

# EDUCATION TRANSFORMS LIVES

**BRIDGE  
PROGRAMME**  
2023 Annual Report



**BRIDGE  
MAKES IT  
HAPPEN**



BRIDGE



# **BRIDGE PROGRAMME**

## **2023 Annual Report**

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The BRIDGE Programme contributes to the achievement of UN Sustainable Development Goal (SDG) 4: **to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all** by increasing educational opportunities for those marginalised from the formal education system.





# Education *transforms* lives

04





“ Because education can change minds,  
it can change the world. ”

Audrey Azoulay, Director-General of UNESCO



We read and write to learn how to live a life worth living. We read and write to express ourselves and understand others. We read and write to stay connected with the world as members of society.

Literacy, the ability to read and write, enables us to live life to the fullest.

However,  
13 out of every 100 adults worldwide are illiterate,  
258 million children are out of school,  
150 million children are deprived of learning opportunities because they are subject to child labour.

Education gives people like these more opportunities and hope for a new life.

The United Nations (UN) established the 17 Sustainable Development Goals (SDGs) with the aim of creating an 'inclusive' world. Among these goals, Goal 4 focuses on ensuring inclusive and equitable quality education for all.

To help make this goal a reality, the BRIDGE Programme creates learning opportunities outside the boundaries of formal education so that more people can use learning to change their lives, whoever, wherever, and whenever.

# BRIDGE

*makes it happen*





“ *When I was a child after the Korean War, we were constantly told to study hard. That was the only way to invest in our future and it worked. Everything I am today, I owe to education including textbooks donated by UNESCO.* ”

Ban Ki-moon, 8th Secretary-General of the United Nations

The Korean National Commission for UNESCO (KNCU) knows very well the kinds of changes education can bring about. Following the devastation of the Korean War, UNESCO helped rebuild education in the Republic of Korea by establishing the National Textbook Printing Plant. Education gave the people of the Republic of Korea the capacity to stand on their own feet and achieve unprecedented development only in half a century. Based on this experience, the BRIDGE Programme was launched to bring positive change to the lives of people marginalised from education in developing countries of Asia and Africa.

Since 2010, efforts have been dedicated to providing educational opportunities outside the formal school system in 24 countries. The Programme has established and refurbished community learning centres (CLCs), provided learning programmes in reading, writing, basic mathematics, and basic vocational skills, enhanced teacher capacities, and developed learning materials and curricula.

The KNCU is confident that education, which was foundational to the development of the Republic of Korea, can help make similar miracles in other countries.

BRIDGE: working to ensure inclusive and equitable quality education for all.



# BRIDGE at a Glance

The BRIDGE Programme supports non-formal education for educationally marginalised people, including out-of-school children and adolescents, as well as illiterate adults. BRIDGE contributes to the achievement of SDG 4 by developing policies, establishing learning centres, and providing educational programmes to enhance educational accessibility and quality.

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## GOAL

### To achieve SDG 4

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

- 4.4 Increase the number of people with relevant skills for financial success
- 4.5 Eliminate all discrimination in education
- 4.6 Universal literacy and numeracy

## OBJECTIVE

To enhance educational accessibility and the quality of education in developing countries

## TARGET BENEFICIARIES

Educationally marginalised people  
(Out-of-school children and adolescents, and illiterate adults)

## MODALITIES



Policy Development



Training for Teachers



Support for CLCs



Distribution of  
Educational Materials



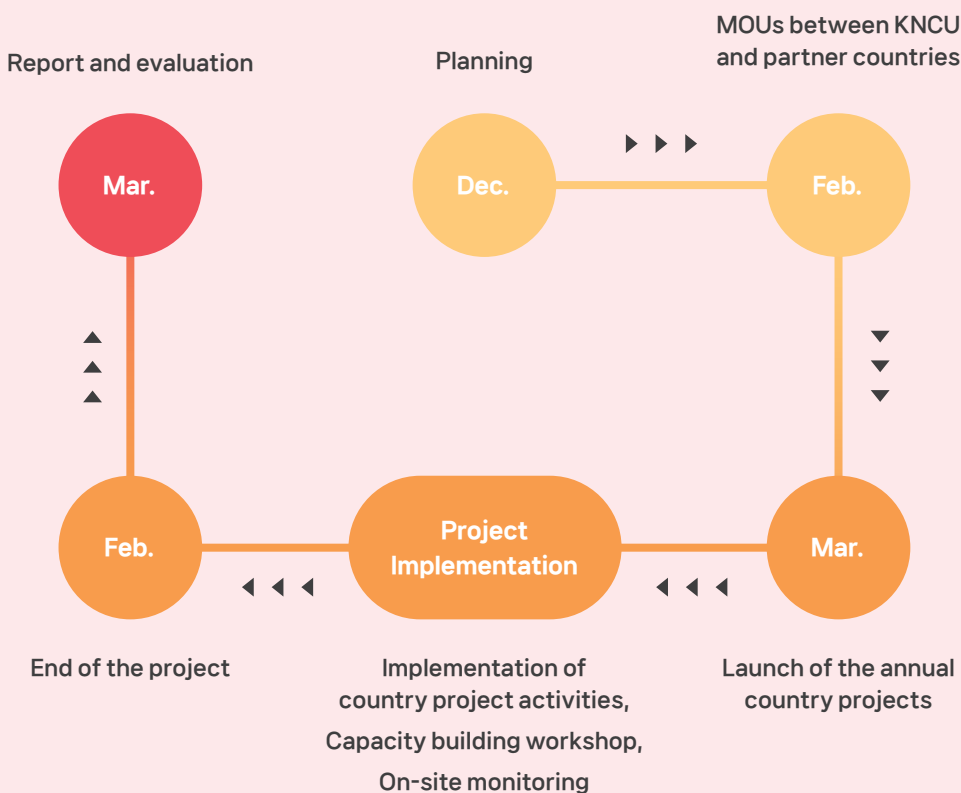
Development of Curricula



Provision of Learning  
Programmes

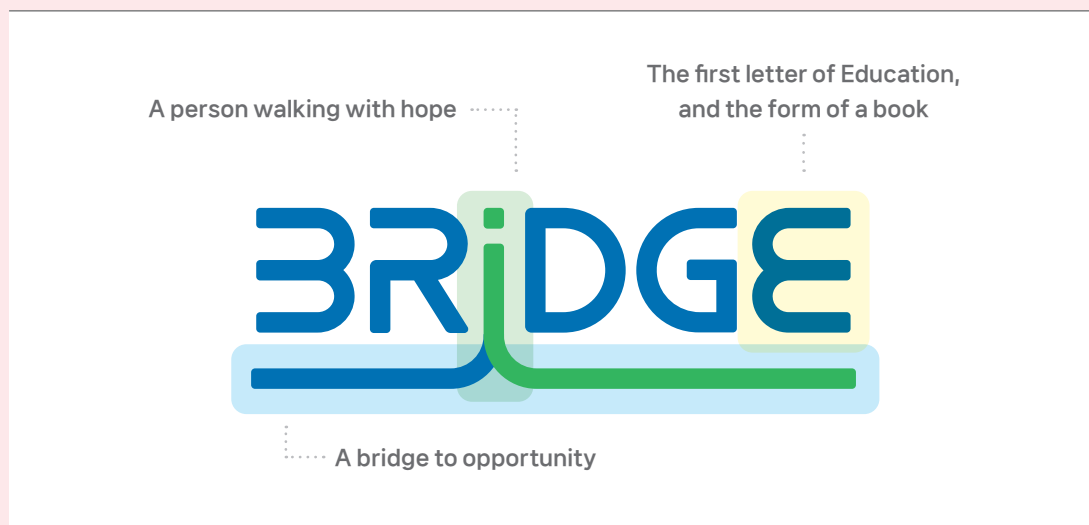
Literacy education,  
Equivalency programmes,  
Basic vocational training,  
Early childhood education





## The New BRIDGE Logo

The BRIDGE logo encapsulates the programme's goal of becoming a bridge to opportunities for people marginalised from education.



# Roles and Responsibilities



**unesco**

Korean  
National Commission

KNCU oversees the overall planning and implementation of the BRIDGE Programme. It stays in close contact with partner countries to support them with programme planning, implementation and monitoring, and undertakes programme evaluation. It also offers capacity-development opportunities to those involved in managing the BRIDGE Projects in partner countries.



**교육부**

Ministry of Education

The BRIDGE Programme is an Official Development Assistance (ODA) programme of the Korean Ministry of Education. The Ministry formulates a master plan and works with other departments to secure a budget and implement the ODA programme, with the goal of helping to disseminate the knowledge gained through the Republic of Korea's experience in education and national development.



The BRIDGE Programme works closely with civil society organisations in partner countries whose expertise has been globally recognised, such as organisations that have been awarded the UNESCO King Sejong Literacy Prize. This active collaboration increases the effectiveness of project implementation by leveraging local expertise to meet the real demands of the community.

**Korean National  
Commission  
for UNESCO  
(KNCU)**

**Ministry of  
Education of  
the Republic  
of Korea**

**Civil Society  
Organisations in each  
Partner Country**

**BRIDGE**



### National Commission for UNESCO in each Partner Country

The UNESCO National Commission (NatCom) in the partner country is responsible for the implementation and reporting of its national BRIDGE Project based on a memorandum of understanding (MOU) for the project that it signed with KNCU. The partner country's NatCom formulates the country project plan and budget and works closely with a variety of stakeholders, including the government, community, teachers, and learners in the partner country, for the implementation of the project as planned.

### Ministry of Education in each Partner Country



Since the purpose of the BRIDGE Programme is to support non-formal education in the partner countries, the role of the partner country Ministry of Education is important. Each Ministry of Education reviews from the planning stage whether the national project activities are consistent with the country's educational policies, provides technical and administrative support for the implementation of the project, and helps to disseminate the results of the project.

### BRIDGE National Committee in each Partner Country

Numerous stakeholders are involved in the decision making and implementation processes of the BRIDGE Project in each partner country, at all levels from governmental policy-making to learning in class. The BRIDGE National Committee is a consultative group consisting of the partner country's National Commission for UNESCO and key local partners, including the central and local governments and representatives from the local communities involved. The Committee facilitates the smooth implementation of the BRIDGE Project in the partner country through regular meetings and project monitoring.

## 2010

### Launch of the Africa Hope BRIDGE Programme to foster development expertise amongst emerging young activists

- Dispatch of 16 young activists to 6 African countries and launch of the Africa Hope BRIDGE Programme to cultivate regional experts of Sub-Saharan Africa (public-private partnership between the Korean International Cooperation Agency and Samsung Electronics Co.)



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## 2012

### Launch of the KNCU Sejong Programme

- Launch of a programme to support literacy programmes run by previous winners of the UNESCO King Sejong Literacy Prize in 4 Asian countries

## 2015

### Launch of the BRIDGE Asia Programme and the BRIDGE Workshop

- Launch of the BRIDGE Asia Programme to support literacy education and basic vocational training in 6 Asian countries, based on the KNCU Sejong Project
- BRIDGE Workshop held to enhance the capacities of BRIDGE partner institutions



## 2013

### Launch of the BRIDGE Africa Programme as an ODA project of the Republic of Korea

- Transformation of the Africa Hope BRIDGE Programme, initially a 3-year pilot initiative, into the BRIDGE Africa Programme, an ODA project primarily funded by the Ministry of Education

## 2011

### Launch of a climate change educational programme and science education programme in 5 Asian countries





## 2018

### Beginning of process to conclude the BRIDGE Africa Programme and to develop the BRIDGE Programme Phase 2

#### Phase 2

- Start of a staged process to bring the first phase of the BRIDGE Africa Programme to an end
- Planning begins for the BRIDGE Programme Phase 2 to expand programme impact

## 2021

### Launch of the BRIDGE Sejong Programme

- Implementation of pilot projects in 4 countries (Jordan, Pakistan, Sri Lanka, Uruguay) supporting the literacy activities of winners of the UNESCO King Sejong Literacy Prize
- Addition of Malawi as a partner country for the BRIDGE Programme Phase 2

## 2022

### Preparation for the next phase of the BRIDGE Programme

- Preparations for further expansion of the BRIDGE Programme into the next phase, involving a survey amongst potential partner countries and research conducted by external experts

## 2024~

### Expansion of BRIDGE Programme Phase 2

- Addition of Jordan, Pakistan, and Sri Lanka as partner countries for the BRIDGE Programme Phase 2.

## 2020

### Launch of the BRIDGE Programme Phase 2

- Complete conclusion of the BRIDGE Africa and Asia Programme in 21 countries
- Launch of the BRIDGE Programme Phase 2, with the aim of investing a total of USD 1 million in each partner country over the course of a five-year project (initial partner countries: Timor-Leste, Lao PDR, Bhutan)

## 2016

### Establishment of a new framework to implement BRIDGE Programme in partnership with the UNESCO National Commission in each partner country

- Establishment of a more robust local government-initiated system for implementing BRIDGE Projects through an agreement with the National Commission for UNESCO (Ministry of Education) in each partner country
- BRIDGE Africa Conference held in Lilongwe Malawi, with participants from 7 African countries



# From 2010 to 2023, the BRIDGE Programme has built an educational bridge for **150,174 people** in **24 countries**





Total Number of Learners

140,586 people

Total Number of Teachers Trained

9,588 people

Total Number of Educational Materials Supplied

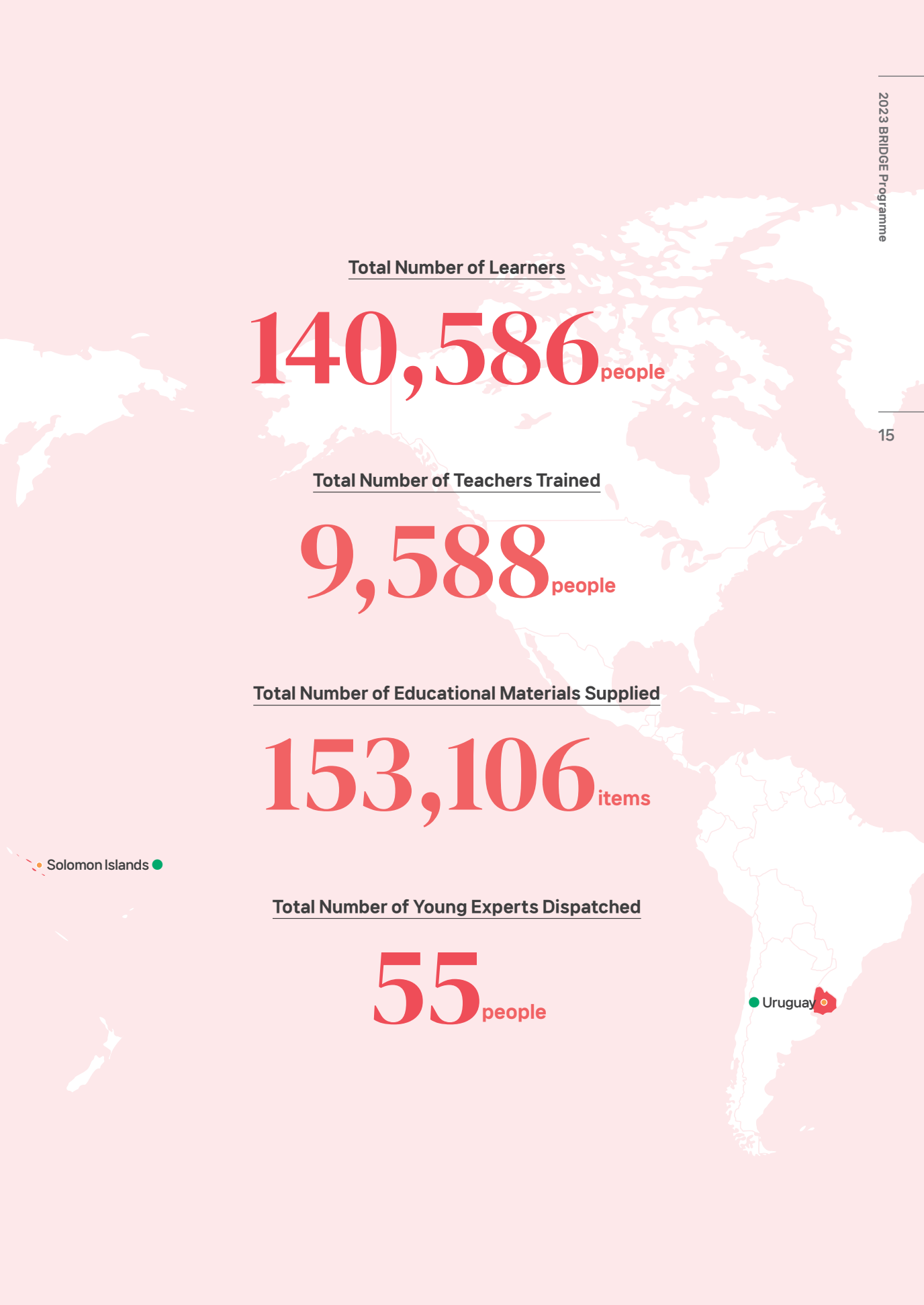
153,106 items

Total Number of Young Experts Dispatched

55 people

Solomon Islands ●

Uruguay ●



# 2023 BRIDGE COUNTRY PROJECTS



BHUTAN • JORDAN • LAO PDR • MALAWI  
PAKISTAN • SRI LANKA • TIMOR-LESTE • URUGUAY





Community Learning  
Centres (CLCs) Operated

135 sites



Learners in Learning  
Programmes

10,476 people



Teachers/Stakeholders  
Trained

635 people

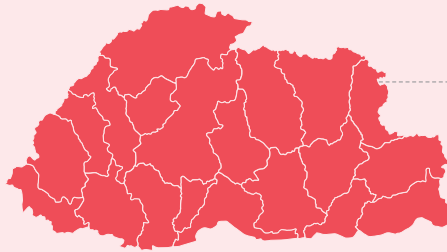


Educational Materials  
Distributed

19,474 items



# BHUTAN, Better Tomorrow through Out-of-School Education



Bhutan

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## 2023 Project Results



Implementation of Non-Formal Education  
Management Information System

**1** system



Establishment / Refurbishment of CLCs

**35** sites



Training of Teachers and Stakeholders

**186** people



Distribution of Educational Materials

**5,058** items

## Why BRIDGE is Necessary in Bhutan

In December 2023, Bhutan officially 'graduated' from the UN's least developed country category, becoming the seventh country to do so since 1971. This achievement is attributed to Bhutan's people-centred approach, prioritising Gross National Happiness (GNH) as a key development indicator. However, this milestone does not ensure immediate transformation in people's lives or the national economy. The adult illiteracy rate remains close to 30%, with a 17% literacy gap between men and women. Educational inequalities between urban and rural areas persist, widening societal gaps. To guarantee the sustainable development of people's lives along the path of national growth, it is essential to provide ongoing support for adults, especially women, and out-of-school adolescents who have missed out on educational opportunities.



**Ms. Sonam Lhaden**

A leader of Tsakaling and a former learner at the Non-Formal Education Centre

## What motivated you to join the BRIDGE Programme, and what have you experienced?

As the eldest daughter in a large family, I had to work and couldn't pursue my dream of studying because educational opportunities were hard to find in my small village. However, with the support of the BRIDGE Programme, I was able to receive literacy education. Learning to read and write allowed me to be elected as the local leader, Mangmi. Knowing how to read and write has made so many things possible in my life! I can write my prayers, keep accounts, and learn new information from books. I hope many women in Bhutan, like me, will be able to learn to read and write in the future.



1



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### Field News One

#### Training Women Instructors Through Out-of-School Literacy Education

Recently, many regions of Bhutan have elected women as their local leaders, marking an extraordinary transformation. To run for office, candidates must pass a basic test in Dzongkha, despite women's literacy and social activity rates being relatively low in Bhutan. 16 women elected as local representatives learned Dzongkha and English through Bhutan's Non-Formal Education Centres and CLCs, sparking their interest in social engagement. Another noteworthy change is that the term Mangmi, originally implying a male deputy, has been changed to a gender-neutral term as the number of women leaders has increased.

### Field News Two

#### Systematic Management of Learning Using NFE-MIS

Following the establishment of Bhutan's Non-Formal Education Management Information System (NFE-MIS), non-formal education teachers have learned to use it through workshops and started applying it to curriculum management. Teachers can set course dates, register learners, and manage attendance, progress, and grades online. Key guidelines and instructional materials from the Ministry of Education are available for download. Now, learners and instructors who relocate or suspend their studies can easily resume their learning at a nearby centre.

### Field News Three

#### Reforms in Bhutan, the Development of Out-of-School Education

Bhutan underwent a major government organisational reform from 2022 to 2023, reviewing and merging the roles of all ministries and departments. Amid these reforms, out-of-school education gained attention. Literacy education, vocational training, and adolescent out-of-school education were consolidated into one department (the Non-Formal Education Team of the Ministry of Education and Skills Development). This reform improved education quality, teaching methods, and strengthened the link between literacy, basic vocational skills, and advanced vocational training.

- 1 Sewing class at the Non-Formal Education Centres
- 2 Bhutanese women receiving literacy education
- 3 Non-formal education class

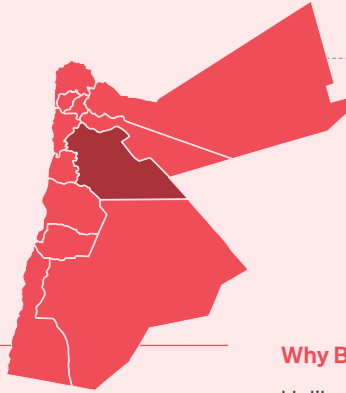


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# JORDAN,

## Whose Future Grows with a Book



Jordan

20

### 2023 Project Results



**We Love Reading Programme**

**2,137** runs



**Learners in Educational Programmes**

We Love Reading

**2,591** people



**Training for Teachers**

**88** people



**Distribution of Educational Materials**

**88** items

### Why BRIDGE is Necessary in Jordan

Unlike many wealthy Arab nations reliant on oil and gas, Jordan has a weak economic base, heavily dependent on foreign aid. Despite this, Jordanians have generously accommodated 1.3million Syrian refugees, making up 12.7% of the population. With limited education infrastructure, Jordanian schools operate a two-shift system: Jordanian students attend in the morning, and refugee students in the afternoon. Children, especially those with uneducated mothers and refugees, face higher educational marginalisation. The 'We Love Reading(WLR)' programme is crucial here, with mothers acting as WLR ambassadors, offering hope for a brighter future by reading to their children at home and in community-based organisations.



#### Leen Sufyan Ayoub

A girl who became a WLR ambassador after participating in We Love Reading

#### What made you participate in We Love Reading and what was most satisfying?

I learned about the We Love Reading programme from my mother who is active as a WLR ambassador. The books my mother reads were so fun that I wanted to become a WLR ambassador when I grow up. After hearing that they were looking for 'young ambassadors', I decided to learn how to read books to others effectively so that I could read to my younger siblings. It was challenging at first, but I gained confidence thanks to the people I worked with. I feel proud to serve and spread the joy of reading to our village.



## Field News One

### Expanding Impact Through an Online Training Platform

The BRIDGE Jordan Project supports the We Love Reading programme by Taghyeer, a Jordanian NGO and UNESCO King Sejong Literacy Prize winner. This programme teaches mothers to read to their children, turning them into 'WLR ambassadors.' In 2023, 88 ambassadors were trained to read children's books effectively. An online platform was launched to enhance their competencies, allowing 1,300 ambassadors to share information, improve their teaching skills, and collaborate on writing children's books.

- 1 Publication of the children's book 'Queen of Balloons' themed on climate change
- 2 Read-aloud session at a refugee woman's house
- 3 Children and an ambassador participating in a Read-aloud session

## Field News Two

### Publication of a Literacy Education Storybook about the SDGs

Taghyeer publishes and distributes children's books for quality reading education. Two recently published children's books, 'The Peppered Moth' and 'Queen of Balloons' cover important topics such as climate change, disability, refugees, and gender equality. As mothers read books to their children, children develop their imaginative skills and literacy, and gain an empathetic perspective on the world. The influence of a single book creates a virtuous cycle of education in Jordanian communities, as children who have participated in Read-aloud sessions grow up and complete the training for WLR young ambassadors.

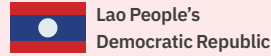
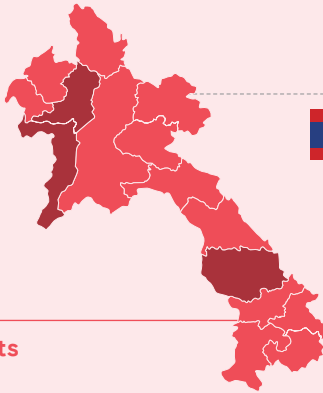
## Field News Three

### 'Reading Nation': A National Reading Campaign

In celebration of National Reading Day, Taghyeer collaborated with the Ministry of Culture of Jordan in September 2023 to conduct an awareness-raising campaign on literacy education at the national level. Various online and offline activities were carried out, including a Read-aloud session for children and parent awareness education. A children's book exhibition, involving community WLR ambassadors, showcased 60 Read-aloud sessions over five weeks. These experiences are footsteps along the way to Jordan's becoming a 'reading nation' with a beautiful reading culture.



# LAO PDR, Bridged over its Rugged Mountains through Education



Lao People's  
Democratic Republic

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## 2023 Project Results



Operation of CLCs

**30** sites



Learners in Educational Programmes

literacy, equivalency programme,  
basic vocational training

**1,060** people



Training for Teachers and Stakeholders

**60** people



Distribution of Educational Materials

**6,990** items

## Why BRIDGE is Necessary in Lao PDR

About 80% of Laos is mountainous. Access to schools in many mountainous areas is limited owing to insufficient educational infrastructure. Only 58% of children from impoverished families complete primary school, with many children forced to work due to poverty. The BRIDGE Laos Project addresses this by offering educational opportunities through 30 CLCs in Luang Prabang, Sayabory, and Savannakhet. These centres provide literacy education and equivalency programmes to children unable to attend regular schools. The BRIDGE Programme offers opportunities for new life to children, adolescents, and even adults in Laos who have previously missed out on educational opportunities.



**Ms. Sengpapha  
Holanoupaph**

BRIDGE Programme  
Manager, Lao National  
Commission for UNESCO and  
the Ministry of Education  
and Sports of Laos

## What does the BRIDGE Programme signify to the Lao National Commission for UNESCO?

Since 2020, I have been responsible for the BRIDGE Programme in Laos and experienced various challenges and rewards. The most rewarding moment has been witnessing the growth of participants and communities through this programme. It has been quite touching to see children who haven't been able to attend schools receiving education, illiterate youths and adults acquiring literacy and vocational skills, and communities becoming motivated through education. These experiences allowed me to realise how transformative education can be. The BRIDGE Programme is making a significant contribution to the development of Laos based on this power.





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### Field News One

#### Equivalency Programme, a School-Beyond-School for All

The village head's house is filled with children's laughter, thanks to his generosity in opening his home for classes. This central location replaces the far-off educational facility. In 2023, 546 children who couldn't attend school for various reasons received education through the BRIDGE Programme. After a three-year course, they earn a diploma equivalent to a primary school education. Despite the distractions outside, these children, once marginalised from public education, are now dreaming big.

### Field News Two

#### Basic Vocational Training Creates the Village's Most Popular Product

This year, 514 residents participated in basic vocational training workshops, with 209 of them being women. These classes, the most popular in Laos' CLCs, include mushroom cultivation, cooking traditional Laotian desserts, making baskets and brooms, and motorcycle repair. The handmade baskets and brooms have become particularly popular, attracting visitors from other villages and abroad. The training enhances skills, generates income, boosts self-confidence, and improves the quality of life for residents.

### Field News Three

#### Collaboration Through the Achievement-Sharing Meeting

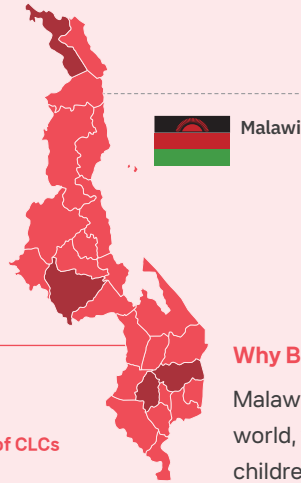
In August 2023, a BRIDGE Programme Achievement-Sharing Meeting was held to review the programme in Laos, discuss challenges, and outline future directions. Attendees included the Lao PDR's Minister of Education and Sports, local government and NGO representatives, and the Ambassador of the Republic of Korea to the Lao People's Democratic Republic. This meeting strengthened relationships among stakeholders in this joint initiative, aiming to transform lives and create educational opportunities for out-of-school children, adolescents, and adults in Laos.



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- 1 Equivalency programme for out-of-school children in Laos
- 2 Adult literacy class
- 3 Handmade baskets and brooms for sale at the CLC

# MALAWI, Beyond Challenges to Hope through Education



24

## 2023 Project Results



Establishment/Operation of CLCs

**4** sites



Learners in Educational Programmes

literacy, after-school programme,  
early childhood education

**2,445** people



Training for Teachers and Stakeholders

**100** people



Distribution of Educational Materials

**6,615** items

## Why BRIDGE is Necessary in Malawi

Malawi is one of the poorest countries in the world, with a per capita GDP of USD 635. 69% of children drop out of school before completing their compulsory primary education.

The quality of education is also low as a result of a severe shortage of teachers, with one teacher responsible for over 120 students.

In such circumstances, the out-of-school education supported by the BRIDGE Programme plays a role beyond simply teaching children excluded from formal education to read and write. It helps learners begin new lives.



**Ms. Chisomo Nyang'ama**

A volunteer teacher  
at the Namiyango CLC

## What has been the most meaningful moment for you during the BRIDGE Programme?

I started as a volunteer at the Namiyango CLC, and now I work there as a teacher. I suffer from paraplegia, but it brings great joy to my life to be able to take part in such a wonderful project! At first, I was hurt by parents who complained about my disability. But now they have acknowledged my competencies, and children follow my lead.

As a teacher, I feel the greatest joy when I see children who have attended CLC classes gain confidence from learning to read and write and envisioning their futures. I'm grateful for the BRIDGE Programme that made all this possible.



- 1 The newly constructed Ibusya CLC and volunteers
- 2 Emergency funding support for restoring educational environments affected by the cyclone in Malawi
- 3 Adult literacy class

### Field News One

#### A New CLC Established in Chitipa, a City in North Malawi

The northern region of Malawi faces challenges with fewer government-run CLCs compared to other regions, hindering access to education for the local population. However, in fall 2023, a new CLC opened in Ibusya, Chitipa. It was made possible through the village head's donation of the site, and the collaborative efforts of the local council and the village community. The Ibusya CLC commenced operations with the village's collective support, offering early childhood and primary education programs. Regular literacy classes for adults are also scheduled, with expectations for improved literacy rates and local development.

### Field News Two

#### Magomero College Opens a Diploma Course in Adult Education

Despite a high demand for out-of-school education in Malawi, there is a significant shortage of educators. Most CLCs run programmes relying solely on individual teachers' competencies due to the lack of standardised teaching materials or methods. The opening of the adult literacy education course at Magomero Community Development College is therefore significant, as the course offers teacher training tailored to the needs of adult learners, thereby contributing to the development of professional adult educators.

### Field News Three

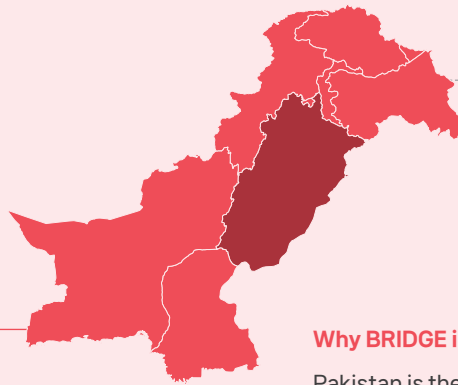
#### Emergency Funding for Recovery from Typhoon Damage

In the spring of 2023, Cyclone Freddy devastated Malawi, resulting in at least 2,000 casualties, and over 55,000 homes lost. Education in Malawi suffered significantly as the casualties included students and teachers, and school facilities were damaged. To support educational recovery efforts, KNCU launched the #GoingTogether campaign with Korean boy band SEVENTEEN. A huge number of people contributed to the campaign in a spirit of togetherness, helping to ensure that collapsed school roofs could be repaired, soaked textbooks and exercise books replaced, and the provision of school meals restarted.





# PAKISTAN, Up until the Day All Women Can Read



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## 2023 Project Results



Operation of CLCs

**24** sites



Learners in Educational Programmes

literacy, basic vocational training

**1,228** people



Training for Teachers and Stakeholders

**48** people

## Why BRIDGE is Necessary in Pakistan

Pakistan is the fifth most populous country in the world and is a young nation, with over 60% of its population being under the age of 29. However, the poverty rate is high, at 39%, and the literacy rate is only 59%, the second lowest in South Asia. In particular, female literacy stands at just 46%, well below the overall national average. Young women in Pakistan find it hard to access educational opportunities for various reasons, including a low social awareness of the value of women's education, lack of infrastructure, and poverty. To change this reality, literacy education for young women in Pakistan is essential. As Malala Yousafzai, the youngest Nobel Prize laureate and a Pakistani female education activist, has said, 'Education is the only solution. Education first.'



**Ms. Saima Fayyaz**

BRIDGE Programme Manager  
at the Bunyad Literacy  
Community Council

## What kind of a role does the BRIDGE Programme serve in Pakistani society and what are the resulting changes?

The BRIDGE Programme empowers Pakistani women through education, enabling them to attain better social positions. It allows women to realise they are decision-makers and dream of having a key role in society that goes beyond the limit of traditional roles. Women educated through the BRIDGE Programme can open an education centre or teach their peers, including their daughters. I feel the greatest joy seeing the influence reaching out to more women. The Programme's main goal is to give a voice to those silenced in Pakistani society, highlighting the invisible and demonstrating that poverty and gender discrimination can be overcome.



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### Field News One

#### Digital Hub and Mobile Library

The BRIDGE Programme supports 24 CLCs with Bunyad Literacy Community Council, a UNESCO King Sejong Literacy Prize winner since 2021. It offers literacy education and basic vocational skills to young women in rural areas. The programme includes mobile library and digital hub initiatives to enhance lifelong learning. The mobile library, with libraries on rickshaws, serves four villages, and 5,732 learners used it this year. The digital hub provides learning via computers and internet in four villages, offering digital materials on health, hygiene, child protection, the environment, social rights, climate change, water, finances, and literacy.

### Field News Two

#### Activities to Raise Awareness among Young Leaders

These activities train young leaders to raise awareness of social and sustainability issues among other youths in their communities. After a two-day basic leadership development training, they form youth groups to continue their activities. This year, 120 young leaders were trained, forming 24 youth groups. They conducted general training to raise social awareness of issues such as gender discrimination within Pakistan, access to education, the necessity of literacy education for women, and increasing sustainability in communities that have benefited from the BRIDGE Pakistan Programme. Young women leaders led other young women's groups, while young men leaders led young men's groups.

### Field News Three

#### Basic Vocational Training and Women's Entrepreneurship for the Growth of Women's Rights

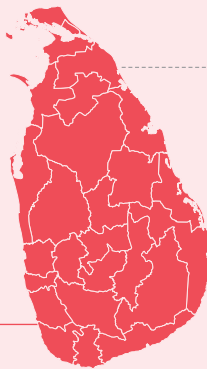
24 CLCs in Pakistan provide literacy education and basic vocational training. Young women participating in basic vocational training, such as sewing and handicrafts, build their capacity to generate income on their own. Among the 614 women learners who have completed the basic vocational training through the BRIDGE Programme, over 14% have successfully started small-scale home-based businesses, showing how women who have learned new skills through education also gained the knowledge and confidence that they can independently build their own lives.

- 1 Children reading books in front of a mobile library
- 2 Women gathered for a health and hygiene awareness class
- 3 Women attending a basic vocational sewing class



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# SRI LANKA, Open School to Everyone, Everywhere



Sri Lanka

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## 2023 Project Results



Community Campaigns

**3** times



Operation of CLCs

**23** sites



Learners in Educational Programmes

literacy, equivalency programme,  
basic vocational training

**1,361** people



Training for Teachers and Stakeholders

**73** people

## Why BRIDGE is Necessary in Sri Lanka

In 2023, Sri Lanka suffered unprecedented inflation (51.7%) and its national education system is facing a crisis as a result. According to one study, many Sri Lankan children face significant challenges in their studies stemming from the recent economic shock, and up to 60% of them are expected to drop out of school early.

Despite signs of a gradual recovery in Sri Lanka's economy, these challenges remain.

Child education is bearing the brunt of the economic crisis, and children from impoverished families who are most vulnerable are disappearing from schools. Sri Lanka is in need of out-of-school education support from the BRIDGE Programme more than ever to ensure that out-of-school children do not give up on learning.



**Ms. Ishani Dilrukshi**

A student at the  
Amunukumbura CLC

## What motivated you to participate in the Open School, and did you benefit from the programme?

I'm receiving Sinhala literacy education, English lessons, and vocational training through the BRIDGE Programme's Open School Programme. Among these, English is my favourite subject! Like myself, many students at our CLC have various disabilities. That's why it is a valuable opportunity for learners with such challenges to gather together to study as we understand one another and can easily interact. My hometown, Matale, lacks basic facilities for printing, copying, and emailing. After graduating from Open School, I want to return to my hometown and open a communication centre where people can easily access computers and learn computer skills.





1



2

### Field News One

#### Basic Literacy and Mathematics Education at Open School

The BRIDGE Programme supports the Open School Programme of the National Institute of Education of Sri Lanka, which won the UNESCO King Sejong Literacy Prize in 2021. 15 out of 23 of the CLCs provide basic literacy and mathematics education for those who had to drop out of school early, regardless of age or gender. Literacy is an essential skill for individuals today to navigate their lives. Compared to formal education, Open School offers a relatively flexible curriculum and schedule, which allows learners in diverse environments to receive education at their convenience. In 2024, two CLCs plan to provide basic English and mathematics education using tablet computers.

### Field News Two

#### Education for All, Basic Vocational Training for Students with Disabilities

Seeduwa CLC, a welfare facility in northern Colombo, provides basic vocational training for children and adolescents with disabilities. Basic vocational training provides education and training on daily tasks in specific professional sectors and occupations for educationally underserved adolescents, to enable them to engage in small businesses and self-employment. Basic vocational training in Open Schools provides hands-on training, entrepreneurship and business planning. Seeduwa CLC runs graphic design classes and classes tailored to students' interests, in hopes that many learners will return to their hometowns and pursue entrepreneurship.

### Field News Three

#### Community Awareness Campaigns Reaching Various Parts of Society

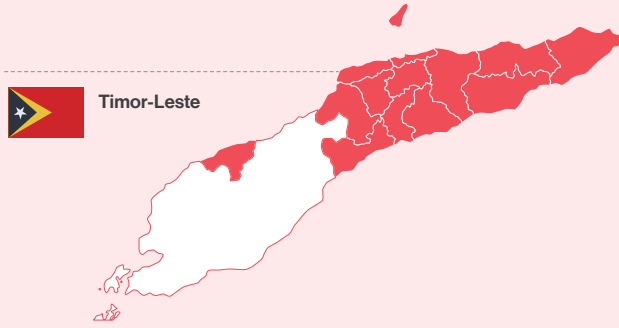
Along with education programmes, Open School also carries out various awareness-raising campaigns within the community on topics such as financial management, the latest technology, and climate change. These initiatives target those with fewer opportunities for ongoing education, such as tuk-tuk drivers, domestic workers, parents, and self-employed individuals, helping them acquire new knowledge necessary in modern society. Through such activities under the BRIDGE Programme, more people in Sri Lanka will gain educational opportunities, enrich their lives and work, and dream of a better future.

- 1 A CLC class for students with disabilities
- 2 Open School teacher training
- 3 Literacy class at the CLC



3

# TIMOR-LESTE, Youths Dreaming through Education



Timor-Leste

30

## 2023 Project Results



Establishment/Refurbishment of CLCs

**3** sites



Operation of CLCs

**13** sites



Learners in Educational Programmes

literacy, basic vocational training

**1,401** people



Distribution of Educational Materials

**723** items

## Why BRIDGE is Necessary in Timor-Leste

Timor-Leste, celebrating its 22nd anniversary of independence, still faces numerous challenges despite efforts in national reconstruction and social growth. As one of Asia's nine least developed countries, it grapples with economic and social issues, particularly in education, with low literacy rates from its colonial past. The government plans to establish one CLC in each of the 65 sub-districts by 2030, but budget constraints pose difficulties. The BRIDGE Programme supports this effort by opening 15 CLCs in 13 districts, offering various non-formal programmes to expand educational opportunities.



**Mr. Lino Alves de Araujo**

A teacher of the computer class at the Liquiça CLC

## What changes do you anticipate in Liquiça through the new CLC?

Liquiça CLC will become an important seed for local development. I believe the computer classes, where I am the teacher, and various life skill classes will enable young people in Liquiça to discover new opportunities and dream of a better life. Through this, young people will be able to escape violence and crime and serve exemplary roles in their own homes and communities. I believe such positive influences will bring about changes in Liquiça and, ultimately, Timor-Leste.



1



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### Field News One

#### Liquiça CLC Opens its Doors with Big Ambitions

The establishment of CLCs, one of the key national education policies in Timor-Leste, plays a crucial role in providing educational opportunities to residents in remote areas with limited access to school education. The BRIDGE Programme has been building 15 centres across Timor-Leste since 2020. The Liquiça CLC, completed in 2023, has established itself as a valuable learning space for those marginalised from education by offering literacy education, computer classes, and basic life skills to residents, helping them strive together for a better future for Timor-Leste.

### Field News Two

#### The Korean Wave in Timor-Leste

The popularity of learning Korean is increasing in Timor-Leste. Since Timor-Leste is one of the countries subject to the Republic of Korea's employment permit system, Timorese citizens who pass the relevant Korean language proficiency and skills test are allowed to work and earn money in Korea. Last year, 1% of Timorese citizens took the Korean language test for employment permits. To meet the local demand and create new opportunities for residents, the BRIDGE Programme therefore also offers Korean language classes, which are so popular in some centres that enrollment numbers exceed 300 students.

### Field News Three

#### CLCs and Computer Classes Established with Support from K-pop Group SEVENTEEN

Ceremonies have been held for the opening of two new CLCs in Oecusse and Manatuto, which were established with sponsorship from the Korean boy band SEVENTEEN. The new CLCs include computer classrooms where a variety of classes, including digital education and life skills, will be offered along with literacy education for residents in the future. Given the scarce digital education opportunities in Timor-Leste, there is great anticipation that the CLCs will provide valuable opportunities for the skill training.

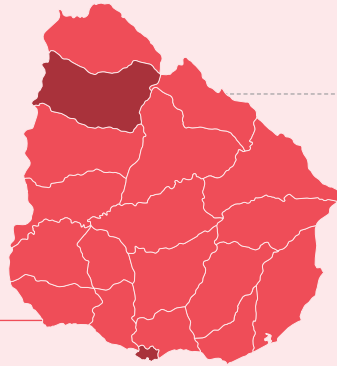
- 1 Students of the Kuda Ulun CLC
- 2 The computer class at the CLC
- 3 The newly inaugurated Manufahi CLC



3



# URUGUAY, a New Life Built on a Foundation of Learning



Uruguay

32

## 2023 Project Results



**Establishment / Operation of Multi-Purpose Libraries**

**6 sites**



**Learners in Educational Programmes**

literacy, library management

**390 people**



**Training for Teachers and Stakeholders**

**80 people**

## Why BRIDGE is Necessary in Uruguay

Uruguay is a small but strong South American country familiar to Koreans through football. Despite being a small country with a population of 3.5 million, Uruguay has a high incarceration rate relative to its population, ranking 11th in the world. Most inmates are from poor neighbourhoods vulnerable to crime-inducing factors, and inmates account for 53% of Uruguay's total illiterate population. Literacy education for inmates supported by the BRIDGE Uruguay Programme significantly assists in the smooth social adaptation and reintegration of inmates, contributing to reduced recidivism rates and successful rehabilitation through quality education.



### Mr. Luis Godoy

An author of a book written after receiving literacy education in prison

## What motivated you to participate in the BRIDGE Programme and what is your book about?

While in prison, I learned how to read and write through the BRIDGE Programme and started writing about my life. I showed my work to my peers and teacher, and they all liked it. They suggested compiling my writings into a book and I was able to publish my first book, titled 'Survival'. I would like to thank everyone who helped me publish this book. On the cover page, I added the phrase 'the only way to rehabilitation is to show another path through education.' The knowledge I acquired through the BRIDGE Programme made an impact in my life, and those traces will forever remain with me. My dream is to become happy. I want to gain work opportunities as other people, and grow and become happy through education.



1



2

## Field News One

### Reading and Writing Workshops for Inmates

Inmates learn not only the basic literacy of understanding text but also how to express their thoughts through various writings. They practise communicating with the world through creative writing, including writing a poem using words written on the blackboard, writing a reflection on their self-image, and writing a script for a podcast. The operation of these education programmes was made possible thanks to the constant development of teaching methods by literacy teachers. Inmates who inherited the passion of their teachers gained a sense of accomplishment by publishing their own books and magazines through the workshops in 2023.

## Field News Two

### Education on the Operation of Multi-purpose Libraries for Inmates

Inmates also participate in education on operating multi-purpose libraries as 'librarians'. They not only manage books in the library but also introduce books to their fellow inmates and play games to help them become familiar with books. These multi-purpose libraries offer a new place to encounter literacy education. Inmates choose written materials suitable for them, and read aloud in the library's reading club. They also participate in writing contests to create their own short stories. Through the BRIDGE Uruguay Programme, an additional four libraries have been established, making a current total of six multi-purpose libraries to enable more inmates to discover new worlds through writing.

## Field News Three

### Assessment of Inmates' Literacy Skills Using a New Literacy Diagnosis Tool

A literacy diagnosis tool for inmates in Uruguay was developed during the BRIDGE Uruguay Programme 2021–2022. The Ministry of Education and Culture of Uruguay used this tool in 2023 to acquire raw data on literacy from 1,175 inmates in nine prisons nationwide. The acquired literacy data are being used to study what additional educational interventions are necessary in prisons to enhance the literacy of inmates as well as to analyse the educational demands of inmates. The acquired data are also being used to promote public policies for the literacy education of inmates.

1 Inmates participating in a literacy education workshop

2-3 Multi-purpose library management training for inmates



3





**Education transforms lives,  
BRIDGE makes it happen.**





**BRIDGE ANNUAL REPORT (Korean)**

[www.unesco.or.kr](http://www.unesco.or.kr)



2016-2017 Annual Report



2017 Annual Report



2018 Annual Report



2019 Annual Report



2020 Annual Report



2021 Annual Report



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# BRIDGE PROGRAMME

2023 Annual Report

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# BRIDGE

