



2019 Bridge Programme Partners Training Workshop Final Report

Korean National Commission for UNESCO

2019 Bridge Programme Partners Training Workshop

Final Report

UNESCO HOUSE
Seoul, Republic of Korea
4-8 November 2019



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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

2019 Bridge Programme Partners Training Workshop

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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 (UNESCO)

Adopted in London on 16 November 1945 and amended by the General Conference at its 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 12th, 15th, 17th, 19th, 20th, 21st, 24th, 25th, 26th, 27th, 28th, 29th and 31st sessions.

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

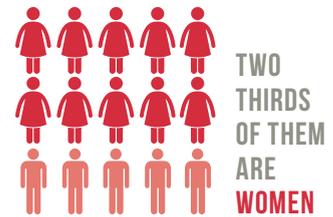


ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

617 MILLION

CHILDREN AND ADOLESCENTS **LACK** MINIMUM PROFICIENCY IN READING AND MATHEMATICS

750 MILLION ADULTS STILL REMAIN ILLITERATE

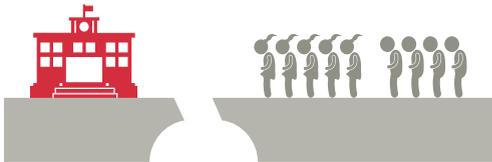


MORE THAN HALF OF THE SCHOOLS IN SUB-SAHARAN AFRICA DO NOT HAVE ACCESS TO

- BASIC DRINKING WATER
- HANDWASHING FACILITIES
- THE INTERNET
- COMPUTERS



1 OUT OF **5** CHILDREN BETWEEN 6 AND 17 YEARS **ARE NOT** ATTENDING SCHOOL



IN CENTRAL ASIA, **27% MORE GIRLS THAN BOYS** OF PRIMARY SCHOOL AGE ARE NOT ATTENDING SCHOOL

Source: Official website for UN SDGs
<https://www.un.org/sustainabledevelopment>

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Foreword



The year 2019 marks the 5th anniversary of the Bridge Programme Partners Training Workshop. Over the past 5 years, this annual workshop has played a crucial role in ensuring the continued success of the Bridge Programme by helping to build the capacities of our partners and providing opportunities for peer learning.

This year's workshop was noteworthy for the fact that, in addition to existing partners, the partners for Phase 2 of the Bridge Programme, which is expected to be launched in 2020, also participated. The workshop was a timely opportunity for the Korean National Commission

for UNESCO (KNCU) and its Phase 2 partners, from Bhutan, Laos, and Timor-Leste, to conduct preparatory work for each Phase 2 country project, before the projects enter into execution next year.

The workshop also welcomed partners from the current Bridge Asia Programme as usual. The partners from India, Sri Lanka, and Pakistan contributed to the workshop by sharing their valuable hands on experiences regarding past and ongoing projects. This gathering of present and new partners resulted in tremendous learning effects, allowing new partners to gain insights and knowledge as to how projects within the framework of the Bridge Programme are designed and operated in each country.

The participants in the workshop also had the chance to learn about non-formal education policy and examples of successful lifelong learning programmes in the Republic of Korea by visiting the National Institute of Lifelong Education (NILE) and Bucheon City's Lifelong Learning Centre.

I am confident that this year's workshop has once again leveraged our partnerships for more strategic and effective implementation of the Bridge Programme. I wish to extend my sincere gratitude to all participants for attending the workshop and making their valuable contributions, as well as to the South Korean Ministry of Education, NILE, Bucheon City, and others who supported KNCU in the holding of the workshop.

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

2019 Bridge Programme Partners Training Workshop

Final Report

Executive Summary

The 2019 Bridge Programme Partners Training Workshop took place from 4 November to 8 November 2019 at UNESCO House, located in Seoul, Republic of Korea. The workshop was organized by the Korean National Commission for UNESCO (KNCU) and was attended by 12 representatives from the following organizations in 6 different partner countries: the Bhutan National Commission for UNESCO (Bhutan), Sahbhagi Shikshan Kendra (India), the Lao National Commission for UNESCO and the Ministry of Education and Sports (Laos), Bunyad Literacy Community Council (Pakistan), the National Institute of Education (Sri Lanka), and the Timor-Leste National Commission for UNESCO (Timor-Leste).

During the workshop, the participants shared hands-on experience and best practices relating to the Bridge Project within each partner country. They were also given training on project cycle management theory, and the Google platform and tools. The participants visited the National Institute of Lifelong Education's National Centre for Adult Literacy Education and a lifelong learning centre in Bucheon, a city in Gyeonggi Province, to learn about the lifelong learning system in South Korea and to see how lifelong learning education is provided in practice to the citizens of Bucheon.

This report provides a summary of the main highlights and takeaways of each session of the workshop. The contents are organized in the order that the presentations were delivered. The report also contains, where applicable, a transcript of the questions and answers as well as the feedback session following the summary of each presentation. Transcripts were edited in order to increase clarity and readability.

1. Introduction

The Bridge Programme Partners Training Workshop began in 2015 and has been held annually since then. The workshop aims to contribute to capacity - building of partners within the Bridge Programme, and to provide a forum for constructive exchange of ideas and lessons learned among the Bridge Programme stakeholders. The main purpose of this report is to record proceedings of this year's workshop and highlight some of the Programme's major achievements. It also aims to provide reference material for partners in the future when they wish to apply knowledge and skills acquired through the workshop to their real-life situations.

1.1. Objectives of the Workshop

The Bridge Programme Partners Training Workshop was organized to provide participants with new knowledge and skills to facilitate effective project cycle management for the Bridge Project in the context of each partner country. The workshop had four main objectives as follows:

To conduct preparatory work relating to each Bridge Country Project

To share major achievements and lessons learned within the Bridge Asia Programme

To enable the Bridge Programme partners to improve their skills relating to the Google platform and tools for effective project management

To create and enhance partnerships and provide networking opportunities among the Bridge Programme partners and relevant stakeholders in the Republic of Korea

1.2. Workshop Participants

The 2019 Bridge Programme Partners Training workshop was attended by 12 people working in different sectors in the field of non-formal education, from senior management to working level professionals. Please refer to Annex 2 for the list of participants.

2. Summary of Workshop Sessions



2.1. Opening Remarks

Mr. Kwangho Kim
Secretary-General of the Korean National Commission for UNESCO

Ladies and gentlemen,
Distinguished participants,

I would like to convey to all of you participating in this workshop my heartfelt welcome.

In response to the ongoing need for efforts to achieve SDG 4, our National Commission is now initiating Phase 2 of the Bridge Programme. Since last year, we have been working very hard towards securing Official Development Assistance Funds from the government of the Republic of Korea. As you all know, the final results of the National Assembly's evaluation of our project proposals will be announced in December this year.

This year's workshop mainly aims to give us opportunities to conduct some preparatory work relating to the projects, so that they can begin smoothly in 2020 as planned. We also look forward to introducing to you the non-formal education system in South Korea. I hope that you take full advantage of the opportunity to share your ideas and experiences at this workshop.

In conclusion, let me reiterate my sincere hope that this workshop will result in success and that, with your cooperation, it will establish a sound partnership among us. Please enjoy both the workshop and your stay in Korea!

Mr. Karma Yeshey
Secretary-General of the Bhutan National Commission for UNESCO

Ladies and Gentlemen!

Good Morning! Joe Eun A Chim Yip Ne Da! And Kuzuzangpo La!

At the outset, on behalf of the Royal Government of Bhutan, and on my own behalf, I would like to thank Mr. Kwangho Kim and the Korean NatCom Office team for their continued support to enhance adult literacy and promote lifelong learning in Bhutan.

The Non-Formal Education (NFE) programme was introduced in Bhutan in 1990 by the National Women's Association of Bhutan (NWAB) under the Royal Command of the Fourth King of Bhutan, His Majesty King Jigme Singye Wangchuck, mainly to empower women. Since its inception, NFE has been providing functional literacy and life skills education to the illiterate population of 15 years and above who could not pursue formal education, the majority of them being women.

The programme has benefitted the lives of those who could not pursue formal education by reaching the unreached through Basic- and Post- Literacy Courses. It has tremendously helped the lives of illiterate people and has accelerated the adult literacy rate to nearly 70% as of 2017 (66.6 % - BLSS, 2017 & 2017 PHCB). The Non-Formal Education programme has been a huge success in Bhutan, transforming the lives of over 200,000 learners (203,471 learners) who now have basic literacy and numeracy skills, better values and life skills, and a greater ability to earn a living. For many learners, being able to read Dzongkha (the national language of Bhutan) has improved their knowledge and understanding of many issues, including living a healthier lifestyle, eating more nutritious food, and engaging meaningfully in social and economic activities. Being able to recite prayers, taking part in religious activities with confidence, reading signboards to navigate, reading newspapers and interacting more competently in society, are all positive outcomes. Further, the programme has also encouraged and empowered many to contribute to nation building by participating in local government elections.

In recognition of Bhutan's efforts in creating lifelong learning opportunities and enhancing literacy, the programme was awarded the Honorary Mention of the UNESCO Confucius Award in 2009 and the International Confucius Award in 2012.

With the growing emphasis on the importance of education and skills development, the Community Learning Centre (CLC) programme was initiated in 2003 to respond to the rapidly changing socio-economic patterns, national needs, and to promote lifelong learning. The CLC programme was initiated with the objective of offering livelihood skills development through tailoring, embroidery, carpentry and many other vocational trades to Post Literacy graduates of Non-Formal Education, out of school youth, nuns, monks and anyone who is literate and is aspiring to learn some vocational skills.

The programme has benefitted many learners, mostly women, who have been able to create self-employment. For instance, many have started home-based tailoring; many have got employment with tailoring shops, while a few have started their own shops. To cite one or two examples - Ms. Sonam Dema completed the Basic Literacy Course (BLC), Post Literacy Course (PLC) and CLC programme and has started her own home-based tailoring shop in Bumthang, a district in Central Bhutan. It has also become a place for tourists to visit and buy souvenirs while passing through Bumthang. She has said that she stands proud and is an independent woman now. Similarly, Ms. Choezang Lhamo, who dropped out of school after Grade VII due to family problems, graduated from the CLC programme in 2017 and has started her own tailoring shop, and is running it successfully in Zhemgang, another district in Central Bhutan.

May I also mention here that by popular demand, we have since 2014 started English and Numeracy courses in the PLC programme? It is a huge success! Learners are now able to participate in official meetings and conferences - where many times English is used; mothers can now check their children's work, including the scores they get from their schools. These courses also help learners participate in business ventures and overall have helped them to carry on with their daily life tasks with greater ease.

At this point, on behalf of the Ministry of Education and the Royal Government of Bhutan, and on my own behalf, I would like to express our sincere appreciation and gratitude to the Korean National Commission for UNESCO, and generally to the people and the Government of the Republic of Korea for your generous support to the cause of adult education in Bhutan. Since 2015, the Korean NatCom has been supporting us through the Bridge Bhutan Project. Through this project, Bhutan has been able to improve the quality of life of those who could not pursue formal education, through literacy and lifelong learning programmes at community and national levels in Bhutan.

Once again, I would like to thank the Honourable Secretary-General, Mr. Kwangho Kim, and the Korean NatCom for the continued support, and we look forward to working together again for another five years to "Ensure inclusive and equitable quality education and lifelong learning opportunities for all" - the Education 2030 Agenda! Thank You! Kamsa-hamnida! Kadrinchey! & Trashi Delek!

Mr. Somboun Masouvanh
Secretary-General of the Laos National Commission for UNESCO

Mr. Kwangho Kim, Secretary-General of KNCU,
Mr. Karma Yeshey, Secretary-General of BNCU,
Ladies and Gentlemen,

First of all, it is my great pleasure and honour to be here today for the opening of the 2019 Bridge Programme Partners Training Workshop as well as be a part of this important event.

Since I have been working as the SG of LNCU, KNCU has been one of our vital partners and fund providers, supporting many programs in areas relevant to UNESCO, such as education and culture, as well as capacity building for NatCom staff. Through this cooperation, there have been many fruitful and successful achievements which contribute not only to our National Development plan, but also towards achieving the SDGs in 2030.

In terms of education in Laos, the government sees the importance of educating people to have quality skills. Therefore, they support all Lao citizens in gaining access to lifelong learning, based on the individual's competence and conditions, through the provision of integrated formal and non-formal education, in order to develop an intellectual society to meet with the demands of development and to achieve target 4.7 of SDG 4. However, statistics from 2018 revealed that large numbers of children and adolescents were still out of school and that the illiterate population was still large, and these are things that the government and concerned organizations have to focus on seriously.

The Bridge Laos Programme is one of the significant areas of cooperation between KNCU and LNCU. In this program, the overarching goal is to support achieving SDG 4 and the Incheon Declaration: to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, through Community Learning Centres. Specifically, as the theme of the SDGs is 'Leave no one behind', I believe that this program will offer the opportunity for out of school children, and the illiterate youth and adult population in remote parts of three targeted areas (Luangprabang, Sayyabouly and Savahnakhet) to be educated, so that they can contribute back to the country's economy.

Once again, on behalf of the Ministry of Education and Sports as well as LNCU and the Non-Formal Education Department (NFED), I would like to express our appreciation to KNCU for hosting this important event. Thank you for your support and cooperation.

Lastly, I would like to wish the 2019 Bridge Programme Partners Training Workshop every success and fruitful outcomes. Thank you!

2.2. Summary of Presentations

SDG 4 & Lifelong Learning in the Republic of Korea

Presenter: Mr. Kwangho Kim, Secretary-General of the Korean National Commission for UNESCO



Mr. Kwangho Kim, delivering a presentation on SDG 4 and lifelong learning in the Republic of Korea

Mr. Kim began by giving an overview of SDG 4 and the lifelong learning experience in the Republic of Korea. He pointed out various UNESCO activities that had been conducted in South Korea, including in relation to intangible cultural heritage, the Memory of the World programme and the Creative Cities network. He said that 47 cities in South Korea were members of the Global Network of Learning Cities (GNLC) and that there were more than 600 UNESCO Associated Schools in Korea.

He noted that the Republic of Korea had joined UNESCO as a member state on 14th June 1950 and that KNCU was established four years later, on 30th January 1954 following the Korean War. He mentioned that because of the effects of the Korean War and South Korea's economic situation, the country was initially a recipient of UNESCO's help, but carried out UNESCO activities more actively after the year 2000. Additionally, he stated that Korea has five UNESCO category two centres, which support global citizenship, intangible cultural heritage, youth development, water sustainable management and security, and documentary heritage.

He went on to explain that education had significantly contributed to South Korea's rapid economic progress over the past 50 years, noting that school enrolment rates were significantly boosted between 1980 and 2018 and the adult illiteracy rate had dropped dramatically, from 77.8 per cent in 1945 to 7.2 per cent in 2017.

In terms of the lifelong learning system, he offered examples of the non-formal supplementary education system in South Korea, such as general education development tests, the Open Middle School, the Open University, cyber universities, the academic credit bank system, and the bachelor's degree examination for self-education. Among the various systems, he pointed out that the Open University had been developed since 1972 and had more than 600,000 graduates, and that the academic credit bank system had increased in popularity from 1998, and worked in cooperation with the National Institute for Lifelong Education to enable better flexibility, with many credit sources for learners.

Mr. Kim continued by introducing the TVET system in Korea, noting that vocational training is mainly supported by the employment insurance fund under the Ministry of Employment and Labour (MOEL) and education from the Ministry of Education (MOE). He noted some of the formal TVET institutions in Korea, including specialised vocational high schools, polytechnic colleges, and vocational training centres. For the non-formal TVET system, he introduced the non-formal TVET programmes supported by MOEL and MOE targeting both existing employees and the unemployed. He pointed out that many high-level leaders in the political and economic spheres had graduated from TVET schools and were not graduates of tertiary education.

Transcript of the Q&A session following the above presentation

Q

Mr. Somboun Masouvanh, LNCU

Which subjects are required in General Education Development Tests at the elementary level and what are the main roles of the Ministry of Education and the Ministry of Employment and Labour in TVET education?

A

Mr. Kwangho Kim, KNCU

At the elementary level, four subjects are compulsory as well as two selective subjects. The MOE is responsible for the school education system and technical training and capacity development of employees is mainly the province of the MOEL. The MOEL also supports technical skills development at technical vocational high schools. but they should submit it to the education center.

Q

Mr. Somboun Masouvanh, LNCU

Can people continue in higher education without tertiary education?

A

Mr. Kwangho Kim, KNCU

Those who have completed twelve years of school education or have passed the general education development tests at high-school level can start a bachelor's degree programme. Moreover, people who have received a degree from the supplementary systems I mentioned, such as the Open University and academic credit bank system, can continue with further higher education including masters and PhD programmes.



Mr. Karma Yeshey, Bhutan NatCom

Concerning that, a formal university degree is regarded as an essential prerequisite for becoming a politician in Bhutan. How is it that Korean politicians have become leaders without a degree or tertiary education?



Mr. Kwangho Kim, KNCU

In our legal system, every educational qualification should be recognised equally, regardless of type, ranking, and governance, thus there is no difference within education qualifications.



Mr. Karma Yeshey, Bhutan NatCom

Despite the general high enrolment rates in Korea, why is it that the enrolment rate for elementary school has not reached 100% and the kindergarten enrolment rate is comparatively low, at 50.5% in 2018?



Mr. Kwangho Kim, KNCU

We have nine years of compulsory schooling until middle school. As we have invested in primary and lower secondary education before pre-school education, the enrolment rate for kindergarten is lower than other education. However, although it is not compulsory yet, it is recommended to have three years of kindergarten education and there are also childcare centres, which are publicly regulated institutions offering the same curriculum as kindergartens. Regarding the enrolment rate for elementary school, I assume that due to family migration, a gap of three per cent has occurred.



Ms. Philany Phissamay, MoE of Laos

Is the duration of study between formal and non-formal education the same in Korea?



Mr. Kwangho Kim, KNCU

Yes, for example, cyber university and open university are four-year programmes, the same as formal university education. In terms of General Education Development Tests, the duration of taking a degree would generally be shorter, depending on individual circumstances. In our case, we must give equal opportunities to those who have completed formal or non-formal education.



Ms. Philany Phissamay, MoE of Laos

Are there any educational courses for immigrants in Korea?



Mr. Kwangho Kim, KNCU

There are approximately three million immigrants in Korea. The local governments offer integration programmes such as language courses and social and culture programmes for legal immigrants.

Example of an ODA Project Implemented by Gwangju Metropolitan Office of Education

Presenter: Ms. Jieun Jung, Programme Specialist in the Division of the Bridge Programme at KNCU



Ms. Jieun Jung, delivering a presentation on an ODA Project of Gwangju Metropolitan Office of Education

Ms. Jieun Jung, who currently works at KNCU on secondment from her role as a public servant at the Gwangju Metropolitan Office of Education (GMOE), opened her presentation by sharing her experience of GMOE's Educational ICT Support Project in Sri Lanka, where GMOE has been co-working since 2012. She mentioned that 17 offices of education have been implementing educational ICT projects with ODA priority partner countries and noted three objectives of the Gwangju project: i) fostering core manpower to lead educational informatisation by inviting teachers to South Korea for capacity building programmes, ii) promoting domestic e-learning companies' overseas advancement by supporting e-learning infrastructure and iii) laying the foundation for further concrete ODA projects.

She then spoke about the project framework, which she said consisted of three stages, including material infrastructure support through donation of materials for smart classrooms, human resource support through ICT teacher training, and lastly, monitoring the project by visiting classes and checking the impact of teacher training. She briefly explained that the total amount of budget for the project was about US\$160,000 with half the budget spent on the provision of ICT materials in order to support smart classes. She shared a video clip of smart classes in two schools in Sri Lanka, saying that the project was focused on supporting smart classes in line with the local needs and requests.

In terms of ICT teacher training, she noted that the training enabled teachers from Sri Lanka to experience advanced ICT classes for two weeks, using AR and VR experiences, app inventors, 3D printing and drone practice with students. She provided the example of a trained teacher

who disseminated ICT knowledge and skills learned from the training to other teachers. Ms. Jung ended by mentioning the impact of the project for both South Korea and Sri Lanka, saying that it improved mutual understanding between the two countries in terms of culture and the educational system.

Introduction to the Workshop and Overview of the Bridge Programme

Presenter: Mr. Jun Ho Ju, Director of the Division of the Bridge Programme at KNCU



Mr. Jun Ho Ju, delivering a presentation on the Workshop and Overview of the Bridge Programme

Mr. Jun Ho Ju presented an overview of the workshop, stating the objectives of its two sections. He noted that the first part of the workshop was aimed at the participants in the second phase of the Bridge Programme, to support them in managing their Bridge Country Project, to conduct preparatory work for each country project, and to sign an MoU designed for a five-year project between the relevant national commissions for UNESCO (NatComs). He added that the second part of the workshop would focus on sharing lessons learned in the implementation of ongoing Bridge Asia Projects and build partnerships with networking opportunities among the Bridge Programme partners and stakeholders.

After giving an overview of the schedule for the workshop and the participants in the workshop, he spoke about the historical relationship between UNESCO and the Republic of Korea, as well as the current need to work toward SDG 4 and the Education For All initiative. He noted that the Bridge Programme has been implemented since 2010 in response to such international educational initiatives, adding that the programme is now entering its second phase.

He then introduced the framework of the Bridge Programme, which he said was grounded in results-based approaches. The intermediate objective of the programme was, he said, to promote inclusive and quality education for marginalized people, and thus contribute to the achievement of the SDG 4 in the long run. He also mentioned the main short-term objectives that were used to achieve the goal: i) improving access to education, ii) improving the quality of education and iii) building the capacities of partner countries.

Mr. Ju gave some updates relating to the main features of the Bridge Programme Phase 2, in particular the project duration, budget, partnership structure, and financial audit system. He clarified that the duration of the country projects had been changed to five years, to achieve the project outcome more effectively. He also highlighted that the amount of budget for country projects in the second phase has increased to around 6-7 times more than that of previous projects. In terms of intergovernmental partnerships, he added that KNCU would cooperate with the National Commissions for UNESCO concerning each Bridge Country Project. He ended by reiterating the key principles of Phase 2 of the Bridge Programme, emphasizing the necessity of strengthening the partnership between the Natcoms involved to ensure effectiveness and visibility, and of designating a certified national auditor or other relevant authority for transparency and sustainability in the long term. He also emphasized the need for mid-term evaluation in the second year of the project for the sake of accountability.

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

Project Cycle Management - Theory

Presenter: Ms. Young Eun Lee, Programme Specialist in the Division of the Bridge Programme at KNCU

The afternoon session of the workshop was dedicated to learning and sharing experiences about Project Cycle Management (PCM). Ms. Young Eun Lee, a programme specialist in the Division of the Bridge Programme at KNCU, delivered a lecture on PCM. She first noted that the purpose of the session was to build a common understanding in terms of the definition of key concepts and terminology relating to project management. She said that the Bridge Programme was developed using the PCM approach, which allows informed decisions to be made in each phase of the project, aiming to ensure feasibility and relevance to an agreed strategy. She highlighted five main phases of PCM as applied to Bridge Country Projects: i) programming, ii) identification, iii) formulation, iv) implementation, and v) evaluation and audit.

She then explained the Logical Framework (Logframe) approach and explained its importance as an effective communication tool among project stakeholders since it uses agreed definitions within a project, and is a critical tool for monitoring, with agreed indicators that are applied to measure project results. She showed participants a typical structure for a Logframe and explained key terminology, including the terms ‘activity’, ‘output’, ‘outcome’, ‘indicator’, and ‘data source’. For easier understanding of the Logframe structure, she used the example of the Bridge Laos Project to explain how the partners should organize the Logframe shared by KNCU.

Thereafter, she explained common methods to set activities, outputs, outcomes and goals, such as problem analysis, problem and objective trees, SWOT analysis, and stakeholder analysis. She recommended that local partners use these tools to identify problems and solutions, which could be applied in the context of the Bridge Project. She stressed that doing this would make the project more responsive to real-life needs and problems and help to avoid a situation where the project would be little more than a paper exercise.

Explaining the monitoring and evaluation process, she noted that, according to the OECD definition, monitoring is a regular analysis of project progress, whereas evaluation refers to an assessment of a project’s efficiency, effectiveness, impact, relevance, and sustainability. She added that evaluation reflects the results at the outcome level, the medium-term or long-term impact of the project. Regarding the audit process, she said that this was an assessment of the legality and regularity of project expenditure after the project, reviewing whether the funds have been used efficiently and economically for the purposes of the project. In the case of the Bridge Programme, she stated that the monitoring tools would include monthly reports, annual results and audit reports. She also mentioned evaluation tools, such as the Subjective Wellbeing Survey and Basic Literacy Capability Measurement Tools, which have been developed by KNCU.



Ms. Young Eun Lee, delivering a lecture on Project Cycle Management

Introduction to Bridge Programme Project Management Templates and Tools

Presenter: Ms. Young Eun Lee, Programme Specialist in the Division of the Bridge Programme at KNCU

Following the lecture on PCM theory, Ms. Lee asked participants to provide feedback about the project management templates and tools of the Bridge Programme, with the purpose of further developing the templates and improving their detailed content and structure in accordance with comments from participants.

She introduced some examples of templates for each Bridge Country Project such as the concept note, annual plan & results, subjective wellbeing survey format, and monthly report. The participants actively engaged in sharing opinions and ideas to put into practice what they had learned during the theory session, focusing on concrete and practical ideas to supplement the templates prior to the implementation phase of each Bridge Project next year.

Ms. Lee ended by reiterating that the annual plan should be tightly structured since it would function as guidance throughout the whole project cycle and ultimately it summarises the agreement between all stakeholders of the project.

Transcript of the feedback session following the above presentation

C

**Ms. Wangchuk Bidha,
Bhutan NatCom**

If we consider that the project starts next March, I think the funds for the project need to be transferred by early February. Also, we need to consider the time it takes for the funds to reach our account. After KNCU sends the funds, it takes approximately 3 to 4 days for the money to be transferred to our bank account.

A

Ms. Young Eun Lee, KNCU

As we are waiting for the final approval from the National Assembly, which will be announced in December, we expect to receive the funds from the MoE in January next year at the earliest. Then I believe the first installment of the funds will be transferred to you in early February.

C

Mr. Karma Yeshey, Bhutan NatCom

Since we must plan our budget at the end of the year for the next fiscal year, the funds from KNCU would be supplementary budget.



**Ms. Wangchuk Bidha,
Bhutan NatCom**

I know that funds are coming in two instalments. When would the second instalment be sent to us?



Ms. Young Eun Lee, KNCU

I guess it would be around next September when half of the project is done.



**Ms. Wangchuk Bidha,
Bhutan NatCom**

What are you expecting exactly on data sources for collection?



Ms. Young Eun Lee, KNCU

'Data source' refers to a background document from which you know what result is achieved. For example, in case of the Subjective Wellbeing Survey, the questionnaires will be the data source. In case of the number of learners, attendance sheets can be used as the data source. The frequency, in this context, refers to how many times you would measure the indicator using the data sources.



Mr. Francisco Barreto, TNCU

Could you explain how the indicator values are used in the annual results report?



Ms. Young Eun Lee, KNCU

In this case, we would know the actual result of each indicator after a year, when the project year ends. What we have in the Annual Plan is the indicator value that we wish to achieve through the project whereas what you will insert in the Annual Results will be the indicator value that has been actually achieved. We will have that result first in March 2021, given that the Bridge Country Projects will be launched next year in 2020.



**Ms. Wangchuk Bidha,
Bhutan NatCom**

If the plan is to achieve 30% of learners to enrol as an indicator value, do we have to meet the planned percentage?



Ms. Young Eun Lee, KNCU

It would be great if we achieve the planned target value, but the result could be lower than expected.



**Ms. Wangchuk Bidha,
Bhutan NatCom**

Can we use the same activity description from the Logical Framework in the detailed description of activities in the Annual Results? For the activity description, how much information should we include?



Ms. Young Eun Lee, KNCU

Yes, it is good to have the same name of the activities and the relevant descriptions in both the Annual Plan and the Annual Results.

Q

Ms. Wangchuk Bidha, Bhutan NatCom

Can we adapt the Subjective Wellbeing Survey (SWS) to the context of our country and what is the procedure for SWS, including the analysis?

A

Ms. Young Eun Lee, KNCU

We have been conducting SWS since last year and based on this experience, we are in the process of reviewing the tool to make necessary improvements. Similarly, it would be great if you could review the tool as it is now and give us feedback on how it can be improved to reflect the specific context of your country. The procedure for SWS usually begins with translation of the templates. It is usually the tutors who conduct the survey. They put together a group of learners, ask them the questions and help them mark their answers. When you send us the scanned copies of the surveys, KNCU will analyse the data.

Q

Mr. Francisco Barreto, TNCU

In terms of SWS, we will implement three programmes in different provinces. How can we carry out the test?

A

Ms. Young Eun Lee, KNCU

I guess that probably 20 students from the basic literacy class would all have to take the test in the case of Timor-Leste. To my knowledge, we are supporting two centres so taking 20 students from one centre and 20 from the other centre could work. Thus, 40 students taking this test altogether.

Q

Ms. Wangchuk Bidha, Bhutan NatCom

For the SWS, can target learners be any learners from BLCs, CLCs and PLCs? Who are your target learners for SWS while you also have Basic Literacy Capability Measurement Tools for BLCs?

A

Ms. Young Eun Lee, KNCU

Our original intention was that students first take BLCs and we will measure how much their literacy level increased as well as how much their subjective well-being increased as a result of their increased literacy level. But in the case of Bhutan, I think the basic literacy class will not be operated in the first year of the Bridge Bhutan Project. Thus, if you do not provide basic literacy class, the BLC measurement test may not be applicable, yet the SWS still can be conducted by having other groups of beneficiaries take it.

Q

Mr. Karma Yeshey, Bhutan NatCom

We will also include BLCs after focusing on the CLCs, along with the supply of learning materials, during the beginning of the project. Is your basic literacy measurement tool only relevant to BLCs or to post-literacy as well?

A

Ms. Young Eun Lee, KNCU

We wanted to develop a literacy measurement tool for levels beyond basic literacy, such as functional literacy, but we only could develop questions at a basic level, since it was hard to reflect all the different contexts of each country. Otherwise, it gets too complicated to develop a standardised tool as you must consider local and national contexts.

I also have asked relevant professional experts from the OECD and UNESCO if they have a standard tool for measuring literacy beyond a basic level. Although the OECD has an adult literacy survey tool, it was not applicable to our context. Thus, we decided to develop our own tool, which is the current 'Basic Literacy Capability Measurement Tool'.



Mr. Karma Yeshey, Bhutan NatCom

In our experience, if learners do not move up to the PLCs, their level of literacy often falls to illiteracy again. So, I would think that there are more benefits by continuing the PLCs. Although it is challenging to develop the tool for post-literacy learners by each country context, the programme impact would be intensified in various ways if you incorporate the tools beyond a basic level of literacy.



Ms. Young Eun Lee, KNCU

The alternative way we take is that we go on many monitoring visits to where beneficiaries are and conduct a lot of interviews to measure the results and benefits that we cannot capture through our tools, aside from the quantifiable measurement tools. Moreover, even the definition of life skills varies by countries. In some countries, for instance, life skills refer to being able to open a bank account, whereas other countries have other definitions of life skills. So, it is very hard for us to come up with questions that can be understandable by all local community members from all partner countries.

The basic level literacy questions are quite universal, such as how to write my name, how to do basic calculation, etc. We could try to develop tools that can further measure vocational training effects as well as post-literacy. It is even better if your country has its own national measurement tool so that you can easily use the tool, but most of our partner countries did not have one. That is why we started developing our own tool, and we will try to go beyond it with your feedback and ideas.



Mr. Francisco Barreto, TNCU

Are there any forms for the annual report apart from the monthly report?



Ms. Young Eun Lee, KNCU

The reports to be submitted include a monthly report and annual plan/annual results. We already have the annual plan, which will be presented tomorrow, and the annual results report is sort of an annual report. You can write up the annual plan and results in the same document.



Ms. Wangchuk Bidha, Bhutan NatCom

I was expecting that at the end of the planned year, we should send a printed version of our reports.



Ms. Young Eun Lee, KNCU

We don't need any printed version of reports as we are using the Google platform to make everything more efficient and effective for us in our work together. We can work on the document simultaneously on Google Docs.

Q

Ms. Philany Phissamay, Laos MoE

How about the financial report from the project implementing partners? Because we normally get the financial report from the local governments at the bottom level.

A

Ms. Young Eun Lee, KNCU

When you receive the report from your local partners, you will have to use the Bridge template to input the information received from them.

Q

Ms. Wangchuk Bidha, Bhutan NatCom

How would be the ratio of the two instalments of the budget?

A

Ms. Young Eun Lee, KNCU

We have not decided yet, but usually it has been about 60:40, because more budget is necessary at the beginning stage of the project.

Q

Ms. Philany Phissamay, Laos MoE

Is the financial report template uploaded online?

A

Ms. Young Eun Lee, KNCU

Yes, if you see the annual plan/results document, we have links to the budget and financial report which are in the same document. If you click the link, the first tab of the Google Sheet is for the budget and the second tab is the financial report. So, it is easy for you to compare the budget and the actual financial progress.

Q

Ms. Philany Phissamay, Laos MoE

I want to raise the reliability issue from having the financial report online. For other projects, we require a signature from many organizations who are involved in our activities. Even online reporting should be done by central level right? So then we are keeping all signed documents.

A

Ms. Young Eun Lee, KNCU

I think the financial report has to be done at the central level by the NatCom and the MoE. If you want to involve the local partners, we have to give access to so many people.

C

Ms. Philany Phissamay, Laos MoE

I don't want to say that the local participation should be involved in this online financial report, but the financial report should be assigned by the local government to the central government as they are the implementing body. I want to know how often we have to have an audit.

A

Ms. Young Eun Lee, KNCU

The audit will be done after the project gets finished. You would appoint the qualified auditor and assign the financial report to the auditor. Then you should send us the audit report. Before we used to receive all receipts from the partner organization at KNCU. However, it was too inefficient and thus for the Bridge Programme Phase 2, we decided that we would have an auditor to audit the financial report. Of course, all receipts must be kept by you for five years. We have audit guidelines and formats which will be provided later.

2.4. Key Takeaways from Day 1

The first day of the workshop was a successful meeting among the different partners of the second phase of the Bridge Programme, from Bhutan, Laos and Timor-Leste as well as KNCU. It was a good opportunity for participants to keep abreast of the major changes and the principles of the second phase of the Bridge Programme, designed as a UNESCO NatCom Partnership Programme for SDG 4. All participants were able to get a comprehensive overview of how individual Bridge Country Projects are placed within the overall programme framework. They were also given presentations on the educational and lifelong learning systems in the Republic of Korea and on an ODA project conducted by the Gwangju Metropolitan Education Office.

The lecture on Project Cycle Management (PCM) allowed participants to learn the significance of producing quality key documents, with commonly understood definitions for project design, which is important given that the Bridge Country Projects are still at formulation phase. The lecture also covered the main difference between outputs and outcomes, key components of the Logical Framework (Logframe) approach and the concept of indicators. The participants, in turn, gained more practical insights regarding PCM and Logframe as it was applied to the actual Bridge Country Projects through discussion of the templates and different tools developed by KNCU.

The participants actively presented their opinions and ideas regarding the feasibility of monthly reporting and the future procedures for evaluation tools including the Subjective Wellbeing Survey and the Basic Literacy Capability Measurement Tools. It was especially highlighted that the Logframe approach helps the implementing partner organizations to build concrete steps to follow and to keep track of where they are within the project cycle, helping them to reach outcomes and the goal of the project. In addition to the lecture and practice on PCM, participants from each partner country were offered a meeting on the Annual Plan and budget for their 2020 Bridge Country Projects with the programme specialists from the Division of Bridge Programme at KNCU.



2.5. Summary of Presentations

2020 Bridge Bhutan Project Annual Plan

Ms. Wangchuk Bidha, Chief Programme Officer at the Bhutan National Commission for UNESCO, began her presentation by introducing the Bhutanese education system and giving a country overview. She pointed out that education in Bhutan until the 1960s was mainly monastic, while now it has three main forms – general, monastic and non-formal education – as well as continuing education since 2016 for those who have not completed grade 9-10. She then introduced the general education structure, with a number of education statistics and key indicators.

She then gave a brief overview of the history of the non-formal education (NFE) system in Bhutan, saying that, following the introduction of NFE by the National Women’s Association of Bhutan in the 1990s, a post-literacy course (PLC) had been developed and community learning centres (CLCs) have been established since 2003, along with NFE policy guidelines. She went on to say that work for the PLC focused on developing materials and that a functional English curriculum had been introduced. She also said that Bhutan’s efforts in this area had been recognized through the award of the International Confucius Literacy Award to the Bhutanese government in the year 2012. She noted that an NFE framework was approved this year and programmes to enhance adult literacy and skills development are being conducted under the country’s 12th five-year plan.

In terms of the 2020 Bridge Bhutan Project, she explained how BNCU has set activities targeting the illiterate population and out-of-school youth to enhance adult literacy and skills development through the CLC Programme. In relation to the logical framework for the project, she presented the planned activities, including i) developing an ICT-based NFE-MIS (Management Information System), ii) establishing two CLCs, iii) furnishing six existing CLCs, iv) holding a training workshop on advanced tailoring for CLC managers and learners, v) providing teaching-learning resources and vi) conducting monitoring and evaluation. She mentioned the key indicators for each activity, and said that over the five-year course of the project, to 2023, ten new CLCs would be established and six existing CLCs would be furnished with materials.



Ms. Wangchuk Bidha, delivering a presentation on 2020 Bridge Bhutan Project Annual Plan

Transcript of the Q&A session following the above presentation

Q

Ms. Young Eun Lee, KNCU

I thought the objectives of the 2020 Bhutan Project were well aligned with the national educational policy regarding NFE, and thus, the project is well-designed. I wonder if continuing education and NFE are at a different level and, if so, I would like to know how they are defined differently in Bhutan's education system.

A

Ms. Wangchuk Bidha, Bhutan NatCom

Both are completely separated in our education system. Continuing education is for those who have not moved up to grade 10, so they continue or repeat the grade 9 curriculum after regular school in the evening. NFE is mainly for people who missed formal schooling, whereas continuing education is within the formal education system.

Q

Mr. Jun Ho Ju, KNCU

In your annual plan, I saw that you will establish ten new CLCs under the five-year plan. Is this plan aligned with the 2020 Bridge Bhutan Project?

A

Ms. Wangchuk Bidha, Bhutan NatCom

Yes, we will only use one financial resource, supported by KNCU, for this plan. Two CLCs will be established annually for five years, thus ten CLCs in total.

2020 Bridge Timor-Leste Project Annual Plan



Mr. Francisco Barreto, delivering a presentation on 2020 Bridge Timor-lesté Project Annual Plan

Mr. Barreto, Executive Secretary at the Timor-Leste National Commission for UNESCO (TNCU), began with an introduction to Timor-Leste's national education system, with education statistics indicating the school population, the rate of out-of-school children and the youth illiteracy rate. He went on to speak about the formal education system, noting that, in line with the country's new system of compulsory basic education, this now includes nine years of primary school and three years of secondary school. He then explained the non-formal education system, saying that the issues of out-of-school children and adult basic literacy have been problematic, which had led to a lack of qualified human resources for sustainable national development.

On the subject of the annual plan for the 2020 Bridge Timor-Leste Project, Mr. Barreto noted that TNCU has planned five main activities for the first year of implementation, 2020, including i) rehabilitation of CLCs, ii) provision of educational materials, iii) provision of learning programmes, iv) training for teachers and v) a study visit to the Republic of Korea for leading teachers.

In terms of rehabilitation of CLCs, he said that two CLCs would be refurbished and provided with educational materials and new education programmes, such as life skill programmes. He added that, at present, one CLC is run by the local municipality, but in poor condition, and the other CLC stopped operating after financial support from the World Bank ended. Thus, he noted that TNCU would focus on improving the infrastructure at the CLCs for the first half year of 2020, followed by improvements to the management of the CLCs. He added that it is planned to rehabilitate or establish a total of eight CLCs over the course of the five-year project.

After introducing the budget plan for the project, Mr. Barreto ended his presentation by asking for any suggestions and recommendations to improve the annual plan and ensure its success next year.

Transcript of the Q&A session following the above presentation

C

Mr. Jun Ho Ju, KNCU

In my opinion, the amount of quantitative output seems a little small relative to the budget. I hope you can develop more components in the activities to increase the amount of the measurable outputs, which would be helpful for the purposes of securing the budget from the Korean government. For instance, I suggest implementing the supply of learning materials at country level within our budget. Looking at the budget table, I think a large amount of budget is allocated to auditing. I hope that a national organization authorised to audit can be found to take part in the audit process for our project.

A

Mr. Francisco Barreto, TNCU

I agree that the auditing fee is too high in the plan, due to a budget calculation based on the international rate for auditing. However, we will try to hire a national certified auditor considering the national rate. For the provision of materials, we would need some time to focus on CLC rehabilitation in the first half of the project year and then will try to conduct the activities for provision of materials before the start of classes at the refurbished CLCs.

Q

Ms. Young Eun Lee, KNCU

Relating to the provision of learning materials and supplies to CLCs, do you have any updated information regarding the number of CLCs currently in operation at the national level? Based on the national strategic plan, Timor-Leste plans to implement 65 CLCs by 2030. What is the latest information on the number of CLCs in your country?

A

Mr. Francisco Barreto, TNCU

From discussing this with the NFE department, the current status remains the same as when KNCU conducted the feasibility study this year. Based on the Bridge Timor-Leste Project, two CLCs in different areas where many illiterate adults reside will be operating after rehabilitation next year. These are included in the number of twenty CLCs placed now under the government.

Q

Ms. Young Eun Lee, KNCU

Over the five-year course of the Bridge Timor-Leste Project, we had planned to support eight CLCs in total. Do you know if these CLCs are included in the 20 CLCs already in operation in Timor-Leste?

A

Mr. Francisco Barreto, TNCU

Yes, since only nine CLCs out of the twenty are actually being operated currently, the planned eight new CLCs refer to CLCs included in the twenty existing CLCs, excluding those nine CLCs currently in operation.

Q

Ms. Young Eun Lee, KNCU

So, if we decide that we could add activities relating to the provision of learning materials, would the total number of CLCs that can actually receive the materials be those nine CLCs in operation?

A

Mr. Francisco Barreto, TNCU

We will provide the materials for operating CLCs as well as new ones to be rehabilitated or established from next year.

Q

Mr. Karma Yeshey, Bhutan NatCom

According to education statistics, the out-of-school children rate at primary school age is 15.3%. Concerning the compulsory basic education system, how are you planning to solve this issue?

A

Mr. Francisco Barreto, TNCU

In our education system, we have compulsory education in primary schools, but as you have mentioned, there is a gap in statistics due to the out-of-school children. Some of them stopped studying because of their parents' financial difficulties, while another reason is that some parents in rural areas are unaware of the duration of compulsory primary schooling, which is six years.

C

Mr. Karma Yeshey, Bhutan NatCom

I believe that when it comes to compulsory education, it should be enforced by the constitution or relevant state law as a legal obligation regardless of parents' choice or condition. Thus, it is crucial that responsibility is undertaken by the state, community and family to ensure every child go to school.

Q

Ms. Philany Phissamay, Laos MoE

In my understanding, the situation concerning compulsory education varies according to the national context. Many governments prescribe compulsory education at the level of primary and secondary school, however, in reality, I think it is hard to implement, especially in rural areas compared to cities and urban areas. Therefore, I understood that CLCs would function for out-of-school children as well as illiterate people. So, I have seen that you will hire CLC teachers and coordinators, but can the government not provide human resources for teaching at CLCs?

A

Mr. Francisco Barreto, TNCU

Following changes in the government programme in 2005, students can receive certification at grade 9-10. However, those who dropped out in the middle of schooling at grade 6 or 7 are unable to get any certificate. Thus, one of the solutions we came up with in the government is implementing an 'Equivalency Programme' at primary and lower-secondary education level, targeting grade 7 to grade 9 students for basic primary education.

C

Mr. Somboun Masouvanh, LNCU

We have a similar situation in Laos as compulsory education highly depends on the economic status and geographic location of parents. Some parents who do not have a permanent job have to move around taking their children to remote areas where there is no school. Although the government tries to build schools and facilities in rural areas, the administration and financial resources are limited.

C

Mr. Karma Yeshey, Bhutan NatCom

Relating to the comment from Mr. Masouvanh, we also have a similar problem so what we are trying to do is to build boarding schools for those who lack access to schools in remote areas.

2020 Bridge Laos Project Annual Plan

Ms. Sengpapha Holanouphap, a Technical Officer at the Lao National Commission for UNESCO, gave a brief country overview of Laos and education statistics from UNESCO Institute for Statistics covering information on the country's out-of-school children and adolescents, the illiterate population, and the literacy rate. She pointed out that the fluctuation in the number of out-of-school children and adolescents is notable, since both figures significantly declined between 2013 and 2015, then gradually grew until 2018. She said that the reason behind this fluctuation was that the population of adolescents and children accounted for about 40% of the total population and economic constraints had caused problems for a number of people in rural areas, hence young people had to work to support their families.

She then explained the Non-Formal Education (NFE) system in Laos, noting that the system was geared towards people who dropped out from formal school within the 12 years of schooling at the primary, lower-secondary and upper secondary level. She pointed out that

the NFE policy prioritized children and youth, offering community education and second-chance education, but also adult education and lifelong learning education, in line with SDG 4. She spoke about the five-year NFE strategy (2020-2025), focusing on developing a lower-secondary Equivalency Programme (EP) in particular, as an alternative pathway to education accreditation. In relation to the EP, she added that the government had been strengthening EP teachers and improving the EP measurement system with reliable management.

Ms. Holanouphap then gave an introduction to the 2020 Bridge Laos Project annual plan, including its rationale, the main activities based on the project's Logframe, the monitoring and evaluation plan, and the budget plan. She noted that the project will cover three provinces, targeting out-of-school children and illiterate youth in remote areas, under the title of Literacy & Equivalency Programme Primary Education and Basic Vocational Training for Ethnic and Disadvantaged Populations through CLCs as Learning Areas. She ended by saying that the planned activities for the project were as follows: (i) basic assessment of CLCs in the targeted provinces, (ii) improvement and revision of the existing teaching and learning manuals, (iii) training workshops for NFE facilitators, (iv) running a literacy and equivalency programme in primary education class, and (v) provision of teaching and learning resources to support CLCs.



Ms. Sengpapha Holanouphap, delivering a presentation on 2020 Bridge Laos Project Annual Plan

Transcript of the Q&A session following the above presentation

Q

Mr. Karma Yeshey, Bhutan NatCom

In terms of the number of out-of-school children and adolescents, the graph shows a considerable drop during the middle of the years between 2009 and 2018. What may have caused this trend?

A

Ms. Sengpapha Holanouphap, LNCU

In the beginning, the population of adolescents soared to 40 per cent, many of whom lived in remote areas and did not have a chance to go to school due to economic constraints. Thus, it resulted in an increase in the out-of-school population again.

A

Ms. Philany Phissamay, Laos MoE

Many government stakeholders dealt with the drop-out issue by accepting FDI projects at that time. After the projects completed, we found that lots of students dropped out, more than 30% from grade 3 based on statistics from the MoE.

Moreover, the government had a policy that all remote villages should have a school, but then because of political and economic constraints, they reduced the number of schools in rural areas by merging schools. As a result of constant policy changes, many children living in small villages were no longer able to go to school because of the very long distance of their school commute along with poverty issues. Therefore, we will try to reduce this problem through NFE channels by giving children an opportunity to continue studying even in rural areas.

C

Mr. Karma Yeshey, Bhutan NatCom

From the perspective of education policy, sustainability issues often need to be addressed. I think it is critical to invest heavily in education at the government level, such as happened in Korea and Singapore, which produced a quality workforce through education and led to rapid economic growth. Even if schools are constructed, they cannot operate well without relevant support from the government.

C

Mr. Somboun Masouvanh, LNCU

I think that making education projects sustainable is always challenging and complex. Even though the schools or education facilities were handed over to the government upon the end of the project, the government is often unable to continue managing or operating these facilities.



Mr. Karma Yeshey, Bhutan NatCom

It is crucial to build up a sustainable education strategy, considering the exit phase from aid projects, with a duration of five years in general. Education needs to seek long-term effects as a social equalizer to eradicate poverty and change the lives of people. We can see the real examples of Korea and Singapore, which turned into high-income countries since the 1950s with powerful human capital.



Ms. Philany Phissamay, Laos MoE

I want to add another issue, which is that the majority of children who have dropped out are located over the border in neighbouring countries. Their parents have to bring their children with them when going to work in other countries such as Thailand. In this regard, both the governments of Thailand and Laos are seeking how to protect those children. Also, budget allocation is a problem, as the education budget keeps fluctuating along with the government requirements, with the amount decreased from 17% to 10% currently.



Mr. Karma Yeshey, Bhutan NatCom

Bhutan also allocates around 17% of the budget to the sector of education, which I think needs to be increased to at least 24-25% considering that many developed countries have invested even 40% in education at the highest. I think political will at government level to expand the education budget is also important.



Mr. Somboun Masouvanh, LNCU / Ms. Philany Phissamay, Laos MoE

- 1) We also had a challenge with an oversupply of formal teachers in cities but a lack of teachers in remote areas.
 - 2) The student to teacher ratio is very high with 45:1 now, but in small villages, there are still few teachers in each grade.
 - 3) Related to yesterday's presentation on the ICT project in Sri Lanka, Laos also tried to utilise ICT classes with the support of UNESCO, but the access to ICT was very poor due to internet connection problems.
-

2.6. MoU Signing Ceremony



MoU signing by Mr. Franciso Barreto, Mr. Kwangho Kim, Mr. Karma Yeshey, Mr. Somboun Masouvanh

The Korean National Commission for UNESCO designed Phase 2 of the Bridge Programme, beginning in the year 2020, to be a new NatCom Partnership Programme for SDG 4. During the workshop, Memorandums of Understanding (MoUs) were signed between KNCU and each of the three partner NatComs for the Bridge Programme Phase 2: the Bhutan National Commission for UNESCO, the Lao National Commission for UNESCO, and the Timor-Leste National Commission for UNESCO. The parties to the MoUs agreed to establish a mutual framework governing respective organizational relationships, responsibilities, and activities. They also agreed to create a consolidated network, and a road map to implement an effective Bridge Country Project that would contribute to achieving SDG 4. The ceremony ended with the mutual giving of souvenirs among the Secretary-General of KNCU and the participants from Bhutan, Laos and Timor-Leste, to mark the occasion.

2.7. Interview with Participants from Bhutan, Laos, and Timor - Leste



Interview with Mr. Francisco Barreto, Mr. Kwangho Kim, Mr. Karma Yeshey, Mr. Somboun Masouvanh

Following the MoU signing, Mr. Kwangho Kim, the Secretary-General of KNCU, Mr. Karma Yeshey, the Secretary-General of BNCU, Mr. Somboun Masouvanh, the Secretary-General of LNCU, and Mr. Francisco Barreto, the Executive Secretary of TNCU, were interviewed together about the Bridge Programme Phase 2 by Ms. Jiwon Jang, Senior Programme Specialist from the Division of Communication at KNCU.

Mr. Kim emphasized the changes that have been made in the second phase of the Bridge Programme, to concentrate on fewer, selected partner countries with an expanded budget, reflecting KNCU's priorities and relevance in the sector of Non-Formal Education. He also pointed out the significance of the assistance and cooperation to the development of an education sector based on a human rights-based approach. He said that he looked forward to seeing increased autonomy, responsibility, and sustainability of the Bridge Programme activities in partner countries.

Ms. Chang asked Mr. Karma Yeshey about BNCU's motivations for joining the Bridge Programme and his expectations of the programme. Mr. Karma Yeshey said he had found it most impressive that the power of education, which had been developed and invested in heavily since 1950, was the driving force behind the rapid economic growth in South Korea.

Likewise, he said, basic and post-literacy programmes at CLCs have been well supported under the Bridge Bhutan Programme since 2015 thanks to the support of KNCU. Thus, he said that he expected that Phase 2 of the programme would offer Bhutanese learners more benefits from post-literacy and life skill programmes, helping to achieve the Education 2030 agenda.

Asked about planned activities and potential challenges, Mr. Somboun replied that Laos has an issue with low-quality teaching due to the difficulties in recruiting competent teachers, and that this challenge had affected the academic achievement of students. Thus, he added, the Bridge Laos Project would focus on training existing teachers, using the experience of KNCU as a partner. Mr. Francisco Barreto said that while Timor-Leste adapted both the Portuguese and Indonesian curriculums, while using Portuguese as an official language, many teachers had difficulties in using Portuguese as a medium of instruction. He noted that the Bridge Timor-Leste Project would focus on teacher training relating to teaching methods and the curriculum, as well as on the rehabilitation of CLCs.

The interviewees from Bhutan, Laos and Timor-Leste all expressed their deepest appreciation to the South Korean government and KNCU for their support, and Mr. Karma Yeshey said that he hoped that the Bridge Programme Partners Training Workshop would continue to serve the needs and interests of partners, reinforcing their capacities.

2.8. Key Takeaways from Day 2

On the second day of the workshop the participants introduced the non-formal education system and the 2020 Bridge Country Project annual plan for each partner country. In general, each presentation gave an overview of the country, its education strategy, and its policy on non-formal education. The main part of the presentations covered how the participants planned activities within their respective Bridge Project using Logframe, with key elements such as output and indicators. Through the presentations, the participants learned more about the context of other countries and had an opportunity to think about how they could improve their annual plan to be more concrete and reliable prior to the implementation phase next year. Exchanges of opinion allowed participants to better understand expectations regarding the Bridge Country Project among participants and relevant stakeholders in the Republic of Korea.

One of the key successes of the second day was that KNCU and participants built a common understanding of their new partnership and cooperation by signing an MoU for the second phase of the Bridge Programme. The MoU parties expressed their hope that the Bridge Programme would be implemented effectively in alignment with SDG 4 and Education 2030 Agenda.

The efforts of all participants, who demonstrated great interest in each presentation and actively exchanged ideas and feedback, made this a very fruitful day.



2.9. Welcome Remarks

Mr. Woojin Cho
Assistant Secretary-General of the Bureau of Education at KNCU



Mr. Woojin Cho, delivering a Welcome Remarks

Ladies and gentlemen, distinguished participants, I welcome you all to the Korean National Commission for UNESCO for the 2019 Bridge Programme Partners Training Workshop. Let me begin by thanking you for taking time from your busy schedules to come and contribute to this workshop.

The Korean National Commission for UNESCO recognizes the importance of partnership in the realization of the goal of the Bridge Programme, SDG 4 - “Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all”. We - meaning us in this room - may be small in number, but when we work together as partners, the impact our partnership can generate is unquantifiable.

This year marks the 5th anniversary of the first Bridge Programme Partners Training Workshop. It began in 2015 and we had a conference in Bhutan in 2016. Since the beginning, the role

of the workshop has been crucial, contributing to the establishment of a solid basis for our partnership and the sustainable advancement of the Bridge Programme.

As you can see from the title, this year's workshop continues to provide all of the partners of the Bridge Programme with a platform to discuss, share experiences, and build capacities for further strengthening of the Bridge Programme.

Furthermore, we are pleased to have the opportunity to present to you some of the work we do at our Commission in relation to the Bridge Programme, how non-formal education is provided in the context of South Korea and not to forget, to take you to some historic and symbolic places of our country.

Last but not least, I thank all of you once again for taking the time to participate in this workshop. Let me please reiterate my sincere hope that this workshop will result in success and, with your cooperation, will strengthen the sound partnership among us. Please enjoy both the workshop and your stay in Korea!

2.10. Summary of Presentations

Introduction to KNCU's Development Cooperation Work - Fundraising Activities

Presenter: Mr. Yongbeom Kim, Programme Specialist in the Division of Development Cooperation



Mr. Yongbeom Kim, delivering a presentation on KNCU's development cooperation work

Mr. Kim delivered a presentation on the fundraising activities being conducted by the Division of Development Cooperation at KNCU. He spoke about the objectives of these fundraising activities and how fundraising was promoted by KNCU in various ways, such as via the KNCU Homepage, KNCU's monthly magazine, and SNS channels. He noted that different fundraising activities were targeted at the public, corporations and KNCU Family and Friends, such as UNESCO Associated Schools, and that KNCU's fundraising campaigns had included online campaigns and charity concerts.

He then spoke about the size of total funds, noting that there are two thousand regular donors who collectively donate approximately fifty thousand dollars per month. He added that these donors are offered a UNESCO package, monthly and annual reports and some events organized by KNCU, such as a UNESCO Family Night with Goodwill Ambassadors. He said that KNCU manages donations in accordance with strict rules and is committed to transparent reporting of how donations are spent.

Transcript of the Q&A session following the above presentation

Q

Ms. Saima Fayyaz, Bunyad

How do people respond to the online campaign?

A

Mr. Yongbeom Kim, KNCU

We offer several online campaigns, using the free platform called 'NAVER' supported by the corporation of that name. We raise around an amount of 50,000 U.S. dollars per month from many donors.

Q

Mr. Karma Yeshey, Bhutan NatCom

I suppose that fundraising is not the only financial resource at KNCU. Do you have other sources of funding?

A

Mr. Jun Ho Ju, KNCU

The budget for the Bridge Programme comes from both the Korean government and funds from fundraising.

Q

Mr. Amit Kumar Singh, Sahbhagi Shikshan Kendra (SSK)

Do you have any kind of challenges in fundraising?

A

Ms. Young Eun Lee, KNCU

One of the challenges would be that we need a lot of content to promote our projects in a sustainable way. Sometimes we ask you to give us success stories, videos and photos. This is because we need a variety of content to promote our projects to the public in Korea. In the case of NAVER, an online website where we upload our stories and promote our project, people are very attracted by these stories and pictures. Thus, our challenge would be that we have to explore new ideas to make sure that we have interesting stories and photos. Your cooperation in this regard is important.

2018-2019 Bridge Bhutan Project



Ms. Wangchuk Bidha, delivering a presentation on 2018-2019 Bridge Bhutan Project

Ms. Wangchuk Bidha, a chief programme officer at BNCU presented on the Bridge Bhutan Project, providing an overview of the annual project implemented since 2015, including the budget and target beneficiaries. She noted that the Bridge Bhutan Project has focused on conducting capacity building workshops for learners and instructors from CLCs and NFE centres, who are major stakeholders involved in the learning programme.

She mentioned that the capacity building workshop implemented in 2015 gave details of operation guidelines for NFE, taught pedagogy for NFE instructors and CLC managers, and provided a CLC management manual for managers, since many CLCs were far from the capital. She then mentioned the International Conference on Capacity Building in Bhutanese NFE that was held in 2016, in which a number of relevant stakeholders and learners had participated, while continuing the workshop. She also emphasized the importance of using school classrooms after school as many CLCs did not have their own classrooms.

For the year 2019, she mentioned the successful holding of the National Level CLC Exhibition and Fair, to which learners and managers from every CLC were invited to show products made by learners in vocational classes, thus promoting entrepreneurship with vocational skills. She added that a video documentary of the NFE programme would be launched soon as a part of the 2019 programme.

Transcript of the Q&A session following the above presentation

Q

Ms. Saima Fayyaz, Bunyad

What is the role of school principals after school time in NFE?

A

Ms. Wangchuk Bidha, Bhutan NatCom

Since many of the CLCs do not have formal instructors, they are often attached to schools. The role of principals is to support the CLC mechanism, being reported to by instructors to ensure the classes are carried out well, as a way of monitoring.

Q

Ms. Kyungim Lee, KNCU

I am interested in what you mentioned about having entrepreneurship education in the programme.

A

Ms. Wangchuk Bidha, Bhutan NatCom

It is not a direct entrepreneurship programme, but when vocational skills are taught to learners, such as tailoring, they learn to produce different products. Then some of the learners set up home-based businesses to earn some income. By 2020, we will have an advanced tailoring class, so I hope that learners can refine their skills in tailoring so that we can find further markets to sell their products, such as trendy bags.

C

Mr. Karma Yeshey, Bhutan NatCom

At the moment, we are trying to incorporate the entrepreneur skills programme into our education programme at CLCs. We are also discussing with the department relating to CLCs regarding how to connect learners' products to the market.

2018-2019 Bridge India Project



Ms. Stuti Purohit, delivering a presentation on 2018-2019 Bridge India Project

Ms. Stuti Purohit, a programme coordinator at Sahbhagi Shikshan Kendra (SSK) in India, began her presentation on the Bridge India Project by sharing achievements and lessons learned. She gave a brief overview of the project, saying that the project targeted 1,200 women living in small villages. She then described the activities undertaken in 2018, including the establishment of literacy centres, advocacy-based government involvement, and promoting leadership by women at the village level.

She added that the Bridge India Project mainly focused on empowering illiterate rural women from marginalized communities to be self-sustainable, through a functional literacy programme, along with life skill education. She also explained how SSK's working partners on the programme were the Gram Panchayats, the grassroots-level local self-governance system in India, at the village or small-town level. In terms of the project implemented this year, she pointed out that about 600 learners enrolled in literacy centres, had been given the opportunity to learn more about the legal system, to better understand women's rights and legal aspects of their lives, with self-help groups and tutors acting as change agents in this process.

She also mentioned that the majority of learners who had completed the literacy course in 2018 were willing to enrol their daughter in school and encourage them to attend higher education, and that 68% of the learners could now access the benefits of government schemes related to women, as the women had come to understand their rights. She also noted that she had found Google Docs to be a very helpful working tool in collaborative work with documents.

Transcript of the Q&A session following the above presentation

Q

Mr. Karma Yeshey, Bhutan NatCom

I understand that your project supported by KNCU covers small districts within two administrative blocks. Considering that India is a huge country with a large population, what is the literacy rate and what is the overall scheme to address literacy issues besides your agency?

A

Ms. Stuti Purohit, SSK

In India, a few states have a high literacy rate, especially in the southern area. We focus more on the northern regions where the literacy rate is quite low. There are also lots of organizations working in the field of education besides us, focusing on different areas, such as child education and women's education. Apart from that, the government is also making an effort to make education free for children, by providing food and uniforms so that more and more children can enrol in school. For us, our role is quite diverse as we are working on education and women's rights, covering many issues. We are also trying to make sure that people understand the importance and benefits of education.

Q

Mr. Karma Yeshey, Bhutan NatCom

When many different stakeholders and agencies are dealing with same issue, how are all these different layers for the same purpose connected to each other? Also, how do you link to the government agencies?

A

Mr. Amit Kumar Singh, SSK

There are three ways we are trying to cooperate with local communities and government agencies. First, in every village, there is a local-centred government and we are working very closely with them. Second, we also cooperate with the local parties that are working with the local community. Third, the government is working very hard on education and they are also linked to local-centred governments. The local-centred government looks after the government schools in every village.

2018-2019 Bridge Sri Lanka Project



Mr. Dunaisingh Sarawanamuthu, delivering a presentation on 2018-2019 Bridge Sri Lanka Project

Mr. Dunaisingh Sarawanamuthu, from the National Institute of Education (NIE) in Sri Lanka, began with an introduction to the Open School Programme funded by KNCU under the Bridge Sri Lanka Project. He said that the Open School Programme currently provides a basic literacy course, a foundation course, a secondary education course, and basic vocational course programmes. He noted that Open School provides non-formal education for children who have dropped out of schools for different reasons, including social and cultural barriers, because of disabilities, or because they are girls who cannot come to school due to family work.

He then provided an overview of the key mission of the Open School Programme, which he said was to provide wider access to sustainable and learner-centric quality education and skills development through open and distance learning. He added that the objectives of the programme 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.

He went onto speak about the activities undertaken in 2018, including education programmes from basic literacy to vocational courses, and conducting a needs survey, a Basic Literacy Capability Measurement and a Subjective Wellbeing Survey with learners at the centres. He concluded his presentation by sharing some of the achievements and lessons learned, noting that more than two thousand learners had completed courses and that Open School Programme was given an Honourable Commendation by the UNESCO Wenhui Award last year.

Transcript of the Q&A session following the above presentation

Q

Mr. Karma Yeshey, Bhutan NatCom

I am wondering if the National Institute of Education is mandated to provide literacy programmes, and how are you working with the MoE in response to the school system?

A

Mr. Dunaisingh Sarawanamuthu, NIE

The NIE is a government institute, structured with 28 departments, including the Open School unit, under the MoE, which is the main part of NIE. The NIE conducts 120 projects every year including the Open School Programme, in cooperation with other departments at provincial and district level, which means we are coordinators for the programme.

We also have interacted with the MoE, especially the Non-Formal Education unit as well as NFE project officers from each level. However, the NFE sector in Sri Lanka is still progressing very slowly, which was the reason that we had a great interest in the project partnership with KNCU regarding NFE. NFE also includes special education.

Q

Mr. Karma Yeshey, Bhutan NatCom

Even though Sri Lanka has a very high literacy rate, you still require mechanisms to address different literacy issues. What kind of educational needs exists in terms of the small size of the country?

A

Mr. Dunaisingh Sarawanamuthu, NIE

Sri Lanka is a small island but the literacy rate is very high compared to other Southeast Asian countries. Nevertheless, there are still some marginalized communities and vulnerable groups, such as the disabled and out-of-school children. Thus, we have seven types of target groups in different places. The other thing is that the ICT rate is too low in Sri Lanka and that, in some parts of the country, people still need assistance from the government to improve their level.

2018-2019 Bridge Pakistan Project



Ms. Saima Fayyaz, delivering a presentation on 2018-2019 Bridge Pakistan Project

Ms. Saima Fayyaz from Bunyad Literacy Community Council began by mentioning the educational problems faced by the country, such as a low literacy rate of 58%, and very high illiteracy among children aged 10+. She noted that KNCU and Bunyad have worked in partnership since 2012 on projects, with more than 30 thousand beneficiaries up to 2017.

In terms of project achievements in 2018, she noted that mobile phones had been used as learning tools for post-literacy education in respect of lifelong learning, and that people from rural areas, with no access to the internet, were able to learn computer and digital skills through the project's Mobile Rikshaw Libraries and Digital Hubs. She pointed out that Bunyad had been offering microfinance, via small loans made to learners after training for skill enhancement and financial literacy, in order to encourage women to produce local crafts for financial profit.

Following a brief overview of the project conducted this year, she shared some lessons learned and challenges, saying that community involvement and youth engagement were critical for wider impact, but that the government focused only on school children. Thus, she added that Bunyad would lobby the government for a Female Youth Literacy Programme. She ended by introducing Bunyad's work on its Integrated Educational Programme, which provides literacy, non-formal education, livelihood and need-based training, and noted the merits of using Google Docs for online project management.

2.11. Summary of Lecture on Google Platform and Tools for Project Management

G Suite User Training - Lecture



Mr. Jon Edwards, delivering a lecture on Google Platform and Tools

Mr. Jon Edwards, from SBC Technology, was invited to give the participants training on the Google platform and its tools for efficient project management. The training session covered five main tools: the Chrome browser, G-mail, Google Drive, Hangouts Chat, and Currents. Mr. Edwards gave practical instructions on how to compose an e-mail via G-mail, how to attach Google drive files, how to manage contacts, and how to configure and customize with useful Lab features.

He also gave practical instructions on how to manage Google Drive, explaining various functions, such as uploading and storing, viewing and updating, organizing and searching, and sharing and collaborating. He recommended using Google formats for collaborative work since these track all activities under the revision history, and users can edit documents simultaneously. He also explained how to create a shared Google drive for a team project and to create a survey questionnaire using Google forms.

Following the detailed instruction on Google Drive, he introduced Hangouts Chat, which he explained can be used for 1:1 chat or dedicated group workspace, sharing and discussing Google Docs, sheets and slides all in one place. He said that Hangouts Chat also enables team members to have video calls, to add files to a conversation, and to search in Chat. He ended his lecture by explaining another Google product called 'Currents' (Google+), which is a social media space that allows users to share news, photos, and information with others.

G Suite User Training - Practice

The afternoon session focused on exercises completed on the participants' laptops, allowing the participants to put into practice what Mr. Edwards had covered in his earlier lecture. Mr. Edwards handed out printed instructions on how to create a report format using Google Spread Sheets and Google Docs, and while the participants completed the exercises, he provided additional tips, such as how to use functions when making a financial report using Google Sheets, and how to share comments or documents by e-mail.

All participants actively participated in the exercises, which reflected the tasks needed in their daily work when implementing projects between partners in different countries.

2.12. Key Takeaways from Day 3

The third day of the workshop covered a variety of topics, with the additional participation of KNCU's long standing partners in the Bridge Asia Programme from India, Sri Lanka and Pakistan. The presentations on each country's non-formal education system and individual Bridge Country Projects enabled every participant to share their experience in the field

of non-formal education, demonstrating a variety of modalities and strategies for ongoing activities based on each country context. They also gained insights from the overviews of activities undertaken by each programme partner and the achievements of each project. In addition, the Q&A session following each presentation allowed participants to provide and receive feedback from one another, gaining a 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 participants were also provided with practical information and tips on how to use Google Suite, such as G-mail, Google Drive and Google Docs. This was a very informative session for participants as it is essential for them to know how to use Google tools, when working collaboratively on the Bridge Project as well as many other projects. Some participants also expressed a wish to share the information given in this session with relevant stakeholders in their home country.



Group Photo of Day 3

Day 1	Day 2	Day 3	Day 4	Day 5
4 November 2019	5 November 2019	6 November 2019	7 November 2019	8 November 2019

2.13. Summary of Field Visits

Visit to the Lifelong Learning Education - National Centre for Adult Literacy Education



Presentation delivered at the National Institute of Lifelong Education

On the fourth day of the workshop, the participants, together with staff members from the Division of the Bridge Programme, visited two organizations relating to lifelong education in the cities of Seoul and Bucheon. The first visit was to the National Institute of Lifelong Education (NILE), established to boost lifelong education among the South Korean public through efficient implementation of various lifelong education schemes and projects.

Ms. Minseon Park, from the Office of Public Relations & International Affairs at NILE, began by introducing the institution. She explained NILE's main functions, including national policy support for lifelong learning, building networks between lifelong education institutions at a municipal and provincial level, and system operation and legal support. She then gave some examples of major projects undertaken by NILE, including i) the academic credit bank system, ii) bachelor's degree examinations for self-education, iii) lifelong learning professional qualifications at three levels,

iv) the lifelong education voucher system, v) the community lifelong education system within 160 lifelong learning cities, and vi) ICT-based programmes such as K-MOOC, a free online-based learning programme for geographically dispersed learners.

Following her introduction to NILE, she went onto speak about the historical development of adult literacy education (ALE) in South Korea after the 1950s. She noted that, as 7% of South Korea's population (approximately 2.6 million people) are estimated still to be illiterate, literacy education remains important for traditionally underprivileged groups such as women and the elderly. She ended by explaining how the National Centre for Adult Literacy Education had been supporting ALE, presenting examples of its achievements, and saying that, as of 2018, about 1,500 programmes in 389 institutions nationwide had received support.

Transcript of the Q&A session following the above presentation

Q

Mr. Somboun Masouvanh, LNCU

I heard that you have provincial institutes for lifelong educational, along with the national institute. What is the difference between the role of the national and provincial institutes? Also, is this institute financially supported privately, or publicly from the government?

A

Ms. Minseon Park, NILE

NILE is under the MoE and thus a public institution. The biggest difference in roles between NILE and provincial institutions is that we are under the MoE, whereas the latter are under the local government, which takes the initiative in running these institutions. For the second question, NILE gets its budget from the MoE, while the budget for provincial institutions comes from the relevant local government. However, some projects of provincial institutions are supported by NILE with the budget from the MoE. We design a national policy for these regional institutions, and they adapt it toward their regional needs.

Q

Ms. Philany Phissamay, Laos MoE

Thank you for your constructive and informative information about the Lifelong Learning Act. I am from the MoE, and we are going to develop a similar degree issued by the Prime Minister. You mentioned that NILE is under the MoE, but how about the other ministries concerned with the Act for Lifelong Learning? My second question is to ask if you conduct lifelong learning courses in some formal secondary schools or in alternative institutions. Because I have seen that people have to pay some fees to complete the course for lifelong learning, so I would like to ask, where do you conduct these courses?

A

Ms. Minseon Park, NILE

Firstly, the Lifelong Learning Act only applies to the MoE and the programmes provided by the MoE. However, we do have other legislation which might apply to the country's lifelong learning vision. In terms of literacy education, it is only under the Lifelong Education Act. However, there might be some programmes relevant to lifelong learning in other Ministries under different Acts.

Secondly, NILE is not an education institute, meaning that we do not run any classes, but develop policies supporting other educational institutions. The courses are provided by public or private lifelong institutions throughout the country. We support them financially and through the policies.

Q

**Mr. Dunaisingh
Sarawanamuthu, NIE**

What are the areas of degrees in lifelong learning?

A

Ms. Minseon Park, NILE

We have more than 100 major degrees from the Academic Credit Bank System, such as Korean language education. In terms of Adult Literacy Education, we do not have degrees, but we do give completion certificates to those who have qualified up to the low-secondary level.

Q

Mr. Ananda Nambadawa Vithanage, NIE

For a long period, you have identified that lifelong education is very much needed. In Sri Lanka, however, because there is a subject called life competency in the formal school system, we have no centre for lifelong education. Instead, we conduct the Open School project for people who missed out on formal schooling, to give them a second chance for education.

Do you have any components relating to the lifelong educational concept in the school subjects of the general education system?

A

Ms. Minseon Park, NILE

Some components, as you mentioned, are also integrated into our school education system. However, in Korea, literacy education is mainly for adults and we do have life skill education or functional literacy components within our literacy education scheme, such as ICT or media literacy.

Q

Mr. Ananda Nambadawa Vithanage, NIE

You have categorised three areas of literacy education, including social, family, and culture literacy. Even though Korea has a very high level of literacy, why are you conducting special programmes within these categorized areas?

A

Ms. Minseon Park, NILE

As I mentioned, despite the high level of literacy, we still have demand from potential learners, especially elderly women. That is why we conduct special literacy programmes for those specific groups.



Ms. Saima Fayyaz, Bunyad

What are the current literacy rates in Korea?



Ms. Minseon Park, NILE

We have a 7.9% illiteracy rate, so in other words a literacy rate of over 90%.



Mr. Amit Singh, SSK

I would like to know more about the Happy Community Centres mentioned.



Ms. Minseon Park, NILE

Although they are named Happy Community Centres, they are ordinary CLCs.



Ms. Saima Fayyaz, Bunyad

What is the mechanism for identifying and collecting data regarding illiterate people?



Ms. Minseon Park, NILE

We survey, with the sampling of up to 10,000 people. The main way is to raise social awareness through having literacy month festivals to spread awareness of the need to acquire literacy skills to potential learners. As a result of these activities, people around the potential learners could decide to take them to the centre or encourage them to become a learner.



Mr. Dunaisingh Sarawanamuthu, NIE

What are the main activities of literacy festival month?



Ms. Minseon Park, NILE

Firstly, we hold an award ceremony for literacy learners, including a festival with a variety of calligraphy contests for literacy learners. We also have a prize ceremony for these learners. There are also sessions with recitations by literacy learners throughout the country.

Secondly, we exhibit selected calligraphy each year in various places. For example, we had an award ceremony at one of the biggest gallery halls in Korea.



Ms. Saima Fayyaz, Bunyad

Who gives learners a certification of completion for adult literacy education?



Ms. Minseon Park, NILE

The certificates are issued by the office of education in each local government.



Ms. Sengpapha Holanouphap, LNCU

Are there any challenges for the implementation of adult literacy education?



Ms. Minseon Park, NILE

The biggest challenge is that potential learners do not feel comfortable to expose themselves as illiterate. So, we publicise examples of current learners to raise awareness that learning in the literacy programme is not something shameful. We also organize the Literacy Celebration Festival to make illiterate people feel free to come to the centre and start learning.

Q

Ms. Stuti Purohit, SSK

How do you monitor the ongoing government schemes regarding literacy education? How do you promote on a local level so that literacy has gone up to such high level?

A

Ms. Minseon Park, NILE

We do have a monitoring system for the local governments by region. We also provide consultation to local government on how to better implement policy designed by the MoE, if required.

Q

Mr. Ananda Nambadawa Vithanage, NIE

As a musician, I believe that music is the best tool to implement literacy education as well as lifelong education. In Sri Lanka, the primary education system has four main pillars: listening, speaking, writing, and reading. English is used as a link language. For example, when we conduct an activity, the students can listen to a song, remaking it by speaking in three languages. Thus, we can teach three languages at the same time. I know that there is a very high demand to learn Korean in Sri Lanka due to migrant labours wanting to come to Korea. Do you also use this kind of activity with to lifelong education learners?

A

Ms. Minseon Park, NILE

We have a choir programme which is a specialized form of education in a literacy programme. It is an approach to learn literacy through singing. We also have English education as a part since we use a lot of English during daily life in Korea. Personally, because I majored in English Education, I believe that the sing-along teaching method is effective in literacy education.

Visit to Lifelong Learning Centre in the City of Bucheon

In the afternoon, the participants visited the Bucheon Lifelong Learning Centre (BLLC), an administrative organization that has been providing programmes designed to help Bucheon become a lifelong learning city since 2003. The centre's staff members are all qualified as national lifelong learning instructors.

Mr. Jong-O Kim, Head of the Education Project Group at the centre, thanked the participants for visiting the Centre. He then spoke about Bucheon's history with UNESCO, mentioning that Bucheon had become a member of the UNESCO Global Network of Learning Cities in 2016. Two other staff members from the centre, Mr. Dong-Hyeon Kim (Director of the Lifelong Education Division) and Mr. Seung-Myeon Lim (Chief of the Lifelong Learning Team) also took part in this session.

Ms. Su-Jeong Kim, Executive Director of the centre, then introduced the philosophy and visions of the centre, and gave details of its 15 lifelong learning programmes. She mentioned that one of the programmes, Bucheon Life School, responds to the need to cope with an ageing society by supporting life after retirement with classes for middle-aged people.

Following this, Mr. Jeong-Min Lim, a Lifelong Learning Instructor, gave a presentation on Bucheon's literacy education. He noted that Bucheon currently has 14 institutions running 46 adult literacy education programmes, targeting both Koreans and foreigners. He said that currently there were approximately 800 learners but that there were 60,000 potential lower-grade students. He said that the key success strategy was using local systems that already existed, such as welfare centres and religious organizations, to provide literacy education. He added that, building on this local network, Bucheon supported the foundation and sustainable operation of a civil organization named Bucheon Council of Literacy Education, to connect adult literacy centres and other organizations within the unified network.

Lastly, Mr. Lim shared details of recent challenges in the city's literacy education, pointing out the growing demand for measurable outcomes from programmes, and expansion in the scope of literacy, with many types of target learners. He concluded by emphasizing the importance of active involvement by stakeholders, and the need to maintain awareness of the current situation and changes in the environment in line with policy direction.



Presentation delivered at the Bucheon Lifelong Learning Centre

Transcript of the Q&A session following the above presentation

Q

Mr. Somboun Masouvanh, LNCU

I would like to clarify if non-formal education is led by civil society whereas formal education is supported by the government administration. In Laos, the government currently deals with both types of education.

A

Mr. Jeong-Min Lim, BLLC

In the beginning, non-formal education was mostly led by civil society through volunteering. However, in those circumstances, it was difficult for us to maintain the sustainability and good quality of teaching. Bucheon's city government started supporting the NFE sector by providing financial support and promoting interactions between relevant organizations and key stakeholders in NFE.

Bucheon was not demanding that they provide formal education, instead, the city government supported formal and non-formal education equally. On the other hand, Bucheon's city government partners with the MoE to provide the Equivalency Programme. But, from my experience working in the field, it seems that what adults want is not any kind of formal certificate. Instead, they want to build their capacity to learn in daily life without any difficulties, through learning how to read and write.

Q

Mr. Amit Singh, SSK

How do you see the sustainability of many learning centres within the community in the future? Do you have a specific plan for this?

A

Mr. Jeong-Min Lim, BLLC

To be honest, we don't have a very specific plan on how to sustain the operation of centres. Personally, I believe this issue is related to the particular characteristics of Bucheon city. I assume that in the case of other cities, they have to allocate enough budget to pay fees for tutors and to provide programmes. By contrast, in Bucheon, the beginning stage was comparatively easy, since the city had a large community network in place, such as welfare centres and religious organizations. However, afterwards, I don't think the city has a concrete plan on how to sustain the network. However, the amount of budget is increasing now so we are thinking of gradually continuing to increase the budget and preparing the way to sustain the adult literacy education system in Bucheon.

A

Mr. Jong-O Kim, BLLC

Adding to what Mr. Lim said about adult literacy education being mostly provided by social welfare centres which have been funded by Bucheon, since the city government has a close connection with these centres, in a sense, it guarantees the sustainability and financial support.



Mr. Dunaisingh
Sarawanamuthu, NIE

What are the challenges you have?



Mr. Jeong-Min Lim, BLLC

I am not sure if you have heard about the socio-economic status of learners in the adult literacy programme. The majority of learners are economically underprivileged women.

I believe that the reason behind this phenomenon is that those people often lack access to knowledge about the social and political sector as they don't know how to read and write.

Thus, one of the challenges for us would be that we need to provide a variety of learning courses on, for instance, gender, economy, or the environment, and we need to give opportunities to develop their civil consciousness so that these learners can be more involved in society. I believe that it is a core capability for an individual to be a social person and to live in society.



Ms. Saima Fayyaz, Bunyad

From where does the Bucheon City Lifelong Learning Centre get its finance and budget to run different types of activities and to manage the other learning centres which are affiliated to the Bucheon City LLC?



Mr. Jeong-Min Lim

80% of the budget is from the city's own budget, and 20% is from the central government, for taking part in literacy programmes that are conducted at national level.

2.14. Key Takeaways from Day 4

The fourth day of the workshop was entirely dedicated to the field visits to the National Institute of Lifelong Education and the city of Bucheon's Lifelong Learning Centre. The participants learned about South Korea's lifelong learning system in practice and could make a concrete comparison between an institute at national level and an implementing centre run by a local government. The visit to Bucheon allowed the participants to understand how local government organizes lifelong learning policy and programmes at the local level. The visits also allowed participants to understand the historical background and legal and policy basis of adult literacy education in the Republic of Korea, as well as to learn about the specific case of adult literacy education in Bucheon.

2.15. Visit to Various Cultural Sites in Seoul



Visit to the Blue House Sarangchae

The participants visited the Blue House Sarangchae exhibition hall, the War Memorial museum, and Lotte World Tower, where they had the opportunity to see various aspects of the history and current culture of the Republic of Korea.

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



On the last day of the workshop, the Secretary-General of KNCU, Mr. Kwangho Kim, hosted a farewell dinner for the participants. He expressed his sincere gratitude to the participants for attending this year's workshop and stated his hope that the workshop had helped them to become better equipped with the knowledge and skills to plan and carry out activities to bring happiness to learners under the Bridge Programme. He also proposed a toast to the health and happiness of all, and long-lasting cooperation among all the organizations involved in the Bridge Programme.

3. Closing

The 2019 Bridge Programme Partners Training Workshop was organized with a special focus on preparing for the launch the Bridge Programme Phase 2 next year. In this regard, the workshop was an opportunity to finalize the Annual Plans and sign the MoUs between the partnering National Commissions for UNESCO.

The workshop also provided useful sessions on project cycle management and training on the Google platform and tools for effective project management. Field visits to the National Institute of Lifelong Education and a Lifelong Learning Centre in the city of Bucheon gave participants an opportunity to learn more about lifelong learning and adult literacy education in South Korea.

The participants expressed satisfaction with how the training workshop had gone, stating that it had been a great opportunity for them to share their thoughts and feedback, and strengthen their understanding of each Bridge Country Project. They also expressed their hope that they could use the insights they had gained from the workshop to improve the implementation of their projects in the future.

The Division of Bridge Programme hopes that the Bridge Programme Partners Training Workshop will continue to reinforce the capacity of individual partners, which in return will generate a positive impact on the beneficiaries of the Bridge Programme.

Annex 1 Workshop Programme

Day 1		Monday, 4 November 2019
09:30~10:00	Registration	UNESCO HOUSE (8th floor)
10:00~10:10	Welcome and Opening Remarks	Mr. Kwangho Kim, Secretary-General of KNCU
10:10~10:20	Opening Remarks	Mr. Karma Yeshey, Secretary-General of Bhutan NatCom
10:20~10:30	Opening Remarks	Mr. Somboun Masouvanh, Secretary-General of LNCU
10:30~10:40	Participant Introductions (tour de table)	
10:40~11:10	Presentation on SDG 4 & Lifelong Learning in the Republic of Korea	Mr. Kwangho Kim, Secretary-General of KNCU
11:10~11:30	Presentation on an ODA Project Implemented by Gwangju Metropolitan Office of Education	Ms. Jieun Jung, Programme Specialist, Division of Bridge Programme, KNCU
11:30~11:45	Introduction to the Workshop & Bridge Programme	Mr. Jun Ho Ju, Director, Division of Bridge Programme, KNCU
11:45~12:00	Group Photo Break	
12:00~14:00	Welcome Luncheon (* hosted by the Secretary-General of KNCU)	
14:00~14:50	Theory of Project Cycle Management (PCM)	Ms. Young Eun Lee, Programme Specialist, Division of Bridge Programme, KNCU
14:50~15:10	Break	
15:10~16:00	Introduction to Bridge Programme Project Management Templates and Tools	Ms. Young Eun Lee, Programme Specialist, Division of Bridge Programme, KNCU
16:00~16:20	Break	
16:20~18:00	Meeting on Annual Plan (incl. Budget) for 2020 Bridge Country Projects	Project Managers from each invited NatCom and KNCU Staff
18:00	End of Day 1	

Day 2

Tuesday, 5 November 2019

10:00~11:00	Presentation on 2020 Bridge Bhutan Project Annual Plan	Ms. Wangchuk Bidha
11:00~12:00	Presentation on 2020 Bridge Timor-Leste Project Annual Plan	Mr. Francisco Barreto
12:00~14:00	Lunch	
14:00~15:00	Presentation on 2020 Bridge Laos Project Annual Plan	Ms. Sengpapha Holanouphap
15:00~15:30	MoU	
15:30~17:00	Interview	
17:00	Nanta Show	https://www.nanta.co.kr:452/en/

Day 3

Wednesday, 6 November 2019

09:30~09:40	Welcome Remarks (* Partners of Bridge Asia Programme will join us on this day)	Mr. Woojin Cho, Assistant Secretary - General, Bureau of Education, KNCU
09:40~09:50	Participant Introductions (tour de table)	
09:50~10:10	Introduction to the KNCU's Development Cooperation Work - Fundraising Activities	Mr. Yongbeom Kim, Programme Specialist, Division of Development Cooperation, KNCU
10:10~10:30	Presentation on 2018-2019 Bridge Bhutan Project	Bhutan National Commission for UNESCO
10:30~10:50	Presentation on 2018-2019 Bridge India Project	Sahbhagi Shikshan Kendra, India
10:50~11:10	Presentation on 2018-2019 Bridge Sri Lanka Project	National Institute of Education, Sri Lanka
11:10~11:30	Presentation on 2018-2019 Bridge Pakistan Project	Bunyard, Pakistan
11:30~12:00	Group Photo / Break	
12:00~14:00	Lunch	
14:00~18:00	Introduction to the Google Platform and Tools for Project Management	Mr. Jon Edwards, SBC Technology
18:00	End of Day 3	

Day 4

Thursday, 7 November 2019

09:30~10:00	Travel to National Institute of Lifelong Education - National Centre for Adult Literacy Education	http://www.nile.or.kr/eng/
10:00~12:00	National Institute of Lifelong Education - National Centre for Adult Literacy Education Timor-Leste Project Annual Plan	
12:00~13:30	Lunch	
13:30~15:00	Travel to the City of Bucheon	
15:00~17:00	Lifelong Learning Centre in the City of Bucheon	
17:00~18:30	Travel to KNCU	

Day 5

Friday, 8 November 2019

09:30~10:00	Travel to the Blue House	
10:00~12:00	Blue House Sarangchae Tour	
12:00~13:30	Lunch	
13:30~14:00	Travel to the War Memorial of Korea	
14:00~17:00	War Memorial of Korea	
17:00~17:30	Travel to Lotte World Tower	
17:30~19:30	Lotte World Tower	
19:30~21:00	Farewell Dinner	
21:00~	Travel to Hotel	

Annex 2 List of Participants

Country	Title	First name	Last name	Organization	Position
Bhutan	Mr.	Karma	Yeshey	Bhutan National Commission for UNESCO	Secretary-General
Bhutan	Ms.	Wangchuk	Bidha	Bhutan National Commission for UNESCO	Chief Programme Officer
India	Ms.	Stuti	Purohit	Sahbhagi Shikshan Kendra	Program Coordinator
India	Mr.	Amit Kumar	Singh	Sahbhagi Shikshan Kendra	Program Manager
Laos	Mr.	Somboun	Masouvanh	Lao National Commission for UNESCO	Secretary-General
Laos	Ms.	Sengpapha	Holanouphap	Lao National Commission for UNESCO	Technical Officer
Laos	Ms.	Philany	Phissamay	Ministry of Education, Sport	Deputy Director General
Pakistan	Ms.	Saima	Fayyaz	Bunyad Literacy Community Council	Coordinator
Sri Lanka	Mr.	Dunaisingh	Sarawanamuthu	National Institute of Education	Senior Lecturer / Head
Sri Lanka	Mr.	Ananda Sudath Samarasinghe	Nambadawa Vithanage	National Institute of Education	Deputy Director General
Timor-Leste	Mr.	Francisco	Barreto	Timor-Leste National Commission for UNESCO	Executive Secretary
Timor-Leste	Ms.	Floriana	Alves	Timor-Leste National Commission for UNESCO	Finance Coordinator