대 해변 지역을 상상해 보라. 2015 년 9 월에 열린 실무그룹의 첫 번째 회의에서는 경제적 손실과 비경제적 손실을 다뤘다. 이를 통해 과학적인 수사를 동원하여 극한 현상의 원인을 기후변화로 규정하는

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[18] 충격파: 기후 변화가 빈곤에 미치는 영향 관리, 2015

[19] 곡물 수확량은 2030 년까지 5%, 2080 년까지 30% 감소.

과학적 역량이 개선되었으며, 이는 많은 개발도상국과 최빈국, 특히 손실과 손해의 원인을 찾아 응징하는 섬나라의 사례에서 두드러진다. 이 지역의 인도, 네팔, 파키스탄과 다른 국가에서 지역사회 차원의 손실 및 피해 평가 방법론과 도구 개발을 위한 중요 연구가 수행되고 있다 (http://www.apn-gcr.org/resources/items/show/1944).

지난 20 년의 협상에서 당사국 총회는 기후변화와 SDG 간, 그리고 빈곤과 기후 취약성 간의 상관관계에 대해 다룰 수 없었다. 법적 구속력이 있는 교토의정서가 등한시되고 위반되기도 했다. 이제는 자발적인 결의가 지배적인 국제 담론이 되기 시작했다. 140 여 개국에서 116 개의 국가자발적감축목표(INDCs: Intended Nationally Determined Contributions)를 채택하였지만, 이 모든 결의로도 지구의 온도 상승을 1.5℃ 또는 2℃ 줄이기에는 역부족일 정도로 충분히 과감하지 못하다. INDC 중 89 개 조항은 수자원, 82 개 조항은 농업, 67 개 조항은 보건, 64 개 조항은 생태계 그리고 54 개 조항이 임업에 관련되어 있다. 다시 말해, 대부분의 개발도상국 국가의 INDC 는 기후 변화 완화보다는 적응이나 지방 적응 사안에 더 집중해 왔다.

기후변화는 아마도 경제 발전과 인류 문명에 대한 가장 큰 위협일 것이다. 기후변화로 인한 개발 비용의 증가는 SDGs 를 실패로 이끌 것이다. 대부분의 개발도상국 국가가 SDGs 달성에 투자할 자원을 충분히 보유하지 못할 것이다. 최근 연구에 따르면, 금세기에 지구 온도 상승을 2℃ 이내로 막지 않는 이상 SDGs 목표를 달성할 가능성은 희박하다. 파키스탄의 사례를 보면, 파키스탄의 2025 년 국가 비전은 2025 년까지 1 인당 소득이 8,160 달러인 중소득 개발 도상국이 되는 것이다. 그러나 연구에 의하면 파리에서 법적 구속력이 있는 합의문을 결의하지 못하거나, 합의문을 통해 지구 온도가 2℃ 이상 올라가는 것을 막지 못할 경우 파키스탄은 비전 2025 를 이룰 수 없으며, 1 인당 소득 6,000 달러 이상을 달성하기도 힘들다. 더욱이 1 인당 약 2,000 달러에 육박하는 이 차이가 극한 현상의 증가로 유발되는 기후 비용으로 인해서 더욱 벌어질 수도 있다. LEAD 는 이러한 문제를 타개하고자 정치인들과 긴밀한 협력을 통하여 SDGs 달성을 보장할 수 있도록 SDGs 지식 허브를 설치했다 (http://www.lead.org.pk/lead/pages/Sustainable-Development-Goals.aspx). 이 허브를 통해서 우리는 다양한 지지층과 연계하며 통합적 접근을 통하여 SDG, DRR 및 기후변화 이 세 가지의 흐름을 다루는 방안을 모색하고 있다. 모두를 위한 SDGs 달성을 위해 다음 주 파리에서 서명될 야심찬 합의문이 매우 중요한 이유는 이 때문이다.

감사합니다.

KNCU Bridge Asia Programme, Achievements and Challenges
유네스코 브릿지 아시아, 성과와 과제

Introduction to KNCU Bridge Asia Programme
유네스코 브릿지 아시아 프로그램 소개

Seung-yoon KIM, Assistant Secretary-General, Korean National Commission for UNESCO
김승윤 유네스코한국위원회 유네스코희망브릿지본부장

Case Sharing of KNCU Bridge Asia Programme
유네스코 브릿지 아시아 프로그램 사례 발표

Sarawanamuthu Dunaisingh, Senior Lecturer, National Institute of Education (NIE)
사라와나무투 두나이싱 국립교육원 선임강사

Rosi Ranan, Project Coordinator, Project: "PRERONA"
로시 라난 프로젝트: 프레로나 담당자

Ashok Kumar Singh, Director, Sahbhagi Shikshan Kendra (SSK)
아쇼크 쿠마르 싱 사바기교육센터장

Shahzad Hussain, Programme Manager, Bunyad Literacy Community Council
샤자드 후세인 분야드문해협의회 프로그램 담당자

The Age of SDGs, KNCU Bridge Asia Programme

Seung-yoon Kim
Assistant Secretary-General, KNCU

유네스코한국위원회
Korean National Commission for UNESCO

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I. SDGs and Development Cooperation in Education

II. KNCU Bridge Asia Programme

III. Conclusion

1930s

Enlightenment Movement for Rural Communities in Korea

1960s

Korean economic development

Education for the improvement of female literacy rate

2000s

Efforts to increase literacy rates still continue in many countries

Human Resource Perspective

- Means/investment for economic development
- Vocational training
- Higher education-oriented
- Utilitarian-based
- Results-based
- Creation of groups excluded from education (Beneficiaries)

Development Cooperation in Education

Human Rights Perspective

- Education For All
- Education as a fundamental right
- Basic & adult literacy education
- Emphasis on results and participatory process
- Marginalized and disabled groups (Participants)

Increased opportunities for inclusive and equal quality lifelong learning for all

- Global level : 2015 World Education Forum (Incheon Declaration) / SDGs 4
  - Transition from **quantitative to qualitative education**
  - **Literacy education** to **lifelong learning**
  - Emphasis on the importance of educational performance indicators
- Domestic level (Korea)
  - Aid to basic education as % of total ODA: approximately **3%**
  - Development CSO: High rates of primary education **(28%)**, From "Out-of-school" to **"within" schools**

Aid to Education / Basic Education as % of Total ODA

Year	Education	Basic Education
2006	14%	2.6%
2007	20.7%	4.3%
2008	11.5%	2%
2009	12.3%	2.9%
2010	16.1%	2.4%
2011	17.7%	3.1%
2012	17.1%	3.4%
2013	15.7%	3.3%

(GCE, 2015)

Aid to Education

- Etc. 15%
- Education 28%
- Agriculture 2%
- Water and Satnitation 7%
- Emergency relief 7%
- Multi-sectoral 12%
- Health 14%
- Infrastructure/ Services 15%

Areas

- Tertiary ed. 4%
- Teacher Training 1%
- Secondary ed. 5%
- Technical/ Management 1%
- Pre-primary ed. 7%
- Vocational Training 9%
- Primary Education 56%
- Facilities 17%

(KCOC, 2014)

II. KNCU Bridge Asia Programme

KNCU Bridge Asia

- Sejong Literacy Project
- Climate Change Education Project
- Partners Training Workshop (Korea and Bridge Asia partner countries)
- Nepal Education Reconstruction Supporting Project (Special Programme)

Goal

Empower local residents in Asian developing countries through **quality literacy and lifelong learning**

Objectives

1. Enhanced **quality of literacy education**

2. Transition from **support** to **collaboration**

3. Consolidation of the virtuous cycle between local field-level and domestic projects

Strategies

1. Strengthening **literacy programmes for different phases**
2. **Flagship projects for priority countries**
3. Hosting **Partners Training Workshop** (Korea and Bridge Asia partner country)

KNCU

Human and logistical cooperation & Capacity development

Provision of Educational Opportunities

Natcom

Implementing organizations

Local community residents

Empowering local communities and residents in Asian developing countries
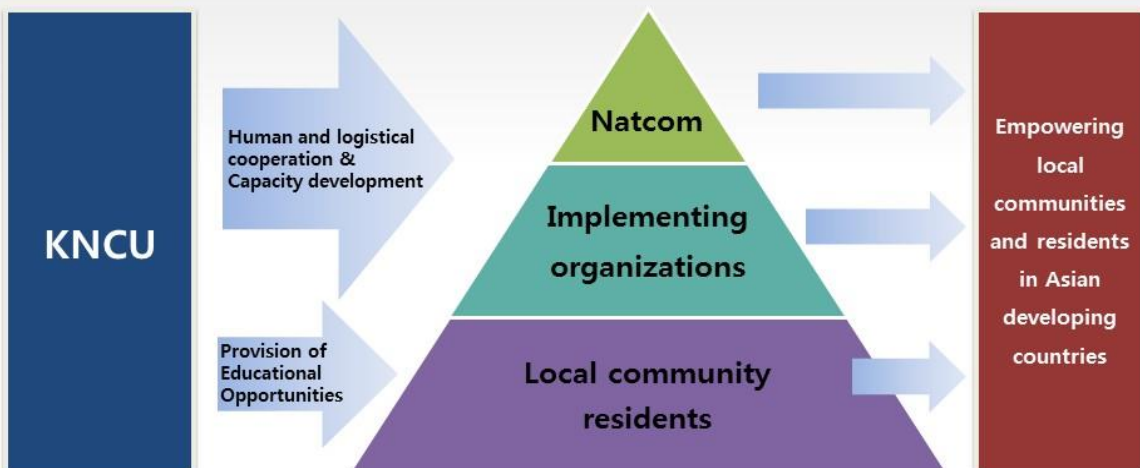
II. KNCU Bridge Asia: Features and Challenges

- Features
  - Non-formal adult literacy education in the context of lifelong learning
  - 'NatCom-local institution' collaboration model through the UNESCO network
  - Various project models: government-led, NGO-led
  - Circulating In-bound (Training workshop) and Out-bound (Sejong/Climate Change) programme

- Challenges
  - Reflecting global development agenda in education
    - SDGs, Global Citizenship Education, Education 2030, etc.
  - Setting common goals among partners
  - Developing project performance (literacy outcomes) indicators taking into account each country / local context
  - Establishing a platform in literacy / lifelong learning within Asia

## II. KNCU Bridge Asia: Countries and Projects (2015)

Country	Partner organization	Project Title	Main Programmes
Pakistan	Bunyad Literacy Community Council	Empowering Women through Basic Literacy and Life Skills in Rural Areas of Lahore and Hafizabad Districts	Basic Literacy & Financial Literacy Education, Vocational Training (Dress Making and Embroidery), Post Literacy Messages via Mobile Phones, Mobile Rickshaw Library, Conditional Cash Transfer Programme
India	Sahbhagi Shikshan Kendra (SSK)	Chain of Change Agent - Promoting Lifelong Learning through Life Skill Education in Adult Women from Muslim and Dalit Communities	Adult Functional Literacy & Life Skills Education, Public Awareness Campaign on Women's Education
Sri Lanka	National Institute of Education (NIE)	Open School	Basic Literacy & Foundation/ Secondary education through an Open & Distance Learning System
Bangladesh	Bangladesh National Commission for UNESCO	Literacy Campaign for the Women of Char Khalifa	Basic Literacy & Life Skills Education, Awareness Building on Education, Disaster Management and Sanitation
Bhutan	Non-Formal and Continuing Education Division (NFCED), Ministry of Education	Capacity Development and Community Learning Centre Manual Development	Capacity Development Workshop of Non-Formal Education Instructors, CLC Manual Development
Philippines	Notre Dame Foundation for Charitable Activities Inc.	Women's Literacy Education Programme in Underdeveloped Area of the Philippines	Adult Literacy & Life Skills (Food Nutrition) Education, Public Awareness Campaign on Education for All (EFA)

Country	School/Organization	Project Title	Theme	Main Activities
Laos	Naxone Secondary School	Reforestation and Organic Gardening	Forestation	School gardening and organic farming
	Phoudindaeng Youth Center	Environment Education in Vangvieng	Waste Management	Training workshop, tree planting, flower gardening, garbage management
Bangladesh	Joydepur Govt. Girls School	Time for Climate Change	Energy, Forestation, Waste Management	Handy-crafts production from recycled materials, local campaign for forestation and waste management, girls education
	Kazi Siraj Uddin Foundation			
	Porosmoni Biddaniketon School / Light of Hope	Green School Project for Rural Bangladesh	Energy	Installation of solar panels, climate change training (teachers), establishment of e-learning system
Sri Lanka	Anada College	Green House and Bio Gas	Energy	Establishment of organic waste management system, cooking and refrigerating food using biogas

II. KNCU Bridge Asia: Expected Outcomes
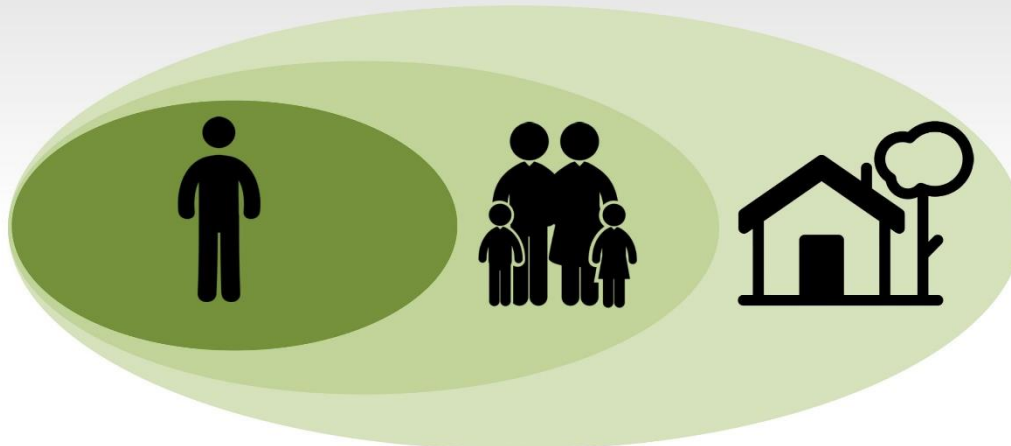
Individual

- Self-confidence
- Sense of belonging
- Citizenship
- Participation and communication

Family

- Increase enrollment
- Improve economic status of households

Community

- Self-governance groups
- Increased participation
- **Capacity development in climate change adaptation**

II. KNCU Bridge Asia: Strategy 1

Literacy education in phases

Basic Literacy → Functional Literacy → Post-Literacy
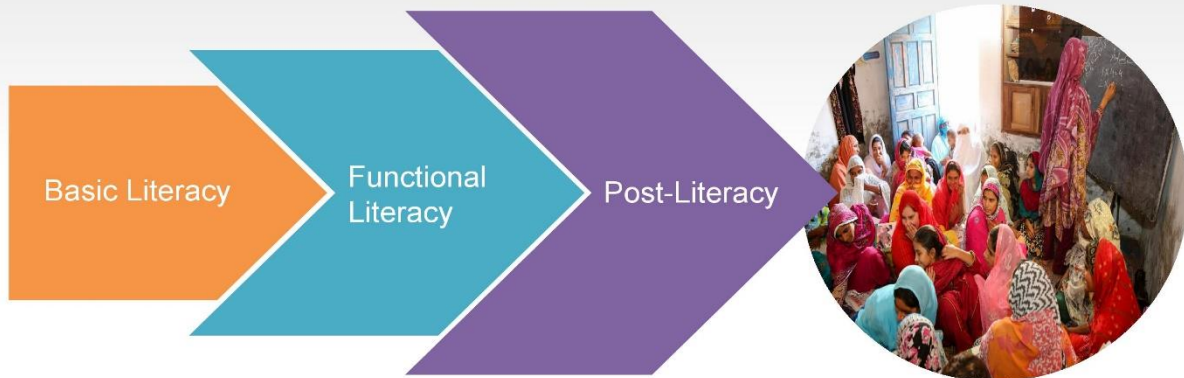
| Reading Writing Numeracy | Raising awareness Health, sanitation, environment, citizenship, etc. Life-skill education agriculture, finance, sewing, etc | Equivalency Programme Recognition certificates ICT Literacy Library Programme Climate Literacy | literacy ability and capacity development in accordance with learners' level |

II. KNCU Bridge Asia: Strategy 2

Flagship Projects

Nepal

Building a Sustainable Learning Village

Earthquake-affected area in Gorkha, Nepal
1) Phased rehabilitation of CLCs and community schools
2) Support education to improve literacy and climate change adaptation capacity
3) Human exchanges (experts, ASPnet, etc.)

Partnership-based learning village

Pakistan

Financial literacy for Pakistani females through conditional cash transfer

Females with a household income of PKR 5,000 or less
1) Opening bank account and maintaining savings
2) 90%+ attendance at literacy classes and financial literacy education

Encourage a habit of saving and increase household income

Bhutan

Increasing adult literacy rates through school-CLC cooperation in Bhutan

20 dzongkhag (districts) in Bhutan
1) Establishment of CLCs in phases
2) Provision of CLC manual
3) CLC tutor capacity development

Contribute to the goal of reaching '70% adult literacy rate by 2020'

II. KNCU Bridge Asia: Strategy 3

Sharing Project Achievements through Partners Workshops

Workshop for Capacity Building

→
- **Lifelong Learning**
- **Climate Change Adaptation**

- **In Korea :** Calling attention to the agenda of lifelong learning and basic education through 'SDG Forum on International Cooperation in Education'
- **In Partner Country :** Sharing community-level impact of climate change and seeking cooperative response

Inclusive and Sustainable Community Development through Partnership in Asia

목   차

I. SDGs 시대, 교육 개발협력

II. 유네스코 브릿지 아시아 사업

III.맺음말

1930s
소설 '상록수'의 실제 인물들
농촌 계몽운동에 힘씀

1960s
한국 경제발전시기
여성 문해율 증진을 위한 교육

2000s
여전히 많은 나라에서 문해율 향상을
위한 노력이 지속되고 있음

인적자원으로서의 교육

경제발전을 위한 투자/수단
직업훈련교육
고등교육 집중
공리주의 기반
결과 중시
교육 소외집단과
시혜적 대상 발생

**교육
개발협력**
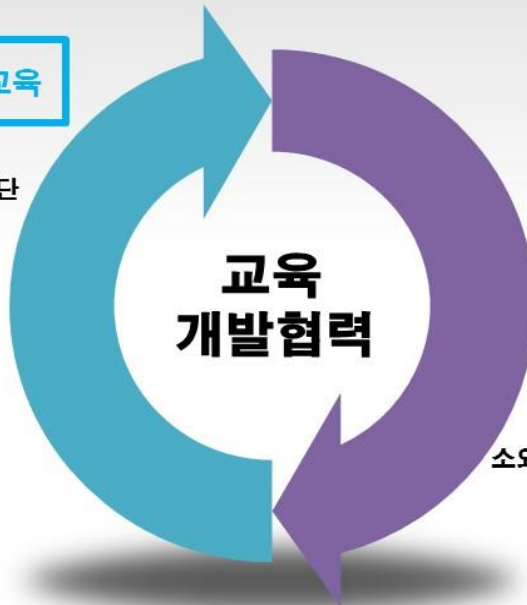
인권으로서의 교육

Education For All
본질적 인권으로서의 교육
기초교육, 성인 문해교육
결과와 과정(참여) 중시
소외집단/특수계층: 참여적 주체

모두를 위한 **포용적이고 평등한 양질의 평생학습** 기회 증진

- 국제: 2015 유네스코 세계교육포럼 (인천선언) / SDGs 4번
    - **양적 교육에서 질적 교육으로** 전환
    - **문해교육(Education)에서 평생학습(Learning)으로**
    - 교육성과 지표의 중요성 부각

- 국내
    - 기초교육 ODA 비율: **약 3%**
    - 개발CSO: 높은 **초등교육(28%) 비율, 교실 밖 교육에서 교실 안 교육으로**

한국 ODA 총액 중 교육/기초교육 비율 (%)

(GCE, 2015)

교육
기초교육
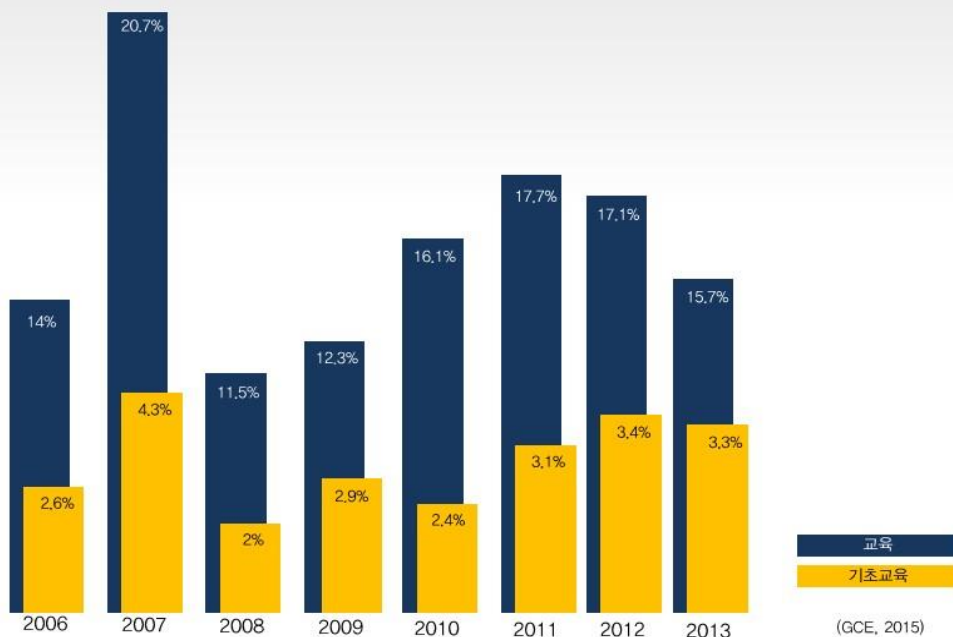
I. SDGs 시대, 교육개발협력: 국내 동향

교육부문 지원

교육 영역별
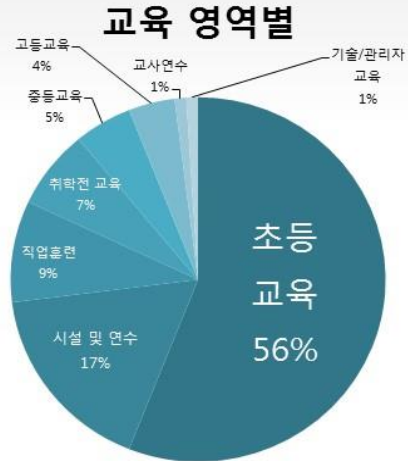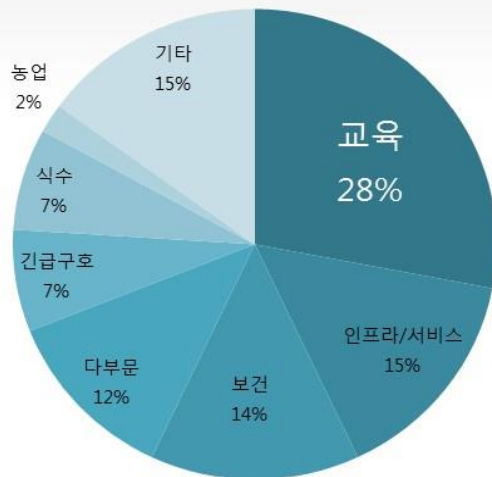
(KCOC, 2014)

II. 유네스코 브릿지 아시아 사업

KNCU Bridge Asia

세종 문해교육 프로젝트

기후변화대응교육 프로젝트

협력기관 연수워크숍(국내/현지)

네팔 교육재건 지원 프로젝트 (특별)
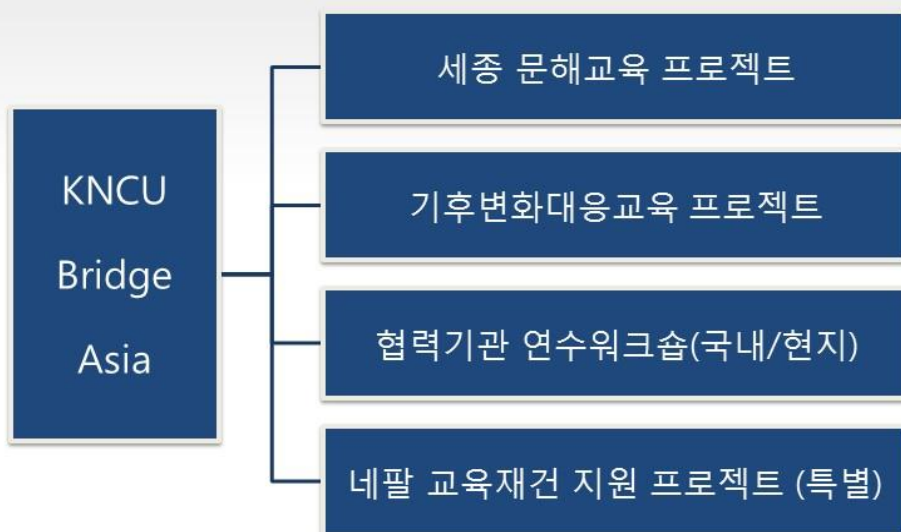
목적(Goal)

양질의 문해·평생학습을 통한

아시아 저개발국 주민 역량강화

목표(Objectives)

1. 현지 문해교육 질적 수준 제고
2. 지원(support)에서 협력(collaboration) 전환
3. 현장과 국내 사업의 선순환 구조 정착

전략(Strategies)

1. 단계별 문해교육 프로그램 강화
2. 중점국가별 간판사업(Flagship Project) 추진
3. 협력기관 연수워크숍 개최(국내/현지 각 1회)

유네스코
한국위원회

인적/물적 협력
전문역량 강화

교육 기회 제공

유네스코
국가위원회

해당국 전문기관

현지 마을 주민

아시아
저소득국
주민 /
지역사회
역량강화
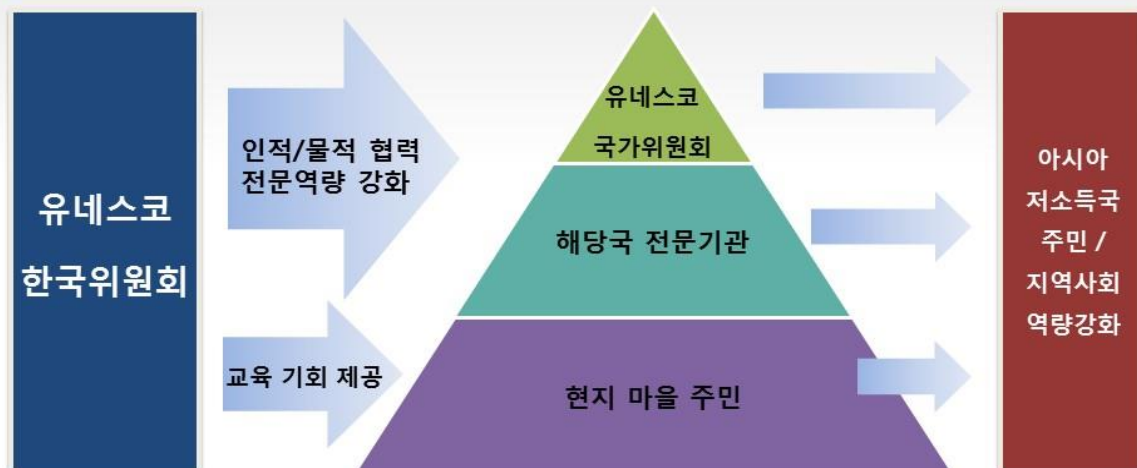
- 특성
  - 평생학습 맥락의 비형식 성인 문해교육 사업
  - 유네스코 네트워크를 활용한 '국가위원회-현지기관' 협업 모델
  - 다양한 사업 유형: 정부 중심 모델, NGO 중심 모델
  - 국내(역량강화 워크숍)-국외(세종/기후변화)간 순환 사업

- 과제
  - 국제사회 교육 분야 개발의제의 사업맥락 반영
    - SDGs, 세계시민교육 등
  - 협력기관 간 공동 성과 목표 설정
  - 각 지역 맥락을 고려한 사업성과(문해성과) 지표 도출
  - 기초·문해/평생학습 분야 아시아 플랫폼 구축

국가	협력기관	프로젝트명	학습자	주요 활동
파키스탄	**분야드 문해 지역협의회**	기초문해 및 생활기술교육을 통한 여성 권한강화 사업	여성	기초문해 및 금융문해 교육, 직업훈련 (의복 제작, 자수), 휴대폰 문자메시지를 통한 지속 가능한 문해교육 및 금융문해교육
인도	사바기 교육센터	여성 기능문해교육을 통한 지역사회 역량강화 사업	여성	성인 대상 기능문해 및 생활기술교육, 여성 교육에 대한 대중 인식 증진 캠페인
스리랑카	**국립교육원**	열린학교 사업	학교중퇴자 정신지체인 장애인	기초문해 및 생활기술교육, 개방형 원격교육 시스템을 통한 직업기술교육
방글라데시	유네스코 방글라데시 위원회	소외지역 여성 문해교육 캠페인 사업	여성	문해캠페인, 기초문해 및 기능문해교육 (보건/위생, 가족계획, 환경 및 재해대응 교육)
부탄	교육부 비형식 계속교육국	마을학습센터 역량강화 및 매뉴얼 개발 사업	여성	비형식교육 문해강사 연수, CLC 매뉴얼 개발/제작
필리핀	**노틀담 재단**	필리핀 저개발지역 여성 문해교육 프로그램	여성	성인 문해 및 생활기술교육, EFA 인식 증진 캠페인

국가	학교/기관	프로젝트명	주제	주요 활동
라오스	낙손고등학교	교내 생태공원 조성사업	산림조성	학교 숲 조성 친환경 텃밭에서 생산된 채소 학생급식 제공
라오스	푸딘댕 청소년센터	미래세대를 위한 폐기물관리 및 자원 재활용 교육사업	폐기물관리	기후변화 인식향상 워크숍 기후변화교육 강사 양성
방글라데시	조이데푸르 여자고등학교	행동하는 지구시민 Climate Action 사업	에너지 산림조성 폐기물관리	기후변화 인식과 실천교육 폐기물관리 인식개선 캠페인실시 저소득층 여성을 위한 친환경 재생제품을 활용 수공예
방글라데시	카지 시라지 우딘 재단	행동하는 지구시민 Climate Action 사업	에너지 산림조성 폐기물관리	
방글라데시	프로스모니 비나 디케톤 대안학교 희망의 빛	방글라데시 녹색학교 프로젝트 지원사업	에너지	태양광 집열판 설치 기후변화 양성과정 (일반교사) E-learning 시스템 구축
스리랑카	아난다 고등학교	친환경 에너지 활용을 통한 온실가스 감축 지원사업	에너지	쓰레기 분리수거 교육 바이오 가스설비 구축 교내 텃밭 구축과 친환경 농업으로 생산된 채소를 학교 학생들에게 급식제공

II. 유네스코 브릿지 아시아: 기대효과
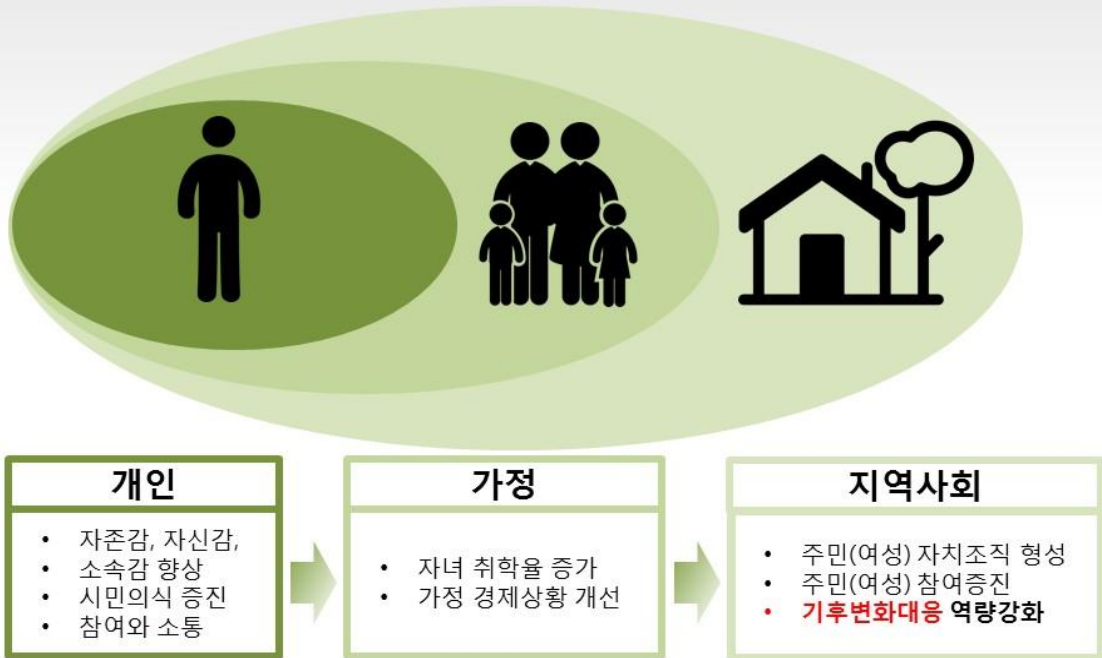
개인	가정	지역사회
• 자존감, 자신감, • 소속감 향상 • 시민의식 증진 • 참여와 소통	• 자녀 취학율 증가 • 가정 경제상황 개선	• 주민(여성) 자치조직 형성 • 주민(여성) 참여증진 • **기후변화대응** 역량강화

I. 유네스코 브릿지 아시아: 추진방안 1

단계별 문해교육

기초문해
Basic Literacy

기능문해
Functional Literacy

문해후 교육
Post-Literacy

읽기 쓰기 셈하기	인식개선 교육 보건/의료, 위생, 환경, 시민의식 등 생활기술교육 농업, 봉제, 금융 교육	정규학력 인정 프로그램 ICT 문해 프로그램 도서관 프로그램 **기후문해 (Climate Literacy)**	학습자 단계별 문해력 및 역량증진

중점국가별 간판사업 추진

네팔

**지속가능한
학습마을 조성사업**

네팔 고르카 지진피해지역
1) 지역학습센터(CLC)와
   소규모 마을 학교를
   단계적으로 복구 및 재건
2) 문해 및 기후변화교육제공
3) 국내 인력을 현지 파견

**파트너십 기반
학습마을 조성**

파키스탄

**조건부 현금이전을 통한
파키스탄 여성 금융문해교육**

가계소득 5,000 파키스탄
루피(PKR) 이하의 여성 대상
1) 은행계좌 개설 및 월별
   일정한 수준 저축
2) CLC 문해수업 90% 이상
   출석조건으로 현금지급,
   금융 문해교육 실시

**저축습관 장려 및
가계소득 증대**

부탄

**학교-CLC 협력모델 구축을
통한 부탄 성인문해력 증진**

부탄 20개 지역 (dzongkhag)
1) 학교별 CLC 단계적 구축
2) CLC 운영매뉴얼 보급
3) CLC 강사 역량강화

**'2020년 성인문해율
70% 달성' 목표 기여**

협력기관 워크샵을 통해 사업성과 공유

역량강화 연수사업개최

국내 : 기초·문해/평생학습

현지 : 기후변화대응교육

- 국내(문해): '유네스코 SDG 국제교육협력 포럼' 개최로 SDGs 중 평생학습 및 기초교육 분야 의제 확산

- 현지(기후변화): 현지 지역사회 기후변화 영향 공유 및 협력기관간 대응 방안 모색 (현지 협력기관간 순회 개최)

Inclusive and sustainable community development through partnership in Asia

Sarawanamuthu Dunaisingh is a Senior Lecturer at the National Institute of Education (NIE) in Sri Lanka. He graduated from the University of Colombo and followed postgraduate degree programmes from the Open University of Sri Lanka and universities in India. He previously taught in many government schools in Sri Lanka and is currently in charge of NIE's Open School unit, which provides non-formal literacy education and learning opportunities to out-of-school youth and marginalised groups in Sri Lanka.

사라와나무투 두나이싱은 2015 유네스코 세종문해상 수상기관인 스리랑카 국립교육원에서 선임강사로 재직 중이다. 콜롬보대학교에서 학부를 마치고, 스리랑카의 '열린대학(Open University)'과 인도에서 다양한 대학원 프로그램을 수료했다. 국립학교 교사로서 다년간 재직했던 그는 현재 스리랑카 국립교육원에서 소외계층 및 학교 중퇴 청소년들에게 비형식문해교육을 제공하는 '열린학교' 프로그램을 담당하고 있다.

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 according 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 Litercy Centres, Community Learning centres(CLC), Vocational Training Centres and Residential Centres for under – previleged 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

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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 to18%

- from the GCE (OL)   40% have become drop-outs

- From the GCE (A/L) 35% have become   drop-outs

Open School Programme
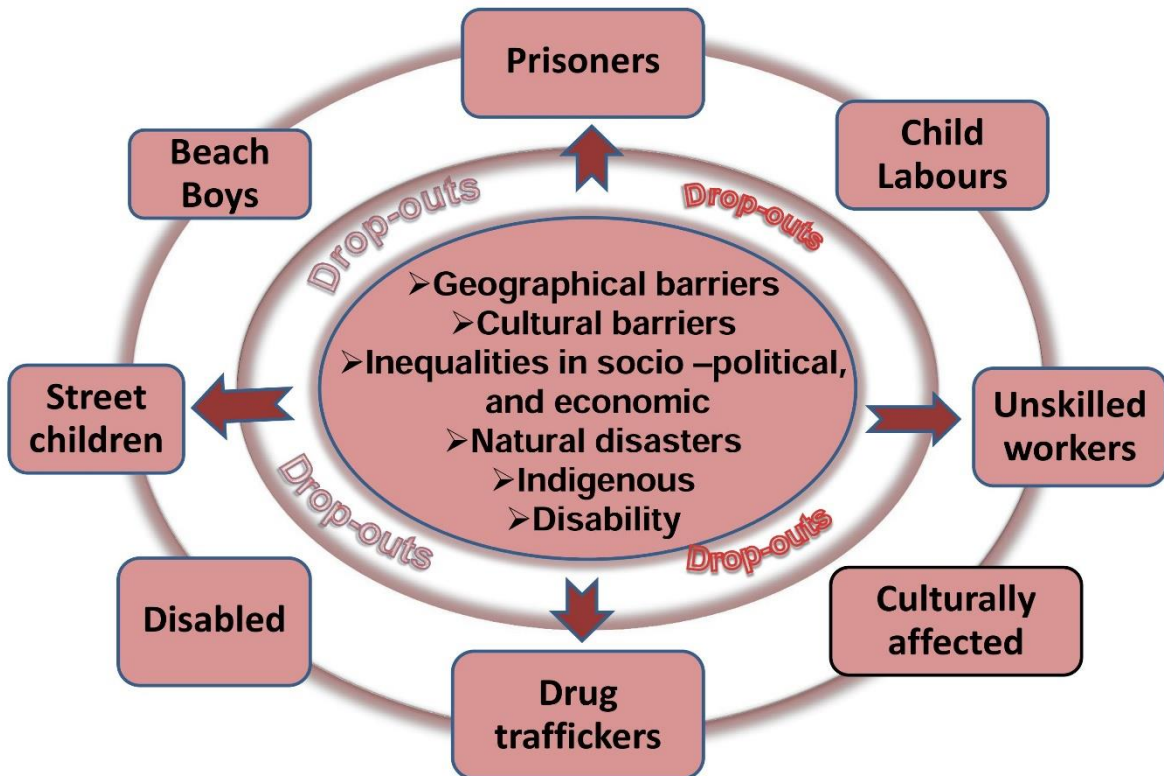
Programme

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

War affected children and youth

Displaced children

Culturally affected girls

Disabled children

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

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- 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

Rosi Ranan is interested in community-based approaches to climate change education. He participated in the 7th South Asia Youth Environment Network Regional Meet 2012 as the Bangladesh delegate, and was selected as one of the 9th Tunza Eco-Generation Regional Ambassador for the Asia Pacific. He is currently the Project Coordinator for Project: PRERONA, a community activity-based education for sustainable development (ESD) programme.

로시 라난은 지역사회에 기반한 기후변화교육에 주력하고 있다. 그는 제 7 회 남아시아 청년 환경 네트워크 지역회의에서 방글라데시 대표로 참가했고, 제 9 회 친환경세대 아태지역 대사로 활동했다. 현재는 지역 활동 중심의 지속가능발전교육(ESD) 프로그램인 '프리로나(PRERONA)' 프로젝트를 담당하고 있다.

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 km²
- Population - 159.1 million (2014)
- GDP - US$ 173.8 billion (2014)
- GNI per capita - US$ 1,080 (2014)
- CO_2 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 km²
- 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
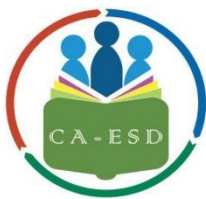
Community Activity based Education for Sustainable Development (CA-ESD)

Implemented by :
প্রজেক্টঃ প্রেরণা

Supported by :
유네스코한국위원회
Korean National Commission for UNESCO

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: 1ˢᵗ 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: 2ⁿᵈ 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: 2nd 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 1st 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 1st phase
• **380** students participated in the 3 specialized modules in 2nd 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	Solutions
• Low School Attendance	• Awareness, multiple sessions
• lack of suitable Bangla books for library	• Extensive search process in bookstores
• External Stakeholders	• Communication & Persuasion
• Long-term impact assessment & project sustainability	• Exploring for solutions

CA-ESD in Frames

CA-ESD in Frames

CA-ESD in Frames

Questions & Answers

Thank You!
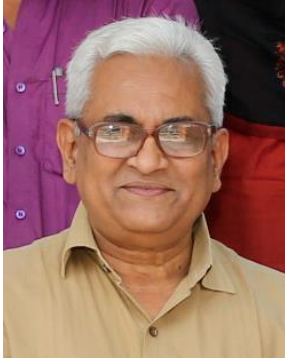
Founder and director of Sahbaghi Shikshan Kendra, **Ashok Kumar Singh** has more than 30 years of professional experience in participatory training, research, evaluation, and networking in relation to village development organisations, and issues of community ownership. He has conducted a number of training courses and evaluations on project appraisals, and has provided organisational development support to a number organisations such as OXFAM, Action-Aid, CARE, CRS, UNICEF, etc.

아쇼크 쿠마르 싱 사바기교육센터 대표는 참여적 훈련과 연구·평가·마을개발조직간 네트워킹, 지역주민 주인의식 등 다양한 분야에서 30 년 이상의 풍부한 경험을 가지고 있다. 그는 프로젝트 평가 분야 전문가로서 수차례 프로젝트 평가와 평가에 관한 연수과정을 진행해왔고, 조직 발전을 위한 자문활동을 통해 Oxfam, Action Aid, Care, CRS, 유니세프 등 다양한 단체들을 지원해왔다.

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

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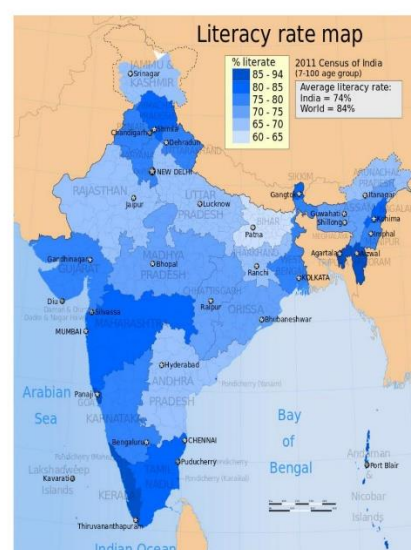
Source-ww.epdc.org/sites/default/files/documents/India_coreusaid.pdf

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
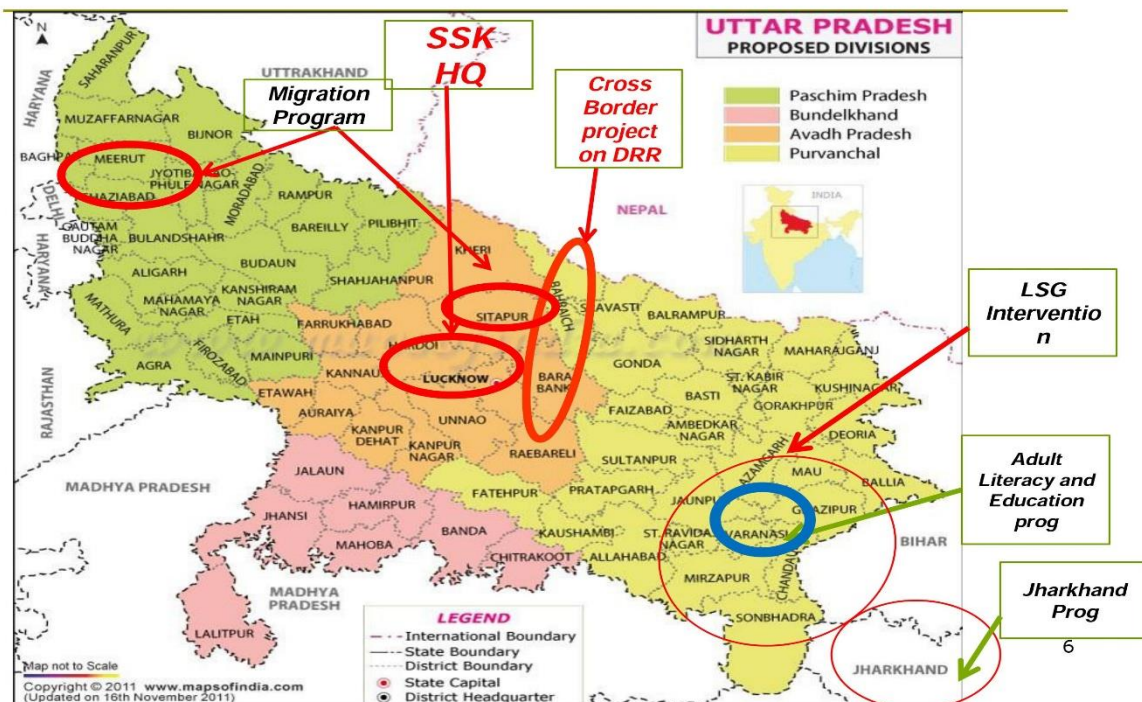
DISASTER MANAGEMENT WORK OF SSK

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- <u>Chain of Change Agents through Functional Literacy</u>

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

Area and Stakeholders

Intervention Area

→ **Varanasi**

→ **Cholapur** — **Harahua**

→ **15 Functional Literacy centers- 600 Rural Adult Women (In one Year)**

Primary Stakeholders
1. Rural Illiterate Women
2- Marginalized Families
3- Adolescent Girls

Secondary Stakeholders
3- Gram Panchayat (LSG)
4- Civil Society Org.
5- Govt. Dept/ Adult education Dept
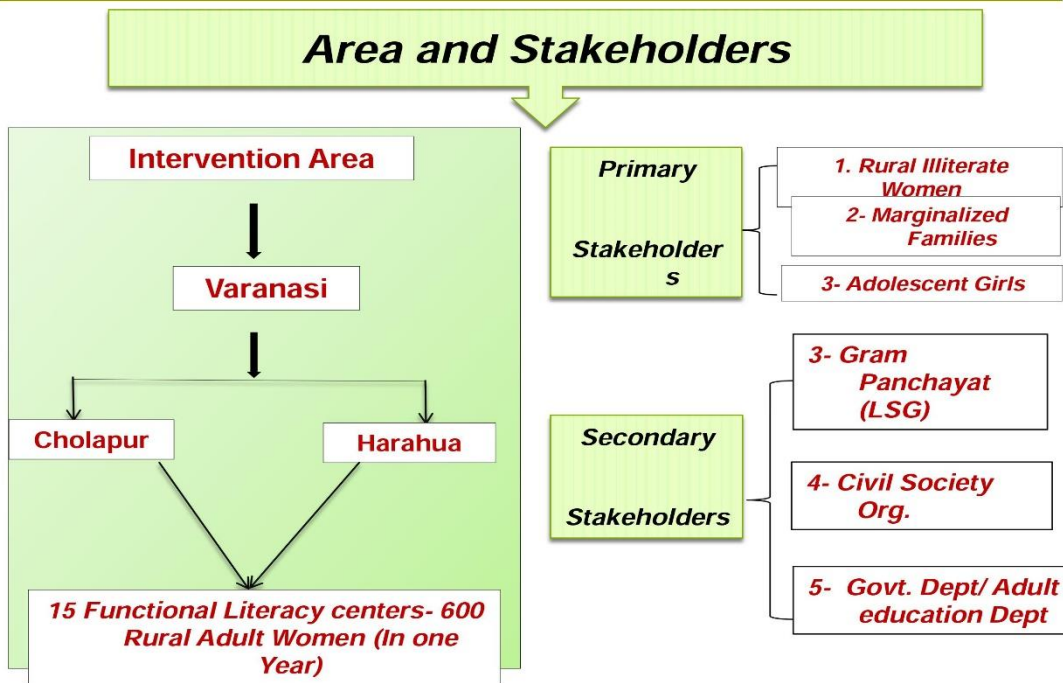
PROJECT DESCRIPTION

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-

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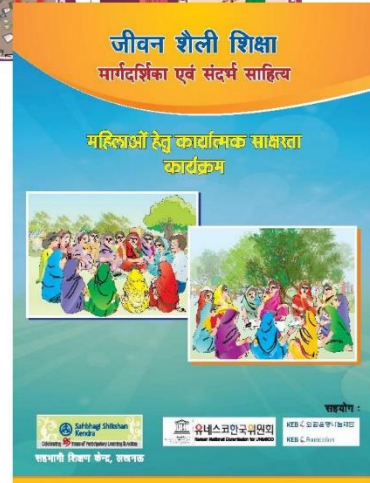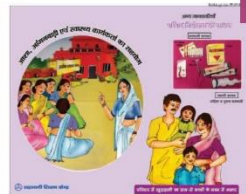
Thank You!

Shahzad Hussain has been engaged in serving rural communities for the last 13 years, believing in sustainable, affordable, and local approaches to rural development. He has an M.A in Social Work from the University of the Punjab, Pakistan. He is currently the Programme Manager at Bunyad Literacy Community Council, also acting as an external examiner in the Gender and Development Studies Department, Lahore College for Women University.

샤자드 후세인은 지속가능하면서 저소득층에게도 도움이 되는 현지 친화적인 방식의 농촌지역개발을 위해 지난 13 년간 일해왔다. 파키스탄의 펀잡대학교에서 사회복지학 석사과정을 마친 그는 현재 분야드 지역문해협의회의 여성문해 프로그램 책임자로서, 라호르여자대학교 젠더·개발학과에서 외부 심사위원으로 활동하는 등 파키스탄의 성인여성문해교육에 힘쓰고 있다.

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

Primary NER	**72 %**	(male: 77 & female: 66)
Dropout	**33 %**	(male32.1 & female:33.9)
Literacy rate	**58 %**	(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   *11 + Million (male 4.2 & Female 7)*

Illiterates 15+ (Total) **57 +** *Million (Male 19.7 & Female 33.3)*

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, Churalongkorn 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 to180 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

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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

Panel Discussion
종합토론

Inclusive and sustainable community development through partnership in Asia

아시아 파트너십 구축을 통한 포용적이고 지속가능한 지역사회 발전

Moderator: Sung-sang YOO, Associate Professor, Seoul National University

유성상 서울대학교 교육학과 부교수

Panellists: Anna Robinson-Pant, Professor of Education, University of East Anglia

안나 로빈슨-판트 동앵글리아대 교수

Brenda Tay-Lim, Programme Specialist, UNESCO Institute for Statistics

브렌다 테이-림 유네스코통계연구소(UIS) 교육성과섹션 과장

Hina Lotia, Board Member, Climate Action Network South Asia

히나 로티아 기후행동네트워크 남아시아 지역(CANSA) 실행위원

Yunjeong CHOI, Researcher, Korean Women's Development Institute

최윤정 한국여성정책연구원 여성인재연구센터 부연구위원

Sung-Sang Yoo is the Associate Professor of Global Education Cooperation at the College of Education, Seoul National University. His major research area is international and comparative education and lifelong learning, and he has served as a consultant for the Korean Educational Development Institute and Educators Without Borders. He has also been involved in the Sejong Literacy Project since its initiation in 2012, advising on monitoring and evaluation of the project.

유성상 서울대학교 부교수의 주요 연구분야는 교육개발협력 및 평생학습이며, 한국교육개발원, 국경없는교육가회에서 전문위원으로 활동했다. 그는 유네스코한국위원회의 세종 문해교육 프로젝트가 처음 시작했던 2012 년부터 프로젝트 모니터링 및 평가 자문을 담당해왔다.

Yunjeong Choi has been a researcher at the Korea Women's Development Institute (KWDI) since 2005, and is currently an Associate Research Fellow at the KWDI's Research Centre for HRD Policy. Her main areas of research are lifelong learning, adult education, and vocational training for females. She obtained her Ph. D in Education from Ewha Womans University, and is also an Adjunct Professor at Shinhan University.

최윤정 부연구위원은 한국여성정책연구원에서 2005 년부터 재직했으며, 현재 여성인재연구센터 부연구위원을 맡고 있다. 이화여자대학교에서 교육학 박사학위를 취득한 그의 주요 연구분야는 여성 평생교육 및 교육정책, 직업훈련이다. 그녀는 신한대학교에서 부교수를 겸임하고 있다.

Appendix

참고자료

List of Bridge Asia Partner Organisations

유네스코 브릿지 아시아 협력기관 및 사업 목록

Transforming our world: the 2030 Agenda for Sustainable Development

2030 지속가능발전의제

Education 2030 – Incheon Declaration and Framework for Action: Towards inclusive and equitable quality education and lifelong learning for all

교육 2030 – 인천 선언문 및 실천 프레임

List of Bridge Asia Partner Organisations and Projects

Sejong Literacy Project

	Project Title	Organisation	Country
2012 4 projects 4 countries	Strengthen teaching skills for multi-grade classroom for ethnic primary teachers from education disadvantage districts	Department of Teacher Education, Ministry of Education	Lao PDR
	Accelerated Progress towards Achieving the EFA Goals by Increasing Adult Literacy, Expanding ECCE, and Promoting UPE in Rural Areas of Hafizabad and Lahore Districts in Punjab, Pakistan	Bunyad Literacy Community Council	Pakistan
	Uplifting the Situation of 30 Bottom Villages in Literacy in the Philippines: Towards Achieving Education for All by 2015	Literacy Coordinating Council	Philippines
	Mother Tongue-Based (MTB) Multilingual Education (MLE) Pilot School Project	Timor-Leste National Commission for UNESCO (TNCU)	Timor-Leste
2013 5 projects 5 countries	Development and Implementation of Literacy and Entrepreneurship Learning Materials Based on Mother Tongue	Indonesian Community Learning Centres Communication Forum (FK-PKBM)	Indonesia
	Development of Toolkit: Practical Tips for Teaching Multi-Grade Classes	Department of Teaching Education, Ministry of Education	Lao PDR
	Capacity Building of Community Learning Centre (CLC) for Promoting Sustainability	Nepal National Commission for UNESCO	Nepal
	Accelerated Progress towards Achieving the EFA Goals by Increasing Adult Literacy, Expanding ECCE, and Promoting UPE in Rural Areas of Hafizabad and Lahore Districts Punjab, Pakistan	Bunyad Literacy Community Council	Pakistan
	Adult Literacy for Panatina Ward and Fauabu Ward Project	Literacy Association of Solomon Islands	Solomon Islands

2014 6 projects 6 countries	Chains of Change Agents – Promoting life-long learning through life skill education in adult women from Muslim and SC community	Sahbhagi Shikshan Kendra	India
	Capacity Enhancement of 11 Community Learning Centres and 22 Schools under it for Quality and Sustainable Education	Nepal National Commission for UNESCO	Nepal
	Empowering Women through Basic Literacy and Life Skills in Rural Areas of Lahore and Hafizabad Districts in Punjab, Pakistan	Bunyad Literacy Community Council	Pakistan
	Women Literacy Education Programme in the Philippine Underdeveloped Area	Notre Dame Foundation for Charitable Activities Inc.	Philippines
	Open School	National Institute of Education	Sri Lanka
	Supporting the Community Learning Centres in Vietnam	Continuing Education Department, Ministry of Education and Training	Vietnam
2015 5 projects 5 countries	Literacy Campaign for the Women of Char Khalifa	Bangladesh National Commission for UNESCO	Bangladesh
	Capacity Development and Community Learning Centre Manual Development	Non-Formal and Continuing Education Division, Ministry of Education	Bhutan
	Chains of Change Agents through Functional Literacy: Promoting life-long learning through life skill education in adult women from Muslim and SC community	Sahbhagi Shikshan Kendra	India
	Empowering Women through Basic Literacy and Life Skills	Bunyad Literacy Community Council	Pakistan
	Open School	National Institute of Education	Sri Lanka
Total	**14 projects in 12 countries**		

Climate Change Education Project

	Project Title	Organisation	Country
2011 7 projects 4 countries	Environmental Education Project in Vang Vieng	Phoudindaeng Youth Center & Viengsamai School	Lao PDR
	Community Mobilization for Promotion of Local Environment	Nandi Secondary School	Nepal
	Community Mobilization through School for Healthy Environment	Shree Himali Lower Secondary School	Nepal
	Kandian Forestry Gardening	N/Poramadulla M.M.V	Sri Lanka
	New Method of Growing Plants by Using Sacks	Ku/Maliyadeva College	Sri Lanka
	Climate Change Education: EEC	YNDF Ban Mae Kham School	Thailand
	More O2: Less CO2	Ammartpanichnukul School	Thailand
2012 9 projects 4 countries	GREEN Community, GREEN School	Sound Touch & Rangpur Govt. Girls High School	Bangladesh
	Environment Education for Vientiane	Vientiane Secondary School	Lao PDR
	Nurturing Youths to Grow Plants for Global Cooling	Ministry of Education	Myanmar
	Training Youths to Produce and Use Organic Fertilizers to Grow Plants on Barren Land	Ministry of Livestock and Fisheries & Lu-Nge Ah-Man Youth Training School	Myanmar
	Child Friendly School for Sustainable Development	Janajagriti Gyan Rashmi Secondary School	Nepal
	Student Mobilization for Educating Local Community for Sustainable Development	Shree Sharada Secondary School	Nepal
	Green Geta School	Saraswati Model Higher Secondary School	Nepal
	I Consume My Oxygen	Shree Nepal Rastriya Lower Secondary School	Nepal
	Participation of Community People for Climate Change Adaptation Education through School	Shree Gyanjyoti Secondary School	Nepal

Year	Project	Organization	Country
2013 14 projects 5 countries	"Fresh Air Living" - Reducing Indoor CO2 Emissions through Improved Cook Stoves	Chetona Unnayan Sangstha - Ginnideby Agarwal Women's College	Bangladesh
	Green Village Clean Village	Shimrail High School - Shimrail Social Development Club & Member Shimrail Graduate Society	Bangladesh
	Green and Clean Kalika	Kalika Secondary School	Nepal
	Green Plantation for Green School	Sukdev Higher Secondary School	Nepal
	Environmental Conservation Campaign, Phinnekot	Saraswati Lower Secondary School	Nepal
	Promoting Bio-Diversity through School	Kanchanjangha Lower Secondary School	Nepal
	Garbage Recycle	Orphanage School	Lao PDR
	Volunteer Development - Friend to Friend	Pasathipathai Upper Secondary School	Lao PDR
	Eco Friendly Sri Lanka	Rathnavali Balika Vidyalaya	Sri Lanka
	Dengue Controlling Campaign	Heero Youth Club	Sri Lanka
	UNESCO Green	Royal College Colombo	Sri Lanka
	Gardening Earth	Devi Balika Vidyalaya	Sri Lanka
	BCC ECO	Bangkok Christian College	Thailand
	Stop Temperature Rising	Khunyuamvitaya School	Thailand
2014 9 projects 5 countries	Promotion of School Environment through Student Club Mobilization and Quality Education	Janata Higher Secondary School	Nepal
	Protection and Promotion Environment and Quality Education	Punya Higher Secondary School	Nepal
	Green Sighadevi Project	Shree Singha Devi Lower Secondary School	Nepal

	Improvement Plantation	The Orphanage School	Lao PDR
	Sustainable Community Development, Environment, Youth, School	Pasathipatai Upper Secondary School	Lao PDR
	Center for Study and Technology Transfer on Renewable Energy and Appropriate Technology	Renewable Energy and New Material Institute	Lao PDR
	Community Activity based Education for Sustainable Development (CA-ESD)	Project: PRERONA	Bangladesh
	Ecotourism and Forest Protection	Devi Balika Vidyalaya	Sri Lanka
	Sustainable Development of Rural Development	Prachawit School	Thailand
2015 5 projects 3 countries	Environment Education in Vangvieng	Phoudindaeng Youth Center	Lao PDR
	Reforestation and Organic Gardening	Naxone Secondary School	Lao PDR
	Time for Climate Action	Kazi Siraj Uddin Foundation & Joydepur Govt. Girls School(LSC)	Bangladesh
	Green School Project for Rural Bangladesh	Porosmoni Biddaniketon School(LSC) & Light of Hope	Bangladesh
	Green House and Bio Gas	Ananda College	Sri Lanka
Total	44 projects in 6 countries		

유네스코 브릿지 아시아 협력기관 및 사업 목록

세종문해교육

	사업명	기관명	국가명
2012 4 개 국가 4 개 사업	교육 소외지역소수민족 초등교원 연수 사업	라오스 교육부 교원교육국	라오스
	'모두를 위한 교육' 목표달성 촉진 사업	분야드문해협의회	파키스탄
	필리핀 30 개 마을 문해진흥 사업	필리핀 국가문해위원회	필리핀
	모어에 기초한 다국어 교육 사업	유네스코동티모르위원회	동티모르
2013 5 개 국가 5 개 사업	모어기반의 문해 및 소득창출 교육 사업	지역학습센터 소통공회	인도네시아
	교육 소외지역 소수민족 초등교원 연수 사업	라오스 교육부 교원교육국	라오스
	지속가능한 양질의 교육을 위한 마을학습센터 지원 사업	유네스코네팔위원회	네팔
	'모두를 위한 교육' 목표달성 촉진사업	분야드문해협회	파키스탄
	파나티나와 파우아부 지역 성인문해교육 사업	솔로몬군도 문해협회	솔로몬군도
2014 6 개 국가 6 개 사업	기능문해교육을 통한 소외계층 여성 권한강화 사업	사바기교육센터	인도
	지속가능한 양질의 교육을 위한 마을학습센터 지원 사업	유네스코네팔위원회	네팔
	기초문해 및 생활기술교육을 통한 여성 권한강화 사업	분야드문해협회	파키스탄
	필리핀 저개발지역 여성 문해교육 사업	노틀담재단	필리핀
	열린 학교 사업	국립교육원	스리랑카

	베트남 마을학습센터 지원 사업	베트남 교원연수부 계속교육국	베트남
2015 5 개 국가 5 개 사업	칼리파섬 여성 문해진흥 사업	유네스코방글라데시위원회	방글라데시
	문해강사 역량강화 및 마을학습센터 매뉴얼 개발 사업	부탄 교육부 비형식 계속교육국	부탄
	기능문해교육을 통한 소외계층 여성 권한강화 사업	사바기교육센터	인도
	기초문해 및 생활기술교육을 통한 여성 권한강화 사업	분야드문해협회	파키스탄
	열린 학교 사업	국립교육원	스리랑카
총합	**14 개 사업 12 개 국가**		

기후변화교육

	사업명	기관명	국가명
2011 7 개 사업 4 개 국가	방비앵 지역 환경교육 사업	푸딘댕 청소년센터/ 비엥사마이 초등학교	라오스
	지역 환경개선을 위한 지역주민 함께하기 사업	난디 중학교	네팔
	학교와 함께하는 건강한 환경 만들기 지역주민 참여 사업	스리 히말리 초등학교	네팔
	칸디안 지역 숲 가꾸기 사업	포라마둘라 지역센터	스리랑카
	마대자루를 이용한 새로운 작물재배법	쿠-말리야데바 대학	스리랑카
	함께하는 기후변화교육 사업	YMCA 태국북부개발재단/ 반매캄 종합학교	태국
	'산소는 늘리고 이산화탄소는 줄이고' 사업	아마르트파니크누쿨종합학교	태국
2012 9 개 사업 4 개 국가	푸른 지역사회, 푸른 학교 사업	사운드 터치/ 랑푸르 공립여자고등학교	방글라데시
	비엔티엔 지역 환경교육 사업	비엔티엔 중학교	라오스
	지구온도 낮추기 청소년 작물재배 사업	미얀마 교육부	미얀마
	황무지 작물재배를 위한 유기농 비료 제조 및 사용	미얀마 농림수산부/ 루엥아만 유소년 훈련학교	미얀마
	지속가능개발을 위한 학생친화형 학교 만들기 사업	자나자그리티기안라스미 중학교	네팔
	지역사회 지속가능개발교육을 위한 학생 참여활동 사업	스리사라타 중학교	네팔
	초록마을 학교 만들기 사업	사라스와티 공립고등학교	네팔
	'산소를 아껴요' 사업	스리 네팔 라스트리아 중학교/ 가르바리 톨레 지역센터	네팔

	학교와 함께하는 지역주민 기후변화적응교육 참여 사업	스리 기안즈요티 중학교	네팔
2013 14 개 사업 5 개 국가	"깨끗한 공기 만들기" - 조리시설 개선을 통한 실내 이산화탄소 배출 줄이기 사업	셰토나 지역개발협회 - 지니데비 아그왈 여자대학	방글라데시
	푸른 마을 맑은 마을 사업	심라일 고등학교 - 심라일 지역 개발모임/졸업생협회	방글라데시
	푸르고 맑은 칼리카 만들기 사업	칼리카 중고등학교	네팔
	푸른 학교를 위한 푸른 작물 가꾸기 사업	수크데브 고등학교	네팔
	피네콧 지역 환경보전 캠페인	사라스와티 중학교	네팔
	학교에서의 생물다양성 증진 운동 사업	칸찬장가 중학교	네팔
	폐품 재활용 사업	고아원 부설학교	라오스
	"친구와 함께" - 자발적 개발 사업	파사티파타이 고등학교	라오스
	환경친화적인 스리랑카 만들기 사업	라트나발리 여학교	스리랑카
	뎅기열 확산방지 캠페인	히로 유소년 클럽	스리랑카
	푸른 유네스코 사업	콜롬보 왕립 대학	스리랑카
	지구 가꾸기 사업	데비 여학교	스리랑카
	BCC ECO 사업	방콕 기독 대학	태국
	기온 상승 막기 사업	쿤얌비타야 학교	태국
2014 9 개 사업 5 개 국가	학생모임을 통해 양질의 교육을 제공하는 학교 만들기 사업	잔타 중고등학교	네팔
	양질의 교육을 위한 학교환경보호 촉진사업	푼야 중고등학교	네팔
	푸른 동네 가꾸기 사업	싱하데비 중고등학교	네팔

	플랜테이션 환경 개선 사업	루앙프라방 국립고아원 부설학교	라오스
	교내 환경보건 쟁점 다루기 사업	파사티파타이 중고등학교	라오스
	재생가능에너지와 적정기술 교육 및 기술이전센터 설립 사업	국립 재생가능에너지 신소재 연구원	라오스
	지속가능발전을 위한 지역사회활동 기반 교육 사업	프리로나	방글라데시
	생태관광과 삼림보호 사업	데비 여자중고등학교	스리랑카
	태국 농촌지역 지속가능발전 사업	프라차윗 종합학교	태국
2015 5 개 사업 3 개 국가	미래세대를 위한 폐기물 관리 및 자원 재활용 교육 사업	푸딘댕 청소년센터	라오스
	낙손 고등학교 내 생태공원 구축 사업	낙손 고등학교	라오스
	행동하는 지구시민 "Time for Climate Action" 사업	조이데푸르 여자고등학교	방글라데시
	방글라데시 녹색학교 프로젝트 지원 사업	포로스모니비다니케톤 대안학교	방글라데시
	친환경 에너지 활용을 통한 온실가스 감축 지원 사업	아난다 고등학교	스리랑카
총합	**44 개 사업 6 개 국가**		

General Assembly

Seventieth session
Agenda items 15 and 116

Resolution adopted by the General Assembly on 25 September 2015

[without reference to a Main Committee (A/70/L.1)]

70/1. Transforming our world: the 2030 Agenda for Sustainable Development

The General Assembly

Adopts the following outcome document of the United Nations summit for the adoption of the post-2015 development agenda:

Transforming our world: the 2030 Agenda for Sustainable Development

Preamble

This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. We recognize that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development.

All countries and all stakeholders, acting in collaborative partnership, will implement this plan. We are resolved to free the human race from the tyranny of poverty and want and to heal and secure our planet. We are determined to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path. As we embark on this collective journey, we pledge that no one will be left behind.

The 17 Sustainable Development Goals and 169 targets which we are announcing today demonstrate the scale and ambition of this new universal Agenda. They seek to build on the Millennium Development Goals and complete what they did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.

The Goals and targets will stimulate action over the next 15 years in areas of critical importance for humanity and the planet.

People

We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

Planet

We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

Prosperity

We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

Peace

We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

Partnership

We are determined to mobilize the means required to implement this Agenda through a revitalized Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

The interlinkages and integrated nature of the Sustainable Development Goals are of crucial importance in ensuring that the purpose of the new Agenda is realized. If we realize our ambitions across the full extent of the Agenda, the lives of all will be profoundly improved and our world will be transformed for the better.

(omitted)

Sustainable Development Goals and targets

54. Following an inclusive process of intergovernmental negotiations, and based on the proposal of the Open Working Group on Sustainable Development Goals,[20] which includes a chapeau contextualizing the latter, set out below are the Goals and targets which we have agreed.

55. The Sustainable Development Goals and targets are integrated and indivisible, global in nature and universally applicable, taking into account different national realities, capacities and levels of development and respecting national policies and priorities. Targets are defined as aspirational and global, with each Government setting its own national targets guided by the global level of ambition but taking into account national circumstances. Each Government will also decide how these aspirational and global targets should be incorporated into national planning processes, policies and strategies. It is important to recognize the link between sustainable development and other relevant ongoing processes in the economic, social and environmental fields.

56. In deciding upon these Goals and targets, we recognize that each country faces specific challenges to achieve sustainable development, and we underscore the special challenges facing the most vulnerable countries and, in particular, African countries, least developed countries, landlocked developing countries and small island developing States, as well as the specific challenges facing the middle-income countries. Countries in situations of conflict also need special attention.

57. We recognize that baseline data for several of the targets remains unavailable, and we call for increased support for strengthening data collection and capacity-building in Member States, to develop national and global baselines where they do not yet exist. We commit to addressing this gap in data collection so as to better inform the measurement of progress, in particular for those targets below which do not have clear numerical targets.

58. We encourage ongoing efforts by States in other forums to address key issues which pose potential challenges to the implementation of our Agenda, and we respect the independent mandates of those processes. We intend that the Agenda and its implementation would support, and be without prejudice to, those other processes and the decisions taken therein.

59. We recognize that there are different approaches, visions, models and tools available to each country, in accordance with its national circumstances and priorities, to achieve sustainable development; and we reaffirm that planet Earth and its ecosystems are our common home and that "Mother Earth" is a common expression in a number of countries and regions.

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[20] Contained in the report of the Open Working Group of the General Assembly on Sustainable Development Goals (A/68/970 and Corr.1; see also A/68/970/Add.1–3).

Sustainable Development Goals

Goal 1. End poverty in all its forms everywhere

Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3. Ensure healthy lives and promote well-being for all at all ages

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5. Achieve gender equality and empower all women and girls

Goal 6. Ensure availability and sustainable management of water and sanitation for all

Goal 7 Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10. Reduce inequality within and among countries

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12. Ensure sustainable consumption and production patterns

Goal 13. Take urgent action to combat climate change and its impacts[*]

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

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[*] Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4.1   By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2   By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3   By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4   By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5   By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6   By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7   By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.a   Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b   By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c   By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Goal 13. Take urgent action to combat climate change and its impacts[*]

13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

13.2 Integrate climate change measures into national policies, strategies and planning

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

13.a Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly $100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible

13.b Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

(the rest omitted)

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* Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.

Education 2030

Incheon Declaration

and

Framework for Action

Towards inclusive and equitable quality education and lifelong learning for all

(Final draft for adoption)

Incheon Declaration

Towards inclusive and equitable quality education and lifelong learning for all

UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR organized the World Education Forum 2015 in Incheon, Republic of Korea, from 19 – 22 May 2015, hosted by the Republic of Korea. Over 1,600 participants from 160 countries, including over 120 Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, adopted the Incheon Declaration for Education 2030, which sets out a new vision for education for the next fifteen years.

Preamble

1. We, Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, have gathered in May 2015 at the invitation of the Director-General of UNESCO in Incheon, Republic of Korea, for the World Education Forum 2015 (WEF 2015). We thank the Government and the people of the Republic of Korea for having hosted this important event as well as UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR, as the co-convenors of this meeting, for their contributions. We express our sincere appreciation to UNESCO for having initiated and led the convening of this milestone event for Education 2030.

2. On this historic occasion, we reaffirm the vision of the worldwide movement for Education for All initiated in Jomtien in 1990 and reiterated in Dakar in 2000 — the most important commitment to education in recent decades and which has helped drive significant progress in education. We also reaffirm the vision and political will reflected in numerous international and regional human rights treaties that stipulate the right to education and its interrelation with other human rights. We acknowledge the efforts made; however, we recognize with great concern that we are far from having reached education for all.

3. We recall the Muscat Agreement developed through broad consultations and adopted at the Global Education for All (EFA) Meeting 2014, and which successfully informed the proposed education targets of the Open Working Group on Sustainable Development Goals (SDGs). We further recall the outcomes of the regional ministerial conferences on education post-2015 and take note of the findings of the 2015 EFA Global Monitoring Report and the Regional EFA Synthesis Reports. We recognize the important contribution of the Global Education First Initiative as well as the role of governments and regional, intergovernmental and non-governmental organizations in galvanizing political commitment for education.

4. Having taken stock of progress made towards the EFA goals since 2000 and the education-related Millennium Development Goals (MDGs) as well as the lessons learned, and having examined the remaining challenges and deliberated on the proposed Education 2030 agenda and the Framework for Action as well as on future priorities and strategies for its achievement, we adopt this Declaration.

Towards 2030: a new vision for education

5. Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind. This new vision is fully captured by the proposed SDG 4 *"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"* and its corresponding targets. It is transformative and universal, attends to the 'unfinished business' of the EFA agenda and the education-related MDGs, and addresses global and national education challenges. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development. We

recognize education as key to achieving full employment and poverty eradication. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.

6. Motivated by our significant achievements in expanding **access** to education over the last 15 years, we will ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes. We also encourage the provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education. We also commit to providing meaningful education and training opportunities for the large population of out-of-school children and adolescents, who require immediate, targeted and sustained action ensuring that all children are in school and are learning.

7. **Inclusion and equity** in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all. We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind.

8. We recognize the importance of **gender equality** in achieving the right to education for all. We are therefore committed to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools.

9. We commit to **quality** education and to improving learning outcomes, which requires strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress. We will ensure that teachers and educators are empowered, adequately recruited, well- trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems. Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem- solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED). In this regard, we strongly support the implementation of the Global Action Programme on ESD launched at the UNESCO World Conference on ESD in Aichi-Nagoya in 2014. We also stress the importance of human rights education and training in order to achieve the post-2015 sustainable development   agenda.

10. We commit to promoting quality **lifelong learning opportunities** for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance. In addition, the provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education, is important. We further commit to ensuring that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities. We are also committed to strengthening science, technology and innovation. Information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.

11. Furthermore, we note with serious concern that, today, a large proportion of the world's out-of- school population lives in conflict-affected areas, and that crises, violence and

attacks on education institutions, natural disasters and pandemics continue to disrupt education and development globally. We commit to developing more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in these contexts, including internally displaced persons and refugees. We highlight the need for education to be delivered in safe, supportive and secure learning environments free from violence. We recommend a sufficient crisis response, from emergency response through to recovery and rebuilding; better coordinated national, regional and global responses; and capacity development for comprehensive risk reduction and mitigation to ensure that education is maintained during situations of conflict, emergency, post- conflict and early recovery.

(the rest omitted)

Education 2030

Framework for Action

Towards inclusive and equitable quality education and lifelong learning for all

(Final draft for adoption)

INTRODUCTION

1. The world has made some remarkable progress in education since 2000, when the six Education for All (EFA) goals and the Millennium Development Goals (MDGs) were established. Those goals were not, however, reached by the 2015 deadline and continued action is needed to complete the unfinished agenda. With Goal 4 of **Transforming our world: the 2030 Agenda for Sustainable Development** [i] – '*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*' (hereafter referred to as **Education 2030**) – and its associated targets, the world has set a more ambitious universal education agenda for the period from 2015 to 2030. Every effort must be made to guarantee that this time the goal and targets are achieved.

1. Education 2030 was developed through a broad consultative process driven and owned by Member States, and facilitated by UNESCO as well as other partners and guided by the EFA Steering Committee.[1] Education 2030 draws on the thematic consultations on education post- 2015 of 2012 and 2013 led by UNESCO and UNICEF, the Global Education for All Meeting held in Muscat, Oman, in May 2014, non-government organization (NGO) consultations, the five regional ministerial conferences organized by UNESCO in 2014 and 2015, and the E-9 meeting held in Islamabad in 2014.[2] A key mile stone in its development is the Muscat Agreement [ii], which was adopted at the Global EFA Meeting in May 2014 and which informed the global education goal and its associated targets and means of implementation as proposed by the United Nations (UN) General Assembly's Open Working Group on Sustainable Development Goals (OWG).

   This process culminated in the **Incheon Declaration**, which was adopted on 21 May 2015 at the World Education Forum (WEF 2015) held in Incheon, Republic of Korea. The Incheon Declaration constitutes the commitment of the education community to Education 2030 and the 2030 Agenda for Sustainable Development, recognizing the important role of education as a main driver of development. The **Education 2030 Framework for Action**, which provides guidance for implementing Education 2030, was discussed at WEF 2015, and its essential elements were agreed upon in the Incheon Declaration. The Framework for Action outlines how to translate into practice, at country/national[3] regional and global level, the commitment made in Incheon. It aims at mobilizing all countries and partners around the Sustainable Development Goal (SDG) on education and its targets, and proposes ways of implementing, coordinating, financing and monitoring Education 2030 to ensure inclusive and equitable quality education and lifelong learning opportunities for all. It also proposes indicative strategies which countries may wish to draw upon in developing contextualized plans and strategies, taking into account different national realities, capacities and levels of development and respecting national policies and priorities.

2. The Framework for Action has three sections. Section I outlines the vision, rationale and principles of Education 2030. Section II describes the global education goal and its associated seven targets and three means of implementation, as well as indicative strategies.

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1 The EFA Steering Committee, convened by UNESCO, is composed of Member States representing all six regional groups of UNESCO, the E-9 initiative* and the host country of the World Education Forum 2015; the five EFA convening agencies (UNESCO, UNICEF, the United Nations Development Programme (UNDP), the United Nations Population Fund (UNFPA) and the World Bank); the Organisation for Economic Co-operation and Development (OECD); the Global Partnership for Education (GPE); civil society; the teaching profession; and the private sector.
* The E-9 Initiative is a forum established in 1993 to accelerate progress towards the achievement of EFA. It comprises the nine most highly populated countries of the South (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan).

2 The outcomes of regional ministerial conferences on education post-2015 and the E-9 meeting are the Bangkok Statement (2014), the Lima Statement (2014), the Islamabad Statement (2014), the Kigali Statement (2015), the Sharm El Sheikh Statement (2015) and the Paris Statement (2015) and can be found here.

3 It is acknowledged that in federal systems, government responsibilities often lie at sub-national levels. Moreover, decentralized responsibility for education governance and provision is common practice in many countries which do not have a federal system. Where possible, appropriate terms are used to reflect this, but in some cases 'national' is used to refer to countries with either centralized or decentralized governance systems.

Section III proposes a structure for coordinating global education efforts, as well as governance, monitoring, follow- up and review mechanisms. It also examines ways of ensuring that Education 2030 is adequately financed and outlines the partnerships needed to realize the agenda at country/national, regional and global level.

I. VISION, RATIONALE AND PRINCIPLES

3. Education is at the heart of the 2030 Agenda for Sustainable Development and essential for the success of all SDGs. Recognizing the important role of education, the 2030 Agenda for Sustainable Development highlights education as a stand-alone goal (SDG 4) and also includes targets on education under several other SDGs, notably those on health; growth and employment; sustainable consumption and production; and climate change. In fact, education can accelerate progress towards the achievement of all of the SDGs and therefore should be part of the strategies to achieve each of them. The renewed education agenda encapsulated in Goal 4 is comprehensive, holistic, ambitious, aspirational and universal, and inspired by a vision of education that transforms the lives of individuals, communities and societies, leaving no one behind. The agenda attends to the unfinished business of the EFA goals and the education-related MDGs, while effectively addressing current and future global and national education challenges. It is rights-based and inspired by a humanistic vision of education and development, based on the principles of human rights and dignity, social justice, peace, inclusion and protection, as well as cultural, linguistic and ethnic diversity and shared responsibility and accountability [iii].

4. Building on and continuing the EFA movement, Education 2030 takes into account lessons learned since 2000. What is new about Education 2030 is its focus on increased and expanded access, inclusion and equity, quality and learning outcomes at all levels, within a lifelong learning approach. A key lesson of past years is that the global education agenda should work within the overall international development framework, with strong links to humanitarian response, rather than alongside it as occurred with the separate EFA goals and education-related MDGs. By adopting the Incheon Declaration, the education community set a single renewed education goal in accordance with the overall development framework. The new education agenda's focus on inclusion and equity – giving everyone an equal opportunity, and leaving no one behind – signals another lesson: the need for increased efforts especially aimed at reaching those marginalized or in vulnerable situations. All people, irrespective of sex, age, race, colour, ethnicity, language, religion, political or other opinion, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or other status,[4] should have access to inclusive, equitable quality education and lifelong learning opportunities. The focus on education quality, learning and skills highlights yet another important lesson: the danger of concentrating on access to education without paying enough attention to whether students are learning and acquiring relevant skills once they are in school. The fact that the EFA goals have not been reached carries a further lesson: 'business as usual' will not bring quality education to all. If current rates of progress continue, many of the countries lagging furthest behind will not reach the new targets by 2030. This means that it is of utmost importance to change current practices and mobilize efforts and resources at an unprecedented pace. Another new feature of the Education 2030 agenda is that it is universal and is owned by the entire world, developed and developing countries alike.

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4   Hereafter, 'marginalized and vulnerable groups' refers to all groups in this list. It should be noted that the list, which combines paragraphs 19 and 25 of 'Transforming our world: the 2030 Agenda for Sustainable Development', is not exhaustive and that countries and regions may identify and address other status-based vulnerability, marginalization, discrimination and exclusion in education.

5. Education 2030 must be seen within the broader context of development today. Education systems must be relevant and respond to rapidly changing labour markets, technological advances, urbanization, migration, political instability, environmental degradation, natural hazards and disasters, competition for natural resources, demographic challenges, increasing global unemployment, persistent poverty, widening inequality and expanding threats to peace and safety. By 2030, education systems will need to enrol hundreds of millions of additional children and adolescents to achieve basic education (that is, pre-primary, primary and lower secondary education) for all [iv] as well as provide equal access to upper secondary and post- secondary education opportunities for all. At the same time, it is critical to provide early childhood care and education to ensure children's long-term development, learning and health. It is also vital for education systems to ensure that all children, youth and adults are learning and acquire relevant skills, including proficiency in literacy. There is an urgent need for children, youth and adults to develop throughout life the flexible skills and competencies they need to live and work in a more secure, sustainable, interdependent, knowledge-based and technology-driven world. Education 2030 will ensure that all individuals acquire a solid foundation of knowledge, develop creative and critical thinking and collaborative skills, and build curiosity, courage and resilience.

6. The renewed attention to the purpose and relevance of education for human development and economic, social and environmental sustainability is a defining feature of the Education 2030 agenda. This is embedded in its holistic and humanistic vision, which contributes to a new model of development. That vision goes beyond a utilitarian approach to education and integrates the multiple dimensions of human existence [v p. 10]. It understands education as inclusive and as crucial in promoting democracy and human rights and enhancing global citizenship, tolerance and civic engagement as well as sustainable development. Education facilitates intercultural dialogue and fosters respect for cultural, religious and linguistic diversity, which are vital for achieving social cohesion and justice.

7. For countries and communities that embrace the need to bring quality education to all, the benefits are enormous. Evidence of education's unmatched power to improve lives, particularly for girls and women continues to accumulate [vi]. Education has a key role in eradicating poverty: it helps people obtain decent work, raises their incomes and generates productivity gains that fuel economic development. Education is the most powerful means of achieving gender equality, of enabling girls and women to fully participate socially and politically, and of empowering them economically. Education is also one of the most potent ways to improve individuals' health – and to make sure the benefits are passed on to future generations. It saves the lives of millions of mothers and children, helps prevent and contain disease, and is an essential element of efforts to reduce malnutrition. Moreover, education promotes the inclusion of persons with disabilities [vii]. It is also fundamentally protective for children, young people and adults whose lives have been devastated by crisis and conflict, and provides them with the tools to rebuild their lives and communities.

8. Unlocking education's power for all will require creating more opportunity everywhere, but especially in countries and regions in conflict. Many of the largest education gaps are found in conflict and emergency situations. It is, therefore, critical to develop education systems that are more resilient and responsive in the face of conflict, social unrest and natural hazards – and to ensure that education is maintained during emergency, conflict and post-conflict situations. Better education is also central to preventing and mitigating conflicts and crises and to promoting peace.

9. The principles informing this Framework are drawn from international instruments and agreements, including Article 26 of the Universal Declaration of Human Rights [viii], the Convention against Discrimination in Education [ix], the Convention on the Rights of the Child [x], the International Covenant on Economic, Social and Cultural Rights [xi], the UN Convention on the Rights of Persons with Disabilities [xii], the Convention on the Elimination

of All Forms of Discrimination against Women [xiii], the Convention relating to the Status of Refugees [xiv] and the UN General Assembly Resolution on the Right to Education in Emergency Situations [xv]. Those principles include:

- ***Education is a fundamental human right and an enabling right.*** To fulfil this right, countries must ensure universal equal access to inclusive and equitable quality education and learning, which should be **free and compulsory**, leaving no one behind. Education shall aim at the full development of the human personality and promote mutual understanding, tolerance, friendship and peace.

- ***Education is a public good,*** of which the state is the duty bearer. Education is a shared societal endeavour, which implies an inclusive process of public policy formulation and implementation. Civil society, teachers and educators, the private sector, communities, families, youth and children all have important roles in realizing the right to quality education. The role of the state is essential in setting and regulating standards and norms [xvi].

- ***Gender equality*** is inextricably linked to the right to education for all. Achieving gender equality requires a rights-based approach that ensures that girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education.

II. GOAL, STRATEGIC APPROACHES, TARGETS AND INDICATORS

Overarching goal

'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'

10. The overarching 2030 Agenda for Sustainable Development education goal (SDG 4) commits to providing inclusive and equitable quality education at all levels and expresses the new key features of Education 2030, which underpin this Framework for Action.

11. Ensure **access** to and completion of quality education for all children and youth to at least 12 years of free, publicly funded, inclusive and equitable quality primary and secondary education, of which at least nine years are compulsory, as well as access to quality education for out-of- school children and youth through a range of modalities. Ensure the provision of learning opportunities so that all youth and adults acquire functional literacy and numeracy and so as to foster their full participation as active citizens. The provision of at least one year of free and compulsory pre-primary education of good quality should also be encouraged.

12. Ensure **equity and inclusion** in and through education and address all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention and completion and in learning outcomes. Inclusive education for all should be ensured by designing and implementing transformative public policies to respond to learners' diversity and needs, and to address the multiple forms of discrimination and of situations, including emergencies, which impede the fulfilment of the right to education. As **gender equality** is another key feature of Education 2030, this agenda pays particular attention to gender-based discrimination as well as to vulnerable groups, and to ensuring that no one is left behind. No education target should be considered met unless it is met by all.

13. An integral part of the right to education is ensuring that education is of sufficient **quality** to lead to relevant, equitable and effective learning outcomes at all levels and in all settings. Quality education necessitates, at a minimum, that learners develop foundational literacy and numeracy skills as building blocks for further learning, as well as higher-order skills. This requires relevant teaching and learning methods and content that meet the needs of all learners, taught by well-qualified, trained, adequately remunerated and motivated teachers, using appropriate pedagogical approaches and supported by appropriate information and communication technology (ICT), as well as the creation of safe, healthy, gender-responsive, inclusive and adequately resourced environments that facilitate learning.

14. The right to education begins at birth and continues throughout life; therefore the concept of **lifelong learning**[5] guides Education 2030. To complement and supplement formal schooling, broad and flexible lifelong learning opportunities should be provided through non-formal pathways with adequate resources and mechanisms and through stimulating informal learning, including through use of ICT.

(omitted)

Emphasizing equity, inclusion and gender equality

19. Cross-sector policies and plans should be developed or improved, consistent with the overall 2030 Agenda for Sustainable Development, to address the social, cultural and economic barriers that deprive millions of children, youth and adults of education and quality learning. Relevant and realistic intermediate benchmarks and stepping stones should be set at the national level. This must include changes as appropriate in education content, approaches, structures and funding strategies to address the situation of excluded children, youth and adults. Evidence- based policies and strategies to address exclusion may include elimination of cost barriers through, for example, cash transfer programmes; provision of school meals/nutrition and health services; learning and teaching materials and transport services; second chance/re-entry programmes; inclusive school facilities; teacher training on inclusive education; and language policies to address exclusion. To measure marginalization in education, set targets for reducing inequity and monitor progress towards these targets, all countries should collect, analyse and use disaggregated data, broken down by the specific characteristics of given population groups, and ensure that indicators measure progress towards reducing inequality.

20. To ensure gender equality, education systems must act explicitly to eliminate gender bias and discrimination resulting from social and cultural attitudes and practices and economic status. Governments and partners need to put in place gender-sensitive policies, planning and learning environments; mainstream gender issues in teacher training and curricula monitoring processes, and eliminate gender-based discrimination and violence in education institutions to ensure that teaching and learning have an equal impact on girls and boys, women and men, and to eliminate gender stereotypes and advance gender equality. Special measures should be put in place to ensure the personal security of girls and women in education institutions and on the journey to and from them, in all situations but in particular during conflict and crises.

21. Given the significant challenges faced by persons with disabilities in accessing quality education opportunities and the lack of data to support effective interventions, particular attention is needed to ensure access to and outcomes of quality education and learning for children, youth and adults with disabilities.

Focusing on quality and learning

22. Increasing access must be accompanied by measures to improve the quality and relevance

of education and learning. Education institutions and programmes should be adequately and equitably resourced, with safe, environment-friendly and easily accessible facilities; sufficient numbers of teachers and educators of quality using learner-centred, active and collaborative pedagogical approaches; and books, other learning materials, open educational resources and technology that are non-discriminatory, learning conducive, learner friendly, context specific, cost effective and available to all learners - children, youth and adults. Teacher policies and regulations should be in place to ensure that teachers and educators are empowered, adequately recruited and remunerated, well trained, professionally qualified, motivated, equitably and efficiently deployed across the whole education system, and supported within well-resourced, efficient and effectively governed systems. Systems and practices for assessment of quality learning that include evaluation of inputs, environments, processes and outcomes should be instituted or improved. Relevant learning outcomes must be well defined in cognitive and non-cognitive domains, and continually assessed as an integral part of the teaching and learning process. Quality education includes the development of those skills, values, attitudes and knowledge that enable citizens to lead healthy and fulfilled lives, make informed decisions and respond to local and global challenges. A focus on quality and innovation will also require strengthening science, technology, engineering and mathematics (STEM).

Promoting lifelong learning

23. All age groups, including adults, should have opportunities to learn and to continue learning. Beginning at birth, lifelong learning for all, in all settings and at all levels of education, should be embedded in education systems through institutional strategies and policies, adequately resourced programmes, and robust partnerships at the local, regional, national and international levels. This requires the provision of multiple and flexible learning pathways and entry points and re-entry points at all ages and all educational levels, strengthened links between formal and non-formal structures, and recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education. Lifelong learning also includes equitable and increased access to quality technical and vocational education and training and to higher education and research, with due attention to relevant quality assurance.

24. Special measures and increased finance are needed to address the needs of adult learners and of the millions of children, youth and adults who remain illiterate. Moreover, all youth and adults, especially girls and women, should be provided with opportunities to achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire skills for life and decent work. Importantly, the provision of adult learning, education and training opportunities must be ensured. Cross-sector approaches traversing education, science and technology, family, employment, industrial and economic development, migration and integration, citizenship, social welfare and public finance policies should be used.

(omitted)

Targets and indicative strategies

28. The targets of Education 2030 are specific and measurable, and contribute directly to achieving the overarching goal. They spell out a global level of ambition that should encourage countries to strive for accelerated progress. They are applicable to all countries, taking into account different national realities, capacities and levels of development and respecting national policies and priorities. Country-led action will drive change, supported by effective multi-stakeholder partnerships and financing. Governments are expected to translate global targets into achievable national targets based on their education priorities,

national development strategies and plans, the ways their education systems are organized, their institutional capacity and the availability of resources. This requires establishing appropriate intermediate benchmarks (e.g. for 2020 and 2025) through an inclusive process, with full transparency and accountability, engaging all partners so there is country ownership and common understanding. Intermediate benchmarks can be set for each target to serve as quantitative goalposts for review of global progress vis- à-vis the longer-term goals. Such benchmarks should build on existing reporting mechanisms, as appropriate. Intermediate benchmarks are indispensable for addressing the accountability deficit associated with longer-term targets.

(omitted)

Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

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51. Literacy[5] is part of the right to education and a public good. It is at the core of basic education and an indispensable foundation for independent learning [ˣˣˣ]. The benefits of literacy, in particular for women, are well documented. They include greater participation in the labour market, delayed marriage, and improved child and family health and nutrition; these, in turn, help reduce poverty and expand life opportunities. Numeracy is a key skill: manipulating numbers, accounts, measurements, ratios and quantities is a basic to life required everywhere [ˣˣˣⁱ]. But improving youth and adult literacy and numeracy remains a global challenge. Worldwide, in 2013, 757 million adults (aged 15 and over), of whom two-thirds are women, were unable to read and write [ˣˣˣⁱⁱ]. Low literacy skills are a concern globally, including in middle and high income countries. About 20% of adults in Europe lack the literacy skills they need to fully participate in society [ˣˣˣⁱⁱⁱ]. Adults with poor literacy and numeracy skills face multiple sources of disadvantage. They are more likely to be unemployed, and those who are employed receive lower wages. They find it more difficult to make use of opportunities in society and to exercise their rights. They are also more likely to be in poor health.

52. By 2030, all young people and adults across the world should have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills[6] that are equivalent to levels achieved at successful completion of basic education. The principles, strategies and actions for this target are underpinned by a contemporary understanding of literacy not as a simple dichotomy of 'literate' versus 'illiterate', but as a continuum of proficiency levels. The required levels, and how people apply reading and writing skills, depend on specific contexts. Particular attention should be paid to the role of learners' first language in becoming literate and in learning. Literacy programmes and methodologies should respond to the needs and contexts of learners, including through the provision of context-related bilingual and intercultural literacy programmes within the framework of lifelong learning. Numeracy provision, an area that requires strengthening, should be part of literacy programmes. ICT, particularly mobile technology, holds great promise for accelerating progress towards this target.

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[5] Literacy is defined as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with diverse contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, develop their knowledge and potential and participate fully in community and society. (UNESCO. 2005. Aspects of Literacy Assessment: Topics and issues from the UNESCO Expert Meeting, 10–12 June 2003. http://unesdoc.unesco.org/images/0014/001401/140125eo.pdf.)

[6] A person is defined as 'functionally literate who can engage in all those activities in which literacy is required for effective functioning of his [or her] group and community and also for enabling him [or her] to continue to use reading, writing and calculation for his [or her] own and the community's development'. (UNESCO. 2006. EFA Global Monitoring Report 2006 – Literacy for Life, p. 154 http://www.unesco.org/education/GMR2006/full/chapt6_eng.pdf.)

53. **Indicative strategies:**

- Establish a sector-wide and multisector approach for formulating literacy policy and plans, as well as for budgeting, by strengthening collaboration and coordination among relevant ministries, including those dealing with education, health, social welfare, labour, industry and agriculture, as well as with civil society, the private sector and bilateral and multilateral partners, supporting decentralized provision in practice.

- Ensure that literacy and numeracy programmes are of high quality according to national evaluation mechanisms, tailored to learners' needs and based on their previous knowledge and experience. This requires paying close attention to culture, language, social and political relationships and economic activity, with particular attention to girls and women and vulnerable groups, and linking and integrating such programmes with skills development for decent work and livelihood as essential elements of lifelong learning.

- Scale up effective adult literacy and skills programmes involving civil society as partners, building on their rich experience and good practice.

- Promote the use of ICT, particularly mobile technology, for literacy and numeracy programmes.

- Develop a literacy assessment framework and tools to evaluate proficiency levels based on learning outcomes. This will require defining proficiency across a range of contexts, including skills at work and in everyday life.

- Establish a system to collect, analyse and share relevant and timely data on literacy levels and literacy and numeracy needs, disaggregated by gender and other indicators of marginalization.

(the rest omitted)