(self-confidence and collaboration). These are outcomes not just for the learners directly, but including others involved in the project.

AS ACTION PROJECT
- the project has resulted in the development of the booklets, conduct of orientation seminars, actual utilisation of the booklets. But more than these – the project has resulted in the sharing of local knowledge, the application of new knowledge (eg planting of passion fruit) and for the local learners and community to look into the future (eg the vision of the juice factory)

CONCEPTUAL – ESD
- while there has not been much mention of ESD at the local level (is this necessary?) there has been obvious application of the holistic approach (given the very nature of the project – situational analysis). However, at the national level, there is a greater awareness of this concept.
- is it necessary – yes and no – it is important to highlight the links and try to identify how such links are in fact ESD, because otherwise, we are not promoting our own concept.

3. Reflection and Lessons Learnt

The team was very conscious of the approach the “HOPE” evaluation took and while there are a number of changes that were agreed (eg. More conscious of the seating arrangements, more conscious about not making ESD sound difficult but draw out from their practice), on the whole the feedback gathered from the implementing agencies has been that the mission was successful – not just because the project was successful (given the plans for replication after revising the booklet) but also because of the approach taken.

The team consistently used a participatory process despite some challenges with the need for translation in the village, but at the national level, it was mostly in English the feedback sessions at all levels were helpful in clarifying the expected outcomes of the project as a learning project.

The composition of the team member – Innovation Project staff, ESD expert, COE practitioner, and ACCU – was very instrumental in the process of evaluation. While the project staff was
familiar with both the project content and context, the expert was able to conceptualise the findings, and COE staff were able to give practical inputs to the project.

It would have been better if the team had more time at the project cite, so that they could listen to the people more in depth, walk around the project cite to triangulate the findings.
Its Education that explores my Dream

- Tashi Wangmo

"Education strengthen my confidence to go beyond the traditional way of crop cultivation" says a Bhutanese NFE learner of Innovative Programme implementing under ACCU-UNESCO IP Programme for ESD. Ms. Tashi Wangmo is living in the Mendralgong Geop of Tshirang District in Bhutan.

Tashi Wangmo is a 24 years old lady having three children, and she could not attend in the school in her school age, as her parents did not allow her to go to school. She got early marriage and gave birth three children. She is now living with her family, weaving cloths and cultivating paddy in the field.

She has traditional knowledge of cultivation that learnt from her parents and follows the process only. When she found that the NFE centre in their community providing training on situation to assess local problems and real needs of the community, she enrolled herself as the NFE centre and continue to learn situation analysis, identifying problems and needs. As they found that the local fruit, orange, is in danger due to a disease and they have to look for alternatives to cope with the situation. They also found that 'Passion Fruit' is the probable alternative fruit in this area which may increase their economic growth.

During implementation of IP project Ms. Tashi learnt the process of passion Fruit cultivation and practicing in their house. During the learning knowledge has increased on how to do, she has confidence to do anything and also vocal for presenting her thoughts & dreams. She also has increased her quality to communicate with other people of the area. Now she can take care of her children for quality education and she is enthusiastic to learn more and more. She believe that education is a power which sustain any development.
THAILAND

1. Summary of the Mission

ACCU team
Dr. Jose Roberto Guevara, RMIT University, Australia (Team leader)
Mr. Nafizuddin Khan, Dhaka Ahsania Mission, Bangladesh (COE)
Dr. Ampai Harakunarak, Thailand Environment Institute, Thailand (COE)
Ms. Rathaya Songsiri, Researcher, Thailand Environment Institute (COE)
Ms. Tamami Zaha (ACCU)

Project team
Dr. Wandguan Suwansiri, Bureau of Academic Affairs and Educational Standards, Office of Basic Education Commission, Ministry of Education

Day 1: 5 September 2008
The team proceeded from Bhutan to the other mission in Thailand, and the first working day in Bangkok was set aside to wrap-up the mission in Bhutan and prepare for Thailand. In the morning, three of the members shared the findings and reflection from the Bhutan mission. Based on the lessons learnt, the team also discussed how they should go about the evaluation in Thailand. In the afternoon, the project team and the COE staff from Thailand joined the ACCU evaluation team and had a preparatory meeting for the evaluation activities. In Thailand, the evaluation team was rather big, and therefore they started from self-introduction. In addition to the Bhutan mission team, two COE staff joined in the team from Thailand, namely Dr. Ampai Harakunarak and Ms. Rathaya Songsiri from Thailand Environment Institute. This brought in new and diverse perspective in the team, which all the members appreciated a lot, as Dr. Ampai had been involved in this ACCU-UNESCO Asia-Pacific Innovation Programme for ESD from the early stage, and Ms. Rathaya was rather new to TEI. During the meeting on this day, the team refined the mission programme, and decided to fly to Chiang Rai, the project cite, earlier than planned, as the project school were having an exhibition on the next day.

Day 2: 6 September 2008
The team flew to Chiang Rai, Northern Thailand. Upon arrival at the airport, they met Mr. Po
Asa, officer from the Chiang Rai Educational Service Area (ESA), and headed for the Institute for Skills Development where the school exhibition was taking place. The exhibition was an annual event organised by Chiang Rai ESA 3, to provide an opportunity for each school in ESA 3 to show the outcomes of school activities. This year’s theme was Education and Sufficiency Economy, and each school displayed what they had done in relation to the theme. Bansunkong School, where the project had been implemented, also participated in this event, presenting the activities and outcomes of the “Seven Step Approach” which the project had been supporting. The team was briefed about the Seven Step Approach, and looked around the activities done at different schools. Teachers training on the King’s theory was also being organised at the same time, part of which the team was able to observe. Being similar to the concept of ESD, it was timely for the team members to learn about the King’s theory. It was explained by the trainer that the King’s theory had been there for some time but was not so commonly known. After the economic crisis in 2004, the theory became famous. In education, it was formally integrated into the school curriculum since last year, and currently being implemented on a pilot basis.

Day 3: 7 September 2008
The next day was Sunday but the team decided to visit Bansunkong School to greet with the school director, deputy director, school board members, and some of the key teachers, to discuss the mission programme starting from Monday. The overview of the school in many aspects was put on the school walls, including: the number of teachers and students by classroom, by grade, and by sex; the members of School Board; National Curriculum; School Organisation chart; and so on, all of which were very informative to the team. In Thailand, the curriculum centred around eight core subject areas: Thai language; science; mathematics; social relation and culture; physical education and health; art; foreign language; and work experience. Bansunkong school has 15 School Board members, including representatives of parents, religion, honourable people in the community, and so on, with School Director as Secretary-General.

Having introduced the team members and the concept of ESD “HOPE” evaluation approach, the programme was revised and necessary arrangements were set. Then, the mission team together with School Director, Deputy Director, Chairperson of the School Board visit a nearby village in the school district, called “Sachet” village in Mae Chang District, Chiang Rai Province. The village leader, Mr. Somchai welcomed the team and gave a brief explanation about the village. This is an extended village of Akha hill tribe, which means it has been relocated to this
area because of the King’s project. It has 400 households and on average 7 people are in one household. Not so well-to-do students tend to go to the school as it is free charge and provide free school lunch. The village use chemical fertiliser for farming to produce small corns, which do not sell that well. Therefore the school had integrated the activities of organic farming.

Looking around the village helped the mission team capture the bigger picture about the community which the school had worked with. While strolling in the village, the team came across a very active boy of Grade III attending Bansunkong school. School Director explained that he is very bright and outstanding at school, but is from a very economically poor family. His older sister, also attending the school, is mentally challenged and needs special care, and his parents have no stable job. Therefore School Director sometimes asks his father to do some work at school, so that he can get paid on a daily basis. This example shows a difficult situation where many of the students at Bansunkong school face.

**Day 4: 8 September 2008**

On Monday, the mission visited the school early morning to walk around the school yard before the school assembly. In the school premises is a kindergarten, school garden for agriculture programme, fish pond, frog pond, etc. Students start the day with cleaning the school yard. After a brief meeting with teachers, the mission team was divided into small groups of three, and visited different classrooms from Grade 2 to 6. Robbie visited 3-2 and 5-1, Nafiz 2-2 and 6-2, and Tamami 3-1 and 4-3, and observed the session employing the seven-step approach. It was amazing to see how nicely the students gave presentations as part of the activity. Also, the way students organised their ideas using concept map was also impressive.

In the afternoon, focus group discussion with teachers were conducted with 10 teachers. Now that the seven-step approach was introduced as school-wide effort, all the teachers here were going through an experience of the seven-step approach. The participating teachers were: Ratri (Grade 6), Chanakorn (G4), Pranee (G4), Siliporn (G3), Charonkwan (G1), Amphone (G1), Pensing (G2), Chanyakathiya (Kindergarten), Ratri (Kindergarten) and Khuntong. The focus group discussion revealed that the approach was very instrumental in equipping the students with a set of higher-order thinking skills, knowledge about own community, hands-on experience embedded in the real context. What was more outstanding from the discussion is that the approach was truly a learning process not only for the students but also for the teachers themselves.
After the focus group discussion, three teachers from different grades were invited for individual interviews. Robbie, Nafiz and Tamami conducted the interviews individually, trying to deepen the understanding of the most significant experience participating in the project. The findings from the interviews strengthened the impression the team got from the earlier discussion. Hearing the story of teachers was an eye-opening process for the mission team as well.

Over the dinner, the team had an informal interview with the project officer in charge, Dr. Wangduan Suwansiri. This turned out to be a very profound conversation, revealing the innovative feature of this "innovation project". The way the teacher trainer—actually it was she herself—trained the teachers embodied the spirit of participatory learning, and it became clear that every stakeholder was learning himself/herself. It was as if there had been many layers of "community practice" existed to make sure learning with a student happen.

**Day 5: 9 September 2008**

Day by day, the mission team was deepening the comprehension of the project. Having listened to the stories from the teachers' perspectives, Day 5 started with the focus group discussion with the students. It was pity that the team leader Robbie had to leave the team at this timing, but with his full support, ideas and encouragement left, the rest of the team decided to conduct the focus group discussion in an innovative manner. Instead of a normal group discussion, the team asked the students to make small groups and do the concept mapping with the central question of "What is the best experience you have had while trying out the seven-step approach?". The intensions behind were, first, to understand what the most significant experience was for the students, and second, to see the students' achievement through this series of activities - how well the students organise their own ideas through concept mapping and how well they work in team, how well they present their ideas to others. The result was again very impressive. All the groups of students were able to identify and list what they had learned, what meant a lot to them, and presenting the group work outputs with confidence. One group presented the outputs as a role play on the spot. It was not only the outputs but also the process they worked together was also amazing. The students concentrated on the work, even without teacher's instruction and caution. Having observed such performance of students, the mission team was convinced of the positive impact of the seven-step approach.
In the afternoon, four students were invited to individual interviews. Furthermore, the mission team continued to have individual interviews with Mr. Sophet, the chairperson of School Board, another teacher Ms. Khantong, and School Director.

Day 6: 10 September 2008

On the final day of the mission, all the students gathered in the assembly hall. This was the day for Grade 4 and 6 students presented their findings from their fieldwork in the community as a step in the seven-step approach. People from the community – most of them were parents – also came to the school to see the presentation. Grade 4 students showed their work on preserving the Akha hilltribe culture, playing a drama on the current situation where the Akha culture is disappearing, presenting their study on different sub-groups of Akha, and their recommendation. Following the students' presentation, a local resource person from Akha was invited to give more detailed explanation, enriching the whole presentation. Then, Grade 6 students showed their work on farming practice in the village. They show the current situation of the farming practice and its challenges, and calculate the benefits against the investment, to show the on-going practice was not so profitable. Then the students showed the list of the recommendations. From the floor a community man elaborated their presentation. Both of the presentations clearly showed the improved skills of students in designing, conducting and presenting the field work.

In the afternoon, the mission team had the focus group discussion with the community people, to get their perspectives on the students' performance. Approx. 20 people participated in the discussion and exchanged ideas.

After that, the mission team held the feedback session, where the whole school – students, teachers, Director, Deputy Director, School Board Chairperson as well as ESA Director attended. The mission team showed the preliminary analysis with great encouragement for both teachers and students to keep up with the good work. Thanks to Dr. Wanduan's wonderful interpretation, the feedback session involved the students from Grade 1 to 6 in a participatory manner. Please see the section below "preliminary analysis".

After the session, finally, the team had the last individual interviews – one with Deputy School Director and the other with Director, Chiang Rai ESA 3. It turned out that Deputy Director had served those schools for hilltribe students for several times, and he was very considerate of those students from minority tribes. With those interviews, the mission completed.
2. Preliminary Analysis

The project, titled "Participatory Learning Leading to Integrated Community Development: A Case Study of Bansunkong School" was implemented by Office of the Basic Education Commission, Ministry of Education. The project evolved around the introduction of participatory teaching-learning practice employing the "seven-steps approach". It may safely be said that the main target beneficiaries were the teachers in Bansunkong school, although the project effects definitely spread to other people involved such as students and community people. In short, the project's inputs, outputs and outcomes can be summarised as follows.

Project inputs (from OBEC, School Management to Teachers)
- Technical support (ex. a series of training workshop)
- Continuous supervision
- Create enabling environment

Project outputs/outcomes (to teachers, students, community people)
- Guidebook
- Trained teachers
- Improved seven-steps approach
- Teachers practice
- Students performance
- Community Practice

During the evaluation mission in Thailand, the team collected information and had dialogues with the key stakeholders in the following manner.
- Walk around the Sachet village
- Observe the classroom activities
- Group Discussion and Individual Interviews with teachers
- Reflection Activities and Individual Interviews with students in G3 and G6
- Interviews with Principal, ESA Supervisor, School Board Chairperson
- Discussion with OBEC
- Discussion with community people

What impressed the mission team the most was the high performance amongst the students at every class the team observed. That is, the students had the sense of ownership of the issue identified and shared, and the level of engagement in their own learning was quite high.
This has largely contributed to the development of students’ skills, knowledge, and values as follows.

**Skills Developed:** Planning, Team Work, Leadership, Critical Thinking, Systems Thinking, Analytical Thinking, Creativity, Problem Solving, Negotiation, Visioning, Expression, and Presentation

**Knowledge Gained:** Self, Classroom, School, and Community (Society, Economics, the Environment, Culture)

**Values and Attitude Developed:** Confidence, Self-esteem, Curiosity, Responsibility, and Self-discipline

Those changes listed above were surely a positive outcome brought about by the project. Then the question arises: what made this happen? From a series of discussion, interviews, and observation of teaching practice as well as students’ performance, the mission team witnessed possible factors behind the students’ changes as follows, as the result of introduction of the seven-step approach at the whole-school scale.

First of all, it can be inferred from the discussion and observation, the teachers, project’s direct beneficiaries, showed various aspects bringing about the students’ high performance.

**Among Teachers**
- Meeting often and helping each other voluntarily
- Continuous learning and reflection
- Gaining confidence as the project went by

**Towards Students**
- Have and show trust in the students
- Encourage the students
- Facilitate students’ participation and involvement
- Empower the students

To make these happen, there had been great support from OBEC, the project implementer, and the school management.

**OBEC**
- Adjust the activities flexibly and give necessary inputs timely
- Collaborative learning
- Provide positive and formative feedback
- Continue learning and reflecting on its own practice
School Management

- Value the seven-step approach for the students and school development
- Get the whole school involved
- Provide every support
- Continue learning and reflection on its own practice

In addition to those supportive and enabling environment within the school, it can be inferred from the discussion that there had been support from the community where the students did the fieldwork.

Community Support

- Accept students warmly on the occasion of students' field work
- Have an attitude of listening to the students
- Give responses to the students' questions
- Provide feedback to the students

These findings and interpretation lead the team to conclude that this project had the layer of "Community of Practice" amongst all the stakeholders – students, teachers, school management, OBEC, and community people – turning around the continuous cycle of practice, reflection, learning and practice.

What is more, the King's theory provided a strong foundation to implement such a participatory teaching-learning practice as the seven-step approach.

King's Theory (tentative translation)
In conclusion, the project "Participatory Learning Leading to Integrated Community Development: A Case Study of Bansunkong School" can be regarded as a good practice of ESD, if you examine it in light of the HOPE framework.

- **Holistic** views towards community issues
- **Holistic** views towards child development
- **Participatory** principles and activities
- **Empowering** students, teachers, community people
- Situated Learning embedded in students' real **Context**

**Holistic**: the project viewed the individual learners (in this case the students) as whole beings as evident from the statement of OBEC - that "you cannot understand and assist the child unless you understand his/her community" which is the central theme of the project in terms of how the capability of the teachers to re-examine their own mindsets and assumptions about the students who are mostly Akha.

**Holistic**: the learning methodology (seven-step approach) itself encourages holistic, interdisciplinary and integrated approach to learning and teaching.

**Holistic**: the "whole school approach" to using the seven-step approach has resulted in an integrated school curriculum that sees the development of the learner given the progressively wider context of development from classroom to school to community.

**Participatory**: the project emphasised how the identification and prioritisation of the problems/issues are done by the learners themselves, which emphasises the value of ownership of the problem, and therefore also the process and the solution.

**Participatory**: the same principle was applied in the design and conduct of the teacher training workshops where the needs of the teachers were central to the identification of the content and methods of the teacher training workshops.

**Empowering**: self-identification and prioritisation of problems and identification of possible solutions and helping to implement these has resulted in the empowerment of all who have been involved - from the teachers who learned more about the seven-step approach but also about their own students, and also of the students themselves. Again the empowerment of OBEC needs to be further examined. Evidence of empowerment included - more confident
students, students thinking more systematically, ability to work together - all similarly evident from the teachers who benefited from the teacher training workshops.

Overall, the classroom observation confirmed how the seven-step approach has been effectively integrated in the classes observed. The development of the ability of the students for problem identification and a process of selection and prioritisation and the conduct and designing of basic research and the working in groups was equally evident.

The teachers, based on the focus group discussion, were all able to demonstrate an understanding and an ability to implement the relevant steps for their respective grade levels. They were also convinced of the ability of the seven-step approach to contribute to significant personal and group change within the students. However, what was not as evident was their awareness of how their own capability building process was shaped by the key principles of the seven-step approach - such as ownership of the decision to learn the seven-step approach to improve student learning; view themselves as teachers as a COMMUNITY OF PRACTICE).

The role of OBEC as facilitator in the design and implementation of the capability building process has also been on the periphery - which is consistent with the decision to make the process participatory and facilitative - but for the purposes of the evaluation - it is important to highlight how this capacity building process has been consistent with the principles of the seven-step approach - which are:

- Value of understanding the context of the learning scope (either classroom, school, community or even community of practice)
- Ownership of the problems and issues identified and prioritised
- Systematic thinking to identify the problems and understand the interrelationships that contribute to the problem and the identification of possible solutions
- Working in groups (to develop cooperation and teamwork)
- Building individual confidence
- Celebration - often linked to the action or outcome - but needs to also celebrate the learning
- Learner-centered - that acknowledges that we are all learning though the process

Having said that, finally, the mission team would like to raise some points as food for thought to further improve the project and spread the positive impact outside Bansunkong school itself.

- Application of the skills and knowledge gained outside the context of the "seven-step"
- More holistic views towards the issues students exploring
• Visioning positive changes of the community while identifying its problems
• Continuous support for teacher development
• Sharing with other schools, especially nearby high schools, to continuous and further development of students

3. Reflection and Lessons Learnt

Working on this project had been an eye-opening experience. Every day the mission team was impressed by the performance of the students and teachers, but the same question always lingered around: why this happened and what the “innovativeness” of this project is. The seven-step approach had been there before the project was introduced, and the project just expanded it to the whole-school scale. Going on deeply and deeply inside the project, finally the team came to a conclusion that there was a whole-school “community of practice” and actually it was also expanded into the community where the students did the field work. What made this possible, again, was OBEC’s inputs embodying the concept of participation.

To reach this picture took much time, but it was only continuous questioning and the layers of discussion and dialogue. Therefore the philosophy of “HOPE” evaluation approach is very much appreciated. The OBEC project officer herself had not even thought of that it was she herself that made the innovation possible. The process of finding out what the innovation was was also the process of reflecting and appreciating her own practice, which, the mission team hopes, contributed to her own empowerment.

It was also good that the focus group discussion with the children was done through their concept mapping. It seemed they enjoyed the work, were proud to present their outputs to the visitors, and the mission team was able to capture what they had been thinking as well as observing their performance, all at the same time. Such a strategy can be applied to other evaluation activities.

The evaluating the school-based project was not easy, because the mission team had to intrude teachers and students school time while evaluating the project. This leaves a room to be considered further.

The official report submitted earlier the on-site mission did not express the most important part of the project. Therefore the mission team became acutely aware of the significance of such an evaluation activity like “HOPE” valuing dialogues and thick description.
MONGOLIA

1. Summary of the Mission

ACCU Team
Dr. Yoshiyuki Nagata, Associate Professor, University of Sacred Heart, Japan (Team Leader)
Ms. Sayaka Tsutsui (ACCU)

Project Team
Dr. Batchuluun Yembuu, Director, National Center for Non Formal and Distance Education
Ms. Gansukh Sukhbaatar, Research Officer, National Center for Non Formal and Distance Education

DAY 1: 9 September 2008
The evaluation mission in Mongolia started with a visit to the office of NCNNFDE (National Centre for Non-Formal and Distance Education) locate at the centre of the capital, Ulaanbaatar (UB). The Director, Ms. Batchuluun Yembuu and the project manager (formal title: Research Officer), Ms. Gansukh Sukhbaatar (Gana) welcomed the team and introduced their staff as well as learning materials produced with assistance of JFIT at the Director’s room. The director also showed the team a large map behind her desk and explained where their local centres (Non-Formal Education Centres) are located. This gave the team understood how widely their fields are spread out over the country.

After the briefing and introduction of their projects with the learning materials, evaluation visits to the field started. The first centre which the team headed was located in a state school of Songinokhairkhan district in UB. They name these centres as 'Enlightenment Centre' and put the name in Mongolian languages up on the front door. This seemed to be a symbolic message from the learners because most of them are of poor families with many obstacles to access to school education and with distressful socio-economic situation.

The first focus group interview was held with 13 teenagers. The interviewer found, through conversation with them, that their family background was difficult and that this was partly because of high mobility of poor families into this district from remote areas of the country to
look for jobs at the outskirts of UB or in the city. The interviewer tried an peer-to-peer evaluation by asking whether they have found their friends changing his/her life-styles or behavior since they started to receive hygiene/health educational and environmental education, and one of the female students said that one of the boys with disability in hearing has changed radically from a 'difficulty boy' to 'Student with good manner'. The discussions with them gave the team an impression that qualitative education has been provided and given them hopeful thinking towards their future.

Focus Group Discussion (FGD) was followed by individual interviews with students plus the above-mentioned female students as a supporter for the boy with hearing difficulty. All of them, though they have dropped out from mainstream education, had hopes of their own such as learning foreign languages, working in an international company, becoming a fashion model, etc.

The second visit was another NFE Center in Zuunmod district, Tuv province, 55km from UB. The team started with FGD with nine primary level students. As observed in the previous FGD, the students, in responding to basic questions on their learning, referred to how they have become aware of such ESD-oriented topics as health or environment. Furthermore, interestingly they talked of how they got along with each other with respect.

An individual interview held after the FGD with a student's mother of 40s having worked in a coal mine to raise her six children, was a culmination of the series of interviews of the day. While talking a bit of her life-history of her laboring in a mine, she said, unlike the mines run by big companies, the faces where individual miners like her work are being just left with terrible damage after their digging-out process. With this in her mind, she asked the team as educational experts, to think of children working in such pits for their daily bread, without having any chance to learn about caring attitudes for nature. He interviewer, moved by her talk on her deep consideration for disadvantaged people around her, asked her what happiness means for her, and she said "Happiness is to be happy with what you have".

Following the interviews with the mother, the team interviewed two veteran teachers who have worked in state schools as well. They explained how NFE can be differentiated from the main-stream education, and their talk was so convincing that the interviewer had an idea that
one of the advantages of NFE, in comparison with the state school system, is the flexibility which is innately in tune with the characteristics of ESD. They also reiterated how children respect each other through class/outdoor activities. The interviewer had a thought that "respect", "khungetgel" in Mongolian language, can be one of the key-words for the further development of ESD in the country. Their efforts with students for making and selling recycled materials help the households save budget for the purchase of water.

**DAY 2: 8 September 2008**

On the second day (the 3rd day after arrival), the team visited a NFE ‘Enlightenment Centre’ in Jargaltkhain district located in one of the primary/secondary schools. This centre was selected mainly because of its location and others. However, the team found all the learners gathered started to go to the class only one month before and had given up an idea of having in-depth interviews after the FGD.

The team following on-site advice from a local ‘Methodologist’ (NFE coordinator) and NCNFDE members, decided to change part of the schedule and to move to Undurkhain district, 340km eastern part of UB. The city is quite well known as a birth place of Chingis Khaan, as well as underdeveloped district. After three and half hours’ drive, the team found themselves welcomed at another NFE centre with 39 students and their family members. The emphasized in teaching ESD at this centre was also health and environment. The students and teachers were proud of their hand-made recycled plastic materials such as cups, strings and cushion. All these products were made based upon the instruction in the ESD textbooks by the NDNFDE office thorough the ACCU Innovation Programme. It can be said that most of the students are well aware of the meaning of their stewardship for the environment around the school ad in their houses.

After holding an hour interview with a mother and her son who are actively responding to the questions in the FGD, the team had another opportunity to interview a veteran teacher after lesson time. She said that her mission there was to serve as a change-maker, turning the ‘pessimistic’ students with difficult family background into ‘optimistic’ students. This reminded the team members of some of the hopeful comments by her students in the FGD. Since she attended the workshop by NCNFEC on ESD, she had a clear concept of the three
pillars of ESD and in the interview did explain how her practices in the class fit themselves into each pillar.

**DAY 3: 9 September 2008**

On the following day, the team held a FGD in the same class but with different students. There attended 21 students with 5 parents. Again quite a few students kindly introduced their own daily practice for their health and environmental promotion with actual recycled materials they made. One of the nomadic herdsman's student stressed the importance of keeping one's own living environment clean, having said that people in cities leave their places unclean while herdsman always leave their living space well cleaned.

An interview held with a sister of a boy and a father of a boy in the above class was of interest. They expressed from the bottom of their hearts their gratitude to what the NFE class has given to their brother/son, and talked of how the children had influenced their families with new knowledge and values they acquired through the lessons. The sister said, "My brother's happiness make us happy".

After lunch offered by the school principal, the team was given an opportunity to listen to the stories by a veteran teacher of the above-mentioned NFE class. She also expressed how the ESD pillars are being implemented in her practices: 1) Teaching to be a humane person with respect for others (for social pillar), 2) Teaching to save 10% of money gain (for economic pillar). (As for environment pillar, the team was given many cases explained by her students in the FGD.)

The team then headed for a village of Jargaltkhaan district in the midst of grassland of vast extent and stayed in a Ger, a traditional family tent-like house of nomad families, which was a bit of experience for the team how some of the students they met live in a simple and sustainable life-style.

**DAY 4: 10 September 2008**

On the day before departure, at the Ministry of Education, under the chair of the director of the NCNFDE, the team held a feedback session with some of the stakeholders and people interested in ESD. 18 people include high ranking officials, a 'methodologist' and teachers
with students interviewed appeared. The team has given half-an hour presentation (for details, see PowerPoint sheets), and listen to the audience’s questions and comments. One of the participants was Prof. Burmam of Mongolian National University, a team leader of ESD curriculum development. She not only expressed her positive impression of the report, also explained ESD is now a part of their National Plan and her job is to find the best way to implement ESD through whole-school approach. The secretary of the National Commission, a University teacher and middle school students interviewed also gave some comments. Since the time given was limited (1 hour and 30 minutes), some of the teachers expressed their personal impressions even after the session.

**DAY 5: 11 September 2008**

Just before the departure for the airport, in the morning, the team held the final interview with the director and a project manager of the NCNFDE at their office. Looking back to the whole evaluation mission, both of them said the tour was itself a learning opportunity for them as well; they also learned many from the learners in the fields who are difficult for them to meet. The team, through this final discussion with them, then reassured itself of the function of the Centre as a hub of the ESD network in the country, and conveyed their gratitude to what the centre has done for the mission.

**2. Preliminary Analysis**

As reported in the final open forum session at the Ministry of Education on 10th Sept. by and large the ESD Programme run by Non-Formal Education Centres with support from the NCNFDE is a good ESD practice for the following reasons.

1) **Leadership by dedicated teachers of NFE centres:**

   The mission team visited four NFE centres and interviewed 104 stakeholders. Whichever centres they visited, they found affectionate and experienced teachers taking good care of children/learners.

2) **Good relationships among teachers of NFE, encouraging good collaborative relationships among students:**
Because of good collaboration and cooperation between teachers, learners were influenced and could build good relationships not only with teachers but also among themselves.

3) Good linkages between the NFDE Centre and Non-Formal Education Centres:
   Because of good presence of 'methodologists' who work at the prefectural level. Their role is to bridge the central office and local offices and they are actually working effectively.

4) Practical learning materials by the NFDE Centre:
   Whichever centres the mission team visited, we found that the learning materials developed by the NFDE centre had been distributed to and used effectively by learners. Not only distribution of the materials but also training for teachers was organised by the NFDE centre to make sure teachers/facilitators understand the ESD concept.

5) Effective heartfelt linkage by NFDE director and staff:
   The director and staff members of the NFDE centre dedicate themselves to their work and have good relationships.

6) Flexible nature/structure on Non-Formal Education (mixed ages, learner-centred approach, good student-teacher ratio):
   The mission team found out that mixed ages in the class, learners-centred approach and good student-teacher ratio etc. affects potential of ESD to the full.

7) Student's high awareness of environmental and health issues:
   Students/learners at NFE centres have high awareness of environmental and health issues. They have a very high sense of protecting the environment around them, and also keeping themselves and their environment clean.

8) Student's behaviour changes at school and their influence on their families:
   After the introduction of the ESD programme, much of the students' behaviour at school and in their houses changed. Those changes affected their parents, sister and brothers. Some students reported that they told their family members about the harmfulness of smoking for health and for environment. They are not always successful in stopping family members' habits, however this kind of conversation in the family is very important.

These are many points to be shared with other Innovation Programme implementing organisations as strengths of the Mongolian ESD programme by NCNFDE. However, as
pointed out again in the final feedback session, there are a few points to ponder or challenges for further development as follows:

1) Integration with ESD components other than environment:
   An emphasis on the linkages between environmental features and cultural/social/economical features of ESD would make the present programme more balanced and meaningful as an ESD practice.

2) Beyond family towards a sustainable community:
   As indicated by some of the stakeholder’s voices, it can be said that student’s learning at the NFE centres somehow influences their family members on hygiene or environment. It would be even more fruitful if NFE centres could create opportunities for the communities to share what these family members have learnt.

3) Introducing global perspectives such as global warming:
   As far as observed in the conversation by the students and teachers, the word “environment” has a connotation of conditions around their daily lives in the family and at/around the school. However, such an important issue as global warming could be put into their curricula with more emphasis.

3. Reflection and Lessons Learnt

Reviewing the whole process of the evaluation mission, one of the most important lessons learnt is the synergetic effect of learning by all the stakeholders. The director of NCNFDE mentioned that it was also an important opportunity for herself to visit each learning centre and communicate with and learn from methodologists, teachers, learners and their family members. As we found out during our mission, the project was giving hope to targeted beneficiaries, and at the same time, the project implementer themselves also empowered through the project.

In Mongolia, in association with the reform of the national education system, the country organised education teams and one of the teams is focusing on integrating learning contents into ESD. As most of the countries are experiencing and also in Mongolia, there were discussions about whether independent subjects on ESD should be introduced or the essence
of ESD should be incorporated into whole subjects. Mongolia has chosen the latter. The mission team monitored the ESD projects being implemented in NFE centres and rediscovered that NFE is a suitable form of education in the development of ESD. Since ESD is a life-long learning process, the flexible nature of NFE, such as mixed ages, learner-oriented approach, good student-teacher ratio and needs-based themes, match its form to disseminate ESD practices.

One of the big challenges for all the countries is that ESD is something equivalent to environment education. With ESD in Mongolia, implemented by the NFDE centre, most of the programmes are focused on environmental and health education. According to their plan, the NFDE centre will also move their focus to other pillars of ESD, such as cultural issues and societal issues, include building linkages among those issues. Even though there are many challenges to be solved, Mongolia could be one of the models promoting ESD from NFE perspectives.
1. Summary of the Mission

ACCU Team
Dr. Yoshiyuki Nagata, Associate Professor, University of Sacred Heart, Japan (Team Leader)
Mr. Wipula Dahanayake, Programme Officer, TVE Asia Pacific (COE)
Ms. Sayaka Tsutsui (ACCU)
Ms. Sachiyu Soga, Graduate Student, University of Sacred Heart, Japan (Mission Assistant)
Ms. Miki Saito, Undergraduate Student, University of Sacred Heart, Japan (Mission Assistant)

Project Team
Dr. Nguyen Duc Ming, Vice Director of Centre for Education of Exceptional Children (CEEC) of Vietnam Institute for Educational Sciences (VNIES)
Ms. Nguyen Thu Hien, Project Coordinator, International Cooperation Division, Vietnam Institute for Educational Sciences (VNIES)
Ms. Myrna Eijsenring, Advisor Special Education and Early Childhood, Dutch National Foundation for the Visually Impaired and Blind
Ms Giang, Translator of the Mission

Day 1: 12 September 2008
The first day of the HOPE evaluation mission in Vietnam started with a visit to Vietnam Institute for Educational Sciences (VNIES) and meeting with the project officers. At VNIES office the ACCU team met with the project staff including Dr. Nguyen Duc Ming (Vice Director of CEEC), Ms. Nguyen Thu Hien (Project Coordinator, VNIES), Ms. Myrna Eijsenring (Advisor Special Education and Early Childhood) and Ms Giang (Translator of the Mission). After a formal introduction of the project team and the ACCU team to each other both teams proceeded to meet with Dr. Nguyen Loc (Deputy Director General, VNIES) in the Ministry of Education and Training in Vietnam. Dr. Nguyen Loc warmly welcomed the ACCU team to Vietnam and explained the structure of the Ministry of Education and Training in Vietnam as well as staff composition. This was followed by a brief speech by Dr. Yoshiyuki Nagata of the ACCU team explaining the purpose of the HOPE evaluation mission. However, this brief meeting did not take much time as both teams wanted to start their journey to project site which was in Baq Quang district, Ha Giang province, which was about 10 hours drive from
Hanoi.

This journey was a very good eye opener to the ACCU team to get a sense of how difficult to reach the project site. Yet it was an interesting journey for the ACCU team which took them through the mountainous terrain of Vietnam and giving the opportunity to see the beautiful countryside of it. It was also an opportunity for the ACCU team members to gain further information about the project by talking to project staff while traveling. The same day evening just before the dinner a team building meeting was held. The purpose of the mission was explained to the project team and field visit schedules and roles of individuals were discussed and agreed.

**Day 2: 13 September 2008**

The mission started with a visit to the Department of Education and Training (DoET) in Baq Quang district and meeting with the relevant officers. At DoET office the ACCU team was provided with a list of names of disabled children whom the team can visit and interview. These children had been selected in order to cover the different disability types and different communes. During this meeting it was explained to the ACCU team that due to the difficulties in geography bringing beneficiaries to one location was not possible and instead the team will have to do home visits. The team agreed with their suggestion and started individual household visits to meet with beneficiaries.

This idea was well understood and received by the team no sooner than they started visiting the individual households. The roads were not accessible by any vehicle. The team walked from house to house. Even walking was not very smooth as the terrain was rough, mountainous and hard. The hot sun with quite high humidity made it further tough for the team. But amidst all that the team was quite fascinated by the passion and the commitment of the project staff in implementing the project despite such difficulties and was very eager to listen to the true voices of the beneficiaries. Walking from one house to another house took nearly about one hour to two as they were quite far away from each other. In one house the team spent nearly about one hour in interviewing and listening to different voices. One good opportunity the team had was to meet various different stakeholders in one household. For example almost all the children the team visited, they had the opportunity to meet their parents, relatives, some neighbours, kindergarten teachers of the respective students etc. Therefore, it provided ample chances of interviewing them and listening to their true feelings and comments about the home based early interventions for children with disabilities.
implemented as an innovative ESD activity.

The first interview the team had was with a physically disabled child and her parents. It was noted that after the interventions of the project the child has improved tremendously and at kindergarten she has learnt many skills such as singing, talking and walking. She has been assisted with an operation (from another source of fund) to remove excess water from the brain which has made her improved in her condition. In the same house we interviewed the parents of the child, grand farther and kindergarten teacher. “For 10 years we didn’t have a child so we adopted a child. After 1 month we found that she has a disability but she was already our child so never thought to give her up. Now everybody helps us and we feel strong” this was the mother’s voice of the child. The team also had the opportunity to interview the grand parents, and teacher of the child. Both parents and teacher appreciated the training and awareness they received through the project on identifying the disabilities and how to look after a disabled child.

The second house the team visited was with a child who has a squint and hence a visual disability. According to the parents, during the last two years, thanks to the interventions of the project the child has improved the vision and can identify far away and nearby objects separately.

Third house we visited had a child who was having walking and talking disabilities. The mother of the child belonged to an ethnic minority group and was not Vietnamese conversant. Therefore, our main interview was held with the father of the child. He was so proud and happy about his child’s improvement as the child has started crawling now. He is further hopeful that child would one day walk on his own.

The final visit for the day 2 ended at a house with a child who was physically disabled. After two years of interventions, the child now walks on his own. It was quite sentimental for the team to see the parents of the child keeping the wheel chair he used when he was disabled as a souvenir. Our main interviews were held with the mother and the father. They were very positive and hopeful about the child’s future and his further improvements. The mother of the child mentioned that she learnt how to massage the child’s legs in order to assist the child in walking. We were fortunate enough to interview the grandmother of the child and vice head master of the kindergarten the child attends. One of the most striking incidents the team noticed was the grandmother’s arrival at the house. She was so cheerful and full of hopeful
smiles and was very inspiring in her comments. The team felt that the grandmother has played a key role in the child’s improvement in such a short time. With the focus group discussion conducted in the last house the team ended their long and hard working day with a happy note.

Day 2 was a very good learning experience for the team to get an essence of what has been going in the grassroots level of the Baq Quang district through the home based early interventions. The team experienced the limitations such as geographic hardships, human resource limitations to implement such activities and financial limitations. Yet it was very inspiring to see the level of implementation taking place at ground level trying to overcome such limitations.

**Day 3: 14 September 2008**

The mission started early morning in order to cover as much as possible household visits and to listen to more and more different voices of the beneficiaries. This time it was on a different direction from the day 2 and to a different commune as well. The team visited the kindergarten of the area first and met with the teachers. The teachers and some of the project staff of VNIES kindly took the ACCU team on motor bikes to visit households as and when accessible. Due to early start and usage of motor bikes for the accessible sections of the visits the team managed to cover geographically wider area as well as more households. It also helped us to spend more time with beneficiaries listening to their voices and have more interviews.

On the day 3 the team visited five individual households with children with disabilities and interviewed their parents, grand parents and relatives, kindergarten teachers of respective students, vice principal of the kindergarten and in some instances the neighbours. Out of the five children the team visited, two were physically disabled and two were visually impaired while the other child was mentally disabled. The most significant experience for the team on day 3 was the visit of a physically disabled child whose conditions were getting worse by the day. It was depressing to hear from the mother that her child’s situation is getting worse. The same child’s farther looked very backward with feelings of less hope and the family was nestled together in sharing their grief. The quite strong pillar of strength for that family was the grandfather. He was in his moments of sharing the experiences with the team, showed the necessary strength and stamina to face the reality. They were one family the team met with less hopes for the future of their child. The question “what is happiness for you” made the mother of the child broke into tears and sobs. The team felt quite touched and moved with that
incident. Yet the team realized that there are realities beyond control and to accept such realities. The fifth household that the team visited was the last house for the day 3. It was good to see the improvements of the child and to listen to the teacher of that child in their experiences. But the team felt that the parents of the same child looked at the project in less enthusiasm. Perhaps their priorities were different from others. They had not participated for the awareness trainings conducted for the parents simply because the trainings were far away and they did not have time to attend the trainings. The team felt that such negative thoughts and less enthusiasm will definitely affect the progress of the project negatively.

On day 3 the team had the opportunity to interview Ms. Myrna Eijserling (Advisor Special Education and Early Childhood) who has been involved in the project right from the concept stage both as an advisor as well as a volunteer. It was quite interesting to listen to her experience in general as a teacher for special education in 35 years as well as specifically relevant to the Vietnam IP project. “The best environment for a disabled child is affectionate family” she explained. She looked at the project as an initiation and expressed it as a “stone in the pond”. She believed that CEEC is empowering the society in their implementation activities. Trainings and awareness given at many levels of the society, utilising the capabilities of new generation in project work etc were quoted as good examples for the empowerment in her interview. In answering our question what is happiness for you? “We need to create a better situation for everybody. I feel happy by doing this work for children” she expressed. As further improvements to the project she suggested to include medical care component for the children as well as providing some training aids for both teachers and disabled children.

Day 4: 15 September 2008
The mission started with a visit to a kindergarten of Hune An commune. It was a satellite kindergarten in the area and there were two disabled children in that. The team first interviewed the teacher of that kindergarten. According to her she sees an improvement in both kids after the interventions and after her trainings. She has learnt a lot on how to look after a disabled child and how to advise parents on looking after a disabled child after the training. The biggest challenge for her is the communication difficulty with the children, as they belong to an ethnic minority group and speak their own language which the teacher does not understands. The teacher expressed her willingness to participate for more such training programmes conducted by the project and need of the training materials.

At the same venue the team had the opportunity to interview a grandfather of a disabled child.
He was so happy with his grandson’s improvements and skills acquired from the kindergarten. In this discussion the team felt that this grandfather was quite hopeful about his child’s abilities and improvements which in future would allow him to get into the mainstream education system in a primary school.

After completing the morning sessions FGD and individual interviews the team headed for lunch just before the sharing session of experience sharing of the mission. The sharing session of sharing the learning of the HOPE evaluation mission was conducted at the DoET office. There were 34 participants in total for this sharing session including the ACCU team, Project team, kindergarten teachers, DoET officers, a medical doctor of the Baq Quang district, an officer from the labour department in the same district. The sharing session was started by a formal introduction of the Dr. Ming. After his speech Ms. Sayaka briefly explained about the structure and areas of work of ACCU in relation to ESD. This was followed by the presentation of Dr. Nagata which explained the three pillars of ESD (economy, society and environment) and the base on which all three build on the culture. In summary his presentation gave the key message of the mission as: by and large ESD programme by VNIES, CEEC contributes to improve CWD’s environment by home-based early intervention (environment pillar), strengthen the social linkages between and among people (society pillar), indirectly helps to meet the economic needs of the families (economy pillar). Also the program has been conducted effectively with respect to cultural identity; he stressed in his speech.

After Dr. Nagata’s speech it was open to all to share the thoughts, experiences and learning. Few teachers spoke their experience and appreciated the activities and emphasized the need of further assistance and challenges. As most common future needs; more frequent trainings at all levels, need of special aid devices for children with disabilities, linking the educational activities with medical care for disabled children and livelihood support for families when possible were discussed.

Soon after the sharing session the ACCU team managed to interview the medical doctor and the officer from the labour department regarding their involvement and experience to the project. In the interview the medical doctor mentioned that due to the geographical difficulties in the area most of the disabled children are not reported to the hospital and it was one of the reasons for not getting them into early interventions. She has been involved with the educators in the project for health checks of the disabled children. One of the suggestions to improve the conditions she made was to bring the doctors from Hanoi and do the operations in Baq Quang
district itself than taking the disabled children there. The officer from the labour department on the other hand stated that communication with different communes pose a major challenge as they belong to different ethnic minority groups and speak their own languages other than Vietnamese.

However, the sharing session ended with a happy note of all the stakeholders and the mission team as it was quite successful the learning experience for both parties. As future improvements the ACCU team suggested that;
1) Parents should be encouraged to involve themselves more actively to create their own learning environment
2) Peer education system should be encouraged (eg. Annual gathering)
3) Awareness raising to accept disability and believe the ability of the child
4) Bridge between pre-school and primary school levels to be strengthened (eg. Training for primary school teachers in the field of special education)

After the sharing session both ACCU team and project team started heading back to half way mark of Hanoi in the same day evening.

Day 5: 16 September 2008
The 5th day of the mission started with much relaxed feelings as ninety percent of the mission work has been accomplished. The team reached Hanoi by noon and had an opportunity to have a peaceful lunch and a bit of a much needed rest after long and hard days of work. The same day evening the team had the opportunity to interview Ms. Nguyen Thu Hien (Project Coordinator, VNIES). While sharing her most impressive experiences of being involved in the project; the challenges that local people face which the project officers never imagined, difficulties in the area, support, willingness and passion of local authority officers towards the success of the project were mentioned. As a future suggestion to the IP activities she suggested to strengthen networking between and among other Asian countries to share the experiences from each others. She said that she believes ACCU can play a vital role in such collaborations.

Following her interview the ACCU team was taken to a delightful dinner hosted by VNIES. Just before this much wonderful dinner the team managed to interview Dr. Nguyen Ming (Vice Director of CEEC) to share his experiences and thoughts. Answering to our question of the most significant experience of the project he explained; “the 2 years is not enough for a
project of this scale”. But he is happy about the fact that the project has now built the necessary network to work in future between and among the teachers, parents, medical team, project staff and other relevant local authorities. Based on this strong network he suggested expanding this model into further levels into other districts, provinces and even up to national level. He agreed with the mission evaluations findings and recommendations. Dr. Ming further agreed the level of ESD activities covered as shown by the ACCU evaluation mission. “Happiness for me is my own children and family doing well. Secondly, the children of Vietnam do well in their lives” he said. He was such an exemplary leader for CEEC and was with a strong believe of his project staff of their capacity, capabilities, commitments and professional way of delivering tasks independently. These have led to the success of the project immensely. After the interview with Dr. Ming the ACCU team and project team enjoyed the delightful dinner after which ACCU team leader Dr. Nagata left for the airport as he had to represent another important event in Tokyo next day.

**Day 6: 17 September 2008**

It was a much relaxed day for the rest of the team. But in the afternoon they met with the UNESCO Vietnam officers and DoET officers in the VNIES office. This meeting was more like a courtesy visit but the UNESCO officers were eager to share the mission experience. After a formal introduction and welcome of both teams by Dr. Ming, the meeting was chaired by Mr. Pham Quang Tho (Deputy Secretary General of Vietnam National Commission for UNESCO). Among the other distinguished representatives for this meeting Mr. Pham Viet Anh (Policy Planning Officer - Vietnam National Commission for UNESCO), Dr. Le Van Tac (Director - National Institute for Education Strategy and Curriculum), Mr. Le Chi Loi (Senior Expert-International Cooperation Department, Ministry of Education and Training in Vietnam) and about 10 other relevant officials were there.

After the formal introduction and welcome speech Ms. Sayaka briefly explained about the structure and areas of work of ACCU in relation to ESD. This was followed by the presentation on evaluation mission experience by Mr. Wipula Dahanayake (TVE Asia Pacific). After the presentation it was open to ask any questions or clarifications about the mission and its findings. In the discussion Deputy Secretary General of Vietnam National Commission for UNESCO thanked the mission team and expressed his good impression about the mission. On a request from the ACCU team, he shared the current state of ESD practices in Vietnam and shared a document with the team. There were few other officers who also thanked for the team for their work in the mission and suggested some comments for future continuation of
the project.

Day 7: 18 September 2008
The rest of the ACCU team was also departing from Hanoi to their respective countries. Dr. Ming and Ms. Hein of the project team met the team before departure in the hotel and thanked the ACCU team for organizing such a valuable evaluation mission. Looking back on the whole mission the project team expressed that they learnt a lot and it was a good evaluation. The ACCU team reassured that the VNIES and their work is a true and passionate commitment to promote the message of ESD and to share this experience with other such projects in the region.

2. Preliminary Analysis

As reported in the final feedback session at Department of Education and Training in Bac Quang District, Ha Giang Province on 15th Sept., it can be said that by and large the ESD Programme run by VNIES, CEEC is a good ESD practice, with some limitations because of the following reasons.

1) Passion/Commitment/Dedication of all the stakeholders at district/local level:
Most of the stakeholders the mission team met, including teachers, family members, coordinators, etc, are such dedicated staff and specialists with a common vision of a sustainable community.

2) Inter-generation links/bonds in families of beneficiaries:
The mission team found very strong inter-generation connections in the families. for instance, inter-generation links of knowledge passed down by a grandfather to his grandson, which is an essential factor for a sustainable future.

3) Project Sustainability:
The team was impressed by the teachers who dedicate themselves to local development and close co-operation between kindergarten, communes and families. It could be said that there is a kind of structure in the community which helps sustain the project in a local context.

4) Potential for scaling up to further levels (other districts / province / national, etc.):
The team realised that, as mentioned in a project proposal, there is a potential to scale up
the project to wider ranges such as to other districts, provinces and national levels.

However, there are some obstacles to implement the project further, such as geographical difficulties, lack of human resources, information gaps, lack of funding, not enough infrastructure including roads, water, etc., and lack of equipment such as learning materials etc.

"The things that we have done are not too much but they meet the local pressing demands." This quotation from the Interim Report (Part II) of June 1, 2007 submitted by the implementing organisation represents the feelings shared among the evaluation team members. Whatever difficult situations families with disabled children face, the team saw CEEC making efforts to meet every single need of disabled children and their parents, though their resources were so limited.

As mentioned above, one of the potentials of the projects is establishment of the three strong pillars of family, kindergarten and commune in Bac Quang District. In the future, with continuous support from various agencies including the Vietnamese government, all the grass-roots activities of families, kindergartens and communes, may have an impact beyond district and provincial levels, and even towards national level. Such a "ripple effect" of their project should be expected and shared with other Innovation Programmes.

As highlighted above, there are several good points to be shared with other IPs as strengths of the Vietnamese ESD programme by CEEC. However, as pointed out in the final feedback session, there are also a few points to ponder for further development, as follows:

1) Awareness raising to accept disability and believe the ability of the child should be emphasised:
   It is important to raise awareness of parents so they realise that they can do something about their disabled children through steps such as, first, accepting disability, and then believing in the ability of their children.

2) Parents should be encouraged to involve themselves more actively to create their own learning environment:
   The team found out that some of the parents seem to be relatively reluctant to attend workshops and seminars to support their disabled children because, for example, the venue is too far away according to their excuses. To improve the situation, the project could offer them a kind of incentive to maximise the sharing opportunity.

3) Peer education system should be encouraged:
   Because of the financial and time limitations as well as geographical difficulties, it might
be difficult to hold regular meetings. Therefore, there would be more possibility of organising annual or biannual meetings for parents to share information and encourage themselves, by means of a peer education system.

4) Bridge between pre-school and primary school levels be strengthened:

The mission team heard a few voices from family members saying that they are afraid of letting their disabled children go to primary school because learning environment might be totally different from the kindergarten where their children are going now. To lessen their anxiety, for example, training for primary school teachers in the field of special education could be organised.

With these challenges, however, the evaluation team members still agree that their ‘early intervention’ projects through ‘home-based learning’ deserve a model for wider implementation. In collaboration with medical and child welfare sectors, the project would establish stabler and stronger footing, and the ‘ripple effect’ would be even more secured.

One of the staff members of CEEC, who was interviewed by the team on the last day of the mission, said, “I have found myself changed through the projects. I have become friendlier, smiling and talking with people more. I think the project was a good change for me.” As expressed in her joyful words, throughout the evaluation mission, it should be stressed that all the stakeholders, including project officers and the evaluation team members, had been learners themselves and enjoyed being in the process of empowerment.

3. Reflection and Lessons Learnt

“It is not in the stage of seeding. We are preparing soil”. These words are by one of the specialists who is working for the project. The project site is located in one of the poorest mountainous areas in Viet Nam. However, the mission team saw the huge impact and changes occurring at the project site and they saw that the project truly met the needs of local people, having given hope to them.

In modern society, many of the areas are segment and specialised, for example, the areas of social welfare, medical care and education. The project was started from the aspect of education for early intervention for children with disabilities, however, we re-acknowledged that it was important to make collaboration among the related institutions such as local
government, hospital or health centre and school to tackle the issue holistically, with the participation of local people, to build a sustainable society within and beyond the community.

Education for the children with disabilities has been an important challenge for EFA in international co-operation. However, the project brought a good opportunity to think about children with disabilities in an ESD context. According to IIS (International Implementation Scheme), one of the essential characteristics of ESD is value-oriented, expecting changes of people's behaviour and lifestyles for a sustainable future. However it is true that it is difficult to emphasise the importance of environmental issues and others to families with disabled children, just because it is not their primary concern. Sustainability should be carefully and flexibly considered in local context by culturally appropriate means. It would be important to keep thinking about how ESD and EFA supplement each other to achieve international goals.
INDONESIA

1. Summary of the Mission

Day 1: 14 September 2008
Arrival in Jakarta, Indonesia

Day 2: 15 September 2008
Courtesy visit to the Indonesian National Commission for UNESCO

9:30-11:00
Participants:

NatCom

Mr. S Hargyanto Suryoprayudo, Secretary
Ms. Hasnah Gasim, National Coordinator of ASPnet
Radna, in charge of Education etc

WALHI headquarters represented by Ms. Wong, WALHI West Java staff was a no-show due to heavy traffic condition from Bandung to Jakarta

Main Points of discussion:

- Indonesian NatCom spoke about their ongoing effort to integrate ESD into school curriculum and expressed their wish to learn more about good practice from other countries. Relevant information from the Pacific (The Action Plan endorsed in 2007) and Thailand (whole-school approach) were shared, while touching upon the importance of having a flexibility in formulating and implementing such policies.

- NatCom told of the MOU signed between the Ministry of Education and the Ministry of Environment (mainly addressing the environmental aspects of ESD)

- Ms. Hasnah briefed on the implementation of ESD at Associated Schools Network (ASPnet) schools in Indonesia (See PPT handout) including issues on natural disaster preparedness.

- In Indonesia, there are 51 million students at present (1,700 islands, multi-ethnic society);

- Information about the Green School provided.

- With regard to funding, the NatCom initiates ESD-related programmes using their own funds, however, they told of the lack of financial support from UNESCO and complicated
procedures of getting funds from UN organizations

- Mr. Pala Wari explained the **objectives and principles of the HOPE evaluation mission**, stressing its uniqueness of attempting to collect qualitative information in the field in a holistic, participatory and empowering manner.

- **WALHI West Java’s ESD project** was presented to the NatCom (See PPT slides) as the two-year project term almost completes at the end of September 2008

- **Cooperation Agreement** between NatCom and ACCU was handed to the NatCom’s Education officer in hopes of linking community-based activities and national policies and priorities (follow-up action needed)

Visit to WALHI headquarters
12:00-14:00

Participants:

WALHI headquarters:

Mr. Berry Nahdian Forqan, Executive Director
Ms. Mariamah Achmnd, Education and Cadre Manager
Ms. Defi (media relations), Ms. Wong
WALHI West Java: Mr. Dwi Sawung

Here at the WALHI HQ, Mr. Masanori and Mr. Wari again briefly explained the purpose of our visit to Indonesia and the objective of the mission. We also heard briefly from the head of the organisation and other team members that the project had been completed but due to some administration set backs, the final documentation of the project had been delayed. We also had the opportunity to meet the project officer of the Disaster Preparedness Project who also accompanied us back to Bandung City

**Main points of discussion**

- Mr. Berry, the executive director of WALHI headquarters since April 2008, assured us that the transition of WALHI personnel would not negatively affect the project’s management.

- WALHI is a forum consisting of 470 member agencies, together with its 25 branch offices across Indonesia. It also belongs to the Friends of the Earth at the international level.

- Mr. Berry briefed about **WALHI's overall policies/strategies** which are: 1) regulation/advocacy, 2) campaigns and 3) capacity-building for grassroots activities, as well as its **areas of work** including forest conservation and issues related to water, food, and climate change.