



Report

2015 Bridge Asia Partners Training Workshop

Inclusive and Sustainable
Community Development
through Partnership in Asia



2015 Bridge Asia Partners Training Workshop
24-27 November 2015, Seoul, Korea

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Table of Contents

The Outcome of the Workshop - the Bridge Asia Common Principles and Guidelines	1
Introduction to the Workshop	5
A. Background.....	6
B. Objectives.....	6
C. Main Theme	7
D. Overview.....	7
Proceedings of the Workshop	
SDG Forum on International Cooperation in Education (Day 1)	8
A. Opening Ceremony	8
B. Keynote Lecture	10
C. Thematic Lectures	10
D. Introduction to the Bridge Asia Programme	13
E. Sharing of Bridge Asia Programme Case Studies	14
F. Panel Discussion	17
Breakout Session 1: Sejong Literacy Project (Days 2-3)	19
A. Thematic Lecture	19
B. Thematic Group Discussions	20
C. Stakeholder Group Discussions	25
Breakout Session 2: Climate Change Education Project (Days 2-3)	28
A. Thematic Lecture	28
B. Thematic Discussions	29
Study Visits (Day 3)	34
A. Group 1: Sejong Literacy Project	34
B. Group 2: Climate Change Education Project	37
Information Sharing Session (Day 4)	39
Closing (Day 4)	41
A. Workshop Evaluation	41
B. Closing Ceremony and Photo Contest Award	42
Annex 1: Results of Workshop Evaluation Survey	44
Annex 2: List of Participants and Observers	46
Annex 3: List of Participating Korean Organisations	48

The Outcome of the Workshop – the Adoption of the Bridge Asia Common Principles and Guidelines

The adoption by the partners in the Bridge Asia Programme (the Bridge Asia Partners) of a commonly-agreed plan for the Bridge Asia Programme (the Bridge Asia Common Principles and Guidelines) was a major outcome of the Bridge Asia Partners Training Workshop (the Workshop). The Common Principles and Guidelines resulted from discussions held throughout the Workshop, including several technical meetings. Since the Workshop was conducted with two separate themes, Literacy Education and Lifelong Learning being one, and Climate Change Adaptation Education being the other, two different sets of common principles and guidelines were agreed, reflecting the two themes. The Bridge Asia Common Principles and Guidelines agreed during the Workshop are reproduced below.

Bridge Asia Common Principles and Guidelines: Towards Inclusive and Sustainable Community Development

Recalling UNESCO's mission to build peace and sustainable development;

Reaffirming their commitment to UNESCO's movements for Education for All, Education for Sustainable Development, and Education 2030: the Incheon Declaration and Framework for Action;

Recognising that the causes of illiteracy and climate change lie in multi-dimensional social, cultural, and economic contexts;

With the common goal of working towards inclusive and sustainable community development through partnership in Asia; and

Wishing to create greater links between sustainable development, efforts to eradicate illiteracy, and efforts to prevent climate change, in order to strengthen the interconnections between the three pillars – economic, social, and environmental – of sustainable development, and maximise cross-sectoral interaction to allow a more holistic approach;

Following the global adoption of a new development agenda, the Sustainable Development Goals, the Bridge Asia Partners (the Partners), from 22 organisations in 13 countries, have gathered in Seoul in the Republic of Korea, from 24 to 27 November 2015, for the Bridge Asia Partners Training Workshop, hosted by the Korean National Commission for UNESCO, in order to agree and adopt the following common principles, shared guidelines, and recommendations for future implementation of the Bridge Asia Programme:

Literacy Education and Lifelong Learning

Shared Principles

1. To ensure access to inclusive and quality education for all, and promote lifelong learning, providing basic and functional literacy to youth and adults, especially women and girls, is a key foundation of the Bridge Asia Programme.

2. Literacy programmes take various different forms, dependent upon the implementing organisation, the community in which the programme takes place, and the target group, which call for diverse approaches that reflect **the context and needs of the specific locality**.
3. In strategising for quality literacy education programmes:
 - a. There is **a need to divide the responsibilities** of policy and implementation, although the roles may overlap at times;
 - b. **Clear objectives (end goals)** are necessary to ensure transparent and accountable monitoring mechanisms; and
 - c. Organisations shall have different responsibilities and duties in accordance with their institutional characteristics (e.g. governments, NGOs, National Commissions for UNESCO, etc.).
4. It is beneficial to have **tutors from the same community and background** as the learners, although it is recognised that there may be an issue of scarcity in educated people, especially females, in these areas.
5. **Mobilising communities and motivating learners** to participate in literacy programmes requires **appropriate incentive measures**, but with caution when using monetary incentives.
6. Promoting **effective partnership** (coordination, cooperation, and collaboration) among the various types of organisations is crucial, with each type of institution responsible for the following tasks and activities:
 - *Non-governmental organisations*
 - Mobilising the community and encouraging active participation from stakeholders
 - Bringing together diverse activities and value-added services
 - Implementing and experimenting with flexible and innovative approaches, such as ICT, to literacy and lifelong learning initiatives
 - *Government organisations*
 - Conducting needs assessments (if possible, on a national level or large scale)
 - Finding the gaps between policy and implementation and filling in those gaps to achieve the nation's agenda in literacy and lifelong learning
 - Integrating each component and project relating to literacy and lifelong education
 - *National Commissions for UNESCO*
 - Establishing domestic and international networks for cooperation and encouraging greater participation and coordination in the fields of literacy and lifelong education
 - Introducing new ideas and methods that could be shared on a global scale.

The Partners shall:

- a. Commit fully to their chosen projects and provide appropriate financial support;
- b. Consider **gender equality** when planning and implementing projects;
- c. Promote **transparency, accountability, and responsibility** within their organisations and among partner institutions, keeping in mind the concept of **interdependence among stakeholders**; and
- d. Ensure that literacy activities and programmes lead to lifelong learning.

Climate Change Adaptation Education

Shared Principles

1. Development without accounting for and addressing climate and environmental issues often leads to the destruction and depletion of natural resources, requiring **the need for sustainable processes and actions** for development.
2. Climate change affects people and societies in a variety of ways, calling for different adaptation measures at the community, provincial, and national levels. In this regard, climate change adaptation starts with acknowledging the numerous issues caused by the changing climate and responding to such concerns in a manner **appropriate to each local context**.
3. Both financial and non-financial solutions are necessary to tackle climate change adequately.
 - a. An important financial solution would be to invest in education, in research and development of new technology, and in other areas related to addressing climate change.
 - b. For non-financial solutions, it is imperative to increase **the use of renewable energy (e.g. wind, water, and solar power)**, to conduct awareness and sensitisation programmes as well as **capacity building, and to form partnerships and cooperative networks (South-South and/or Triangular)** dedicated to addressing climate change.
4. Barriers to climate change adaptation can largely be divided into lack of institutional capacity and scarcity of resources. Both of these challenges require awareness to be raised about the issue of climate change and about its impact and solutions.
5. Regarding project cycle management, it is important to:
 - a. clearly **outline and differentiate between the goals, outcomes, and results** of the project during the design stage;
 - b. have **indicators** that are specific, measurable, attainable, relevant, and time-bound; and
 - c. have **monitoring and evaluation** take place during the entire process of project implementation, accounting for the activities, outputs, outcomes, and goals of the project.
6. Mutuality – mutual understanding, impact, and actions – is essential to allow stakeholders to learn from each other and to take cooperative action. Extensive partnerships may also lead to more effective and efficient design and implementation of climate change adaptation education projects.

Shared Guidelines

The Partners shall:

- a. Regularly negotiate and **work directly and/or indirectly with the relevant government(s)** on climate change issues and projects;
- b. Make further efforts to **address local issues** (e.g. waste management), beyond the scope of climate change adaptation projects;
- c. Link **climate change adaptation education with sustainable livelihood activities**;
- d. Promote **green and safe activities**; and
- e. Make optimal use of local resources.

Recommendations for Bridge Asia Programme

The Partners recommend that the Bridge Asia Programme:

- Continue its efforts to promote exchange and cooperation in the field of literacy and climate change, and in particular:
 - Facilitate more interaction between, and exposure to, the **counterpart thematic groups** (literacy to climate change, and vice versa)
 - Include a session on **research design (impact evaluation)** during training workshops
 - Ensure participation of diverse and relevant partners
- Enhance the quality of projects supported, and in particular:
 - Identify **sustainable funding sources and resource mobilisation methods to lengthen the project period**
 - Encourage **the use of existing mechanisms** within each country during project implementation
 - Place more emphasis on both internal and external partnerships
 - Ensure that individual projects are **aligned with the broader (international) literacy and climate change education context and the UNESCO agenda**.

The Partners hereby agree to cooperate in good faith and in a spirit of partnership, in the fulfilment of the principles outlined in this document to further accelerate efforts for sustainable community development.

27 November 2015

Introduction to the Workshop

A. Background

The Bridge Asia Programme organised by the Korean National Commission for UNESCO

For several years, the Korean National Commission for UNESCO (KNCU) has been promoting UNESCO's Education for All (EFA) and Education for Sustainable Development (ESD) initiatives in developing countries in Asia through the Sejong Literacy Project and Climate Change Education (CCE) Project. Since 2014, these projects have been implemented under the umbrella of the **Bridge Asia Programme**.

The **Sejong Literacy Project** aims to improve basic literacy in developing countries in Asia, as well as to promote the concept of lifelong learning in these countries. The project supports community-based literacy programmes, with a special focus on empowering illiterate adult females and other marginalised people in disadvantaged areas. KNCU has supported literacy efforts in 12 countries to date.

Through its **CCE Project**, KNCU aims to make climate change education a more central part of ESD as implemented in local communities in Asia, by raising awareness about climate change among students and communities in Asia and by supporting their local projects for climate change adaptation. In implementing this project, KNCU recognises that education is an essential element of the global response to climate change. Education not only promotes awareness of issues related to climate change (*'climate literacy'*), it also encourages changes in peoples' attitudes and behaviour, and helps them adapt to climate change.

The adoption of a new global development agenda

In September 2015, the international community adopted a new development agenda, the **Sustainable Development Goals (SDGs)**, with SDG 4, in the field of education, being "inclusive and equitable quality education and lifelong learning opportunities for all". Ahead of, and in connection with, the adoption of this new agenda, UNESCO, as the United Nations agency specialising in education, held the World Education Forum 2015 in the Republic of Korea and adopted the Incheon Declaration for Education 2030, to help spur international efforts to implement the new educational development goal.

The 2015 Bridge Asia Partners Training Workshop

In this context, and in response to suggestions and requests from its partner organisations in the Bridge Asia Programme (the Bridge Asia Partners), KNCU hosted the **2015 Bridge Asia Partners Training Workshop** (the Workshop) in November 2015. The Workshop aimed both to improve the effectiveness of the Sejong Literacy Project and the CCE Project, and to contribute to strengthening the capacity of Bridge Asia Partners.

B. Objectives

The objectives of the Workshop were: 1) to share project progress and outcomes, as well as experiences and best practices in relation to field-based literacy, lifelong learning, and climate change education projects, and 2) to work towards the establishment of a common goal and platform among Bridge Asia Partners. This platform is intended to facilitate the formation of new partnerships and the development of innovative models of community development within the Asia region.

C. Main theme

Inclusive and Sustainable Community Development through Partnership in Asia

Economic and social inequalities, environmental degradation, population growth, and climate change are all current issues faced by communities in today's society. The concept of sustainable development has emerged as the way forward to tackle such issues, with action being taken to raise awareness and implement solutions at local, national, and global levels. As part of this process, it is important for communities to work to provide inclusive, viable and comprehensive learning spaces to change the way that people think and act, enhance people's skills and capacities in critical thinking, and encourage participation in achieving sustainable development. In particular, non-formal education and adult learning can effectively promote such skills, along with addressing issues related to the environment and climate change. In this respect, the Workshop aimed to explore how and what modalities to use to facilitate sustainable community development, especially in the context of lifelong learning.

D. Overview

The Workshop included an **SDG Forum** on international cooperation in education, **thematic group discussions** held separately on the themes of 1) literacy / lifelong learning and 2) climate change, **study visits** to relevant Korean organisations, an information-sharing session among Bridge Asia Partners and Korean organisations engaged in international cooperation in the field of education, and a session for the creation of the **Bridge Asia Common Principles and Guidelines**.

The SDG Forum on International Cooperation in Education (the Forum) was held on the first day of the Workshop, November 24th, 2015, and was open to the public as well as Workshop participants. The Forum included a keynote lecture, and two thematic lectures, one in the field of literacy and one in the field of climate change. This open session also included case study presentations from selected KNCU Bridge Asia Partners.

Thematic group discussions were held on November 25th and were based on the field experiences of Bridge Asia Partners. The discussions tackled emerging issues and challenges in implementing and expanding literacy and climate change adaptation programmes. Following the exchange of views and good practices, participants reported their key findings, recommendations and areas of consensus from the group sessions.

Study visits were held on November 26th in order for the Bridge Asia Partners to observe activities related to literacy and climate change in certain localities within the Republic of Korea.

The information-sharing session, held on November 27th, the last day of the Workshop, served as a Forum for Bridge Asia Partners and relevant Korean organisations to exchange views and experiences discuss programmes and explore possible opportunities for cooperation and partnership.

Creation of the Bridge Asia Common Principles and Guidelines also took place on November 27th. In addition, a brief awards ceremony for a photo contest organised by KNCU to celebrate International Literacy Day was held before the closing of the Workshop.



▶ The participants and KNCU Staff

Proceedings of the Workshop

SDG Forum on International Cooperation in Education (1st day)

A. Opening Ceremony

Opening address

Dong-Seok Min, Secretary-General of the Korean National Commission for UNESCO (KNCU)

Welcoming address

Eun-Kyoung Park, Chairperson of Tongyeong Education Foundation for Sustainable Development (Vice Chairperson of KNCU)

Congratulatory address

Young-Il Song, Director General of the Korea Adaptation Centre for Climate Change

Han-Sik Shim, Director of the Division of Planning and Management, National Institute for Lifelong Learning, Republic of Korea

The Forum began with an opening address from the host organisation, the Korean National Commission for UNESCO (KNCU). Mr Dong-Seok Min, Secretary-General of KNCU, welcomed participants and then gave an introduction to the context in which KNCU had organised the Forum. He stated that the newly-introduced Sustainable Development Goals (SDGs) represent a new paradigm that brings advanced and developing countries together to work towards harmonious global development, fully in line with UNESCO's ideals. He explained that KNCU's Bridge Asia Programme supports the sustainable development of marginalised societies in Asian developing countries by implementing programmes that provide literacy education and climate literacy education in these countries. Additionally he expressed high expectations that the Workshop, of which the Forum was a part, would serve as a platform for past and present Bridge Asia Partners to discuss the topic of 'Inclusive and Sustainable Community Development through Partnership in Asia', setting common goals to work toward, and building the capacity of practitioners.

Following the opening address, Ms Eun-Kyoung Park, Chairperson of the Tongyeong Education Foundation for Sustainable Development and Vice Chairperson of KNCU, gave some welcoming remarks. She reaffirmed the statement made at the World Summit on Sustainable Development (the 'Rio+10' meeting), held in Johannesburg in 2002, that education is the only way to make society sustainable, and noted that SDG 4 highlights the importance of quality and lifelong education. She also noted the importance of the Forum in bringing Asian countries together in their work towards the SDGs, saying that regional cooperation would be essential to meeting these new development goals.

Congratulatory addresses were then delivered by Mr Young-Il Song, Director General of the Korea Adaptation Centre for Climate Change, and Mr Han-Sik Shim, Director of the Division of Planning and Management at the National Institute for Lifelong Learning.

Mr Song noted that the lesson from the process of working towards the previous set of international development goals, the Millennium Development Goals (MDGs), was that such goals will not be achieved by a single sector. He stated that climate change was becoming more severe, and therefore raising awareness of this matter was important, and that education needed to play a big part in doing this. He also noted the need for cooperation not only between governments, but also local communities and the private sector, in order to meet this global challenge.

Mr Shim underlined the importance of lifelong learning, and the need for financial support for lifelong learning from developed countries. He mentioned the Bridge Asia Programme as a good example of this, since it has conducted literacy education programmes in developing countries in Asia, and noted his own gratitude for having the opportunity to help others in Asia develop their capacities in the field of lifelong learning.



▶ Top left: Mr Dong-Seok Min delivering the opening address. Top right: Ms Eun-Kyoung Park giving the welcome address. Bottom left to right: Mr Young-Il Song and Mr Han-Sik Shim each giving congratulatory addresses.

B. Keynote Lecture: Literacy, Education for Sustainable Development and Women’s Empowerment

Anna Robinson-Pant, Professor at the School of Education and Lifelong Learning, University of East Anglia

The keynote speech was delivered by Anna Robinson-Pant, Professor of Education at the School of Education and Lifelong Learning of the University of East Anglia. In this keynote lecture, Professor Robinson-Pant addressed the importance of literacy and education for sustainable development and the empowerment of women.

Prof. Robinson-Pant noted that women constitute two-thirds of the world’s non-literate population and stated that, by looking at the issue of women’s literacy through a wider lens, a nuanced understanding can be developed of how different kinds of literacy emerge and why literacy programmes can contribute to sustainable development and processes of empowerment. She introduced a framework containing three pillars connecting literacy and education to sustainable development and the empowerment of women: Literacy and Environment Sustainability, Literacy and Economic Empowerment, and Literacy and Social Equality. She also emphasised the connections between the three pillars. She noted that literacy and education alone were not enough to facilitate women’s empowerment, and that it was important also to introduce programmes and skills classes for women that cover the themes of the three pillars. One of the examples she gave of programmes under the Literacy and Environment Sustainability pillar was a functional literacy programme that taught women how to preserve Argan forests in Morocco through literacy education. At the end of her speech, Prof. Robinson-Pant underlined lifelong learning as an effective way to approach women’s empowerment, and reemphasised the importance of promoting education that connects the three pillars.

C. Thematic Lectures

a. Thematic Lecture 1: UNESCO’s Strategies for Improving the Status of Literacy

Brenda Tay-Lim, Programme Specialist, UNESCO Institute for Statistics (UIS)

Following an introduction to the UNESCO Institute for Statistics (UIS), where she is a Programme Specialist, Ms Brenda Tay-Lim stated the importance of providing educational opportunities to adults who did not have the chance to receive an adequate education as a child. She said that, in recent years, the international community had made concerted efforts to improve access to education, with a focus on primary education, and that notable progress had been made. She also noted, however, that providing such opportunities to adults remains a task for the global community to work on together, in accordance with the Framework of Action for Education 2030.

Additionally, Ms Tay-Lim mentioned that literacy and numeracy education would be an important factor in allowing the global community to meet Sustainable Development Goal 4, encapsulating Education 2030, and that such education should be conducted in a holistic way and through multi-sectoral approaches based on supporting data. In this context, she addressed the issue of statistics, saying that it was necessary for data on literacy to be available, reliable, and comprehensive in order to properly support literacy education. Ms Tay-Lim also argued that literacy assessment must be designed and conducted in an appropriate way to meet this need. She said that survey sampling and

literacy skill tests had been focused for decades on the international level, however, and had failed to cover populations with low skills. She mentioned that global measures should be supplemented in a way to link results from existing assessments and enable data comparisons across a larger number of countries.

Ms Tay-Lim ended by expressing her hope that new indicators would be developed that would allow a more effective assessment of literacy since, in the post 2015 development context, there would be a greater focus on the measurement of learning and the assessment of learning outcomes.

b. Thematic Lecture 2: Responses of Communities in Asia to Climate Change

Hina Lotia, Board Member of the Climate Action Network South Asia (CANSA)

Ms Hina Lotia began by stating the seriousness of the impact of climate change on people's lives. She quoted a World Bank report, saying that if the current flow of climate change is not halted, the economic costs would be around the same as those of World War 2. She also emphasised that climate change had the potential to put many people below the poverty line and to affect both developed and developing countries in a severe manner.

Ms Lotia stated that the Millennium Development Goals (MDGs) failed to be reached because an insufficient number of organisations were fully engaged in dealing with the relevant issues, and that many people were unaware that such goals even existed. She noted that this problem also affected efforts in the field of climate change. She stated that one of the problems in handling the issue of climate change is that it has mostly been dealt with using a top-down approach. She stated that this approach could be seen in the three main global initiatives aimed at dealing with climate change issues, namely the Sustainable Development Goals (SDGs), the Hyogo Framework for Action / World Forum for Disaster Risk Reduction (DRR) and the United Nations Framework Convention on Climate Change. She noted that decisions in relation to such initiatives are usually made by governments, and that governments seldom involve the local communities that will actually be directly affected by climate change. She stated that governments in some countries, such as Nepal, Pakistan and Vietnam, have shown that they recognise this issue and have tried to keep local communities aware of climate change policy, but they have found it hard to make their efforts effective because the communities still had very little ownership of the policies, as they had been developed through a top-down approach and the communities did not have sufficient resources for implementation.

At the end of her presentation, Ms Lotia mentioned that climate change was probably the biggest current threat to economic development and human civilisation. She stated that climate change would probably lead to a failure to meet the SDGs as the cost of development is going up, and most developing countries will not have sufficient resources to invest in meeting the SDGs. She also emphasised the importance of engaging various constituencies and stakeholders to work towards addressing the SDGs, DRR and climate change through an integrated approach.



► Top left: Ms Anna Robinson-Pant giving the Keynote Speech. Top right: Ms Brenda Tay-Lim presenting Thematic Lecture 1. Bottom left: Ms Hina Lotia delivering Thematic Lecture 2. Bottom right: participants listening to the presentations

D. Introduction to the Bridge Asia Programme

Seung-yoon Kim, Assistant Secretary-General, Korean National Commission for UNESCO

Mr Kim began by stating that KNCU's Bridge Asia Programme aims to contribute to achieving the SDGs and the Education 2030 agenda, and to empower and build capacity for self-reliance among marginalised groups in low-income countries in Asia, mainly through non-formal adult literacy and climate change education. He noted that the programme also aims to enhance the effectiveness of its literacy and climate change projects by placing them in the context of lifelong learning, both at the community and national levels, and through developing the capacities of partner organisations and their opportunities for collaboration.

Mr Kim stated that in 2015, under the umbrella of the Bridge Asia Programme, five literacy projects were carried out successfully in five different countries (Bangladesh, Bhutan, Sri Lanka, India, and Pakistan) and six climate change education projects were conducted in three different countries (Laos, Bangladesh and Sri Lanka). He said that all of these projects had strengthened the literacy or climate change adaption capabilities of marginalised and vulnerable groups in the context of lifelong learning in their respective countries.



▶ Mr Seung-yoon Kim introducing the Bridge Asia Programme

E. Sharing of Bridge Asia Programme Case Studies

Following the introduction to the Bridge Asia Programme, four examples of best practice were introduced by members of Bridge Asia partner organisations.

a. Case Study 1: Literacy for marginalised groups through the Open School Programme (Sri Lanka)

* This lecture was delivered by Mr Yongshi Jung, Director of the Division of the Bridge Asia Programme at KNCU, on behalf of Sarawanamuthu Dunaisingh, a Senior Lecturer at the National Institute of Education (NIE)

The lecture began by introducing the Sejong Literacy Project that was carried out under the Bridge Asia Programme in Sri Lanka by the National Institute of Education (NIE), Sri Lanka. NIE established an 'Open School' programme in the Puttalam, Jaffna, Matale, and Haputale regions, to address local learning needs, in particular those of disadvantaged groups. The lecture stated that, although Sri Lanka has a relatively high literacy rate compared to other developing countries, the school drop-out rate is high, leading to an evident requirement to address the educational needs of internally-displaced youth affected by war, culturally-affected girls, disabled children and other marginalised groups through alternative methods.

In this context, NIE provides non-formal education to teach basic skills in reading and writing. The 'Open School' programme has adopted an open and distance learning system, providing learning opportunities and fostering use of the system by public school teachers in remote areas with support from the Bridge Asia Programme. It was noted that there are still some challenges in conducting the project due to the cramming teaching methods used by teachers who have taught in public schools, and the lack of involvement in the programme by policy makers and higher authorities. The presentation ended by stating that NIE will be cooperating with relevant organisations and district education offices in order to solve these issues and ensure that its Open School programme continues effectively.

b. Case Study 2: Women's empowerment as change agents and the building of community capacities (India)

Ashok Kumar Singh, Director, Sahbaghi Shikshan Kendra (SSK)

Mr Ashok Kumar Singh began by stating that, while SSK began as a support and resource organisation for civil society organisations and local governments, operating mainly in the field of participatory learning for community development and ownership, it presently conducts field interventions at community level.

He described SSK's work under the Bridge Asia Programme, providing functional literacy classes to female members of certain Muslim and Scheduled Caste (SC) communities in India. He noted that SSK chose this focus because the Muslim and SC populations in India generally have a low literacy rate and the rate is even worse for the women from these communities, which is one factor hindering their ability to participate fully in society. Among other things, SSK's functional literacy programme gives participants experience in interacting with local government and service providers, aiming to empower women and develop female leaders among the communities. Mr Singh noted that, recently, floods have become a major threat to these communities, causing more poverty, so SSK also conducts work on establishing a system to overcome these floods and reduce their devastating effect on the community.

Mr Singh stated that SSK believes that programme participants will be the key to development in their community and country, and has conducted its functional literacy programme with that hope in mind. He gave several findings to support his belief, observing that not only have women in the target communities increased their interest in learning, but the drop-out rate among the participants' children has also decreased. He added that the ongoing lack of support for women's education among the husbands of participants is still a big challenge, but that the women have realised the importance of education and are excited about learning.

c. Case Study 3: Financial literacy for women through a Conditional Cash Transfer (CCT) programme (Pakistan)

Shahzad Hussain, Programme Manager, Bunyad Literacy Community Council

Mr Shahzad Hussain began by stating that, in Pakistan, the overall literacy rate is 45% and there is a large urban-rural gap, with a wider gender gap. He described how only 35% of females are literate overall, and those in rural areas are worse off, with only 22% literate. To help increase literacy rates, he said, Bunyad Literacy Community Council (Bunyad) has been implementing literacy interventions since 1994 in the Punjab, the only province which has a separate government department for education and literacy.

Since 2012, Bunyad's interventions have included a literacy project that Bunyad has conducted under the Bridge Asia Programme. Mr Hussain stated that this project has evolved every year, and that the 2015 intervention newly included a Conditional Cash Transfer (CCT) programme, which enabled participants to obtain computerised national identity cards and to open their own bank accounts. He observed that the CCT programme motivated women participants to attend literacy classes, improved their social confidence and self-esteem, positively affected their social status in household decision-making through the money given, and gave them knowledge in financial literacy, ultimately allowing them to realise the importance of education both for themselves and for their children. He also described how the region targeted for this literacy intervention showed an increase in positive attitudes toward women's education.

Mr Hussain added that Bunyad will continue to use mobile devices in future planning for the project, since reading opportunities for rural communities are very limited. Providing informative reading materials through mobile phone messages served, he said, to be effective in enhancing and maintaining learning outcomes.

d. Case Study 4: Community activity-based education for sustainable development (Bangladesh)

Rosi Ranan, Project Coordinator, Project 'PRERONA'

Mr Rosi Ranan, began his presentation by stating that Daulatpur in Bangladesh has been facing serious effects from climate change, such as flooding, river erosion and droughts, which have a serious effect on its agriculture-based economy and society. Moreover, he stated that the area was particularly vulnerable to climate change, lacking access to electricity or other forms of energy.

This, he said, was the reason why Project 'PRERONA', a local organisation aiming to inspire people to take informed action, conducted a climate change education project called 'Community Activity Based Education for Sustainable Development' under the Bridge Asia Programme. The project's main aim, he said, was to raise awareness in the community through giving rural high school students a clear, basic understanding about the concepts of climate change and sustainable development, and their connections to daily life, through simple examples and activities. In order to achieve this, an

educational module titled the ‘Development and Implementation of General Capacity Development Module on Climate Change’ was developed and delivered to around 800 students. In addition, an 80W solar power system was installed at the school as a renewable energy source.

Mr Ranan concluded by noting that challenges still remain for the project, such as low school attendance and lack of stakeholder involvement, but that improvement is expected when those involved at local level engage in searching for solutions.



► Top left: Mr Yongshi Jung giving a presentation on the Sri Lanka project. Top right: Mr Rosi Ranan introducing the Bangladesh project. Bottom left: Mr Ashok Kumar Singh speaking about the Indian project. Bottom right: Mr Shazad Hussain presenting on the Pakistan project.

F. Panel Discussion: Inclusive and Sustainable Community Development through Partnership in Asia

Moderator

Sung-sang Yoo, Associate Professor, Seoul National University

Panellists

Anna Robinson-Pant, Professor at the University of East Anglia

Brenda Tay-Lim, Programme Specialist at the UNESCO Institute for Statistics (UIS)

Hina Lotia, Board Member of Climate Action Network South Asia (CANSA)

Yunjeong Choi, Researcher at the Korean Women's Development Institute

A panel discussion relating to the field projects introduced in the foregoing presentations was then held, on the theme of 'inclusive and sustainable community development through partnership in Asia'. The key points, questions and answers discussed during the session are outlined below.

Prof. Anna Robinson-Pant said she was impressed by the activities led by the India literacy education project that involved learners going to district offices to raise awareness. She stated that the project was an example of recognising different types of literacy. She asked all presenters if their work currently involves collaboration with government (in terms of the existing formal system of education) or if it is expected to do so, and how non-formal learning is recognised.

Mr Ashok Kumar Singh, president of SSK (the local partner for the literacy project in India), answered that collaboration with government is a possibility, and emphasised the need for proper consultation between the two parties to make such collaboration work. SSK has built linkages with the government's adult literacy department, which carries out the Saakshar Bharat (Literate India) Mission, and the department agreed to issue certificates to women enrolled in SSK literacy programmes if they pass an exam conducted by the department. Mr Singh also stated that learning forums and research are crucial for the enhancement of non-formal learning. He argued that assessment tools that can measure substantive learning outcomes should be developed.

Mr Shahzad Hussain answered that a certificate system that can embrace non-formal learning has not yet been introduced by the Pakistani government.

Ms Brenda Tay-Lim found it interesting to see that all the projects in the case studies are tied together. She wondered what people actually benefit from each programme and if the beneficiaries can apply what they have learned to real life situations.

Ms Hina Lotia stated that climate change issues could have a broad significance in Bangladesh, and suggested that projects in Bangladesh utilise NGOs in the country since a lot of them are currently based there and working on climate change issues. She suggested utilising such NGOs to gain a regional perspective and international exposure. Additionally she asked Mr Rosi Ranan, project coordinator for Project 'PRERONA', which provides climate change education for high school students, questions about the form of PRERONA's project, and the target group that it focuses on.

Mr Ranan explained that PRERONA adopts and values peer-learning, where students can teach their juniors. By promoting its non-formal methods of learning among the younger generation and by developing local trainers, PRERONA hopes to make the climate change adaptation project sustainable in the communities it targets. Lastly he noted that, for the time being, they are only targeting boys for the project's climate change education.

Ms Yunjeong Choi, who is currently involved in a research project about female marriage immigrants in the Republic of Korea, shared some observations from her experience in relation to female

literacy education. She said that 80% of women are not able to attend education classes because they have to look after children. She also mentioned household chores and sexual discrimination against women as further reasons preventing women from attending classes. To address this issue, she emphasised the importance of the project coordinator's role in ensuring that classes take account of women's daily lives. She also argued that literacy programmes must look beyond how to ensure that women attend class and be concerned about how to ensure that the women enjoy learning.

Several questions arose from the audience. The panellists were asked for their opinions on how to measure learning and what should be done for non-formal learners when they want to join formal education.

Ms Tay-Lim noted that there are many cases where learners who have received a substantial literacy education still have difficulty in reaching a level of functional literacy required to participate effectively in society. She also noted that, in order to change this, it is important to assess the level of learners, and to use the results of this assessment to cooperate with the formal education system to ensure that learners are allowed to advance to the next level as they complete basic learning.

Prof. Robinson-Pant said that assessment should have a clear objective to make it helpful for learners' future careers and other purposes. She gave an example from Britain, where learners keep journals, setting their own individual goals, and the process for each learner is individually assessed.

Ms Choi responded with a gender perspective. She explained the system in the Republic of Korea, where a gender impact assessment is reflected in all policies under the law. She hoped that this could also be applied in other countries but said that in order to do this, separate statistics for each gender are needed.

The moderator wrapped up the session by sharing a story of a visit to a literacy project in a rural area in Pakistan. Mr Sung-sang Yoo observed that it is difficult for local coordinators there to get illiterate women to attend literacy classes. He expressed his respect for the hard work of all the local staff and reemphasised that literacy skills are essential to quality education, hence everything possible must be done to ensure that everybody is able to acquire them.



► Panellists and presenters in discussing during the Panel Discussion Session. Left to right: Mr Shazad Hussain, Mr Rosi Ranan, Mr Ashok Kumar Singh and Ms Yunjeong Choi.

Breakout Session 1: Sejong Literacy Project (Days 2-3)

On days 2 and 3 of the Workshop, participants were split into two groups, each attending different breakout sessions. Breakout Session 1 was for participants involved in the Bridge Asia Programme's literacy projects, under the Sejong Literacy Project (the Literacy Group), while Breakout Session 2 was for those involved in the Bridge Asia Programme's climate change education projects (the CCE Group).

The Sejong Literacy Project has supported literacy initiatives in 12 countries since 2012. Under this programme, KNCU has worked in cooperation with a variety of organisations in order to implement work at all levels, from local-level field interventions with NGOs to policy-level initiatives at government-level. Participants from these organisations formed the Literacy Group.

During Breakout Session 1, the Literacy Group participants attended a thematic lecture, and then participated in thematic group discussions.

A. Thematic Lecture: Using Assessment to Improve Learning

Brenda Tay-Lim, Programme Specialist, UNESCO Institute for Statistics (UIS)

Ms Brenda Tay-Lim began Breakout Session 1 by giving a thematic lecture to the participants. As a measurement statistician and an expert in education assessment with a great deal of field experience, Ms Tay-Lim was able to offer specific advice to the participants in relation to issues that they have faced in assessing learning outcomes. For this reason, Ms Tay-Lim conducted this session as an interactive consulting session, rather than as a lecturer.

Ms Tay-Lim emphasised the importance of assessment, saying that it is a powerful tool in ensuring that the educational needs of societies are met, and can contribute greatly to policy design and reform. She stated that the manner of assessment should vary, depending on target groups and test formats, and should not be limited to a single format for all contexts. Additionally, in order to disseminate the assessment results effectively, she recommended using graphics and charts rather than simply presenting numbers, as the use of graphics and charts is more eye-catching and easier to compare with other data.

During the session, participants said that NGOs are often asked to design field-level assessment strategy. In addition, they said that most organisations value pre-assessments that measure the illiteracy status of learners, and assessments that are conducted on paper. One of the participants asked whether UNESCO has samples of computerised tests. Ms Tay-Lim responded that UNESCO does not conduct computerised tests, and that private testing agencies would conduct such testing for other organisations. Ms Tay-Lim was also asked about sample sizes for assessments. She answered that, since coefficient variance, standard error and so on will be affected by the sample size, it is key to have a large sample size. Lastly, she reemphasised the importance of presenting assessment data through effective, visual means, such as using bar charts, and noted that original data needs to be comparable and scalable so it can be compared with data from other countries.

B. Thematic Group Discussions

To enable all its partners in the Sejong Literacy Project to share their varied experiences, KNCU organised thematic group sessions on the second day of the Workshop. During the thematic group sessions, ongoing and former partners discussed common issues within the local projects conducted as part of the Sejong Literacy Project to enhance literacy for sustainable development and women's empowerment. During the morning session, two different group discussions were held. The two groups, comprising ongoing and former partners, discussed different topics.

a. Thematic Group A: Community Awareness and Engagement

Each participant shared details of their own project, focusing on how community awareness and engagement were demonstrated through the project.

Facilitator

Anna Robinson-Pant, Professor at the University of East Anglia

Participants (5)

Shahanaz Pervin, Programme Officer at the Bangladesh National Commission for UNESCO (BNCU)

Tenzin Rabgyel, Deputy Chief Program Officer in the Non-Formal and Continuing Education Division (NFCED) of the Ministry of Education, Bhutan

Sarawanamuthu Dunaisingh, Senior Lecturer at the National Institute of Education (NIE), Sri Lanka

Ashok Kumar Singh, Director of Sahbhagi Shikshan Kendra (SSK), India

Shahzad Hussain, Programme Manager at Bunyad Literacy Community Council (Bunyard), Pakistan

Bangladesh: Literacy Campaign for the Women of Char Khalifa

Ms Shahanaz Pervin, a Programme Officer at the Bangladesh National Commission for UNESCO (BNCU), spoke about the project titled 'Literacy Campaign for the Women of Char Khalifa'. She stated that BNCU, with support from KNCU, had chosen to conduct this literacy project for 500 women in Char Khalifa because this province of Bangladesh had a female literacy rate of only 19%. She shared the story of how the community has reacted to the literacy project during implementation, and how BNCU aims to engage the community in the project.

She noted that the project had not been proposed by the local community. Instead BNCU had searched for a community willing to let the literacy education programme operate. During this period, they found that the local women were interested in education and this was how BNCU began the literacy education programme for women, along with other programmes on health, hygiene, family planning, environmental issues, and disaster management. Ms Pervin said that, as local people in general believe that the government is not doing enough for local people and communities, even before the project had started people had a bad impression of it. She said that this was an ongoing issue that needs to be addressed in order to engage the community in a meaningful way in the programme in Bangladesh, and that, therefore, BNCU tries to work closely with local districts to provide a better literacy programme, and vocational education that the community actually needs for living. She stated that such efforts are expected to result in increased community engagement and awareness of the programme.

Bhutan: Capacity Development and Community Learning Centre Manual Development

Mr Tenzin Rabgyel, Deputy Chief Program Officer at the Non-Formal and Continuing Education Division (NFCED) of the Ministry of Education of Bhutan, spoke about the literacy project conducted in Bhutan.

He stated that Bhutan promotes non-formal education (NFE) to enhance literacy rates, but due to issues of accessibility and lack of instructor commitment, the learner dropout rate remains high. To address these issues and promote education, NCFED, operating under the Ministry of Education in Bhutan, offered literacy education in 22 community learning centres (CLCs). However, as a result of the issues already mentioned, only 13 CLCs are fully functioning. He noted that, on the positive side, education programmes, particularly mobile NFE programmes, are welcomed by the community. He added that, as the population is very scattered in Bhutan, the definition of the word 'community' may be different from in other countries, so a 'community' in Bhutan might not be considered a community in other countries, meaning that the challenges faced in meeting community needs may be different from other countries. However, he re-emphasised that education programmes are welcomed in Bhutan.

Sri Lanka: Open School

Mr Sarawanamuthu Dunaisingh, Senior Lecturer of the National Institute of Education (NIE) in Sri Lanka, spoke about NIE's 'Open School' project. His introduction to the project was particularly interesting to participants, as NIE is widely recognised for its literacy education programme, as evidenced by its being awarded the 2015 UNESCO King Sejong Literacy Prize. Mr Dunaisingh explained that the Open School project offers non-formal education (basic reading and writing skills) to those marginalised from formal education, such as school drop-outs, disabled children, learners with mental illness and prisoners. Mr Dunaisingh said that the local community had showed great interest in the project, which is implemented in the Puttalam, Jaffna, Matale, and Haputale regions.

He said that the Open School project was initiated based on the results of a needs survey that revealed high drop-out rates from formal education (where it exists), a preponderance of religious-weighted education, and a general lack of formal education. He noted that the existence of schools set up by the government and local communities, even though they are mainly religious schools called Madrasas, shows that communities value education highly and are willing to engage in it. He noted that this was a positive aspect for the implementation of the project, but that new, non-religious curriculums, and non-formal teaching methods need to be further developed.

India: Chains of Change Agents through Functional Literacy – Promoting Life-long Learning through Life Skill Education in Adult Women from the Muslim and SC Communities

Mr Ashok Kumar Singh, Director and Founder of Sahbhagi Shikshan Kendra (SSK) in India, shared the story of his organisation's project, focusing on the aspect of community involvement. Mr Singh said that the Sejong Literacy Project in India is conducted for women from the Muslim and Scheduled Cast (SC) populations, and part of it involves training some of the past participants to be tutors for current participants, with the aim of empowering and developing female leaders through the project.

He noted that this aspect showed how SSK tries to involve the wider community in the project. Venues for the literacy classes are usually community-based rooms and houses, and tutors for the programmes are from the community where the literacy classes are held, which, he said, enables the community to become more familiar with the project. However, he noted that a lot of husbands are still against women's education because they believe that it takes time away from earning money. This, he said, is the biggest reason why the project is not fully supported by the community. He stated that, in order to address this issue, SSK plans to link part of the project to income generation activities such as sewing classes. Additionally SSK plans to open a library so that not only the female participants in the project, but also the community as a whole can benefit from the project.

Pakistan: Empowering Women through Basic Literacy and Life Skills

Mr Shahzad Hussain is a programme manager at the Bunyad Literacy Community Council (Bunyad) in Pakistan, which was awarded the King Sejong Literacy Prize by UNESCO in 2002. He gave a presentation on the literacy project operated by Bunyad in Pakistan with support from KNCU, sharing the project's notable success in community engagement, which impressed other participants.

Mr Hussain explained that Bunyad conducts literacy and vocational training classes for adult females in Lahore and Hafizabad. He stated that members of the local community involved themselves in many aspects of the project from the outset. Firstly, in order to facilitate the operation of the project, the local community itself created a village committee to support the project. In addition, local people were involved in many aspects of the project, including tutor and learner recruitment, and project monitoring.

Mr Hussain said that Bunyad also conducted programmes supplementary to the literacy programme, to increase awareness about the project and increase positive attitudes towards education. Mobile Rickshaw Libraries were operated to foster reading habits among learners and other people from the community, and a Conditional Cash Transfer Programme was introduced for certain participants, to increase their financial literacy and show them the merits of the project for their whole household, thus increasing the project's positive influence on the community even further.

b. Thematic Group B: Quality Assurance – Strategising Quality

Facilitator

Mun Suk Hong, Head of the Office of Sustainable Development Partnership at the Reshaping Development Institute

Participants (5)

Varadune Amarathithada, Deputy Director of the Department of Teacher Education, Ministry of Education and Sports, Lao PDR

Tripathee Bharat, Under Secretary of the Nepal National Commission for UNESCO (NNCU)

Maria Rossana Gan, Deputy Director of the Notre Dame Foundation for Charitable Activities Inc., Philippines

Priscilla Mumuga Maeniuta, National Coordinator at the Literacy Association, Solomon Islands

Francisco Barreto, Coordinator at the Timor-Leste National Commission for UNESCO (TLNCU)

Group B discussed strategies for ensuring quality in programme delivery, with each participant sharing their experiences in working at different levels in relation to literacy intervention. All participants agreed that, whether government department or NGO, any entity involved in literacy interventions aimed at marginalised groups will face difficulties in running its programmes. Supporting conditions for literacy interventions in many countries are directly related to how developed the governmental support system for non-formal education is, and in many cases conditions are far from ideal. Despite the necessity of projects to boost literacy, many countries give non-formal education lower priority when it comes to budget allocation.

Therefore, all agreed that it is particularly important to develop a quality assurance plan for literacy programmes. The participants noted that the process of developing such a plan helps an organisation to reflect on its position, by identifying what specific issues and problems it is dealing with, and what form of logical framework should it develop for its work. This process naturally extends to relations with other organisations working in similar fields, donors, policymakers and others that the organisation works with throughout the project cycle.

Philippines: Women's Literacy Education Programme in Underdeveloped Areas of the Philippines

Ms Maria Rossana Gan, Deputy Director of Notre Dame Foundation for Charitable Activities Inc. (NDFCAI) in the Philippines, spoke about NDFCAI's project for ethnic groups in the Mindanao region. She shared how NDFCAI, with support from KNCU, targeted illiterate females in Maguindanao and Davao City, implementing education in the fields of basic literacy, food nutrition, and financial literacy by hiring adult facilitators trained to run literacy classes, developing and distributing learning materials upon demand, and providing necessary learning supplies. She said that the project was conducted in partnership with tribal leaders, local governments, and community NGOs.

Ms Gan stated that NDFCAI aligns itself with donors according to its mission statement. NDFCAI makes its decision to approach potential donors about possible funding for their work after examining the mission and policies of donor organisations to see that they align with NDFCAI's mission. She also noted that as an NGO, NDFCAI considers government and relevant departments' policies when making plans and policies for its own work.

Timor-Leste: Mother Tongue-Based (MTB) Multi-Lingual Education (MLE) Pilot School Project

Mr Francisco Barreto, Coordinator at the Timor-Leste National Commission for UNESCO (TLNCU), spoke about the literacy project conducted in Timor-Leste. Timor-Leste is a multilingual country with 19 different spoken languages, which, he said, causes problems for the provision of education. The Sejong Project supported TNCU's programme to improve the capacity of multi-lingual teachers, increase enrolment rates for pre-school and primary education, and enhance parents' participation in education.

Mr Barreto stated that the project targeted three different places in Timor-Leste, beginning with a base-line survey that indicated language barriers in the communities targeted. He shared information about TLNCU's work in teacher training and noted the importance of considering government policies and guidelines in carrying out the project.

Lao PDR: Strengthening Skills among Ethnic Primary Teachers of Multi-Grade Classrooms in Educationally Disadvantaged Districts

Ms Varadune Amarathithada, Deputy Director of the Department of Teacher Education of the Lao PDR's Ministry of Education and Sports, spoke about the literacy project conducted in Lao PDR. She said that Lao PDR is a multi-ethnic, multi-lingual society where 50% of its population are indigenous people who cannot speak the official Lao language. She spoke about how the Lao Department of Education worked to improve this situation by organising teachers' training workshops on multi-grade teaching, partnering with local teachers' training colleges for teachers in primary education.

She shared information about the policies governing multi-grade class teachers and the work that they do, saying that enhancing the capacities of multi-grade teachers has been a key issue in Lao PDR's multi-ethnic class environment. She stated that, in order to address this issue and improve teaching skills, the Ministry of Education and Sports of Lao PDR has collaborated with UNESCO Bangkok and programmes implemented by the Japan International Cooperation Agency, in addition to working with KNCU. She stated that the Ministry provided training courses for teachers in remote areas and regularly monitored the quality assurance system to find areas needing improvement.

Solomon Islands: Adult Literacy for Panatina Ward Project

Ms Priscilla Mumuga Maeniuta, National Coordinator at Literacy Association Solomon Islands (LASI), shared information about LASI's adult literacy project, which the association decided to implement since it was aware that the lack of adequate support for quality educational services was a challenge to development as the population of Solomon Islands increased. She said that LASI conducted adult literacy classes, trained instructors, and developed comprehensive, multi-level learning materials,

with assistance from community members, the Ministry of Education, and the relevant local education authorities.

She stated that the majority of the population in Solomon Islands live in rural communities. Therefore challenges in terms of access, quality and resources exist in education delivery. She said that LASI's project every year includes monitoring learners from the previous year, to examine post-learning efforts and barriers in sustaining learning.

Nepal: Capacity Enhancement of 11 Community Learning Centres and 22 Schools for Quality and Sustainable Education

Mr Tripathee Bharat, Under Secretary of the Nepal National Commission for UNESCO (NNCU), shared details of the organisational features of NNCU and its project. He said that the Sejong Literacy Project in Nepal was conducted for the rural population. He noted that the literacy rate of Nepal is about 65.9%, and that difficulties exist in accessing educational services due to geographical distance, especially for rural populations. To tackle this issue, he said, NNCU selected 11 CLCs to implement literacy and life skills programmes, and conduct workshops, as well as developing a comprehensive village education plan, learning materials and textbooks, and conducting micro-projects regarding climate change. The project, he said, was implemented with technical support from the Non-Formal Education Centre and UNESCO Kathmandu.

Mr Bharat noted that NNCU is a part of the government system, under the Ministry of Education, and that NNCU's work is allocated by the Ministry. However, he also noted that an executive committee, teachers' council and other committees have also been established to provide consultation and assistance in relation to NNCU's work.

C. Stakeholder Group Discussion 2: Identifying Mechanisms for Cooperation

After the thematic session, participants were divided into three new groups: non-governmental organisations (NGOs), governmental organisations (GOs) and national commissions for UNESCO (Natcoms). As different sectors can contribute to the Bridge Asia Programme's literacy programme differently, it was fruitful for Bridge Asia Programme partners in the same sector, but from different countries, to discuss common issues, exchange experiences and learn from each other. The groups also worked to identify the role of their sector in relation to other sectors, and discussed mechanisms for cooperation among the sectors. Each group focused their discussion on the main activities and roles of their sector.

a. Stakeholder Group A: Non-governmental Organisations (NGOs)

Ashok Kumar Singh, Director of Sahbhagi Shikshan Kendra
Shazad Hussain, Programme Manager at Bunyad Literacy Community Council
Maria Rossana Gan, Deputy Director of the Notre Dame Foundation for Charitable Activities
Priscilla Mumuga Maeniuta, National Coordinator at Literacy Association Solomon Islands

Group A consisted of representatives from local NGOs in Bridge Asia partnering countries. They shared information about their main areas of activities in order to find common ground.

Since NGOs are usually implementation organisations at programme/project level, their activities, whether on a large or small scale, are mainly related to project/programme implementation. It was noted that NGOs' main activities are planning, implementing, monitoring and evaluating projects, as well as making reports necessary for project operation. Secondary activities to enhance implementation, such as community mobilisation, finding new teaching methodologies and so on, were also mentioned.

Additionally, the group identified the strengths, weaknesses and expectations of NGOs in relation to their specific roles in the field of literacy education and lifelong learning. It was noted that NGOs' strengths include their ability to try innovative approaches based on local conditions in the communities where projects are implemented, and their ability to involve the community and project participants in a creative way.

The major weakness of NGOs that was identified during the session was that the implementing NGOs do not usually have full control over projects, because projects are usually dependent on donors for resources. They are therefore subject to the time constraints and other conditions set by donors, which, it was noted, can have a very significant impact on the sustainability of the project and sometimes the NGO itself.

At the end of the session, participants discussed the biggest challenge facing NGOs in carrying out their role and what was necessary to allow them to carry out this role more effectively. It was agreed that it would be very helpful if governments could provide assistance to recognise the achievements of learners participating in the Bridge Asia Programme's literacy projects, as well as to assess the quality of the education being offered and to organise coordination collaboration.

b. Stakeholder Group B: Governmental Organisations (GOs)

Varadune Amarathithada, Deputy Director of the Ministry of Education and Sports, Lao PDR
Tanzin Rabgyel, Programme Officer from the Ministry of Education, Bhutan
Sarawanamuthu Dunaisingh, Senior Lecturer at the National Institute of Education, Sri Lanka

Group B's discussion began with a review of the main points discussed in the morning group discussion. The group placed importance on the discussion of policies and mechanisms for the planning of literacy programmes and noted that GOs are key players in this area.

The group also discussed the main activities of GOs in relation to literacy programmes. They identified GOs' main activities as being to design national policy to reflect the planning and implementation of programmes, identifying any gaps and problems, and to prioritise the programmes based on needs assessments. The group noted that the role of GOs is at a comparatively higher level than the roles of other sectors, including NGOs and Natcoms, influencing the overall direction of literacy programmes. The group also agreed that one specific role of GOs that was an important factor in the success of literacy projects, was coordinating collaboration with other sectors. Bhutan, where GOs and NGOs successfully cooperate with each other, was mentioned as an example to show this.

It was mentioned that, in the governmental context, there are usually many rules, regulations and administrative procedures that must be followed to implement programmes, making the implementation process often very lengthy. The group noted that this was a relative weakness of GOs, sometimes hindering them from acting effectively.

At the end of discussion, the participants discussed what GOs could do for other sectors and what other sectors want from them. They agreed that NGOs are in need of better support from GOs, such as capacity-building through training programmes. They also noted that Natcoms want GOs to help them to build Natcom networks and increase cooperation with other Natcoms.

c. Stakeholder Group C: National Commissions for UNESCO (Natcoms)

Shahanaz Pervin, Programme Officer at the Bangladesh National Commission for UNESCO (BNCU)
Boyoung Kim, Programme Officer at the Korean National Commission for UNESCO (KNCU)
Bishnuraj Belbase, Programme Officer at the Nepal National Commission for UNESCO (NNCU)
Francisco Barreto, Coordinator at the Timor Leste National Commission for UNESCO (TLNCU)

Group C consisted of representatives from National Commissions that are KNCU's partners in the Sejong Literacy Projects run under the Bridge Asia Programme, as well as KNCU itself. Similar to other groups, the participants discussed the common activities that they undertake in relation to literacy projects. One of the first activities noted was advising government on policies and international agreements relating to UNESCO. Another of the major activities discussed was that of ensuring the active participation of government departments, local authorities, organisations, institutions and individuals in UNESCO activities.

BNCU said that it mainly liaises with GOs and NGOs and keeps GOs informed about various projects proposed through UNESCO networks. KNCU said that it actively implements and supports educational development programmes in Asia and Africa. NNCU said that it usually functions under the regular system of government and actively engages in coordination work with schools and organising training seminars/workshops, while TLNCU said that it actively engages in research and in developing methodologies, though it noted that its government is expected to take over this activity in the near future.

During the discussion it was pointed out that Natcoms are often dependent on external funding sources, and therefore many Natcoms find it difficult to set up new programmes. However, it was also said that, although Natcoms face funding issues, they should work to introduce new ideas and methods through organising exchange programmes and pilot programmes and pilot programmes, and that funding issues should not stop them from being able to establish and that funding issues should not stop them from being able to establish and enrich their networks.



► Participants in discussion during the Sejong Literacy Project Breakout Session

Breakout Session 2: Climate Change Education Project (Days 2-3)

Under the umbrella of the Bridge Asia Programme, the Climate Change Education (CCE) Project aims to support practical actions to respond to climate change in different local contexts in Asia. The CCE Project focuses on nurturing a new generation of climate-aware citizens and ensuring that Asian local communities pursue a more sustainable development path, as emphasised in the Sustainable Development Goals (SDGs). In implementing the CCE Project, KNCU makes use of previous experience gained in the course of implementing its forerunner, the Asian Regional Initiative for Climate Change Education (RICE) Project, implemented by KNCU between 2011 and 2014. In this context, KNCU invited partners from various CCE Projects to the Workshop as participants in the CCE Group. During Breakout Session 2, these partners attended a thematic lecture on understanding climate change adaptation (CCA) and were then divided into two groups to take part in thematic discussion sessions.

A. Thematic Lecture: Understanding Climate Change Adaptation (CCA)

Facilitator: Ms Ju Youn Kang, Researcher, Korea Adaptation Centre for Climate Change (KACCC)

Topics: Familiarisation with CCA terminology
Finding CCA solutions within local communities

KACCC is a leading Korean organisation working in the field of CCA, developing policy tools relating to CCA and supporting policy implementation. Ms Kang, a researcher at KACCC, participated in the session as a facilitator. She gave an introduction to CCA terminology and also introduced a practical tool that could be used by staff implementing CCA projects in different countries to help assess climate change issues in each community and develop potential solutions.

The participants were given an opportunity during the session to apply the tool to the particular context of their projects. For example, one participant identified temperature increases that cause snow to melt in the mountains, leading to flooding and droughts, as an issue for his community. Through use of the tool, he then identified agriculture in particular, from among agriculture, coasts, water, health, and forestry, as the area that would require adaptation solutions most urgently, and tried to find several solutions from an agricultural perspective. During this process he thought about financial and non-financial solutions separately. At the end of the process he was able to propose some potential solutions. His suggested financial solution was to establish a research centre on climate change and farming, while his suggested non-financial solution was to encourage community participation in the proactive use of environmentally-friendly technologies.

Similar issues of temperature change, flooding, and droughts were identified by many of the participants, who then discussed potential solutions, which focused mainly on the use of networks and cooperation with relevant organisations for financial, technical and other support, and on raising community awareness through SNS, advocacy campaigns, and the media.

B. Thematic Discussions

a. Thematic Discussion Session 1: Community Engagement and Resource Mobilisation

Thailand 1: **Kanittha Haniratt**, Assistant Secretary General at the Thai National Commission for UNESCO

Thailand 2: **Pakpoom Taintorn**, Chemistry Teacher and person responsible for Academic Affairs at the Upper Secondary School, Prachawit School Foundation

Pakistan: **Maryam Amjad Khan**, Centre for Development Services, AWAZ Foundation

Nepal: **Bishnuraj Belbase**, Nepal National Commission for UNESCO

During Thematic Discussion Session 1, each participant shared their organisation's experience of climate change education in the context of their country. The discussions focused on the theme, community engagement and resource mobilisation

Thailand Case 1: Thai National Commission for UNESCO and Prachawit School Foundation

Ms Kanittha Haniratt, Assistant Secretary General at the Thai National Commission for UNESCO started her presentation by talking about the ongoing issues of climate change and sustainable development in Thailand. She stated that Thailand was being affected economically, ecologically and technologically by the rapid changes taking place in many aspects of the world. She noted that these changes have brought increasing tensions between development and sustainability. She said that in order to face these ongoing issues, the Thai National Commission works closely with the Ministry of Natural Resources and the Environment and other relevant agencies to deliver good quality CCA education. She stated that this education focuses on mitigating climate change and on developing sensitised knowledge and awareness of climate change, with the aim of developing the capacities of individuals, organisations and the nation as a whole to meet and manage the risks posed by climate change.

Ms Kanittha Haniratt also introduced Bansanpasak School in Chiangmai in Thailand as an example of good practice in dealing with the issues of climate change and sustainable development. She said that the school was a model school for environmental education for sustainable development (EESD), providing primary to lower-secondary education under the Office of the Basic Education Commission, which aims to promote awareness of issues in energy and the environment among students and communities, and to increase students' willingness and ability to participate in efforts to protect the environment. As an example of the school's activities to increase awareness of environmentally-friendly practices, she said the school had taught its students and the local community about organic fertiliser and biogas from food waste.

She noted that the EESD programme had been successful in Bansanpasak School because it had support from policy makers, as well as the Office of the Basic Education Commission, universities, NGOs and other relevant organisations. She ended her presentation by emphasising the importance of participation of all stakeholders for the success of ESD and EESD.

Thailand Case 2: Prachawit School Foundation

Mr Pakpoom Taintorn, a teacher responsible for Academic Affairs at the Upper Secondary School of Prachawit School Foundation, introduced the school's successful climate education project, conducted with the local community. He shared details of the community-based field trip project, in which both students and teachers had participated, collecting soil samples in their local region and conducting some experiments to improve the quality of the soil. Though the field trips, he said that students also learned about climate change issues in their community and discussed possible solutions, such as using earthworms to help dispose of organic waste. At the end of the project,

students had made improvements to the soil's structure and high macronutrients, helping to improve agriculture in the local community. He finished his presentation by emphasising the success of the project in terms of awareness of climate change at the local level and benefits to the local community.

Pakistan Case: Centre for Development Services of AWAZ Foundation

Ms Maryam Amjad Khan participated in the session as the representative for the Centre for Development Services at the AWAZ Foundation, where she is coordinator for the Foundation's SDGs campaign. She talked mainly about the programmes that the AWAZ Foundation has conducted in the past few years in relation to climate change disasters, providing health services to victims of natural disasters and running more than 287 campaigns to raise awareness about the importance of climate education. As an example of this, she shared how the AWAZ Foundation responded to the serious flood in 2010, organising emergency food distribution, livelihood support and medical help for numerous people. In addition to such material and physical support, she said that the Foundation also started a climate leadership programme to increase capacities for effective adaptation and resilience, and a community-based disaster risk-management programme. Ms Khan's presentation was particularly helpful to participants as it introduced holistic approaches toward climate change response in the community.

Nepal Case: Nepal National Commission for UNESCO

Mr Bishnuraj Belbase, a Programme Officer at the Nepal National Commission for UNESCO, began his presentation by saying that Nepal is particularly vulnerable to natural disasters, making climate change education especially important in Nepal. In this context, he said, the Nepal National Commission for UNESCO started its Green House project, which takes a different approach to climate change education, reaching out to people by developing clean, smokeless stoves with local materials. This has attracted local people and encouraged civil participation in climate change-related programmes at the community level. Mr Belbase highlighted that the programme was successful in connecting with the local people because the smokeless stoves met the actual needs of local people and they therefore had a good impression of the climate change programme. As such, he cited the programme as a good example of engaging the community in climate change issues.

b. Thematic Discussion 2: Capacity Building (Advocacy and Campaigns)

Mongolia: **Mandkhaitsetsen Urantulkhur**, Manager of the Community Development Programme at the Centre for Human Rights and Development (CHRD)
Sri Lanka-1: **P K Chamila Hansani**, Teacher & Project Coordinator at Devi Balika Vidyalaya National Girls' School
Sri Lanka-2: **Dharmika Jayanthi Ovitigala**, Anada College
Bangladesh-1: **Kazi Sadia Yesmin**, Project Coordinator at Kazi Siraj Uddin Foundation
Bangladesh-2: **Fakhul Alam Mukul**, Director of Light of Hope/ Project Manager of Green School Project for Rural Bangladesh

The discussion in Thematic Discussion 2 focused on capacity building in the context of advocacy and campaigns.

Mongolia Case: Community Development Programme of the Centre for Human Rights and Development

Ms Mandkhaitsetsen Urantulkhur, Manager of the Community Development Programme at the Centre for Human Rights and Development (CHRD), began the session by introducing her organisation. She said that CHRD was established in 1998 by human rights activists and lawyers, and conducts a human rights protection programme and an advocacy and community development programme, to build capacities and protect the economic, social and cultural rights of those with low incomes. She said that CHRD started an awareness campaign on the impact of climate change and a capacity-building programme for herders, farmers and local communities, because the organisation realised that Mongolia was vulnerable to climate change and that it could affect people's lives negatively. She stated that, as a result of the programme, communities are now better able to prepare adaptation plans and to cope with climate change.

Sri Lanka Case 1: Climate Change Adaptation Project: Forest Protection and Eco Tourism of Devi Balika Vidyalaya National Girls' School

Ms P K Chamila Hansani, Teacher & Project Coordinator at Devi Balika Vidyalaya National Girls' School, introduced the climate change adaptation project that she is conducting, called 'Forest Protection and Eco Tourism of Devi Balika Vidyalaya National Girls' School'. She said that this project was initiated to save the local forest from excessive logging, and to use natural resources more responsibly, with the concept of ecotourism developing from this. To implement the project successfully, students, their families and the local community all participated to develop a farming model as the structure for the project, in cooperation with the central environmental authority and forest conversation department. They also selected plants and animals suited to the farming model. She mentioned that the project had proved to be a good advocacy activity to promote eco-friendly lifestyles and increased local awareness of climate-change mitigations.

Sri Lanka Case 2: Ananda College's Project: Greenhouse Gas Reduction Education Using Sustainable Organic Waste Management

Ms Dharmika Jayanthi Ovitigala, from Ananda College, gave a presentation about the sustainable waste management system at her school. She said the school has established a greenhouse organic farming system using effluent from a biogas unit and that the system is managed by students and teachers together. She said that the system had also been linked to the education programme for the students. She observed that this programme had proved effective in raising awareness of environmental issues among students and disseminating that knowledge to the wider community through the school's students. She also mentioned that, although the project faces some challenges, including a lack of funding and a long tendering process, they will continue to conduct the project and intend to organise a national workshop for school students on the subject of sustainable waste management and greenhouse gas reduction practices at school level.

Bangladesh Case 1: Kazi Siraj Uddin Foundation's Climate Change Programme

Ms Kazi Sadia Yesmin, Project Coordinator at the Kazi Siraj Uddin Foundation, began her presentation by stating that Bangladesh currently faces serious issues because of the simultaneous occurrence of multiple effects of climate change, including the risk of sea-level rises, droughts, and rapid temperature changes. This, she said, led the Kazi Siraj Uddin Foundation to start a climate change education programme and other relevant activities to raise awareness among local people about the seriousness of climate change in Bangladesh. Ms Yesmin explained that the programme focuses on raising awareness about climate change among local women, students and the wider community, and on building climate change education centres in schools. She said that these activities have helped empower women to take action on climate change, even enabling them to participate in small handicrafts businesses, often based on the idea of recycling things and adapting to climate change.

Bangladesh Case 2: Green School Project for Rural Bangladesh

Since Ms Kazi Sadia Yesmin had already explained the situation relating to climate change in Bangladesh, Mr Fakhul Alam Mukul, Director of Light of Hope and Project Manager of the Green School Project for Rural Bangladesh, gave his presentation a different focus, speaking about the importance of ensuring that individuals and organisations have the appropriate capacities to conduct their work. He demonstrated a model of the capacity-building process, beginning with an assessment and benchmarking stage, followed by a stage for action planning and implementation of capacity-building activities, and then a final stage for reassessment, evaluation and learning. Mr Mukul concluded by asking the audience what they thought the priorities should be in building capacities, and then stated his view that skills, training, mentoring, knowledge, management and input from experts are all important, but that each organisation needs to scrutinise its own needs to determine what should come first.

c. Thematic Discussion 3: Project Management & Technical Skills

Lecturer: Mr Kyeong Yeon Kim, Director of EDUCO

During the third thematic discussion session, Mr Kyeong Yeon Kim gave a lecture on project management and technical skills. This topic was then discussed by the participants from the Bridge Asia CCE projects and from other organisations involved in CCE.

Mr Kim explained the project management cycle and emphasised the importance of baseline research, which he said was vital in order to measure, compare and check progress and to measure effective adaptation and resilience. Most importantly in this session, he showed different examples of how theoretical methods could be practically applied to actual projects. The participants rated the session highly, saying that it had helped them learn how to plan and manage the different stages of a project better, and had given them a clearer vision for their project management.



► Participants in discussion during the Climate Change Education Breakout Session

Study Visits (Day 3)

A. Group 1: Sejong Literacy Project

On the third day of the Workshop, the participants in the Workshop's Literacy Group took part in a study visit to three relevant organisations. These visits gave participants the chance to observe and understand the Republic of Korea's national lifelong education policy and to explore field activities relating to literacy education in Korea.

In the morning, the participants visited the National Institute for Lifelong Education (NILE), which was established to meet the mandate of Korea's lifelong education policy. The visit allowed participants to gain a better understanding of the Republic of Korea's policy on literacy education. Later in the day, the participants visited two local implementing institutions to learn more about activities at field level and explore potential opportunities for cooperation.

a. Study Visit 1: National Institute for Lifelong Learning (NILE)

Dr Youngwha Kee, President of NILE, began the visit by welcoming the Bridge Asia Programme Partners to NILE's offices. Following Dr Kee's welcoming remarks, Dr Jungui Lee, a Senior Program Specialist in NILE's Office of Planning and Coordination of Adult Literacy Education in Korea, gave an introduction to NILE, focusing on the context of lifelong learning policy in the Republic of Korea and, in particular, how literacy education is conducted in line with this policy. Dr Lee explained that NILE was established in line with Korean legislation on lifelong education. She noted that Article 31 of the Constitution of South Korea includes the wording "The State shall promote lifelong education", and based on this, both the Framework Act on Education and the Lifelong Education Act support lifelong education. She explained that NILE has its own systematic approach for promoting lifelong learning, with four different stages (an Academic Credit Bank System, a Bachelor's Degree Examination for Self-Education, a Lifelong Learning Account System and a Lifelong Educator Certification System) and also operates an adult literacy education programme with a customised learning service.

After Dr Lee's introduction to NILE, Dr Eun-Soon Baik from NILE's Division of the Academic Credit Bank System & Bachelor's Degree Exam for Self-Education explained how adult literacy education is conducted in the Republic of Korea, what specific policies exist to support literacy education and what results have been achieved. She stated that, although the literacy rate is high in Korea, the problem of illiteracy still exists among traditionally underprivileged groups, such as women and the elderly, as well as among newly increasing groups such as foreign workers, marriage migrants, and their children. She added, however, that the government continues to support literacy education both financially and through legislation, and that such efforts have resulted in the expansion of educational opportunities to meet current needs.

After the presentation, a productive Q&A session was held, during which participants asked questions about NILE and the content of the presentations. This session also gave the Bridge Asia Partners and the staff from NILE an opportunity to network and find out more about each other's programmes.



► Participants listening to Dr Youngwha Kee during the Study Visit to the National Institute for Lifelong Learning (NILE)

b. Study Visit 2: Anyang Social Education Centre (Anyang City, Gyeonggi Province)



► Participants listening to introduction of the Anyang Social Education Centre during their Study Visit

Anyang Social Education Centre was established in 1996 to conduct literacy education programmes for adults from marginalised groups, with the purpose of enhancing the quality of their lives and encouraging them to participate in the building of strong communities. The centre has since expanded the range of programmes that it offers to cover far more than just literacy, and currently operates a variety of different education programmes, including adult education programmes in English and Chinese characters, study groups for teenagers, an environment preservation campaign, and volunteering programmes for communities. During the field visit, the participants observed a basic English education class that was similar to the basic literacy education programmes conducted by Bridge Asia Partners in their local areas. Participants also joined a sing-along session with the learners in the class.

c. Study Visit 3: Singal Night-School (Yongin City, Gyeonggi Province)

Singal School was established in 1982 to provide educational opportunities to students who, for various reasons, were not able to receive an adequate education within the standard school system. It operates various educational programmes, including programmes for literacy education and General Equivalency Diploma (GED) preparation, and an income-generation programme. All the school's programmes are designed to encourage students to build self-confidence and enhance their ability to participate fully in society. Currently the school is focusing its education programmes on the older generation and foreign immigrants. Participants in the study visit observed one of the school's income-generation classes, making traditional Korean grain-seed crackers, as the school's income-generation programme is considered an example of best practice.



► Participants making traditional Korean grain-seed crackers during the Study Visit to Singal Night-School

B. Group 2: Climate Change Education Project

The Workshop's CCE Group participants visited two Korean organisations working in the field of CCE to learn about their activities.

a. Study Visit 1: Energy Dream Centre (Mapo-gu, Seoul)

The Seoul Energy Dream Centre is Korea's first and largest energy-autonomous building, and aims to teach the importance of energy conservation and sustainability through various programmes and experiences. During their visit the participants learned about the building itself, and more about Korea's climate change adaptation methods.



► Participants trying devices related to climate change adaptation at the Energy Dream Centre

b. Study Visit 2: Energy Farm (Bucheon City, Gyeonggi Province)

The Energy Farm is an organisation working to help solve the energy crisis in developing nations by cooperating with NGOs in various developing countries and using appropriate technology for the construction and management of energy facilities. Mr Dae-gyu Kim, CEO of the Energy Farm, began the tour with a presentation on 'appropriate technology', the kind of small-scale technology that is available in local communities and is used by the Energy Farm in developing countries to address basic human needs. Mr Kim gave an introduction to how appropriate technology can be used for wind power generation, solar concentrating cookers and so on. He gave an example of the solar concentrating cooker project in Cambodia, emphasising the importance of research, and the need to conduct a pilot project in the local communities to localise the appropriate technology before starting an actual project. After his presentation, Mr Kim showed some examples of appropriate technologies so that participants could see how they worked and try using them.



► Participants listening to Mr Dae-gyu Kim during the visit to the Energy Farm

Information Sharing Session (Day 4)

Attended by all participants from Bridge Asia Partners, and representatives from the following Korean organisations:

- Korea Foundation for the Advancement of Science & Creativity (KOFAC)
- Korea Green Foundation
- Green Teachers
- Reshaping Development Institute (ReDI)
- Good Neighbours
- Asia Women Bridge DoRun DoRun
- Habitat for Humanity Korea

Objective: External Partnership and Networking

This session served as a forum for Bridge Asia Partners and Korean organisations conducting activities in the fields of literacy/lifelong learning and climate change to exchange information about their programmes and to discuss possible opportunities for cooperation and partnership. The participants included 23 working-level staff from Bridge Asia Partners and 11 working-level staff from seven relevant Korean organisations. The participants from each Korean organisation set up a booth with information about their organisation. At the beginning of the session, each Korean organisation gave a presentation, during which they introduced their organisation and the overseas activities they conducted, and expressed areas of interest for future operation. Following the presentations, the Bridge Asia Partners visited the booths of the Korean organisations that they were most interested in, in the limited time available during the session, for face-to-face meetings to gather more information and discuss areas of interest.



► Having face-to-face meetings during the Information Sharing Session

Based on the information given by the Bridge Asia Partners, the most visited booth was the Green Teachers booth, which seven participants visited, followed by the booths for the Korea Green Foundation and KOFAC, visited by five participants each. The popularity of these booths showed that the Bridge Asia Partners were particularly interested in innovative methods for training teachers to ensure quality of learning, and methods for climate change education with scientific content. More specifically, the participants wanted to find out if training on climate change response education was available from KOFAC.

Good Neighbors and DoRunDoRun's booths were also popular, with visits from four participants each. Discussion between the Bridge Asia Partners and both these organisations showed that the Bridge Asia Partners were also interested in ways to improve financial development in the context of disaster recovery following damage caused by climate change and natural disasters. These topics were also discussed during the open discussion among Bridge Asia Partners and Korean partner organisations.



► Participants actively participating in meetings with Korean organisations

The Bridge Asia Partners stated that they had found the session very fruitful, since the opportunity to share information in areas of interest with other organisations helped them find new approaches, concepts and practices that could enrich their local projects and assist with community involvement. They also expressed interest in continuing talks with the Korean organisations involved in the session and developing partnerships in future.

Closing

A. Workshop Evaluation

A programme satisfaction survey was conducted at the end of the Workshop in order to obtain the participants' opinions about the Workshop. Evaluation forms were handed out during the session and filled out by each participant. Participants were asked to check a number from 1 to 5 (1 being least satisfactory and 5 being most satisfactory) that reflected their satisfaction level for each category being asked about. Participants were asked to give ratings for each session of the Workshop, as well as on the overall effectiveness of the Workshop, the assistance provided to participants, and the facilities provided.

The following is a summary of the survey results:

*refer to Annex 1 for further details about the results from the Workshop evaluation survey

Participant satisfaction survey (1-5)

Participants from Bridge Asia Partners (i.e. those who attended all four days of the Workshop)

- Average satisfaction rating for the overall Workshop programme (4.7)
- Literacy Education (Sejong Literacy Project) Group (4.9)
 - Activity with highest average satisfaction rating: Field Visit 2 - Singal Night School (4.9)
- Climate Change Education Group (4.5)
 - Activity with highest average satisfaction rating: visit to Seoul Energy Dream Centre (4.6)

Participants who only attended the open session, titled 'SDG Forum on International Cooperation in Education' (local participants)

- Average overall satisfaction rating (4.1)
- Highest satisfaction: Keynote Speech: 'Literacy, Education for Sustainable Development and Women's Empowerment' Anna Robinson-Pant, Professor, School of Education & Lifelong Learning, University of East Anglia (4.6)

B. Closing Ceremony and Photo Contest Award



Mr Seung-yoon Kim, Assistant Secretary-General at the Korean National Commission for UNESCO, led the closing ceremony for the four-day Workshop. He stated his sincere appreciation to all the participants and stakeholders for their contributions in making this gathering of Bridge Asia Partners a success, and useful for all participants.

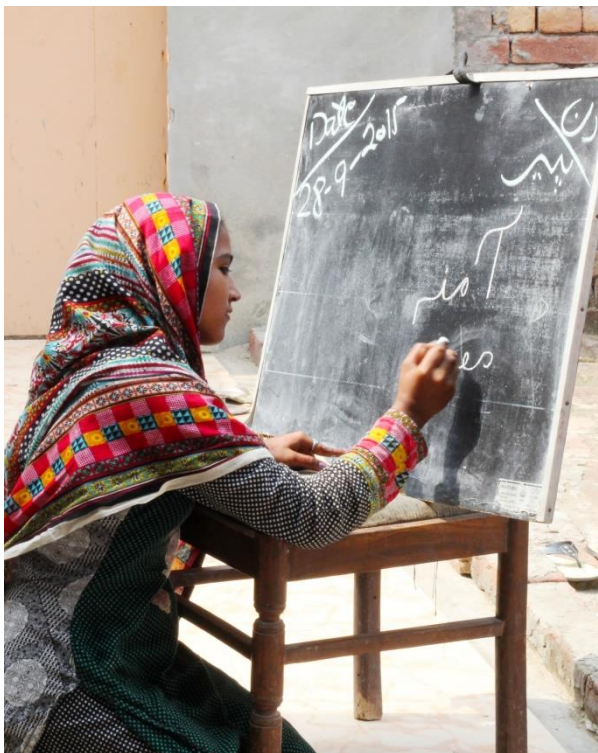
► Mr Seung-yoon Kim speaking for the Closing Ceremony

A brief awards ceremony for the photo contest organised by KNCU to celebrate international Literacy Day was also held during the closing ceremony. The award was given to Bunyad Literacy Community Council (Pakistan), Timor-Leste National Commission for UNESCO, and Ministry of Education and Sports (Lao PDR). The award-winning photos are reproduced below.



► (From the left) Representatives from Bunyad Literacy Community Council in Pakistan, Timor-Leste National Commission for UNESCO, and the Ministry of Education and Sports of Lao PDR

(The award-winning photos are shown on the next page)



► A woman learner in Pakistan practicing writing (Bunyard Literacy Community Council)

► Young students reading a book together (Ministry of Education and Sports of Lao PDR)



Primary Multigrade students read a Lao language subject at Artook Primary School, Saravan Province. Photo by Savanhkeo Kanlaya

► A young boy writing numbers (Timor-Leste National Commission for UNESCO)



Annex 1. Results of Workshop Evaluation Survey

Group	Average satisfaction score for each programme	Average
Literacy	1. Self-participation during the workshop	4.62
Literacy	2. Understanding of relevant field - literacy education	4.77
Literacy	3. Improvement of knowledge and technical skills	4.62
Literacy	4. Networking among participants	4.54
Literacy	2.1. Registration and opening ceremony	4.73
Literacy	2.2. Keynote speech: literacy, education for SD and women's empowerment - Anna Robinson Pant	4.82
Literacy	2.3. Thematic lecture 1: UNESCO's strategies for improving the status of literacy - Brenda Tay-Lim	4.09
Literacy	2.4. Thematic Lecture 2: community impact, response and adaptation to climate change in (South) Asia	4.08
Literacy	2.5. KNCU Bridge Asia Programme case studies	4.42
Literacy	2.6. Panel discussion: inclusive and sustainable community development through partnership in Asia	4.42
Literacy	2.7. Workshop orientation	4.67
Literacy	2.8. Group discussion 1: case studies and thematic discussion	4.46
Literacy	2.9 Group discussion 2: identifying mechanisms for cooperation	4.36
Literacy	2.10. Plenary session: reporting of group discussion results	4.25
Literacy	2.11. Thematic lecture: making best use of assessment to improve learning - Brenda Tay-Lim	4.08
Literacy	2.12. Visit to National Institute for Lifelong Learning	4.83
Literacy	2.13. Visit to Anyang Citizens School	4.77
Literacy	2.14. Visit to Singal School	4.92
Literacy	2.15. Plenary session1: information sharing session	4.82
Literacy	2.16. Plenary session 2: adoption of the KNCU Bridge Asia Common Principles and Guidelines	4.67
Literacy	3.1. Workshop venues and facilities	4.92
Literacy	3.2. Accommodation	5.00
Literacy	3.3. Visit to Insadong	4.80
Literacy	3.4. Transportation	4.85
Literacy	3.5. Food and beverages	4.85
Literacy	3.6. KNCU staff	5.00
Literacy	Overall satisfaction	4.92
CCE	1. Self participation during the workshop	4.50
CCE	2. Understanding of relevant field - literacy education	4.42
CCE	3. Improvement of knowledge and technical skills	3.92
CCE	4. Networking among participants	4.33
CCE	2.1. Registration and opening ceremony	4.58
CCE	2.2. Keynote speech: literacy, education for SD and women's empowerment - Anna Robinson Pant	4.27
CCE	2.3. Thematic lecture 1: UNESCO's strategies for improving the status of literacy - Brenda Tay-Lim	3.75
CCE	2.4. Thematic Lecture 2: community impact, response and adaptation to climate change in (South) Asia	3.67

CCE	2.5. Sharing of KNCU Bridge Asia Programme case studies	4.36
CCE	2.6. Panel discussion: inclusive and sustainable community development through partnership in Asia	4.17
CCE	2.7. Workshop orientation	4.50
CCE	2.8. Understanding of CCA - JY Kang	4.45
CCE	2.9. Thematic group discussion 1: community engagement and resource mobilisation	4.00
CCE	2.10 Thematic group discussion 2: capacity building	3.92
CCE	2.11. Thematic group discussion 3: project management and technical skills	4.00
CCE	2.12. Study visit 1: Seoul Energy Dream Centre	4.58
CCE	2.12. Study visit 2: Energy Farm	4.25
CCE	2.13. Plenary session 1: information sharing session	4.42
CCE	2.14. Plenary session 2: adoption of the KNCU Bridge Asia Common Principles and Guidelines	4.17
CCE	3.1. Workshop venues and facilities	4.75
CCE	3.2. Accommodation	4.83
CCE	3.3. Visit to Insadong	4.45
CCE	3.4. Transportation	4.58
CCE	3.5. Food and beverages	4.58
CCE	3.6. KNCU staff	4.83
CCE	Overall satisfaction	4.50
Total	Average score of all the participations	4.72

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Annex 3. List of Participating Korean Organizations

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