Bhutan
India
Myanmar
Nepal
Pakistan
Sri Lanka

2018
Bridge
Asia
Partners
Training
Workshop

SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY

End poverty in all its forms everywhere

2 ZERO HUNGER

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

3 GOOD HEALTH AND WELL-BEING

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

4 QUALITY EDUCATION

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

5 GENDER EQUALITY

Achieve gender equality and empower all women and girls

6 CLEAN WATER AND SANITATION

Ensure availability and sustainable management of water and sanitation for all

7 AFFORDABLE AND CLEAN ENERGY

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

8 DECENT WORK AND ECONOMIC GROWTH

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

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

10 REDUCED INEQUALITIES

Reduce inequality within and among countries

11 SUSTAINABLE CITIES AND COMMUNITIES

Make cities and human settlements inclusive, safe, resilient and sustainable

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Ensure sustainable consumption and production patterns

13 CLIMATE ACTION

Take urgent action to combat climate change and its impacts*

14 LIFE BELOW WATER

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

15 LIFE ON LAND

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

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

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

17 PARTNERSHIPS FOR THE GOALS

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

Constitution of the United Nations Educational, Scientific and Cultural Organization

The Governments of the States Parties to this Constitution on behalf of their peoples declare:

That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed;

That ignorance of each other`s ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;

That the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races;

That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern;

That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

For these reasons, the States Parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives;

In consequence whereof they do hereby create the United Nations Educational, Scientific and Cultural Organization for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims.

4 QUALITY EDUCATION

Sustainable Development Goal 4

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

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Foreword

The Bridge Asia Programme (the Programme) is a joint effort between the Korean National Commission for UNESCO (KNCU) and its partner organizations in Bhutan, India, Nepal, Pakistan, Myanmar, and Sri Lanka to implement separate non-formal education projects in each partner country under the common framework of the Programme. The overall success of the Programme is therefore dependent on the success of country-level projects implemented by each partner organization. At the same time, the Programme's success is equally attributable to the partnership, cooperation, and mutual exchange among the partners of the Programme.

KNCU has been hosting the Bridge Asia Partners Training Workshop since 2015 in order to facilitate partnership and cooperation among its partner organizations on the Programme. These workshops have been an important platform for KNCU and its partners to share ideas, knowledge, and experiences with regard to policies and efforts on the ground to promote non-formal education. The partner organizations of the Bridge Asia Programme include both governmental and civil society entities. As a result, the training workshops have allowed participants to establish a comprehensive approach to providing non-formal education, putting together diverse approaches and strategies used at both national and local levels.

The 2018 Bridge Asia Partners Training Workshop (the Workshop) placed a special focus on effective project cycle management and public relations. The participants were able to upgrade their knowledge with regards to project cycle management and also to improve their public relations skills, which are critical for increasing the visibility and sustainability of their projects. The participants were also able to share their unique methods and experiences of implementing non-formal education projects in the framework of the Bridge Aisa Programme, with particular focus on sustainability and public relations strategies.

This report presents more detailed information about the Workshop's proceedings and major achievements. We hope that this report will serve as a useful point of reference for our partners and other interested readers. We thank the participants for their enthusiastic participation in the Workshop, which made it such a meaningful and fruitful experience for all.

Mr. Kwangho Kim 김 광 호

Secretary-General, Korean National Commission for UNESCO

2018
Bridge Asia Partners
Training Workshop

Executive Summary

The 2018 Bridge Asia Partners Training Workshop (the Workshop) took place from 6 to 9 November 2018 at UNESCO House, located in Seoul, Republic of Korea. The Workshop was attended by 12 representatives, from the Bhutan Ministry of Education (Bhutan), Sahbhagi Shikshan Kendra (India), the Nepal National Commission for UNESCO (Nepal), Bunyad Literacy Community Council (Pakistan), the Myanmar Literacy Resource Center (Myanmar), and the National Institute of Education (Sri Lanka).

During this four-day workshop, the participants were introduced to the advanced theory of project cycle management, building on a previous session on the same topic during the 2017 workshop. The Workshop also provided special training on photography and filming, with the purpose of enhancing the participants' public relations skills. In addition, the participants presented the sustainability strategies that they have applied in the context of their projects. They also visited a lifelong learning center in Yongsan-gu, a district in Seoul, to see how lifelong learning is provided to Yongsan-gu residents.

This report provides a summary of the main highlights and takeaways of each session of the Workshop and is organized in the order that the presentations were delivered. It also contains, where applicable, a transcript of the question and answer session following the summary of each presentation. Transcripts were edited according to feedback received from the relevant speaker in order to increase clarity and readability.

1. Introduction

The year 2018 marked the 4th anniversary of the Bridge Asia Partners Training Workshop. The Korean National Commission for UNESCO hosted the Workshop with support from the Ministry of Education. Some sessions of the Workshop were dedicated to special lectures on photography/filming and project cycle management delivered by experts from World Vision Korea and Seoul National University respectively. Besides, a better understanding of Korean lifelong learning was given to the participants by Yongsan-gu, one of the municipalities in Seoul. The remaining part of this report will present a summary of each session of the Workshop.

1.1. Theme and Objective of the Workshop

The theme of the Workshop was "Enhancing Literacy and Lifelong Learning through Effective Project Cycle Management and Public Relations." The Workshop's objectives were:

1	To enable the Bridge Asia partners to be professionally updated on project cycle management;
2	To enable the Bridge Asia partners to improve their skills relating to public relations, for the purpose of enhancing project sustainability; and
3	To create partnerships and provide networking opportunities among the Bridge Asia partners and relevant stakeholders in Korea.

1.2. Workshop Participants

Please refer to Annex 2 for the list of participants.

2. Summary of Workshop Sessions

Day 1	Day 2	Day 3	Day 4
6 November 2018	7 November 2018	8 November 2018	9 November 2018

2.1. Opening remarks by Mr. Woojin Cho (KNCU)

Mr. Woojin Cho, the Assistant Secretary-General for KNCU's Bureau of Development Cooperation, opened the Workshop with the following remarks.

> " It is my great joy and privilege to open this unique workshop. On behalf of the Korean National Commission for UNESCO, KNCU, I would like to express my sincere gratitude to you for taking the time from your busy schedules to come all the way to Seoul to offer your generous contributions to the workshop.
>
> In 2015, the international community adopted a new development agenda, the Sustainable Development Goals (the SDGs). UNESCO, the United Nations agency specializing in education, is taking a leading role in spurring international efforts to implement SDG 4, "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", and the associated global education agenda, Education 2030.
>
> Despite the previous efforts of the international community, the world's illiterate population still amounts to 750 million and about 262 million children and youth are out of school. These statistics show clearly that we remain a long way from achieving SDG 4.
>
> In this context, KNCU is carrying out the Bridge Asia Programme to contribute to achieving the SDGs and the Education 2030 agenda, and to empower and build capacity for self-reliance among marginalized and vulnerable groups in South Asian countries. The programme operates mainly through non-formal education programmes in the framework of lifelong learning. KNCU believes that for individuals to exercise their rights and participate in society, local education systems and infrastructure should be adjusted through local initiatives, rather than external intervention. This is the reason why the Bridge Asia Programme is actively engaged in supporting local lifelong learning organizations.

During this 4-day workshop, we hope to seek potential opportunities to contribute further to promoting Sustainable Development Goal 4. We will be covering a diverse range of topics, both theoretical and practical. It is my sincere hope that this workshop will help us all become better equipped with the knowledge and skills to plan and carry out activities that are as relevant and appropriate as possible to current needs in the field of education. I also hope that this workshop will help deepen our mutual understanding and strengthen our ties.

Finally, I wish to reiterate my sincere gratitude for your enthusiasm about this important event.

Thank you very much. 🙶

Mr. Woojin Cho, delivering opening remarks on the first day of the Workshop, 6 November 2018

2.2. Summary of Presentations

Introduction to the Korean National Commission for UNESCO (KNCU)

A brief introduction to the Korean National Commision for UNESCO was delivered by Mr. Hyun Gyu Gim, a Programme Specialist within KNCU's Division of the Bridge Programme. Mr. Gim noted that the Republic of Korea joined UNESCO as a member state on 14th June 1950, but that shortly after this, the Korean War broke out, lasting for three years. As a result, KNCU was established after the war, on 30th January 1954.

Mr. Gim said that the legal status of KNCU was semi-governmental but that it was independent from the government in terms of its finances and programme management. He added that KNCU has a relatively large secretariat compared to other National Commissions for UNESCO and that, as of 2018, is composed of four bureaus: i) the Bureau of Planning and Management, ii) the Bureau of Education, iii) the Bureau of Sciences and Culture, and iv) the Bureau of Development Cooperation. He noted that the Division of the Bridge Programme is one of two Divisions that come under the Bureau of Development Cooperation. He also told participants that Myeongdong, the location of UNESCO House, where KNCU has its offices, is one of the most popular and lively places in Seoul.

Overview of the Workshop and the Bridge Asia Programme

Following the introduction to KNCU, Mr. Jun Ho Ju, the Director of the Division of the Bridge Programme, presented an overview of the Workshop, starting with its objectives: i) to enable the Bridge Asia partners to be professionally updated on project cycle management, ii) to enable the Bridge Asia partners to improve their skills relating to public relations, for the purpose of enhancing project sustainability, and iii) to create partnerships and provide networking opportunities among the Bridge Asia Partners and relevant stakeholders in Korea.

Mr. Ju then introduced the Bridge Asia Programme framework, to give participants a comprehensive idea of how individual Bridge Asia projects being implemented at country level are placed within the overall framework of the Bridge Asia Programme. First, he stated that the goal of the Bridge Asia Programme is to improve the quality of life of marginalized groups of people, especially women, in Southern Asia, by promoting education in the region. He also mentioned the three main strategies that were used to achieve this goal: i) non-formal education for the underprivileged in Southern Asia, ii) capacity building of the programme's partner organizations to enhance the effectiveness and impact of Bridge Asia projects, and iii) monitoring and evaluation of the projects. He said that the Division of the Bridge Asia Programme had been facilitating implementation of Bridge Asia projects to implement Strategy 1, holding training workshops for Bridge Asia partners to implement Strategy 2, and developing monitoring and evaluation tools such as indicator lists and a subjective well-being survey to implement Strategy 3.

Mr. Hyun Gyu Gim, delivering an introduction to KNCU, 6 November 2018

Mr. Jun Ho Ju, introducing the Bridge Asia Programme, 6 November 2018

Non-formal education in Pakistan and the Bridge Pakistan Project

Ms. Saima Fayyaz from Bunyad Literacy Community Council, began her presentation by highlighting some of the current challenges faced by Pakistan. According to her explanation, some of the main challenges are poverty, with 74% of the population earning less than US$2 a day, a wide disparity between urban and rural areas, and the low status of women's rights in the country. Additionally, she noted that the lack of an alternative learning system for people after the age of 10 was problematic, and that there was a high female dropout rate from schools. She said that another challenge was the overall social atmosphere of neglecting and despising women's education and women's social participation. She mentioned that some critical factors were that Pakistan has the lowest education budget in South Asia, at less than 2%, that it has a very low literacy rate for women, and that it has around 25 million out-of-school children. Ms. Fayyaz also briefly explained the national context for education and adult literacy, noting that the law states that citizens have the right to education.

Against this background, Ms. Fayyaz proceeded to introduce the work of Bunyad Literacy Community Council, where she currently works as Coordinator of Education, Literacy and Training. She explained that Bunyad provides an integrated educational programme, covering non-formal education and livelihood training for children and women living in rural areas. For instance, the programme includes a community learning center, early childhood care and education, functional and financial literacy, mobile rickshaw libraries and so forth. She also showed the achievements made through the cooperation with KNCU. At the end of her presentation, she suggested a few recommendations for other organizations such as active collaboration with the government, empowerment of women, and encouraging the ownership of communities.

Mr. Subtain Raza, speaking about non-formal education in Pakistan, 6 November 2018

Ms. Saima Fayyaz, presenting on non-formal education in Pakistan, 6 November 2018

── Transcript of the Q&A session following the above presentation ──

Q Mr. Singh

Are there any challenges when you collect people's mobile numbers or approach them?

A Ms. Fayyaz

We usually get people's consent before collecting their mobile numbers. Sending mobile messages is very useful and helpful for their routine lives. People can receive notifications and relevant information through the mobile messages that we send, and when they see the messages and find them useful and helpful, they are motivated. We also collect mobile numbers of other family members so that it becomes easier for us to contact them and communicate with them.

Q Mr. Joshi

As your organization conducts many activities, I wonder how you secure the budget. Are the activities financially supported by the government or any other sources?

A Ms. Fayyaz

Actually some of our projects are supported by the government, especially the Ministry of Education, and some are supported through donor funding. In addition, other value-added activities are supported by the communities. At the same time, we also involve the government, especially the public line departments such as the agriculture department, livestock department, labor department and Rescue 1122 to provide them with training. In this case, we don't use our own budget for this training. Instead, we usually act like a bridge between the communities and the line departments. That is, we help people to obtain benefits from the services that are already available and provided by the government.

Q Mr. Gyeltshen

What is the age group of the learners who receive non-formal education and adult literacy education?

A Ms. Fayyaz

Our non-formal education basically covers primary level, which is for 5~9 years old. Adult literacy education covers learners who are 10 years old plus, which is 10 to 35~40 years old at most. The duration of the non-formal education programme is 36 months, and we act like a bridge so that students who complete the primary level education can be linked with formal or public education. In terms of literacy education, we provide people with basic literacy education and we link them to other skills training, microfinance and so on.

Q Mr. Joshi

Is the curriculum developed by the government?

A Mr. Raza

Yes, the curriculum for non-formal education is developed by the government. Since we need to connect the learners to formal education, we make use of the curriculum developed by the government. After 36 months of learning, the learners need to take a public exam, and if they pass the exam, they can receive formal education in public schools. Thus, our role is to be the bridge between formal and non-formal education. In terms of the literacy education, it is mainly for adults who cannot take formal education.

Q Mr. Gim

You have mentioned the literacy policy. Could you add more explanation about the main contents of the policy?

A Ms. Fayyaz

Fundamentally, as we have shared with you, it is based on the law, particularly on the constitution of Pakistan which says the state should provide free and compulsory education to all, and we have article 37 B stating that "the state shall remove illiteracy and provide free and compulsory secondary education within the minimum possible period". Also article 25-A about the provision of free and compulsory education, along with the National Plan of Action, etc. As Pakistan has international commitments like the SDGs, and many others, the policy works to achieve these national and international commitments.

The main goal of the literacy policy is to create an enabling environment and equitable opportunities for all children, adolescents and adults, to improve lifelong and lifewide education, literacy, lifesaving and livelihood skills, with special focus on adolescent girls and women, to eradicate illiteracy from Punjab, and to contribute in building socially and economically prosperous provinces, by 2030.

Additionally, the policy aims to strengthen the capacity of the Literacy & Non-formal Basic Education Dept through creating structures within the department to run programs in a regular mode to ensure policy implementation by 2020.

Q Mr. Gim

So do you find the literacy policy helpful?

A Ms. Fayyaz

Yes. It is also commendable that the literacy department is working in the right direction in a committed manner. All of this is obviously good and formation of the literacy policy will help all those concerned to move forward to achieve the given objectives in a set time span. We hope the Literacy Department will move on with all success to achieve a 100% literacy rate by 2030.

Q Mr. Gim

Is Punjab province the only province that has a literacy policy? If so, when was it created? In addition, what are the main duties these days?

A Ms. Fayyaz

Punjab Province is the only province in Pakistan that has a separate department for non-formal education and literacy but since its inception in 2002, it has been functioning in project mode, due to the non-existence of long-term goals for aligned efforts. There was a dire need to make a policy to create synergies among the departments for eradication of illiteracy in the province and it was also desired for the acknowledgment of non-formal education (NFE) and lifelong learning (LLL) as a specialized field.

The main duties are as follows: i) widening access to education for every out-of-school child, adolescent and adult, ii) improving the quality of NFE, particularly in terms of being compliant with the enacted school curriculum for out-of-school children and adolescents, which is relevant to the needs of society, as well as for youth and adults, and iii) improving governance, particularly by ensuring proper placement of structures for implementation of the policy.

Q Mr. Gim

So Bunyad is working in collaboration with literacy-related departments?

A Ms. Fayyaz

Yes, the vice chairperson Ms. Shaheeen Attiq ur Rehman is the founder of the Literacy Department. When she was the minister of the Social Welfare Department, she founded the Literacy Department, in 2002, and made sure it continued. Bunyad and the Literacy Department have been working in collaboration up to now, giving technical support to each other.

Q Mr. Gim

What about other provinces?

A Ms. Fayyaz

Other provinces do not have a separate department of literacy and non-formal education, but they deal with literacy and non-formal education through direct connections with the school education department.

Q Mr. Gim

This is my last question.
Is literacy policy national policy?

A Ms. Fayyaz

No. It is a policy that works only within Punjab Province. According to the 18th Amendment to the Constitution, each province is responsible for its own policies and activities. Therefore, the policy is not a national level but a provincial level policy, for Punjab.

Non-formal education in Sri Lanka and Bridge Sri Lanka Project

Mr. Sarawanamuthu, from the National Institute of Education in Sri Lanka, began by introducing the National Institute of Education (NIE). He said that NIE is the prime institute in the country working for the development of general education with quality, equity and relevance in a pluralistic society. Then, he presented an introduction to the NIE's Open School Programme, which has been funded by KNCU under the Bridge Sri Lanka Project. Firstly, he mentioned that the mission of the programme is to provide wider access to sustainable and learner-centric quality education and skills development through open and distance learning. The objectives, he said, are i) to provide an alternative path for those who need to continue their education, ii) to provide assistance to those who need to complete their secondary education, iii) to provide opportunities for those who are unskilled or semi-skilled, and iv) to strengthen the link between education and the world of work.

In addition, he explained that it is necessary to have Open School in Sri Lanka because of the number of children who have dropped out of schools for various reasons, including social and cultural barriers, as well as girls who are unable to come to school because they are looking after their siblings, and some children who are disabled. Mr. Sarawanamuthu said that Open School provides non-formal education for those children. He said that the Open School Programme currently provides a basic literacy course, a foundation course, a secondary education course, and basic programmes to continue vocational courses.

He also gave details of the self-learning modules, which are the main delivery channel for learners. He noted that each module contains subject matter, and a learning process, and provides the learner with guidelines and information on how he/she can cope with his/her studies. He said that at the end of each module, learners need to submit assignments that contain practical exercises or projects covering the main content of the module.

Mr. Dunaisingh Sarawanamuthu, delivering a presentation on non-formal education in Sri Lanka, 6 November 2018

Mr. Dayananda Keppetigoda, answering a question on non-formal education in Sri Lanka, 6 November 2018

─── **Transcript of the Q&A session following the above presentation** ───

Q Ms. Pelden

Thank you very much for your presentation. First, I am curious that I don't see any girl students in the pictures and videos. Is there any reason why they are not involved? Second, in terms of the modules that you mentioned here, are the students supposed to do practical exercises or projects at the end of each module? If so, how would any assistance be given to the students?

A Mr. Dunaisingh

For your first question, particularly the second picture was taken at the boys' center. In other pictures, you can find some girls. In another center for example, about 67% are girls.
For your second question, the particular assignments may be related to the environment or some sources which the learners would find outside of the classes. It is not like a formal test, but they should submit it to the education center.

Q Ms. Pelden

So, are they assessed on the projects or assignments? Are there any other exams?

A Mr. Dunaisingh

Yes, they are assessed based on the assignments. So far, there is no exam. Currently, Open School is developing an evaluation system but it will take some time to be implemented. Generally, the Department of Examinations evaluates learners' final progress in general examinations.

Q Ms. Fayyaz

What is the main source for the distance learning?

A Mr. Dunaisingh

Mainly by the modules, and we will develop some sorts of multimedia materials soon.

Q Ms. Fayyaz

Through the internet?

A Mr. Dunaisingh

Yes, by internet.

Q Mr. Raza

In the slides, you mentioned that 400 learners were able to find jobs. What types of jobs are they?

A Mr. Dunaisingh

Generally, those are technical jobs.

Q Mr. Raza

Are there females as well?

A Mr. Dunaisingh

Yes, also for female learners.

Q Ms. Nyunt Nyunt Yi

Thank you for your presentation. You mentioned that Open School provides learning opportunities for drop-out students, is that right?

A Mr. Dunaisingh

Yes, they are one of the target groups. We collect their information from each division. For example, we collect the information about how many students have dropped out of schools and directly communicate with government offices such as Divisional Secretariat to organize educational programs for them.

Q Ms. Nyunt Nyunt Yi

So, mostly are they primary students?

A Mr. Dunaisingh

Yes. It is primary level, which is grades 1~6, generally up to 10 years old.

Q Ms. Nyunt Nyunt Yi

My second question is that if the students finish their secondary level education, do they continue with other education?

A Mr. Dunaisingh

Yes, they continue their education. After ordinary level, they need to study for another two years to receive the advanced level certificate. Then, after completing the advanced level, they can start studying in universities.

Q Mr. Ju

As you have mentioned, there are open universities. I want to know the relationship between Open School and the open university. Do they merely have a similarity in their names or do they have any educational relationship?

A Mr. Dunaisingh

Yes, they have many similarities and a relationship. Open School generally is for young or primary students, and school education. The open university provides academic courses for adult learners.

A Dr. Keppetigoda

Actually in Sri Lanka, there is high competition to enter conventional universities, so in the open university, students can lay an educational foundation for further studies. Usually, open universities conduct detailed courses and have many specific departments.

Q Ms. Fayyaz

I want to ask you about the self-learning materials. What kinds of material are being used for self-learning?

A Mr. Dunaisingh

The self-learning materials are based on the formal syllabus. The printed self-learning material (modules) will be the main delivery channel through which the learners will learn. Each module contains subject matter and a learning process, and provides the learner with guidelines and information on how he/she can cope with his/her studies. Something different from normal textbooks that are suitable for self-learning.

Non-formal education in India and the Bridge India Project

Ms. Dhawan, a Programme Officer at Sahbhagi Shikshan Kendra (SSK) in India, began by presenting an introduction to her organization. She said that SSK was established in 1990 as a state-level support organization for capacity building of civil society organizations in Hindi speaking areas of India. She said that it is also associated with field-level interventions on various themes such as education, women's empowerment, disaster management, rural development, and livelihood and skills enhancement.

Ms. Dhawan then spoke about the program that SSK implements. She said that the goal of the programme is to empower illiterate rural women from migration-affected families through a functional literacy program. She said that the program's objectives are i) to enhance the literacy capabilities of 600 rural women from marginalized communities, ii) to increase the social participation of marginalized women through life skill education, iii) to capacitate rural women with a view to local level leadership, and iv) to establish a strong linkage with the government's non-formal education department. Then she talked about the impact of the programme, stating that about 900 women from the community had acquired literacy skills, 50% of women representatives had started attending 'gram sabha (community-level decision-making body)' meetings regularly, and 95% of the learners had passed national literacy exams. Other positive effects were also mentioned during the presentation.

Ms. Priya Dhawan, introducing a success story concerning non-formal education in India, 6 November 2018

Mr. Amit Kumar Singh, answering a question on non-formal education in India, 6 November 2018

Q Ms. Fayyaz

I want to know more about the syllabus and the curriculum.

A Ms. Dhawan

We are using our own modules, each of which is based on 45 days of learning, and we have two types of books. One is based on basic literacy and the other one is a book of life skill education. These books are given to the trainers so they can learn from it.

Q Ms. Fayyaz

Also, I'd like to know about the literacy assessment or examination taken by the learners and how they are reflected in the annual census.

A Ms. Dhawan

As we are cooperating with the division office, the exams are conducted only by the government. When the students pass the exam, they receive a certificate and their data will be reflected in the census. Actually the exam is composed of very basic things such as writing the learner's address and name, or basic numeracy questions.

Q Mr. Ban

How do you run the activities, and how are the activities developed?

A Mr. Singh

The main activities are developed from the community. That is, the power is given to the people. The leader of the community develops the structure and budget, and so on. Of course the leader is elected by the local people from the village.

Q Mr. Ban

In Nepal, more than 45 local languages exist. What about your country? Are there any people who can only read and understand their local languages and have difficulties learning in other languages?

A Mr. Singh

Actually, we are not working in the toughest areas like rural areas, but we have a student who has that kind of difficulty, and she is making extra effort to follow the class.

Q Mr. Raza

Thank you for your excellent presentation. I have seen the implementation structure from your presentation and it was pretty interesting. Could you explain more about your duties and the contents?

A Ms. Dhawan

As you know, I work as a program coordinator, and for the execution of the program, there are 15 tutors in the field offices. My team usually capacitates the tutors so they can implement the program and hold community meetings. In the past, the program manager, some of the other staff members and I used to manage and work on everything, but nowadays we are conducting activities such as community meetings and Self Help Group meetings by maintaining relationships with local stakeholders like the Panchayati Raj Institute and others.

Q Mr. Ju

When you manage many community learning centers (CLCs), there might be some CLCs that do not work as well as you expected. In that case, how do you deal with those problems?

A Ms. Dhawan

Yes, once in a while we face those difficulties due to the involvement of learners and the increase of absenteeism. To cope with the challenges, we sometimes open extra classes or transfer our centers to other villages. In some areas, people cannot come to schools or classes freely because of cultural or other personal reasons. So when we change the village, we ask the learners to come to that place. Although we face those challenges, all of the 15 centers are working quite well. Only for a few extreme cases have we changed the place or given the seats of absentees to other learners.

Non-formal education in Bhutan and the Bridge Bhutan Project

Mr. Gyeltshen, Chief Programme Officer in Bhutan's Non-Formal and Continuing Education Division (NFCED), began by briefly introducing the NFCED, which is one of the divisions under the Department of Adult and Higher Education in Bhutan's Ministry of Education (MoE). He said that NFCED was established in 2004 and its mandates are to provide functional literacy and numeracy skills to youth and adults who have missed out on formal education, and to provide lifelong learning opportunities, including vocational skills, in order to achieve SDG 4.

Following a brief overview of the organization, he explained about the Bridge Bhutan Project, which was initiated in 2015 based on a partnership with KNCU. He said that various programmes had been implemented, such as a capacity-building workshop for community learning center (CLC) managers and non-formal education (NFE) instructors, an international conference, and advocacy activities. In terms of the impacts and achievements, he said that more than 200,000 illiterate people benefited from the NFE programme, at 560 NFE centers, and that 20 CLCs had been established, among other achievements.

Mr. Gyeltshen also mentioned strategies for maintaining the sustainability of the NFE programme. Firstly, he said that it is essential to strengthen collaboration with other education sectors at district level, as well as local leaders and other agencies. He also said it is necessary to keep empowering NFE instructors, so that they feel confident in teaching. Lastly, he highlighted the importance of creating avenues for diversified vocational skills programs, and encouraging learners to receive formal education through equivalency programs.

Mr. Norbu Gyeltshen, delivering a presentation on non-formal education in Bhutan, 6 November 2018

Mr. Gyeltshen and Ms. Pelden, introducing the Bridge Bhutan Project, 6 November 2018

Transcript of the Q&A session following the above presentation

Q Ms. Fayyaz

So, basically there are two courses?

A Mr. Gyeltshen

Yes, we have two courses. One is a basic literacy course and the other is a skills learning course.

Q Mr. Ban

What is your net enrollment?

A Ms. Pelden

These days, 4,000 plus. Actually, one of our biggest challenges is collecting relevant statistics. As it is non-formal, we cannot force somebody to take the class compulsorily. It only depends on the learners' will and their commitment. Mostly the learners are women who have to manage household affairs. Thus, they leave the class occasionally, and that's why statistics keep on changing.

A Mr. Gyeltshen

Actually our NFE program is now decreasing since the illiterate population is decreasing. So, we are focusing more on vocational skills and ensuring that the learning centers have diverse vocational programs. Most of the time, when NFE learners complete post literacy education, we recommend them to come to the centers to obtain some useful skills as a next step.

Q Ms. Fayyaz

Do other NGOs or CSOs also work for Bhutan's non-formal education as well?

A Mr. Gyeltshen

As of now, they don't. Generally, they look after marginalized people and disabled people. So far, the Ministry of Education has entire ownership of NFE.

Q Mr. Raza

It was said that more than 200,000 illiterate people benefited from the NFE program. Then, after the learners finish their NFE education, does NFE provide further educational courses or job placement services?

A Mr. Gyeltshen

Fundamentally, in terms of the mandate of NFE, NFE's basic aim is to promote our national language, Dzongkha, and enable people to obtain the skills of functional literacy such as reading and writing. There are only a few cases in which students enter schools, such as for self-funded or national education.
In addition, a very small number of students, after finishing NFE, take the entrance exam and transfer to class 10, in which the main language is Dzongkha, not English. If they complete class 10, they are enrolled for the national exam and can enter the College of Language. However, not many people have that much patience for such a long period of education because the majority of NFE beneficiaries are above 18 years old. It is quite difficult for them to continue long term in education. To cope with this situation, we established CLCs to help them gain some

vocational skills. In some cases, people open their own shops and some get employed by shops as well.

Q Ms. Dhawan

Is it compulsory for children to receive education?

A Mr. Gyeltshen

Yes, thanks to EFA (education for all), there is no child who didn't have to go to school. In Bhutan, if a student is good enough, he/she can receive free education until graduation, and if he/she is excellent, free education until masters level is provided. Anyhow, it is until class 10 that is compulsory.

A Ms. Pelden

Compulsory and free education is for all of Bhutan's children. That is, every child should be enrolled.

Non-formal education in Myanmar and the Bridge Myanmar Project

Mr. Win Pe, the Central Coordinator of the Myanmar Literacy Resource Center (MLRC), began by providing background information about Myanmar's Non-Formal Primary Education (NFPE) and Equivalency Programme (EP). He said that NFPE is a programme that offers basic education via the NFE mode, with flexibility according to local needs, while the EP is an alternative educational programme equivalent to existing formal education. He presented a number of cases of out-of-school children in the country, showing why non-formal education is critical for the children. Thus, he said, the objective of the MLRC is to offer a second chance for education to those in the younger age group (10-14 years) who missed the opportunity of completing primary education. He gave brief details of the stakeholders involved over the last 11 years, and the out-of-school children who studied at NFPE Centers within the same period, noting that the NFPE program is a two-year programme consisting of levels 1 and 2. The areas of learning include basic communication skills (e.g. Myanmar, English, and mathematics), general studies, the use of local community services, and income generation activities.

Lastly, some instructional and assessment strategies were dealt with. Mr. Win Pe explained that the instructional strategies involve active participation of learners, interactive classroom activities, inquiry-discovery learning, and emphasis on problem-solving skills rather than rote learning. For the assessment strategies, he said that alternative assessment approaches are used in NFPE. For instance, learners' achievement is assessed continuously based on the expected learning outcomes, and performance in class work is assessed based on the accomplishment of an integrative work book. Moreover, learners need to take an examination that is conducted at NFPE centers at the end of each level, taking a level-end achievement test at the end of Level 1 and a standardized test at the end of Level 2.

Mr. Win Pe, delivering a presentation on non-formal education in Myanmar, 6 November 2018

Ms. Nyunt Nyunt Yi, answering a question on MLRC, 6 November 2018

Transcript of the Q&A session following the above presentation

Q Ms. Fayyaz

You mentioned that the educational program is for students under 14. I wonder if there is any program for students above 14.

A Mr. Win Pe

For those who are 14 plus, we are still piloting a non-formal education program. In formal education, it takes 4 years to finish middle school education, which is from grade 5 to 8, whereas we have a 3-year middle school program, composed of 6 semesters. So far, we have finished up to the 4th semester, and KNCU has supported two townships during those semesters.

Non-formal education in Nepal and the Bridge Nepal Project

After briefly introducing the Nepal National Commission for UNESCO (NNCU), Mr. Joshi, an Information and Communication Technology (ICT) Officer at NNCU, described NNCU's ongoing programmes. He said the organization has been making efforts to establish a system for implementing SDG 4 in Nepal by 2030, to promote Global Citizenship Education through capacity building in schools, and to activate a capacity development program on disaster risk management at school level. He also said that NNCU has been working for social transformation through the empowerment of women in Nepal's Sarlahi District.

He then gave details about the Bridge Nepal Project funded by KNCU, for the extension and refurbishment of Nandi Secondary School. The objectives of the project were i) to construct four rooms on the second floor of the existing school building; ii) to ensure that the students could be accommodated in safer rooms, rather than the tents they had been using after the school was damaged in an earthquake, and iii) to arrange space for a library as well as a science lab and hall. Mr. Joshi said that, using the funds provided, a new Library Room, a Science Lab, an Auditorium Hall, and an Office Room were constructed. He said that the library gives students the opportunity to read diverse reference books, by which the quality of their learning is enhanced. He also said that the overall enhancement of the facilities would contribute to increasing the numbers of students.

Mr. Gyanendra Ban, delivering a presentation on non-formal education in Nepal, 6 November 2018

Mr. Padam Raj Joshi, delivering a presentation on the Bridge Nepal Project, 6 November 2018

2.3. Key Takeaways from Day 1

Group photo taken on Day 1, 6 November, 2018

The first day of the workshop allowed KNCU and all the participants to introduce themselves and give presentations on each partner country's non-formal education. Generally, each presentation gave an overview of the relevant country, an introduction to the partner organization in that country, the organization's ongoing activities, and the progress or achievement of each project, in particular the Bridge Asia project. Through the presentations, the participants learned more about other countries' contexts and the work and procedures of other governmental and non-governmental organizations.

By sharing their organization's experience in the field of non-formal education, the participants gained insights from other good examples or strategies that could be used as reference or applied to their own projects. Moreover, during the Q&A session following each presentation, participants provided and received feedback from one another, and gained greater understanding of each project.

In this way, the presentations added great value to the Workshop, facilitating peer learning through the active exchange of ideas and knowledge. The presentations were also a great opportunity for participants to build partnerships that enable future cooperation.

Overall, though the programme for the first day of the Workshop was quite intensive, covering a variety of topics, it was a very successful day thanks to the efforts of all participants.

* Welcome dinner hosted by Mr. Kwangho Kim, Secretary-General of KNCU

At the end of Day 1, the Secretary General of KNCU, Mr. Kwangho Kim, hosted a welcome dinner for the participants. He thanked the participants for attending this year's Workshop, and expressed his hope that they would become better equipped with the knowledge and skills to plan and carry out activities for the purpose of bringing happiness to the Programmes' learners. He also proposed a toast to the health and happiness of all, and long lasting cooperation among all of the organizations involved in the Programme.

Secretary-General of KNCU, Mr. Kwangho Kim, extending warm greetings to the Workshop participants, 6 November, 2018

Secretary-General of KNCU, Mr. Kwangho Kim, receiving gifts from participants, 6 November, 2018

Group photo taken after the welcome dinner, 6 November, 2018

2.4. Summary of Lecture on Project Cycle Management (PCM)

Project Cycle Management – Theory

The second day of the Workshop was entirely dedicated to learning and sharing experiences about project cycle management (PCM). Dr. Ji Hyang Lee, from Seoul National University, was invited to deliver a lecture on PCM. Dr. Lee first discussed the concept of education projects. She stated that education is not only a fundamental right but a key element in the capability and development of a country. She added that everything relating to the learning system must keep the learner and the needs of the learner at the center of planning. Then she highlighted the importance of a holistic approach and partnership in education projects since education must be placed and understood in terms of a larger context that reflects learning in relation to the learner as an individual, a family member, a community member, and a citizen who is part of a world society.

Following a brief overview of the concept of education projects, Dr. Lee moved on to discuss PCM theory. Regarding the meaning and concept of PCM, she said that a project is a series of activities aimed at bringing about clearly specified objectives within a defined time period and with a defined budget. Thus, project cycle management (PCM) represents the whole of management activities and decision-making procedures used during the life cycle of a project, and its purpose is generally to ensure i) relevance to an agreed strategy, ii) relevance to real problems of target groups, iii) feasibility, and iv) sustainability.

Thereafter, she spoke about the Project Design Matrix (PDM) and Logical Framework (Logframe). For easier understanding of the PDM, she handed out some printed materials of a few exercises, encouraging the participants to draw and think about problem trees based on chosen problems, followed by drawing objective trees. After demonstrating methods to think about and design a project logically, she pointed out some merits of the PDM and Logframe. She noted in particular that the PDM is useful because it includes logically-set objectives and actions that are results-oriented rather than activity driven, and indicators that show whether objectives have been achieved.

Dr. Ji Hyang Lee,
giving a lecture on PCM theory,
7 November, 2018

Dr. Ji Hyang Lee,
answering a participant's
question,
7 November, 2018

Project Cycle Management – Practice

During the afternoon session, all of the participants engaged in various types of group activities, including discussions and presentations, to put into practice what they had learned about during the morning session. For instance, Dr. Lee provided some handouts on different topics or scenarios such as classroom management and the use of educational data, and the participants then thought about possible problems and solutions based on each scenario, presenting their thoughts to the rest of the participants.

Participants giving their opinions about the particular characteristics and difficulties of education projects, 7 November, 2018

Participants drawing a problem tree on women's illiteracy, 7 November, 2018

Participants discussing 'Scenario B: classroom management', 7 November, 2018

A group of participants giving an explanation of their problem tree on women's illiteracy, 7 November, 2018

2.5. Key Takeaways from Day 2

Project Cycle Management – Theory

The activities on Day 2 allowed all of the participants to gain many new insights regarding PCM, including an understanding of the PDM and Logical Framework, and the concepts of 'activity', 'output', 'outcome', and 'goal' as key components of a Logical Framework. It was particularly highlighted that the PCM process is not merely intended to respond to donors' requests for monitoring but is rather for the benefit of project managers themselves. This is because a Logical Framework helps implementing agencies to manage the project efficiently and effectively, orienting themselves to reach a goal.

Furthermore, as participants worked together on problem trees in the afternoon session, they could focus on more concrete and practical ideas relating to the development of a Logical Framework. For example, the session gave the participants a chance to discuss various root causes of a particular problem such as illiteracy among girls and women, taking into account the specific cultural and social context of each country. Based on the practical activities, participants were able easily to understand and apply the logical process of designing a Logical Framework.

2.6. Summary of Lecture on Basic Photography

Visual Storytelling – Lecture

Mr. Haesu Yim from World Vision Korea was invited to give a presentation on basic photography. He started by telling the participants, "if you want a person to purchase your products or services, you have to tell them a story". He showed a few interesting pictures and highlighted the importance and effectiveness of telling a story through a picture, which not only contains information but can also have a worldwide influence.

Mr. Yim went on to give participants an overview of the structure of a camera, and gave practical instructions on how changing certain settings, such as the shutter speed, ISO and aperture, would affect the exposure and focus. He also covered some basic rules for the composition of well-balanced shots, including the 'rule of thirds'. Using slides of real pictures taken by experts, he showed the participants how different settings and compositions could be used for different effects.

Mr. Haesu Yim, giving a lecture on Basic Photography, 8 November, 2018

Visual Storytelling – Practice

The afternoon session focused on exercises using the participants' mobile phones, to put into practice what Mr. Yim had covered in his earlier lecture. Mr. Yim selected some of the best photos taken by the participants and explained why they were good. Then, he introduced a smartphone application called 'Photoshop Express', so participants could practice editing photos with various frames. He also introduced another application, called 'Magisto,' that could help the participants to edit videos taken by themselves.

All of the participants participated enthusiastically in shooting, editing, and sharing videos with one another, in particular enjoying the task of creating a short clip of a movie character.

Participants making a video clip of a movie character,
8 November, 2018

Participants making a video clip using their mobile devices,
8 November, 2018

Participants exchanging opinions on how to make a video clip,
8 November, 2018

Participants discussing how to make a video clip,
8 November, 2018

2.7. Key Takeaways from Day 3

One of the key successes of Day 3 was that participants increased their understanding of the importance of public relations, and how to deliver a message effectively through pictures or videos. First of all, the participants got to know the structure of camera in detail and learned about the functions of each part. By comparing the photos taken by the participants during lunch time, they were able to recognize which pictures looked better when rules of composition were applied. Additionally, they could apply depth of field and see the variations in the focus of an object and the clarity of its background.

Participants also gained meaningfully from the practical exercise of filming and making a video using their own mobile devices. Most participants said that they would make good use of what they had gained from this session when creating promotional materials in their countries.

2.8. Wrap-up

Following the lecture and practice sessions on the third day of the workshop, Mr. Kwangho Kim, the Secretary-General of KNCU, met the participants to offer his thanks for their participation. He asked the participants whether the workshop had been informative and meaningful so far, and expressed his hope that this workshop would be helpful not only for the participants but also for their organizations and the Bridge Asia Programme as a whole. He thanked the participants for their dedication to the Bridge Asia Programme and wished everyone a safe return home.

Secretary-General of KNCU, Mr. Kwangho Kim, delivering a wrap-up message to the Workshop participants, 8 November, 2018

Group photo taken on Day 3, 8 November, 2018

2.9. Summary of Visits

Visit to Yongsan-gu Office

On the fourth day of the Workshop, participants, together with staff members from the Division of the Bridge Programme, visited Yongsan-gu Office, located in Seoul. Ms. Eun Seong Heo, a member of staff at Yongsan-gu Office, told participants that the total population of Yongsan was estimated to be 229,997, as of 2017. She also noted that Yongsan, and in particular the area of Itaewon, is well known as a highly multicultural environment in South Korea, home to the Embassies of more than 80 countries, as well as U.S forces. She also highlighted that Yongsan is a historical and cultural district with a variety cultural heritage, including numerous museums.

In this context, Ms. Heo said that Yongsan-gu Office is currently implementing a variety of projects, such as the "Global Yongsan Project", "Employment Promotion Project", "Community Resources Associative Project", and "Promotion of Reading Culture Project", to promote differentiated, specialized lifelong learning.

She mentioned that Yongsan was designated as a lifelong learning city in Korea in 2016, in recognition of its diverse and systematic lifelong learning program, and that, in 2018, Yongsan was also registered as a member of the UNESCO Global Learning City Network, gaining international recognition as a global lifelong learning city.

Ms. Eun Seong Heo, delivering her presentation on Yongsan-gu Office, 9 November, 2018

Visit to Yongsan-gu Lifelong Learning Center

After visiting Yongsan-gu Office, all of the participants moved to Yongsan-gu Lifelong Learning Center, where Ms. Heo introduced the center's programs. Ms. Heo told participants that there are 20 courses that residents can take at the Lifelong Learning Center. She said that most of the students are aged over 20, and that over 50% of them are women who have faced career interruptions or who are near to retirement.

As examples of the types of courses on offer to residents, Ms. Heo mentioned that courses in the field of humanities and liberal arts include courses called "A Walk to Greece," and "Travel Essays", and a class called "'A Voyage to Indian Culture", which is run in cooperation with overseas embassies. Other courses include a class on medical herbs, a certification class for walking guides, a teacher training course, and gardening classes. Other courses to promote employment include courses for people who wish to become bookplay specialists and interior designers, and classes to help people learn Korean.

In addition, Ms. Heo said that the center also operates the Seoro Seoro School, part of a talent-sharing program under which there is no distinction between teachers and learners, with everybody sharing their knowledge. Ms. Heo said that the center supported such learning clubs by providing learning spaces and helping with capacity-building. Lastly, she said that the center supports a network of organizations that are involved in lifelong learning.

Q&A session at Yongsan-gu Lifelong Learning Center, 9 November, 2018

Q Ms. Fayyaz

What are the main contents of the educational program for the trainers here?

A

There are two main forms of content. One is to enhance the capacity of teachers and the other aims to empower assistant program organizers.

Q Ms. Fayyaz

Could you explain more about the learning content?

A

Well, there are so many programs going on. Generally, one course is made up of 8 sessions in total, and for example, the class is about teaching them a proper attitude as a teacher, pedagogic skills, risk management, and so on.

Q Mr. Raza

During the program, there might be some challenges or conflicts related to students and parents. How do you overcome those challenges?

A

First of all, as we have 4 team members in our team, we generally discuss the problem and try to find the best solution together. If learners complain about their teacher, the program itself or the learning venue, we usually provide one-to-one consultation to each student and listen to their complaints and solve the problem based on their needs as soon as possible.

A

Secondly, if the problem is related to the teachers' work stress, they try to relieve the stress by, for example, taking a yoga class or learning guitar. That is, the staff and teachers also take other classes or take part in some activities for themselves.

Q Ms. Dhawan

How do you mobilize the learners? How do you make them come to this center to learn?

A

Basically, we use different strategies depending on the age group of the target people. For mothers, for instance, we distribute promotional materials to kindergartens or place a notice in school newsletters, so they can find out about the courses. For senior citizens, we distribute leaflets to the community centers where elderly people often gather. Also, we give promotional materials to the community leaders and ask them to tell the people they meet. To attract people in their 30~40s, we use social media and our homepage to inform them about the programs. Lastly, we regularly publish our own newsletter and distribute it to the public.

Q Ms. Pelden

As you have mentioned, your center runs many different programs. So, I thought that it would be complicated and hard to mobilize teachers for each age group and each class. How do you mobilize the facilitators or teachers, and what qualifications do they need to have to apply for the job?
Are they mostly volunteers or contract workers? In addition, I wonder how this center secures all of the budget. Is it supported by the state or other sources of funding?

A

Firstly, to mobilize teachers, we use two ways. One is open recruitment. We upload the information about the job opening so any people who are interested can apply for the job. The other one is that we directly contact instructors who are well-known or famous among the public. In terms of the qualifications of teachers, we take their academic background into consideration, and see whether they have a specific certificate or license. Also, we consider their teaching experience. Some of the teachers are volunteers and some are contract workers. The contract is valid only for the teaching period, which includes 8 sessions, and if a teacher breaks the rules or violates the agreement, either a penalty will be imposed or the teacher should stop teaching.

A

Regarding the budget, Yongsan-gu has its own budget that comes from residence tax, and some of the budget comes from the state, especially from the Ministry of Education.

Q Ms. Fayyaz

What is the exact duration for the 8 sessions?

A

It depends. Generally from two to four months.

Q Ms. Pelden

Can learners receive any certificate after taking the 8 sessions?

A

Not all of the courses award certificates, but if the learners are enrolled in a course that awards a certificate, they need to achieve at least 70% attendance.

Q Ms. Pelden

Can elderly people receive
certificates as well?

A

The awarding doesn't depend on the age group of learners.

Q Ms. Dhawan

Are there any disabled persons
at this center?

A

For disabled people, Yongsan-gu runs a separate welfare center,
so most of the disabled go to that center. At our center,
there are also a small number of disabled people, but most of
them do not have major difficulties with mobility or learning.
They have only minor disabilities.

Q Mr. Gyeltshen

What are the main courses or
programs that the majority of
learners wish to take?

A

It depends on the age group of people. People in their 30~40s
are interested in job-related courses which help them to enter
the labor market. Most parents are interested in childcare or
childhood education, and for the elderly, health-related courses
and liberal arts classes are popular.

Q Mr. Gyeltshen

What is the motivation of teachers
in relation to their teaching?

A

Their values and their passion for teaching, and of course,
financial reasons as well.

Q Mr. Raza

How can our countries establish this
kind of good facility and educational
center?

A

To be honest, it is essential to have a sufficient amount
of budget. At the same time, the administrators and staff
members' efforts can be an important factor as well, and people
should have enough spare time to learn something.

Q Ms. Dhawan, Mr. Joshi

Does this center cooperate with other
organizations abroad?

A

As far as I know, there is one Korean language center in Vietnam
with which we cooperate, and some Korean students visit
Sacramento in the US for cultural exchanges with some schools
there.

2.10. Key Takeaways from Day 4

The visit to both Yongsan-gu Office and the Lifelong Learning Center gave participants a good opportunity to learn more about one of the main districts located in the central part of Seoul, and the functions and role of the local government there. The participants also gained knowledge on how the local lifelong learning center is organized and how it meets the needs of learners through the various programs and courses that it runs.

3. Closing

The 2018 Bridge Asia Partners Training Workshop was aimed at enhancing the effectiveness of the literacy and lifelong learning interventions of the projects under the Bridge Asia Programme by increasing the effectiveness of the Programme's project cycle management and public relations. To this end, the Workshop provided time for the participants to share information about each of their organizations' projects, and best practices. In addition, it provided a session on the theory of project cycle management, followed by a practical session composed of relevant group discussions and presentations. The third day of the Workshop was wholly dedicated to learning basic photography and video skills, with a lecture and a practice session during which participants took pictures and made videos by themselves. On the last day, the participants visited Yongsan-gu Office, one of the district offices in Seoul, and Yongsan-gu Lifelong Learning Center, where they learned about the management and programs of the center.

After the Workshop, the participants commented that the Workshop had been very fruitful and a valuable opportunity to interact with other people working in the same field. The participants also expressed special thanks to the Bridge team for providing useful lectures and a peer learning environment, and expressed their wish to participate in the next workshop. However, some participants mentioned that the time given to learning about project cycle management had been fairly limited and suggested that more time be given to this, especially for the practical session.

Taking account of the comments and active engagement of the participants, the Division of the Bridge Programme wishes to hold further workshops in the coming years in order to reinforce the capacities of the partners in the Bridge Asia Programme, and strengthen their ties with one another and with KNCU. Building such partnerships will help build a firmer foundation for reaching the common goal of the Programme to improve the quality of life for marginalized groups, especially women, by promoting education in the Southern Asian region.

Therefore, every effort will be made to ensure that the Bridge Asia Partners Training Workshop continues to meet the needs and interests of partners, so contributing to effective implementation of the project cycle in each country, and positive effects for all of the beneficiaries of the Bridge Asia project.

Ms. Pelden, introducing herself , 6 November 2018

Ms. Priya Dhawan, introducing herself , 6 November 2018

Mr. Padam Raj Joshi, introducing himself, 6 November 2018   Mr. Subtain Raza, introducing himself, 6 November 2018

Participants, attending the workshop of Day 1, 6 November 2018

Participants having a discussion, 7 November 2018

Participants discussing 'Scenario B: classroom management', 7 November 2018

Group photo taken after the lecture on PCM, 7 November 2018

Mr. Dunaisingh Sarawanamuthu, 8 November 2018

Mr. Amit Kumar Singh and Ms. Priya Dhawan, 8 November 2018   Mr. Gyanendra Ban, 8 November 2018

Mr. Haesu Yim, showing a picture of participants, 8 November, 2018

Mr. Haesu Yim, giving advice to participants, 8 November, 2018   Participants discussing how to make a video clip, 8 November, 2018

Participants discussing how to make a video clip, 8 November, 2018

Participants attending a lecture on Basic Photography, 8 November, 2018

Annex 1 Programme of the Workshop

Day 1			Tuesday, 6 November
09:30 ~ 10:00	Registration	UNESCO HOUSE (8th floor)	
10:00 ~ 10:15	Opening Remarks	Assistant Secretary-General	
10:15 ~ 10:25	Self-introductions by participants		
10:25 ~ 10:40	UNESCO and KNCU introduction	KNCU	
10:40 ~ 11:00	Bridge Asia Programme introduction	KNCU	
11:00 ~ 11:30	Group photo / Tea break		
12:00 ~ 14:00	Lunch		
14:00 ~ 14:30	Presentation 1: Pakistan Q&A	Bunyad	
14:30 ~ 15:00	Presentation 2: Sri Lanka Q&A	National Institute of Education	
15:00 ~ 15:20	Tea Break		
15:20 ~ 15:50	Presentation 3: India Q&A	SSK	
15:50 ~ 16:20	Presentation 4: Bhutan Q&A	Bhutan Ministry of Education	
16:20 ~ 16:40	Tea break		
16:40 ~ 17:10	Presentation 5: Myanmar Q&A	Myanmar Literacy Resource Center	
17:10 ~ 17:40	Presentation 6: Nepal Q&A	Nepal National Commission for UNESCO	
18:00 ~	Welcome dinner		

Day 2		Wednesday, 7 November
10:00 ~ 12:00	Project cycle management - Theory	Dr. LEE, Ji hyang
12:00 ~ 14:00	Lunch	
14:00 ~ 16:00	Project cycle management Group work: How to develop a logical framework	Dr. LEE, Ji hyang
16:00 ~	End of Day 2	

Day 3		Thursday, 8 November
10:00 ~ 12:00	Basic photography (focus, exposure, shutter speed)	YIM, Haesu (Brand Team, World Vision)
12:00 ~ 14:00	Lunch	
14:00 ~ 16:00	Photo & video editing	YIM, Haesu (Brand Team, World Vision)
16:00 ~	End of Day 3	

Day 4		Friday, 9 November
09:30 ~ 10:00	Travel to Yongsan-gu Office	
10:00 ~ 11:00	Yongsan-gu's lifelong learning activities	http://www.yongsan.go.kr/site/eng/index.jsp
11:00 ~ 12:00	Yongsan-gu Lifelong Learning Center	
12:00 ~ 12:30	Lotte World Tower & Mall	
15:00 ~ 17:00	Lotte World Tower observatory tour (123rd floor)	https://www.lwt.co.kr/tower/en/facility/info.do?view=1
17:00 ~ 17:40	Return to Ibis hotel End of Day 4	

Annex 2 List of Participants

Country	Title	First name	Last name	Organization	Position
Bhutan	Mr.	Norbu	Gyeltshen	Ministry of Education of Bhutan	Chief Programme Officer
Bhutan	Ms.	Pelden	Pelden	Ministry of Education of Bhutan	Senior Programme Officer
India	Ms.	Priya	Dhawan	Sahbhagi Shikshan Kendra	Program Officer
India	Mr.	Amit Kumar	Singh	Sahbhagi Shikshan Kendra	Managing Coordinator
Myanmar	Ms.	Nyunt Nyunt	Yi	MLRC	NFPE Education Specialist
Myanmar	Mr.	Win	Pe	Myanmar Literacy Resource Centre	Central Coordinator
Nepal	Mr.	Padam Raj	Joshi	Nepal National Commission for UNESCO	ICT Officer
Nepal	Mr.	Gyanendra	Ban	Nepal National Commission for UNESCO	Under Secretary
Pakistan	Ms.	Saima	Fayyaz	Bunyad Literacy Community Council	Coordinator for Education
Pakistan	Mr.	Subtain	Raza	Bunyad Literacy Community Council	Project Manager
Sri Lanka	Mr.	Dunaisingh	Sarawanamuthu	National Institute of Education	Senior Lecturer / Head
Sri Lanka	Dr.	Dayananda	Keppetigoda	National Institute of Education	Director, Department of Research