유네스코한국위원회
Korean National Commission for UNESCO

2017 Bridge Asia Partners Training Workshop

OUTCOME REPORT

Insights into effective project management and literacy practice

유네스코한국위원회
Korean National Commission for UNESCO

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.

16 November 1945

4 QUALITY EDUCATION

Sustainable Development Goal 4

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

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Glossary

BLC	Basic Literacy Course
CLC	Community Learning Centre
ICT	Information & Communication Technology
OECD	Organization for Economic Cooperation and Development
KNCU	Korean National Commission for UNESCO
MoU	Memorandum of Understanding
MPLLC	Mapo Lifelong Learning Centre
NGO	Non Governmental Organization
NFE	Non Formal Education
NIE	National Institute of Education
NLM	National Literacy Mission
PCM	Project Cycle Management
PDM	Project Design Matrix
SDG	Sustainable Development Goal
SSK	Sahbhagi Shikshan Kendra
UIL	UNESCO Institute for Lifelong Learning
UNESCO	United Nations Educational Scientific, and Cultural Organization

Foreword

At the 2015 World Education Forum held in Incheon, in the Republic of Korea, the international community reaffirmed the importance of education as a critical driving force behind sustainable development. This importance was also reflected in the 4th Sustainable Development Goal, one of the 17 Sustainable Development Goals (SDGs) adopted at the 70th session of the United Nations General Assembly in September 2015. The aim of SDG 4 is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".
Since the adoption of the SDGs, the United Nations Educational Scientific, and Cultural Organization (UNESCO) has spearheaded efforts to set out the roadmap to achieving SDG 4 by 2030.

To help achieve SDG 4, the Korean National Commission for UNESCO (KNCU) has partnered with organizations in Bhutan, India, Nepal, Pakistan, Sri Lanka, and with UNESCO Bangkok Office to improve access to learning opportunities for educationally marginalized groups of people in South Asia through the Bridge Asia Programme.
This programme includes a number of individual country projects through which KNCU and its partners work towards ensuring equitable quality education by promoting lifelong learning opportunities for all in Southern Asia, particularly through non-formal education.

As part of this effort, KNCU has held the Bridge Asia Partners Training Workshop through which our partners shared knowledge and experiences with regards to non-formal education. This has also been an important opportunity for all of us to further strengthen our ties and mutual understanding. The primary purpose of this report is to record proceedings of this year's Workshop and highlight some of the major achievements. We hope it can be used as reference data for building on our experiences in advancing non-formal education. We wish to extend our sincere gratitude to the partners of the Bridge Asia Programme for their continued contribution and support.

Mr. Kwangho Kim 김 광호
Secretary-General, Korean National Commission for UNESCO

2017 Bridge Asia Partners Training Workshop

"Insights into effective project management and literacy practice"

Executive Summary

The 2017 Bridge Asia Partners Training Workshop (the Workshop) was held from 6 November to 9 November 2017. It brought together representatives from four of the six partner organizations of the Bridge Asia Programme – the Bhutanese Ministry of Education, Sahbhagi Shikshan Kendra from India, Bunyad Literacy Council (Bunyad) from Pakistan, and the National Institute of Education from Sri Lanka. With the theme of "insights into effective project management and literacy practice", the Workshop served as a platform for participants to build knowledge, exchange experiences, and pave the way forward for better implementation of individual projects within the framework of the Bridge Asia Programme.

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 2017 Bridge Asia Partners Training Workshop took place from 6 November to 9 November 2017 at UNESCO House, the offices of Korean National Commission for UNESCO (KNCU) located in Seoul, in the Republic of Korea. The Workshop was planned and hosted by KNCU, and attended by eight participants; two each from KNCU's partner organizations in Bhutan, India, Pakistan, and Sri Lanka. The purpose of this report is to record the proceedings of the Workshop and to provide reference material for partners in the future when they wish to apply knowledge and skills acquired through the Workshop to their respective real-life situations.

1.1. Theme of the Workshop

The main theme of the Workshop was "insights into effective project management and literacy practices". This theme reflected the core purpose of the Workshop, which was to provide participants with new knowledge and skills to facilitate improved planning, implementation, monitoring, and evaluation of non-formal education projects in the context of each country, with a particular focus on literacy.

1.2. Objectives of the Workshop

In line with the above-stated theme, the Workshop had three main objectives, as below:
① To enable the Bridge Asia Programme partners to be professionally updated on project design, implementation, monitoring and evaluation;
② To seek ways to improve individual Bridge Asia Projects by enhancing Bridge Asia partners' understanding of formal and non-formal education systems in different countries; and
③ To create partnerships and provide networking opportunities among the Bridge Asia partners and relevant stakeholders in Korea.

1.3. Workshop Participants

The Workshop was attended by 8 people working in different sectors in the field of non-formal education, and at various levels, from senior management to working level. Half of the participants were from governmental organizations (the Ministry of Education in Bhutan and the National Institute of Education in Sri Lanka), while the other half were from non-governmental organizations (Sahbhagi Shikshan Kendra in India and Bunyad in Pakistan). Such diversity and balance in terms of the participants' backgrounds was a contributing factor to the Workshop's success, allowing fruitful exchanges of different perspectives and experiences. (Please refer to Annex 2 for the list of participants).

Photos of the participants introducing themselves on Day 1 of the Workshop, 6 November, 2017

1 Mr. Tenzin Rabgyel, Ministry of Education, Bhutan
2 Ms. Pelden, Ministry of Education, Bhutan
3 Mr. Ashok Singh, SSK, India
4 Ms. Reshma Parveen, SSK, India
5 Mr. Riaz Ahamd, Bunyad, Pakistan
6 Ms. Shaheen Attiq-ur-Rahman, Bunyad, Pakistan
7 Mr. Dunaisingh, NIE, Sri Lanka
8 Ms. Ranjanee, NIE, Sri Lanka

2. Summary of Workshop Sessions

Day 1	Day 2	Day 3	Day 4
6 November 2017	7 November 2017	8 November 2017	9 November 2017

2.1. Opening remarks by Mr. Byung Soon Yun (KNCU)

Mr. Byung Soon Yun, 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, I would like to extend my warmest welcome to you all. It is a delight to see you all here.

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 (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 adult illiterate population still amounts to around 770 million people, two thirds of whom are women. This statistic shows clearly that we remain a long way from achieving SDG 4. According to figures from UNESCO, the level of investment in adult education is currently less than 1% of most education budgets, and less than 0.5% in South and West Asia. Clearly we need to be more proactive and make greater efforts to improve adult literacy.

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, particularly women, in South Asian countries. The programme

operates mainly through non-formal adult literacy 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 literacy and lifelong learning organizations.

During this 4-day workshop, we hope to seek potential opportunities to promote 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 for this important event. Thank you very much. 🌙🌙

Mr. Byung Soon Yun,
delivering opening remarks
on the first day of the Workshop,
6 November 2017

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 Asia Programme. Mr. Gim noted that the Republic of Korea joined UNESCO as a member state on 14th June 1950 and that KNCU was established four years later, on 30th January 1954. He said that KNCU has a relatively large secretariat compared to other National Commissions for UNESCO and that, as of 2017, 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 told participants that the Division of the Bridge Asia Programme is one of the three Divisions that come under the Bureau of Development Cooperation.

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 Asia Programme, presented an overview of the Workshop, starting with its objectives: i) to enable the Bridge Asia Programme partners to be professionally updated on project design, implementation, monitoring and evaluation; ii) to seek ways to improve individual Bridge Asia Projects by enhancing Bridge Asia partners' understanding of formal and non-formal education systems in different countries, 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 said three main strategies were used to achieve this goal: i) non-formal education for the marginalized 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. Mr Ju said that the Division of the Bridge Asia Programme had been facilitating implementation of Bridge Asia Projects for Strategy 1, holding training workshops for Bridge Asia partners for Strategy 2, and developing monitoring and evaluation tools such as indicator lists and the subjective well-being survey for Strategy 3.

Mr. Hyun Gyu Gim, delivering an introduction to KNCU,
6 November 2017

Mr. Jun Ho Ju, introducing the Bridge Asia Programme,
6 November 2017

Non-formal education in Pakistan and the Bridge Pakistan Project

In his presentation on non-formal education in Pakistan, Mr. Riaz Ahmad first highlighted some of the current challenges faced by the country. According to Mr. Ahmad's explanation, Pakistan has a high population density, with a population of 207.7 million (Pakistan Bureau of Statistics, 2017). Additionally, the amount of budget allocated to education by the government of Pakistan remains the lowest in South Asia, Pakistan being one of only 12 countries in the world that spend less than two percent of their annual budget on education. There are an estimated 25 million out-of-school children in Pakistan and the overall rate of literacy within the country is 58%.

Against this backdrop, Mr. Ahmad proceeded to introduce the work of Bunyad Literacy Community Council, where he is currently Senior Manager. He explained that Bunyad provides an integrated educational programme, covering non-formal education and livelihood training for children and women living in rural areas. He said that Bunyad implements a wide range of activities through the Bridge Pakistan Project, including adult female literacy courses, post literacy programmes, vocational skills training, mobile rickshaw libraries, and micro-financing. Mr. Ahmad concluded his presentation by noting the need for stronger political will at government level for the empowerment of marginalized people and a scaling-up of efforts to deliver literacy training and non-formal education.

Transcript of the Q&A session following the above presentation

Q Mr. Byung Soon Yun, KNCU
Are you carrying out a mobile-based literacy programme?

A The programme is one of the post literacy activities, which has been effective in terms of retention of learners. Bunyad sends a text message to learners, who are mostly mothers busy with their daily lives, and receives answers back from these learners. It helps learners to keep remembering what they have learned in literacy classes. Therefore, post literacy is very important when there is huge illiterate population. But issues of financial sustainability might occur in maintaining the programme.

Q Mr. Jun Ho Ju, KNCU
I am wondering what ICT programme is being provided in conjunction with the mobile rickshaw library?

A Bunyad nurtures a culture of reading by providing reading materials such as government e-learning materials and multimedia through digital hubs. In the meantime, the mobile rickshaw library operates in rural areas in order to give learners opportunities to read and write.

Q Mr. Hyun Gyu Gim, KNCU
I heard that Bunyad operates many formal schools. So I wonder what are the qualifications of teachers working in formal schools, and also what are the reasons for Bunyad to engage in formal schooling.

A First of all, the government of Pakistan is unable to run public schools in rural areas. So the government and Bunyad have signed an MOU. The government provides subsidies to Bunyad to operate those schools, following the government curriculum. Bunyad hires local female teaching staff members who have graduated college, but the government qualification itself is very strict. Also, Bunyad provides the governmental exam once a year. 80% of students have passed the exam so far. Secondly, the community is motivated to send their children to school regularly. Adult education for a group of mothers is provided, ensuring access to education. After 2 years of operation, Bunyad gradually hands control over those schools to the government.

Q Mr. Hyun Gyu Gim, KNCU
Who are the targets of the formal schools?

A Targets are normally girls 5 to 9 years old (grades 1 to 5), aimed at ensuring access to a learning environment for those from traditional and religious families. Bunyad has been trying to support them in continuing to secondary education. However, further financial support is needed.

Q Mr. Hyun Gyu Gim
Does Pakistan have a governmental body that is specially focused on non-formal education?

A Only Punjab province, which has 57 percent of the total population in Pakistan, has a governmental non-formal education body. The other provinces, however, don't consider it important, regardless of the 70 million adult illiterate population in Pakistan.

Q Ms. Young Eun Lee, KNCU
What is the difference between the cash transfer programme and the micro finance?

A Micro financing is more focused on entrepreneurship so that mothers are able to send their daughters to school by making money through running a small business. On the other hand, the cash transfer programme aims to encourage learners to send their girls to school.

Q Mr. Ashok Singh, SSK
What are the responsibilities of instructors? Are they working with the organization after the course?

A Instructors in CLCs are mostly women from local villages. The women have opportunities to work for their communities.

Q Ms. Reshma Parveen, SSK
What is the reason for drop-outs from formal school education?

A One of the main reasons for dropouts is the poor quality of education. In addition, it takes 3 to 4 hours to reach a school since houses are scattered. Above all things, poverty is the critical reason for learners to drop out of learning opportunities.

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

Mr. Sarawanamuthu Dunaisingh, from the National Institute of Education in Sri Lanka, began by presenting an introduction to the overall state of public and non-formal education in Sri Lanka. Although education in Sri Lanka is funded by the state and offered free of charge at all levels, Mr. Dunaisingh highlighted the existing tendency to underestimate the importance of non-formal education.

2017 Bridge Asia Partners Training Workshop

He then gave an introduction to the National Institute of Education's Open School Programme, which has been funded by KNCU under the Bridge Sri Lanka Project. He said that the Programme aims to provide wider access to sustainable and learner-centred quality education and skills development through open and distance learning. He noted that the Programme particularly targets children who have dropped out from the formal education system for various reasons, including disabilities, and social and cultural barriers.

Mr. Dunaisingh 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. The Programme involves awareness programmes, needs surveys, establishment of regional study centres, recruitment of teachers, and provision of the previously mentioned learning programmes.

Transcript of the Q&A session following the above presentation

Q Ms. Shaheen Attiq-Ur-Rahman, Bunyad
Do you have any private school system?

A Along with public schools, Sri Lanka also has private schools and semi-governmental schools. Education in Sri Lanka often focuses on passing exams. In this regard, people prefer to send their children to private schools, ensuring quality education. On the other hand, people who live in remote areas, and who are marginalized, participate in alternative schooling such as the Open School Programme. The Open School Programme doesn't have courses that lead to any certificates.

Q Ms. Young Eun Lee, KNCU
In the video you shared, I heard that the Open School Programme has no grade system. Could you explain more about this?

A There is no qualification for learners who participate in the programme because the Open School Programme focuses on many target groups (7 target groups).

Q Mr. Ashok Singh, SSK
You're also running open schools for children even in prison. How exactly do you handle it?

A The Open School Programme has been implemented in selected prisons. There are 228 registered tutors in the Open School Programme. The tutors who are working for the people in prisons receive a danger allowance. In addition, the Social

Services Department provides a literacy course for people with disabilities. The Open School Programme aims to educate them to a certain level by using specific learning materials.

Q Ms. Shaheen Attiq-Ur-Rahman, Bunyad
What kind of languages does
the programme cover?

A The Open School Programme deals with two languages: Sinhala and Tamil.

Q Ms. Young Eun Lee, KNCU
Can you share with us any guidelines
and modules?

A Our unit develops modules every year.
We will share these with KNCU.

Q Mr. Hyun Gyu Gim
I didn't realize that the MoE also
carried out an NFE programme. What
is your relationship with the MoE?

A In Sri Lanka, the National Education Commission is in charge of developing policies for education. NFE is still in the initial stage. The MoE's NFE Unit is discussing certain programmes for the future in the non-formal education sector.

Q Ms. Young Eun Lee, KNCU
Are these NFE stakeholders working
independently or is there some kind of
partnership among stakeholders?

A Yes, the NFE unit and the Social Services Department, which is also a government body, are working together. The Open School Programme usually cooperates with government bodies.

Q Mr. Hyun Gyu Gim, KNCU
Are there any other government
institutions or agencies that deal with
NFE programmes and activities?

A One of the NGO programmes, called 'Room to Read', supports a government learning programme, implementing the Literacy and Girls' Education Programme. Usually, the NFE unit works with governmental agencies such as KNCU but we recognize the importance of civil society organizations.

Q Ms. Reshma Parveen, SSK
Do you have a policy or regulations on
retention of learners to run and sustain
NFE centres?

A NFE centres should have at least 20 to 30 learners and employ senior tutors. In the case of specific situations, NFE centres could be composed of less than 20 learners.

Q Ms. Shaheen Attiq-Ur-Rahman, Bunyad
Do you link NFE work to any universities?

A We cooperated with the University of Toronto before 2014. In addition to academics, we're trying to make partnerships with international organizations.

Q Mr. Jun Ho Ju, KNCU
I am wondering what kind of education course is provided under the foundation course in the Open School Programme.

A The foundation course is expected to cover drop-outs between grades 1 to 5 at the primary education level, which is different from the literacy course (basic course). The foundation course provides primary level subjects, mother tongue education and day-to-day activities such as opening a bank account and counseling.

Non-formal education in India and the Bridge India Project

Ms. Reshma Parveen, a Programme Coordinator at Sahbhagi Shikshan Kendra (SSK) in India delivered a presentation on non-formal education in India and the Bridge India Project. She first explained about non-formal education programmes led by the government at the national level, namely the National Literacy Mission and the National Institute of Open Schooling.

She then spoke about the Bridge India Project, which was initiated in 2014 based on a partnership with KNCU. She said that, under the name of 'Functional Literacy for Dignity and Entitlement,' this year's Bridge India Project has aimed at enhancing the literacy capability of illiterate women in rural areas of northern India. She also noted that the project was also expected to increase social participation by these women by providing them with life skills education. Finally, she noted that SSK is also working to create an enabling environment for girls' education through campaigns and community mobilization.

Transcript of the Q&A session following the above presentation

Q Ms. Shaheen Attiq-Ur-Rahman, Bunyad
Do you follow the curriculum of the National Literacy Mission (NLM) with regard to Sarvar Shiksha Abhiyan (SSA)?

A NLM consists of two programmes. One is a country-wide campaign. The other is to open schools in rural communities and develop a curriculum for literacy programmes.

Q Mr. Sarawanamuthu Dunaisingh, NIE
Do you have any qualifications for tutors? And how do you promote literacy courses, instead of participation in daily income generation activities?

A All tutors should have completed class 12 at least. We have strategies to increase motivation among learners. We're conducting an orientation programme every month, which discusses the importance of literacy and the changes seen after taking literacy courses. In addition, we're running evening classes from 4 to 6 P.M., based on the fact that most of the learners are working during the daytime.

Q Ms. Shaheen Attiq-Ur-Rahman, Bunyad
Do their children go to school?

A The dropout rate among learners' children has decreased. One of the precondition is that learners become aware of the importance of education for their children after attending this course.

Q Mr. Riaz Ahmad, Bunyad
How do you engage with Gram Panchayats (village councils)?

A Identification of the location for the centre depends on Panchayats. Panchayats help us to identify and select suitable places for learners. Basically, Panchayats' support is required to operate community learning centres. Therefore, Panchayats are invited to a regular orientation in order to motivate and keep them informed.

Q Ms. Young Eun Lee
As far as I understood, there is a national level policy as well as state level policy on education. Are there any approval procedures for literacy programmes at the national level?

A In the national policy on education, there are formal and non-formal education policies. Under the Rights to Education Act, India ensures compulsory education from grade 1 to 8. States should adopt the national level policy. In addition, there is no specific policy for approval of literacy programmes. However, the National Literacy Mission (NLM) has taken no

concrete actions or efforts. People cannot easily reach the Mission even though policy has been established. A National Open Schooling system has been established. Students are able to continue their education at home with materials distributed from the government. The system, however, is not working in rural areas. We found disparities between rural and urban areas. In accordance with these gaps, the population of migrants is unmanageable. We have provided a programme for necessary skills for migrants. People who migrate to big cities don't know how to access basic services such as hospitals and need to have their skills enhanced. That's why we are currently working in Sitapur where the migration rate is very high.

Q Ms. Shaheen Attiq-Ur-Rahman, Bunyad
What happens to the women in rural areas?

A When male members of the family migrate to big cities, the elders, women and children remain vulnerable in rural areas. Male members of the family visit their hometown once a year. School dropout rates among migrant families are very high, though now family members can connect with each other through mobile phones.

Q Ms. Pelden, MoE of Bhutan
Would you please share how you deal with difficulties in mobilizing male members of the family?

A We conduct sessions in the early morning to increase the number of participants. Once they come to the session, we try hard to encourage them.

Q Mr. Hyun Gyu Gim
I was wondering what benefits learners can get in terms of certificates from the National Literacy Mission.

A The National Literacy Mission doesn't award any certificates and so there are no benefits from it. The important thing is that learners' attitudes would change.

Non-formal education in Bhutan and the Bridge Bhutan Project

Following a brief overview of Bhutan, Ms. Pelden, from the Ministry of Education of Bhutan, gave an explanation about the country's public education and non-formal education systems. In Bhutan, she said, the government (through the Ministry of Education) is responsible for providing free basic education from the entry age of six to grade 10. In the case of the non-formal education system, it is the goal of the government to provide functional literacy and numeracy to youth and adults who have missed out on formal education, and to provide a post-literacy programme to ensure lifelong learning. She said that Bhutan has a decentralized non-formal education system and community learning centres that operate at the district level. The number of non-formal education centres is estimated to be about 674, which 7236 learners have attended.

Ms. Pelden noted that the Bridge Bhutan Project, initiated in 2015, aims to promote literacy and accelerate progress towards achieving the SDGs and Education 2030 agenda through non-formal education in Bhutan. Through this, she said, it is also expected to improve the quality of life of people in marginalized groups and communities in the country. Specific activities she mentioned as being carried out under this year's Bridge Bhutan Project include 1) a capacity building workshop for instructors, on andragogy and transformative pedagogy, 2) the holding of a CLC stakeholder meeting and 3) providing learning equipment to CLCs, such as computers.

Transcript of the Q&A session following the above presentation

Q Mr. Hyun Gyu Gim, KNCU
Are you tracking how many learners failed to complete the BLC (Basic Literacy Course)?

A As of now, we don't have information on failures. We found that most of learners can read and write.

Q Mr. Hyun Gyu Gim, KNCU
I think the government of India developed a standardized literacy test, which is one of the most innovative approaches to tackling a standardized level for the definition of literacy. On the other hand, non-formal education is different from formal education in terms of ways of evaluating learners' outcomes. So I'm not sure which one we should pursue in order to increase motivation of learners. I heard that UIL (the UNESCO Institute for Lifelong Learning) is developing a universal standardized literacy test to produce internationally comparable data in the field of literacy.

A We suggest that KNCU share UNESCO's policy materials and evaluation tools with partners, as the UNESCO Bangkok office has done. Learners, however, are not comfortable with evaluation and examination when we try to practice new ideas. It leads to dropouts because every learner has different motivations.

Q Mr. Ashok Singh, SSK
How do you operate vocational training centres?

A One goal of education in Bhutan focuses on lifelong learning. We provide two courses. The basic literacy course lasts for a year. Then, learners who have completed the basic literacy course take the post literacy course for a year. If a person is literate at primary level, s/he can enroll and join community learning centres. In addition, we conduct an entrance exam to check whether a person has the competencies to join vocational training courses.

Q Mr. Jun Ho Ju, KNCU
In your presentation, you mentioned the need for technical assistance for an equivalency and accreditation programme in Bhutan. As of now KNCU is setting up next year's plan and we have recently received an email from the UNESCO New Delhi office with regard to equivalency programme development in your country. Could you share more detailed information on it with us?

A We have a draft equivalency programme and framework. We look forward to working on the equivalency programme with KNCU.

Introduction to the Subjective Well-being Survey

After all presentations on each country's non-formal education systems and Bridge Asia Projects were delivered, Ms. Young Eun Lee, a Programme Specialist in the Division of the Bridge Asia Programme at KNCU, introduced the 'subjective well-being survey' to the participants. She stated that according to the OECD, 'subjective well-being' refers to people's evaluation, feelings and experiences of their lives. She said that the Division of the Bridge Asia Programme had newly developed this survey with a view to using it as the main assessment tool to measure the impact of the Programme on changes in the beneficiaries' perspectives in relation to their lives after participating in the project.

Ms. Lee further presented the underlying logic of the questionnaire developed for the subjective well-being survey and a step by step approach to utilizing the tool. She also shared sample answer sheets with the Workshop participants and asked for their opinions about how to improve the template in order to reflect contextual specifics of the community and potential participants of the survey.

Transcript of feedback after the above presentation

Mr. Hyun Gyu Gim, KNCU

💬 The Division of the Bridge Asia Programme is developing tools to measure before and after changes in the attitudes of learners. Pilot surveys in Pakistan and India are very important for us to be able to revise the tools to reflect feedback from learners and partners.

Mr. Riaz Ahmad, Bunyad

💬 Our team has conducted the survey and shared insights and information. However, respondents who were illiterate had difficulty in understanding the concept of the Likert scale. Also, the questions on capacities and social status seemed somewhat sensitive for women in rural Pakistan. Another challenge that arose was that time for the survey was limited because people work.

Ms. Shaheen Attiq-Ur-Rahman, Bunyad

💬 Bunyad hired university students studying social welfare to conduct the survey. It was new for them to understand and measure attitude change. To conduct the survey needs detailed strategies and plans.

Ms. Reshma Parveen, SSK

💬 During an orientation session, we explained the survey to our learners because they were not able to fill the form by themselves. The second option of the answer sheet, which is an alternative way of indicating the degree of agreement, was more appropriate for respondents who were illiterate or semi-literate women.

Ms. Young Eun Lee, KNCU

💬 What we're trying to do is basically to measure the impact of our projects in the long term. We've discussed the issue for a long time and tried to see how the subjective well-being of our beneficiaries has changed because of the programme.

Ms. Shaheen Attiq-Ur-Rahman, Bunyad

💬 A lot of women's issues cannot be easily measured. Illiteracy should be dealt with in the whole context. I think KNCU had better put more efforts into developing contextual questionnaires. For example, questions such as "Are you afraid of voicing your opinion?" is not suitable, especially for women in Pakistan.

Mr. Ashok Singh, SSK

💬 Some questions need to be rephrased in order to reflect genuine changes of learners based on the context of each country.

Ms. Reshma Parveen, SSK

💬 Not only questions, but also the answer form is a bit confusing. The scales should be minimized (for example, "Yes", "Maybe", "No").

Ms. Pelden, MoE of Bhutan

💬 The questionnaire should be contextualized based on the environments around learners. We will share the basic literacy course impact study and CLC impact study with KNCU.

Summary of Workshop Sessions

Updates in relation to the 2017 Bridge Asia Programme

During the last session of Day 1, Mr. Hyun Gyu Gim gave some updates relating to the project duration, indicator list, and financial reports for the Bridge Asia Programme. He clarified that the definition of the 'start date' for the duration of a project refers to the date on which the first installment of funds is received by the partner organization. He also highlighted that a request for extension of the project duration will be closely examined in the context of the relevant terms of the agreement signed by KNCU and the partner organization in relation to the relevant project.

Regarding the indicator list, Mr. Hyun Gyu Gim reiterated that the Bridge Asia Programme employs an evidence-based system and accordingly, the progress of each Bridge Asia Project is monitored based on verifiable results. In this regard, he emphasized the need for understanding what an indicator is, how it should be phrased into a sentence, and how it is intended to be used as part of the monitoring criteria for the Bridge Asia Projects. Lastly, in relation to the financial report, he notified the participants of the possibility of appointing an auditor instead of providing proof of expenditure.

2.3. Key takeaways

The programme for the first day of the Workshop was quite intense, covering a variety of topics. Nevertheless, it was a very successful day thanks to the efforts of all participants, who demonstrated great interest in each presentation and actively exchanged ideas.

The presentations on each country's non-formal education system and individual Bridge Asia Projects enabled every participant to share their organization's experience in the field of non-formal education, demonstrating a variety of different modalities and strategies based on each unique country context. In doing so, the presentations added great value to the Workshop, facilitating peer learning and south-south cooperation. The participants, some of whom work at NGOs and some of whom work in the governmental sector, also gained a greater understanding of the importance of interactions among different stakeholders when trying to increase the impact of their efforts to deliver equal learning opportunities to marginalized populations.

The first day of the Workshop was also a good opportunity to update partner organizations

about the latest developments regarding the Bridge Asia Programme and to build a common understanding about them. In particular, the participants were informed about the 'subjective well-being survey,' which is a critical monitoring and evaluation tool that the Division of Bridge Asia Programme hopes to employ in the coming years. For this, it was important that each partner organization agrees on the need for and purpose of the survey, as well as on concrete steps to follow when conducting it.

After exchanging feedback, the participants generally deemed the survey necessary in order to better understand how beneficiaries' perspectives on their lives change after involvement in the project. However, participants also underlined that careful design of the survey questionnaires was necessary in order to better accommodate particularities of real-life contexts.

Overall, the first day of the Workshop was a good start to this year's Workshop, helping to set participants' expectations. Participants expressed their hope that they could use the insights they had gained on Day 1 about each other's background to improve the implementation of their own projects in the future.

Group photo taken on Day 1, 6 November, 2017

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 their enthusiasm in attending this year's Workshop, and expressed his hope that they would find the Workshop informative and helpful for deepening mutual understanding and strengthening ties among the partners of the Bridge Asia Programme.

Mr. Hyun Mook Lim, Assistant Secretary-General of the Bureau of Education, Mr. Kwibae Kim, Assistant Secretary-General of the Bureau of Science and Culture, and Mr. Byung Soon Yun, Assistant Secretary-General of the Bureau of Development Cooperation also joined the dinner.

1 Secretary-General of KNCU, Mr. Kwangho Kim (centre), extending warm greetings to the Workshop participants, 6 November, 2017

2 Secretary-General of KNCU, Mr. Kwangho Kim (left), handing a gift to Mr. Tenzin Rabgyel after the welcome dinner, 6 November, 2017

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). Ms. Sarah Yeo, an evaluation and research officer at World Vision Korea, was invited to deliver a lecture on PCM. The morning session of Day 2 focused mainly on theory relating to the project management cycle. Ms. Yeo first explained that good management of the project cycle is a prerequisite for efficiency and effectiveness in implementing a project because it allows informed decisions to be made for each phase. She said that the phases that form a project cycle vary depending on the implementing organization, but most commonly, they include i) assessment, ii) design, iii) implementation, iv) monitoring, v) evaluation, and vi) reflection.

Following her explanation about the PCM, Ms. Yeo further elaborated on the Project Design Matrix (PDM) and Logical Framework (Logframe), two commonly used tools for PCM. She said that the rationale behind these two tools relates to all of the following: i) consistency, ii) a logical connection between objectives and actions, iii) demonstration of the extent to which objectives have been achieved, iv) communication among different stakeholders, and v) transparency.

Ms. Yeo stated that, in order to develop a Logical Framework, a project's implementing agency may start by conducting an analysis of stakeholders and then proceed to problem analysis, objective analysis, and project selection. She said that, once this process is done, a Logical Framework can be formulated, listing the project's activities, outputs, outcomes, and goals.

1 Ms. Sarah Yeo of World Vision Korea, giving a lecture on PCM theory, 7 November, 2017

2 Ms. Sarah Yeo, facilitating a problem tree analysis, 7 November 2017

3 Logical Framework developed by the participants on the topic of 'women's illiteracy', 7 November, 2017

Project Cycle Management—Practice

The afternoon session focused on more concrete and practical ideas relating to the development of a Logical Framework. In particular, Ms. Yeo guided participants to work together on a problem tree analysis on the topic of 'women's illiteracy.' The participants were invited to explore root causes of women's illiteracy, taking into account the specific cultural and social context of each country. Poverty, lack of awareness, population density, and cultural barriers were mentioned as some of the possible root causes of women's illiteracy.

The participants then tried to formulate a Logical Framework based on the results of the problem tree analysis. Ms. Yeo reiterated the different notions of 'activity', 'output', 'outcome', and 'goal', which are key components of a Logical Framework. Some participants suggested providing learning programmes and disseminating information relating to them to potential learners as possible activities that could be implemented to help solve the issue of women's illiteracy. The participants suggested that such activities would lead to an increase in the number of women who knew about the literacy education centres and who participate in the programmes run by such centres (output). This could further result in an increase in the number of literate women (outcome). By the same logic, learning opportunities would therefore ultimately be increased (goal).

Transcript of feedback during the above session

Mr. Riaz Ahmad, Bunyad

💬 When it comes to project implementation, Bunyad had taken a holistic approach to tackling root causes of poverty. I do hope the problem tree exercise helps with analyzing ways to solve each issue, such as high dropout rates. We have a lot of root causes of poverty. We may tackle those problems by building project cycle management strategies and prioritizing those issues.

Ms. Shaheen Attiq-Ur-Rahman, Bunyad

💬 Bunyad has used the IPO (Input-Process-Output) model, which was introduced by UNESCO headquarters. In my opinion, it is better for local organizations to use a simplified version of Logframe. Many organizations use this Logframe with different variations.

Mr. Ashok Singh, SSK

💬 Stakeholder analysis is connected to the current relationships within the project. Sometimes people are neutral. I think it is important to know the characteristics of each stakeholder in the stakeholder analysis. You can indicate different stakeholders. Sometimes people can be adversely affected by a project. As a part of the stakeholder analysis, it is crucial to create strategies for engagement with people so that they won't interrupt a project.

Q **Mr. Ashok Singh, SSK**
What time is the best for making monitoring visits?

A In the monitoring and evaluation plan, you can set the frequency of data collection. If you are going to collect information every six months, then you should have six-month targets. If six months targets are too long, you can do it quarterly.

Q **Mr. Riaz Ahmad, Bunyad**
What are the main differences between outputs and outcomes?

A Outputs are direct results of activities under the project control. On the other hand, outcomes are more medium term. After achieving all these outputs, the outputs will contribute to achieving outcomes. If outcomes are achieved, they will help achieve the goal in the long run.

Mr. Ashok Singh, SSK

💬 The Logframe matrix is a very useful tool for building project concepts, but there will be some resistance from practitioners. It looks like project management tools are good for donors to track project activities. On the other hand, if we use this tool for internal monitoring, it will be very easy to monitor and evaluate project implementation.

Ms. Sarah Yeo, World Vision Korea

💬 As I explained, this is not something for donors, but something really for you.

Mr. Hyun Gyu Gim, KNCU

💬 KNCU has arranged this workshop to keep you professionally updated on the latest trends on PCM, especially Logframe development. Today, KNCU has introduced to you the internationally and widely accepted Logframe development

2017 Bridge Asia Partners Training Workshop

process so that all partner organizations can make use of it. The Bridge Asia Programme is also currently in the process of developing a new series of project templates, including templates for project proposals, and interim and final reports. We hope that all our partners in the Bridge Asia Programme will continue to study these useful tools and materials, which will be available on the internet.

2.5. Key takeaways

One of the key successes of Day 2 was that participants came to understand the need to design projects systematically according to the logical assumptions that underlie a project's activities, outputs, outcomes, and goal. It was particularly highlighted that this 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 orient themselves and keep track of where they are in their journey to reaching a goal.

Although all of the participants believed they had gained many new insights regarding PCM from this session, some also thought that not enough time had been allocated for group work or one-to-one interaction. Some participants also expressed a wish to reproduce this session once they returned to their home country and provide training to relevant stakeholders.

2.6. Summary of visits to Non-formal Education Centres

Visit to Mapo Lifelong Learning Centre

On the third day of the Workshop, participants, together with staff members from the Division of the Bridge Asia Programme, visited two non-formal education centres located within Seoul. The first visit was made to the Mapo Lifelong Learning Centre (MPLLC), which currently functions as a provider and clearinghouse for lifelong learning in the area of Mapo, which is one of the municipalities within Seoul. MPLLC's 'Neul Purun School' has been very active in enhancing equity in learning by enabling educationally marginalized adults residing in the Mapo area to access learning opportunities. It has been recognized for enabling a learner to obtain an official middle school level qualification via a non-formal learning track for the first time ever in Korea.

After a warm welcome from the staff members of MPLLC, including Ms. Yeon Joo Lee, the Director of the centre, the participants had the opportunity to observe classes. The participants were able to examine the class environment, teaching pedagogy, and learning content used in the context of non-formal education provided by MPLLC, and at the same time reflect upon their own experiences.

Ms. Yeon Joo Lee's (third person in the left line) introduction to Mapo Lifelong Learning Centre is being interpreted to the participants at Mapo Lifelong Learning Centre, 8 November 2017

1 Participants during a class observation at Mapo Lifelong Learning Centre, 8 November 2017

2 Ms. Sera Lee delivering her presentation on Mapo Lifelong Learning Centre, 8 November, 2017

After class observations, Ms. Sera Lee, a lifelong educator at the centre, gave a presentation on MPLLC's curriculum, and the Seoul Metropolitan Office of Education's qualification-awarding literacy education programme. She first gave a brief overview of the procedure to obtain approval to provide the qualification-awarding literacy education programme, recognized by the Seoul Metropolitan Office of Education. As of 2017, 74 organizations in Seoul have been approved to provide literacy education programmes, including MPLLC.

MPLLC's 'Neul Purun' School currently operates qualification programmes at elementary and middle school levels. Continuing education is additionally provided for those who wish to sustain their learning path after obtaining a qualification. MPLLC also provides various extracurricular activities, such as exhibitions, talent donations, and other learning clubs, through which learners can enjoy greater opportunities for social interaction and participation.

Two other staff members from MPLLC, Ms. Malsook Youn (a Manager) and Ms. Lee Jaejoo (an Assistant Manager) also took part in this session.

Summary of Workshop Sessions

Transcript of the Q&A session following the above presentation

Q **Mr. Ashok Singh, SSK**
Can somebody voluntarily teach learners?

A It is possible only for those who have certification.

Q **Ms. Shaheen Attiq-Ur-Rahman, Bunyad**
Are there conflicts among different age groups? How do you manage these?

A There is an understanding that this is based on mutual benefits, for the adult learners as well as the younger students who also come to this centre to study (i.e. it is a win-win relationship).

Q **Mr. Ashok Singh, SSK**
What are the learners' professions?

A Most of learners have part time jobs such as caregivers and sanitary workers.

Q **Mr. Ashok Singh, SSK**
Does MPLLC provide support for those suffering violence against women?

A MPLLC doesn't provide any consulting services for domestic violence.

Q **Mr. Riaz Ahmad, Bunyad**
How does MPLLC mobilize learners, other than distributing flyers?

A As a way of mobilizing learners, MPLLC also actively uses the media.

Q **Ms. Shaheen Attiq-Ur-Rahman, Bunyad**
What is the population of this municipality? How many people know about MPLLC?

A MPLLC doesn't have the precise figures but the number of visitors per day is about six thousand. In light of this fact, I think most of the people in this area know about MPLLC. Mapo-gu has approximately four hundred thousand people.

Visit to Mother's School attached to Purun Citizen Community

In the afternoon, the participants visited Mother's School, attached to Purun Citizen Community. Mr. Jong Suk Moon, the principal of the school, greeted the participants and gave them a presentation on Mother's School's educational philosophy, objectives, and literacy education programmes. Mr. Moon stated that Mother's School follows three concepts of learning; i) learning to 'give', ii) learning to 'cure', and iii) learning to 'communicate."

Based on these concepts, the cycle of learning programmes at Mother's School operates through three steps; i) expressing oneself through writing, ii) expressing oneself in verbal and behavioural ways, and iii) understanding the world through logical thinking and interactions. Mr Moon told participants that a variety of activities are organized for each step. For step 1, exhibitions of students' autobiographies, poetry, and illustrated poems are held for the common purpose of enhancing students' capabilities to express themselves in the form of writing. At step 2, students take part in a theatrical play and a musical for which personal experiences are used as the main source of the content. At step 3, students go on visits to various historical sites in order to understand the surrounding world and interact with it.

Mr. Jong Suk Moon, delivering his presentation on Mother's School, 8 November, 2017

Mr. Moon said that Mother's School also had extracurricular activities which were categorized as "community programmes." These included sharing lunch with teachers, participating in special lectures, field trips, and a writing contest for a national literacy festival. Mr. Moon said that, through these activities, teachers at Mother's School hope to help students find joy in learning and confidence in themselves, as well as helping them to understand and respect others.

Ms. Hyung Nam Ahn, a staff member of Mother's School, also took part in this session.

Transcript of the Q&A session following the above presentation

Q Mr. Ashok Singh, SSK
Have these activities in the curriculum emerged from your experience or national policy?

A All of the activities are based on the philosophy that Mother's School has. The objectives of this school are different from MPLLC (which is a public institution). Mother's School tries to focus more on promoting the motivation of learners.

Q Ms. Shaheen Attiq-Ur-Rahman, Bunyad
Do women and children come to this course?

A Sometimes there are young mothers, but 90 percent of our learners are more than 50 years old.

Q Ms. Reshma Parveen, SSK
Could you explain more about the duration of the programme?

A The government's guideline is three years for the whole programme (from level 1 to 3). In the case of Mother's School, however, I think it takes at least six years to complete the literacy course.

Q Mr. Dunaisingh, NIE
How many learners are there in the school?

A A class comprises 10 to 15 learners.

Q Mr. Ashok Singh, SSK
Do you provide a literacy programme for people with disabilities?

A There are organizations that specialize in people with special needs. When people with special needs come, Mother's School sends them to those organizations.

Q Ms. Pelden, MoE of Bhutan
How long will it take to move up to an advanced level?

A Normally, it takes two years to complete each level.

Q Mr. Hyun Gyu Gim, KNCU

Do you operate a non qualification-awarding programme as well?

A Mother's school has two tracks. The first one is a qualification-awarding programme. The other one is a non qualification-awarding programme. It focuses on making a sustainable environment for learners to continue their education. Not only learning to read and write, but also communicating with society and becoming a democratic citizen. The history of literacy education was initiated by NGOs. A large part of all literacy education was actually led by NGOs. Only a small proportion of literacy programmes have been implemented under the management of government.

Q Ms. Shaheen Attiq-Ur-Rahman, Bunyad

Does Mother's School receive funds from government or the private sector?

A Mother's School receives funding from the government only for running the qualification-awarding programme, accounting for 20 percent of the whole budget. For the non-qualification awarding programme, Mother's School gets funding from individual donors. Purun Citizen Community has been operating this school for 23 years, but we didn't receive any funding from government for the first 13 years.

Q Mr. Hyun Gyu Gim, KNCU

What made you get involved in literacy education for adult women?

A 23 years ago, I (Mr. Moon) found out there was a huge population of illiterate women, who were totally isolated from society. I realized the importance of sharing learning opportunities with these people.

2.7. Key takeaways

Visits to both MPLLC, a governmental organization that falls under the management of the Seoul Metropolitan Office of Education, and Mother's School, a civil society organization, allowed participants to make a concrete comparison between organizations in two different sectors. As the organizations where the participants work also vary in terms of their legal nature, as well as the areas and scope of intervention that the organizations undertake, visiting two different types of non-formal education centre provided a more meaningful and effective learning opportunity.

2.8. Wrap-up (Workshop Evaluation)

On the last day of the Workshop, the participants and the staff members of the Division of the Bridge Asia Programme took some time to exchange thoughts about their experiences during the Workshop. Mr. Jun Ho Ju, the Director of the Division of the Bridge Asia Programme, expressed his gratitude for the partner organizations' enthusiastic participation and great interest in the Workshop sessions. The participants deemed the Workshop inspiring and motivating, providing both theoretical and practical knowledge regarding project management and literacy practice.

A satisfaction survey was conducted before the final event of the Workshop (a visit to a UNESCO World Heritage site in Seoul). Evaluation forms were handed out and immediately filled out by each participant. Participants were asked to check a number from 1 to 5 (1 being least satisfactory and 5 being most satisfactory) that reflected their satisfaction level for each session of the Workshop. Below is a summary of the results from this survey.

Category	Average score (5.0)	Comments
Overall	4.4	N/A
Day 1	4.7	① This time the workshop theme was relevant to our work. It will help us a lot in planning, monitoring, evaluating, and financing project effectively. ② Presentations should also include some photographs, short clips, and case studies. ③ Good opportunity to exchange the learning and experiments done by partners. ④ Well prepared and well delivered. ⑤ Would have been better if there were more interactions among the participants about their work.

Day 2 (PCM_theory)	4.5	① Time was very limited, to be continued in future too. ② It was a wonderful experience, especially QQT technique of developing indicators. ③ We should have done one exercise on problem tree/ objective tree. ④ Very good, precise and clear content delivery, more involvement of participants.
Day 2 (PCM_practice)	4.1	① The session should have been for two days with practical sessions in group. ② One to one interaction is a good learning opportunity, group exercises with two-three participants can be more effective. ③ Problem analysis and objective analysis were done beautifully. ④ Very good, I learned a lot of things for preparing proposals.
Day 3 Visit to Mapo Lifelong Learning Centre	4.9	① Very good, to be continued in the future too. ② Teachers are well qualified. ③ The infrastructure was amazing, all components were being practiced on a sustainable basis. ④ We wish to spend more time on interaction with them, to learn more.
Day 3 Visit to Mother's School	4.2	① Exemplary work of NGOs which others can look at ② Multiple dimensions of literacy were shared, which was impressive. ③ Good, but presentation tried to describe everything. ④ Specific things to be covered, long explanations to be avoided.
Accomodation	5	① Good, satisfactory reception staff. ② Excellent arrangement. ③ Well arranged and beyond my expectation. ④ Thanks to KNCU for all your hospitality.
Meals	5	① We got to try different meals which was a good experience. ② Tasted the Korean food. It was delicious. ③ It was great, you were sensitive to all kinds of 'taste'. Thanks. ④ Good. They have tried their best to provide, satisfy each and everyone (vegetarian and non vegetarian).

Other	① Perfectly arranged, warmth of the staff unmeasurable
	② Well organized. This type of workshop to be continued in future too. In fact, we have learned quite a lot within short period of time.
	③ Well organized. I learned a lot of things, including how to organize the workshop.
	④ We will conduct same training for our staff and share report with KNCU
	⑤ Inviting some other external stakeholders such as government, social NGOs and academics would be more useful. They can provide more added value.
	⑥ The workshop has enabled the Bridge Asia partners to connect to each other and has helped to build closer relationships with KNCU too which would definitely strengthen our common goal. We remain grateful to KNCU.

2.9. Visit to a UNESCO World Heritage Site in Korea (Changdeokgung Palace)

After the wrap-up session, the participants visited Changdeokgung Palace, a UNESCO World Heritage site located in Seoul, Republic of Korea. Changdeokgung is one of the principal palaces used by the kings during the Joseon Dynasty (1392–1897). This visit was prepared by KNCU as a cultural event for the participants.

1 Participants in front of Changdeokgung Palace, 9 November, 2017
2 Changdeokgung Palace

1 Mr. Riaz Ahmad, Changdeokgung Palace, 9 November, 2017
3 Mr. Ashok Singh, Changdeokgung Palace, 9 November, 2017
2 Ms. Reshma Parveen, Changdeokgung Palace, 9 November, 2017
4 Ms. Ranjanee, Changdeokgung Palace, 9 November, 2017

Mr. Tenzin Rabgyel (left) and Ms. Pelden (right), Changdeokgung Palace, 9 November, 2017

3. Closing

The 2017 Bridge Asia Partners Training Workshop aimed at providing insights into effective project management and literacy practice. To this end, it offered a session on project cycle management and relevant tools for this, while one day of the Workshop was wholly dedicated to visiting non-formal education centres located within Seoul, Republic of Korea.

The participants commented that the Workshop had been a valuable opportunity for the partners of the Bridge Asia Programme to connect with each other and strengthen their ties with KNCU, which is critical for reaching the common goal of the programme. Participants stated their hope that this kind of workshop would continue to be held in the coming years.

In light of this, the Division of Bridge Asia Programme wishes to build on the achievements of this Workshop by planning a further workshop closely connected to the theme of the 2017 Workshop, advancing and deepening our knowledge and experiences in a cumulative way.
It is hoped that the Bridge Asia Partners Training Workshop will continue to serve the needs and interests of partners, creating a virtuous cycle whereby the reinforced capacity of the partners enables more effective implementation of the projects, which in turn will generate a greater positive impact on the beneficiaries of our learning programmes.

Annex 1: Workshop Programme

Day 1 (Monday, 6 November)		
09:30 ~ 10:00	Registration	UNESCO HOUSE (8th floor)
10:00 ~ 10:10	Opening Remarks	Assistant Secretary-General of KNCU
10:10 ~ 10:20	Self-introductions by participants	
10:20 ~ 10:35	Introduction to UNESCO and KNCU	KNCU
10:35 ~ 10:50	Introduction to the Bridge Asia Programme and overview of the Workshop	KNCU
10:50 ~ 11:00	Tea break	
11:00 ~ 12:00	Presentation 1: Pakistan Q&A	Bunyad
12:00 ~ 14:00	Lunch	
14:00 ~ 15:00	Presentation 2: Sri Lanka Q&A	National Institute of Education
15:00 ~ 16:00	Presentation 3: India Q&A	SSK
16:00 ~ 17:00	Presentation 4: Bhutan Q&A	Bhutan Ministry of Education
17:00 ~ 17:10	Tea break	
17:10 ~ 18:00	• Introduction to Subjective Well-being Survey • Indicator List introduction • How to prepare financial report and audit report • Sharing of challenges and failures in project management	
18:00 ~	Welcome dinner hosted by Mr. Kwangho Kim, the Secretary-General of KNCU	

Day 2 (Tuesday, 7 November)		
10:00 ~ 11:00	Project Cycle Management – Theory I	Sarah Yeo (World Vision Korea)
11:00 ~ 11:10	Tea break	
11:10 ~ 12:00	Project Cycle Management – Theory II	Sarah Yeo (World Vision Korea)
12:00 ~ 13:30	Lunch	
13:50 ~ 15:00	Project Cycle Management – Group work: How to develop a logical framework	Sarah Yeo (World Vision Korea)
15:00 ~ 15:10	Tea time	
15:10 ~ 16:10	Project Cycle Management – Group work	Sarah Yeo (World Vision Korea)
16:10 ~	End of Day 2	
20:00 ~	Nanta Performance	

Day 3 (Wednesday, 8 November)		
09:50 ~ 10:30	Travel to Mapo Lifelong Learning Centre	
10:30 ~ 10:40	Meeting with the head of the Mapo Lifelong Learning Centre	Mapo Lifelong Learning Center
10:40 ~ 11:00	Class observation	https://goo.gl/NQyG7g
11:00 ~ 12:00	Introduction to Mapo Lifelong Learning Centre (organizational structure, programmes and activities, Equivalency Programme, etc)	* not in English
12:00 ~ 12:30	Q&A	
12:30 ~ 14:00	Lunch	
14:00 ~ 15:00	Travel to Mother's School (a Korean adult literacy learning centre)	Mother's School
15:00 ~ 17:00	Introduction to Mother's School's organizational structure, programmes, activities, and etc. and Q&A	http://litbase.uil.unesc.org/?menu=14&programme=140 * in English
17:00 ~ 17:40	Return to Sejong Hotel, end of Day 3	

Day 4 (Thursday, 9 November)	
10:00 ~ 11:00	Wrap-up session
11:00 ~ 11:30	Travel to restaurant
11:30 ~ 13:15	Lunch
13:30 ~ 14:30	Changdeokgung Palace Building Area tour
14:30 ~ 16:00	Changdeokgung Palace Secret Garden tour
17:00 ~	Return to Sejong Hotel, end of the Workshop

Annex 2: List of Participants

Country	Organization	Participant	Job Title	Email
Bhutan	Ministry of Education	Mr. Tenzin Rabgyel	Deputy Chief Programme Officer	trabgyel @moe.gov.bt
		Ms. Pelden	Senior Programme Officer	pelden @moe.gov.bt
India	Sahbhagi Shikshan Kendra	Mr. Ashok Kumar Singh	Director	ashoksingh @sahbhagi.or
		Ms. Reshma Parveen	Programme Coordinator	reshma @sahbhagi.org
Pakistan	Bunyad Literacy Community Council	Ms. Shaheen Attiq-ur-Rahman	Vice Chairperson	shaheenbunyad09 @gmail.com
		Mr. Ahmad Riaz	Senior Manager	riazbeba75 @gmail.com
Sri Lanka	National Institute of Education	Ms. Mahara Pathirannehelage Ranjanee Dhanawardhana	Director	nieranjanee @gmail.com
		Mr. Sarawanamuthu Dunaisingh	Senior Lecturer / Head	dunai2008 @gmail.com

2017 Bridge Asia Partners Training Workshop

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

Sustainable Development Goal 4