

# Information and communication literacy for all stakeholders

From case studies on collective learning and actions for  
sustainable community development

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# Discussion points of this presentation

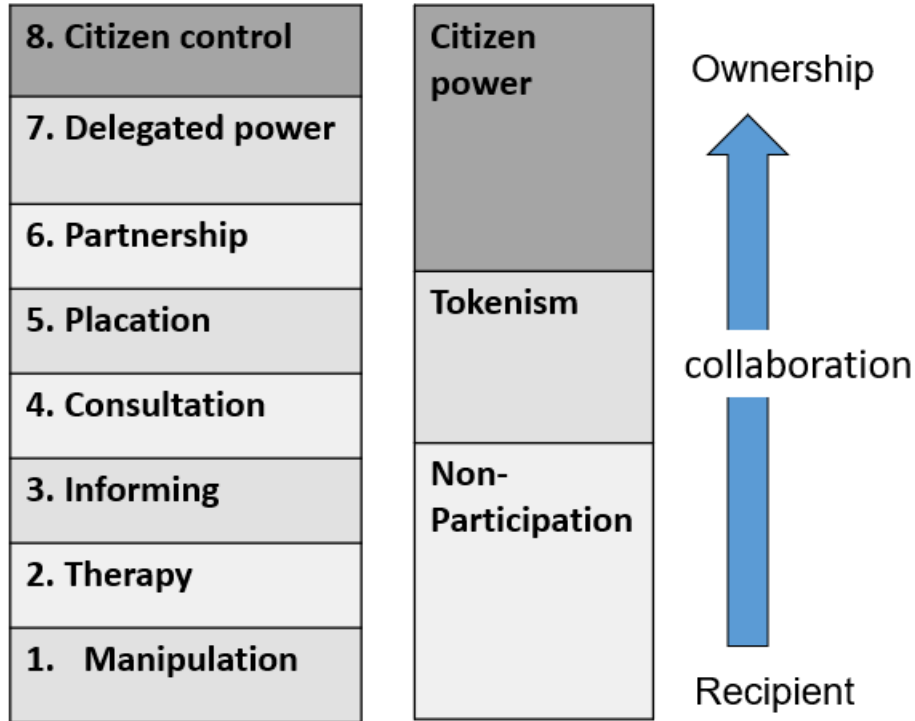
- Various notions of literacy
  - ✓ 3Rs (Reading, Writing, Numeracy), functional literacy
  - ✓ Information, media, scientific, financial, cultural literacy, etc.
- Literacy education and learning take place through formal, non-formal and informal space and means
- Teachers usually teach learners knowledge and experts provide expertise to customers/stakeholders
  - ➔ this role is being changed under the information revolution and globalization
- ◆ How about literacy skills of teachers/experts/bureaucrats ?

# What literacy skills/competencies do we need for multi-stakeholder collaboration?

- To handle complex issues under SDGs multi-stakeholder collaboration is required including peace building.
- How can we work together?  
e.g. collective impact criteria:
  - ✓ Common agenda
  - ✓ Shared measurement
  - ✓ Mutually reinforcing activities
  - ✓ Continuous communication
  - ✓ Backbone support
- Seven case studies (2019-20) from:
  - ✓ Bangladesh (BRAC)
  - ✓ India (Centre for Environment Education)
  - ✓ Japan (ACCU with Matsumoto, Oki, Mizushima)
  - ✓ Philippines (People's Initiative for Learning and Community Development)
- Because of diverse contexts, developing 'one size fits all' model is not possible
- The research focused on what is common in the 'process' of collaboration

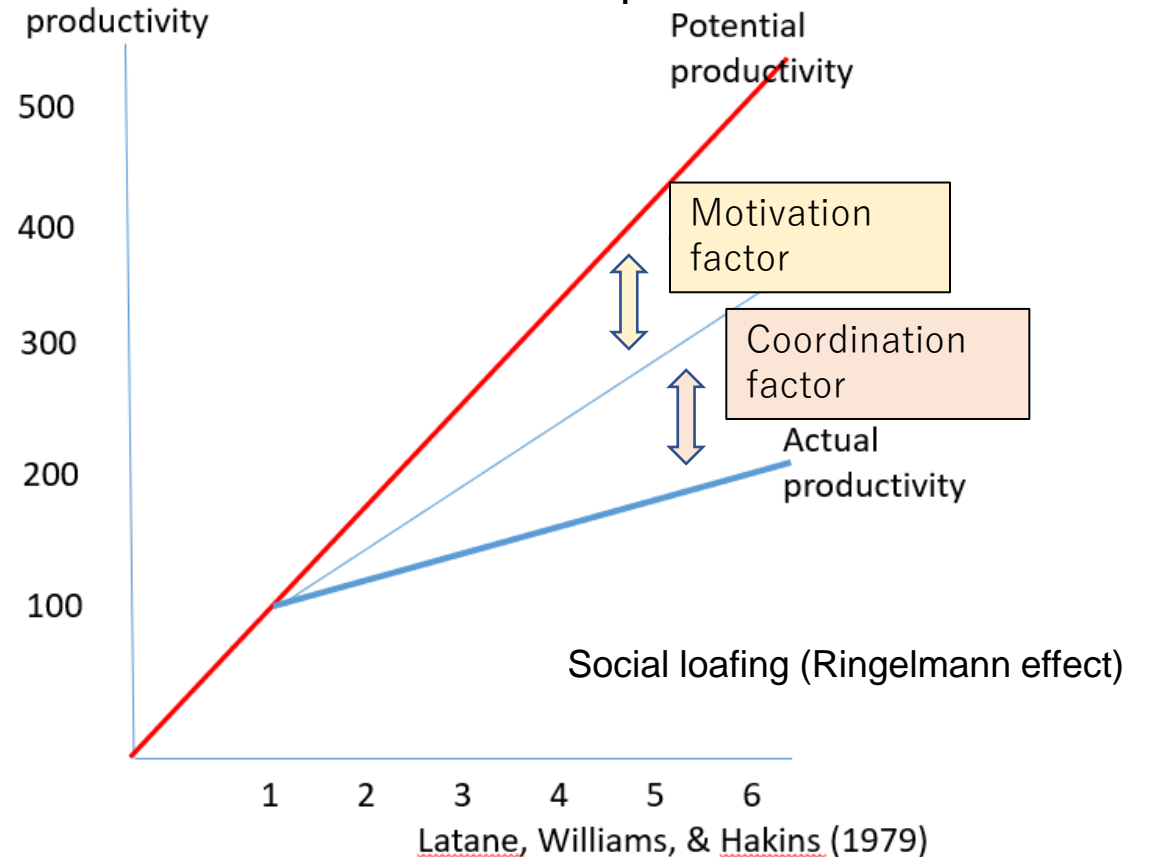
# Challenges in collaboration

Participation is continuous process  
Can we climb up the ladders?



Eight ladders ([Arnstein, 1971](#))

Working with different stakeholders is effective  
Can we maximize our potentials?



How can we work in collaboration?

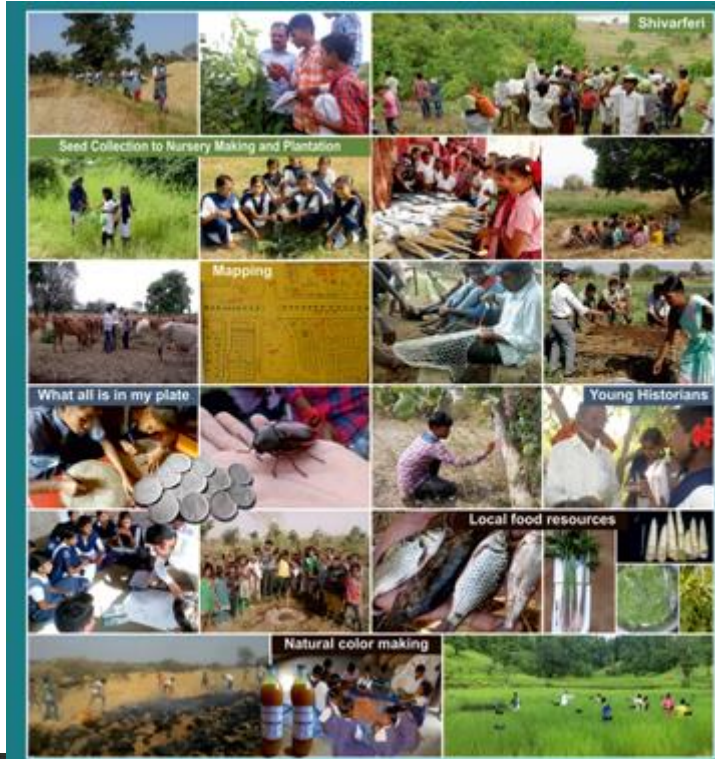
- Balancing power among stakeholders is important for effective collaboration
- Learning is needed for all stakeholders including powerholders for power balance

# The Philippines: Disaster Risk Reduction (DRR)



- Community based DRR, with inclusive approaches of vulnerable people, esp. with disabilities
- Donor – Government – NGO and community initiatives with shared responsibility by stakeholders with trust, not necessarily MOU
- People with disabilities are not recipients but active members, e.g. data management
- Capacity building of both providers and communities with materials according to different needs of stakeholders

# India: Information, education and communication for biodiversity conservation



- Maharashtra Gene Bank Project as community driven practices of biodiversity conservation
- Collaboration of government, universities, NGOs and local communities through formal and non-formal education activities
- Experts provide technical assistance to local NGOs to develop baseline data on biodiversity, local culture and lifestyle e.g. foods
- Local NGOs and community share local wisdoms, their bottom up learning practices and present bio-cultural heritages at the State Art Exhibition.



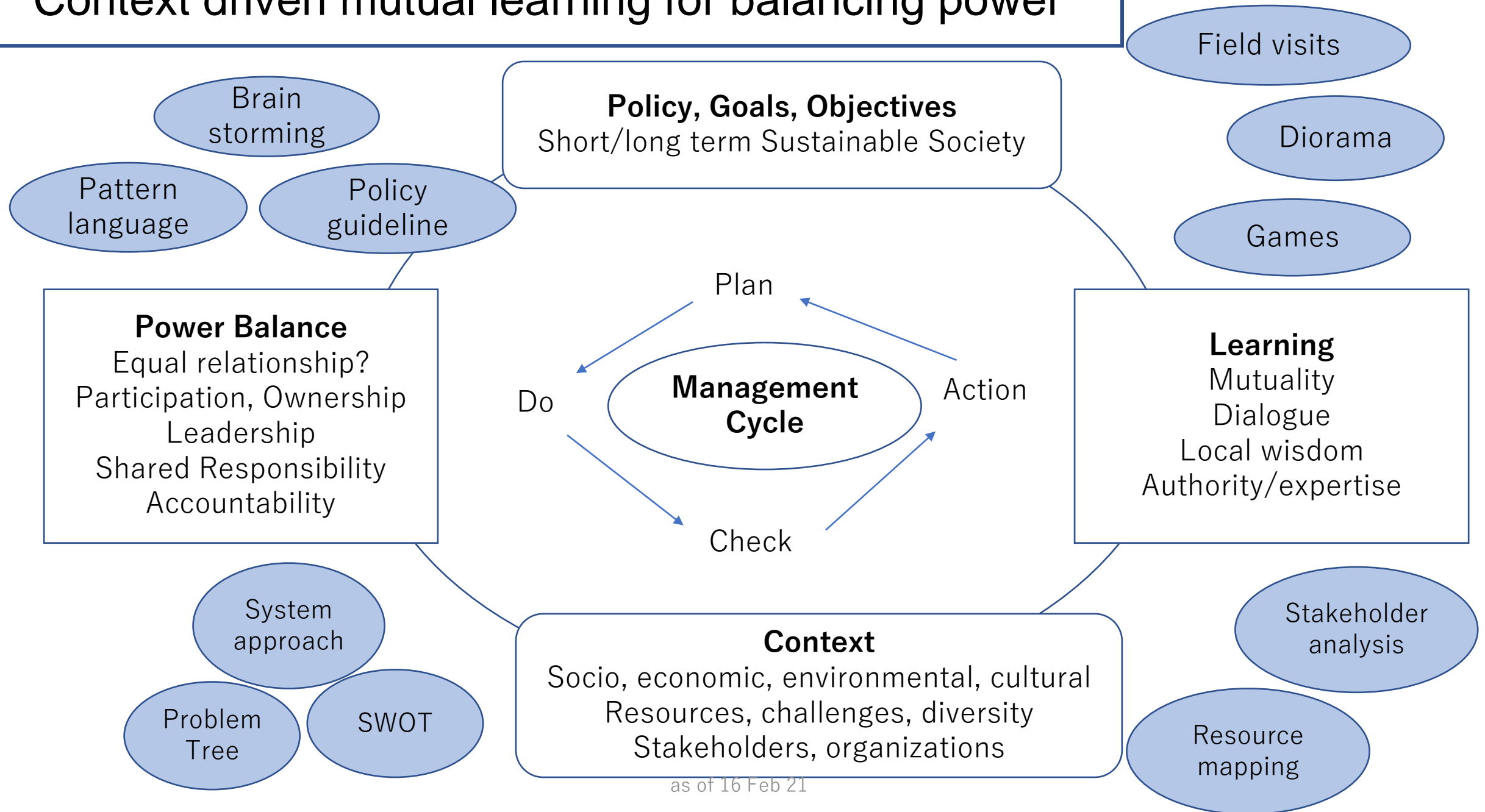


# Japan: inter-generational learning under the aging society



- Government coordination mechanism of education, health and welfare including Community Learning Centres (Kominkan) in each district
- Kominkan staff learn the realities of the community through visits, meetings and dialogues with community people
- University students work as a 'community intern' for 3 years to find community treasures through working together and mutual learning of different generations

# Context driven mutual learning for balancing power





# All stakeholders including powerholders need Information and communication literacy and competencies

- Understanding the context
  - ✓ Collecting and understanding baseline facts and figures, stakeholders, resources, evidences, issues from different sources
- Mutual learning through continuous dialogues and collaboration
  - ✓ Using the same language? Same words may have different meaning
  - ✓ Balancing in talking and listening
  - ✓ Encouraging self-directed and peer learning  
Teachers and experts tend to give 'answers'
- Linking initiatives with policies
  - ✓ How to sustain the innovations and expand to other areas and stakeholders for mainstreaming?
  - ✓ Need policy dialogue skills which may be different from implementation