

Final Report



# 2022 Bridge Workshop and Seminar

1 - 4 November 2022

Seoul, Gyeongju and Osan, Republic of Korea

Host



Korean National Commission  
유네스코한국위원회

Sponsors







## **Constitution of the United Nations Educational, Scientific and Cultural Organization**

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

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

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

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

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

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

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

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

Adopted on 16 November 1945

# SUSTAINABLE DEVELOPMENT GOALS



Goal 1. End poverty in all its forms everywhere



Goal 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture



Goal 3 Ensure healthy lives and promote well-being for all at all ages



Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



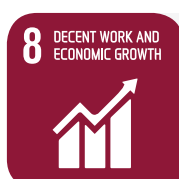
Goal 5 Achieve gender equality and empower all women and girls



Goal 6 Ensure availability and sustainable management of water and sanitation for all



Goal 7 Ensure access to affordable, reliable, sustainable and modern energy for all



Goal 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



**Goal 9** Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation



**Goal 10** Reduce inequality within and among countries



**Goal 11** Make cities and human settlements inclusive, safe, resilient and sustainable



**Goal 12** Ensure sustainable consumption and production patterns



**Goal 13** Take urgent action to combat climate change and its impacts



**Goal 14** Conserve and sustainably use the oceans, seas and marine resources for sustainable development



**Goal 15** Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss



**Goal 16** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels



**Goal 17** Strengthen the means of implementation and revitalize the global partnership for sustainable development

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# Foreword



UNESCO has promoted literacy as a fundamental human right for many decades. Indeed, the ability to read, especially in mother tongues, is the key driver of change, allowing people to gain the knowledge and skills that are critical to achieving the Sustainable Development Goals (SDGs).

In this light, the Korean National Commission for UNESCO (KNCU) has operated the Bridge Programme since 2010 to improve the quality of life of underprivileged people in developing countries by strengthening their access to education, particularly literacy education, and to contribute to the achievement of SDG 4. Within the framework of the Bridge Programme, the 2022 Bridge Workshop brought together 20 officials from 8 countries (Bhutan, Jordan, Laos, Malawi, Pakistan, Sri Lanka, Timor-Leste, and Uruguay) in South Korea, marking the programme’s first in-person workshop since the pandemic began. Over the past 7 years, the annual Bridge Workshop has played a central role in ensuring the continued success of the Bridge Programme by sharing good practices, strengthening non-formal education capabilities, and establishing a cooperative network among relevant organisations.

This year, the workshop also included a public seminar to enhance the visibility of UNESCO in promoting international cooperation to achieve SDG 4. Under the theme of “non-formal education and women in the context of international development cooperation programmes”, the Seminar provided a timely opportunity to share examples from the Bridge Programme partners and relevant South Korean institutions and to discuss ways to address common challenges.

I am confident that this year’s workshop and seminar have once again leveraged our partnership for more strategic and effective implementation of the Bridge Programme. I would like to express my deep gratitude to all participants for their valuable contributions to the workshop, as well as to the Ministry of Education of the Republic of Korea, UNESCO, and the cities of Gyeongju and Osan, whose kind support made the workshop and seminar possible.

A handwritten signature in black ink, consisting of stylized Korean characters.

HAN, Kyung-Koo Ph.D.

Secretary-General  
Korean National Commission for UNESCO



# 2022 Bridge Workshop & Seminar

“Strengthening the sustainability of non-formal education and educational development cooperation projects through peer learning under the Bridge Programme”

## Executive Summary

The 2022 Bridge Workshop & Seminar took place from 1 to 4 November 2022 at UNESCO House, located in Seoul, Republic of Korea. The workshop was attended by 20 representatives from Bridge Programme partner organisations in 8 countries: the Bhutan Ministry of Education (Bhutan), Taghyeer (Jordan), the Lao Ministry of Education and Sports (Lao PDR), the Malawi National Commission for UNESCO (Malawi), Bunyad Literacy Community Council (Pakistan), the National Institute of Education (Sri Lanka), Timor-Leste National Commission for UNESCO (Timor-Leste), and the National Directorate of Education (Uruguay).

During this four-day workshop, the participants presented SWOT analyses of their projects to share good practices and promote peer learning. The workshop also provided special sessions on results-based project management and evaluation as well as public relations and partnerships, with the purpose of enhancing the participants' relevant skills. Participants also visited the UNESCO World Heritage sites in the city of Gyeongju, known as a museum without a roof for the abundance of its heritage. Additionally, participants had an opportunity to learn how lifelong learning programmes are implemented for residents of Osan City, which has been designated as a UNESCO learning city.

On the second day of the workshop, a public seminar titled the 2022 Bridge Seminar was held under the theme of “non-formal education and women in the context of international development programmes”. The purpose of the seminar was to publicise the activities of the Bridge Programme and to serve as an additional platform to build knowledge, exchange experiences, and further pave the way forward for better implementation of individual projects within the framework of the Bridge Programme.

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

# Chapter 1. Introduction

The year 2022 marked the first face-to-face training workshop for the Bridge Programme since the outbreak of COVID-19. The Korean National Commission for UNESCO (KNCU) hosted the workshop with support from the Ministry of Education of the Republic of Korea, UNESCO, and the cities of Gyeongju and Osan. Two sessions of the workshop were dedicated to special lectures on ‘results-based project management & evaluation’ and ‘public relations & partnerships’ by experts from Hanyang University and World Vision Korea respectively. Moreover, participants further extended their knowledge of lifelong learning through the public seminar held on the second day of the workshop, and field visits in Osan City, which has received the UNESCO Learning City Award for outstanding progress in providing lifelong learning opportunities for citizens. Participants also had an opportunity to explore the UNESCO-listed historical sites in Gyeongju with generous support from the city government. The remaining part of this report will present a summary of each session of the workshop and seminar.

## 1. Overview of the 2022 Bridge Workshop & Seminar

The main theme of the workshop was “Strengthening the sustainability of non-formal education and educational development cooperation projects through peer learning under the Bridge Programme.” This theme reflects the core purposes of the workshop and seminar, which were as follows:

### ● Objectives

1. To provide mutual learning opportunities through the sharing of best practices related to literacy education and lifelong education implemented by the Korean National Commission for UNESCO (KNCU)’s partner organisations under the two parts of the Bridge Programme, consisting of the 2nd phase of Bridge Programme (the UNESCO NatComs’ Partnership Programme) and the Bridge Sejong Programme (the Cooperation Programme for Laureates of the UNESCO King Sejong Literacy Prize);
2. To improve the sustainability of projects under the Bridge Programme by contributing to the partner organisations’ project planning and implementation and strengthening their public relations capacities;
3. To establish a network among the partner organisations, relevant domestic and foreign institutions, and other experts; and
4. To enhance the visibility of the Bridge Programme and its participating institutions, and expand sponsorship by publicising the work of the programme.

## ● Overview

<b>Dates</b>	1-4 November 2022 (Tue.-Fri.)
<b>Venue</b>	UNESCO House, Myeongdong-gil 26, Jung-gu, Seoul, Republic of Korea
<b>Host</b>	Korean National Commission for UNESCO
<b>Sponsors</b>	Ministry of Education of the Republic of Korea, UNESCO, Gyeongju City, and Osan City

## 2. Programmes

### ● 2022 Bridge Workshop (Training Workshop for the Bridge Programme's Partner Organisations)

The training workshop aimed to enable mutual learning on the medium- to long-term strategy of each of the Bridge Projects, and to offer examples of practices, achievements and challenges from each country's project, as well as practical training related to project management and evaluation. The training sessions included visits to relevant institutions in Osan City as well as field trips to cultural sites in Gyeongju City.

### ● 2022 Bridge Seminar (Public Programme)

The half-day public seminar involved expert presentations on the theme of 'non-formal education and women', the sharing of examples from the Bridge Programme partners and from relevant institutions in South Korea, and discussions on possible future directions and strategies for promoting non-formal education in the post-COVID-19 era.



2022 Bridge Seminar being broadcast live on YouTube

### 3. Participants

The workshop was attended by 20 officials involved in implementing projects in the eight countries under the Bridge Programme, including a total of 12 officials from countries participating in the Bridge 2nd Phase Programme (3 each from Timor-Leste, Laos, Bhutan and Malawi) and 8 from countries participating in the Bridge Sejong Programme (2 each from Pakistan, Sri Lanka, Jordan and Uruguay). The participants are key actors in the Bridge Programme, contributing to the achievement of SDG 4 at various levels, from senior management to working level, as well as with different backgrounds encompassing both governmental and non-governmental organisations. Such diversity and balance in terms of the participants' backgrounds was a contributing factor to the workshop's success, allowing fruitful exchanges of different perspectives and experiences.

In addition, a total of 113 other in-person participants as well as a number of online attendees attended the Bridge Seminar (the public programme during the workshop). These, included South Korean experts in the fields of development cooperation, lifelong learning and non-formal education, as well as representatives from relevant NGOs, business officials, students in relevant fields and interested members of the general public.

Please refer to Annex 4 for the list of participants.

## Chapter 2. Summary of the 2022 Bridge Workshop Sessions



Participants taking part in a group exercise

## Day 1 | 1 November 2022

Day 1

Day 2

Day 3

Day 4

### 1. Opening Ceremony of the 2022 Bridge Workshop

The Secretary-General of the KNCU, Han, Kyung Koo Ph.D., opened the workshop with the following remarks.

#### Opening Speech

**- Speech by Han, Kyung Koo Ph.D.**  
Secretary-General of the KNCU

It is a great pleasure and honour for me to welcome you all to the 2022 Bridge Workshop organized by the Korean National Commission for UNESCO (KNCU), under the auspices of the Ministry of Education, UNESCO, Gyeongju City and Osan City. I'm Kyung-Koo Han, Secretary-General of the Korean National Commission for UNESCO.

First of all, I would like to thank all of our participants from our partner organizations of the Bridge Programme for coming to Korea to join the workshop. It has been a long time since we last had the opportunity for in-person meetings with our partners as a result of COVID-19 restrictions, so I am very grateful that you have all joined us here in spite of the ongoing difficulties, and I am convinced that this workshop will be a very meaningful occasion to strengthen and expand our cooperation.

KNCU has supported non-formal education for children, youths, and adults who are excluded from formal education since 2010 by supporting literacy education, basic education, and vocational education through Bridge Projects in developing countries. Currently we are implementing the 2nd phase of the Bridge Programme with our fellow National Commissions for UNESCO in Bhutan, Timor-Leste, Laos, and Malawi, to support basic education for vulnerable people in those countries. We are also working with laureates of the UNESCO King Sejong Literacy Prize in Sri Lanka, Jordan, Uruguay, and Pakistan to promote literacy education under the Bridge Sejong Programme, which started last year.

We are gathered here today with a common and firm belief in education. Education has the power to change our future, and so it is vital that no one is forgotten in education. However, as you all know, in the last few years more people have been marginalized from



education, under the influence of the COVID-19 pandemic. The importance and necessity of non-formal education is increasing, but the provision has, in reality, gone the opposite way. But the right to education steadfastly remains a fundamental right for everyone, and a long standing value emphasised in UNESCO's Constitution and the Universal Declaration of Human Rights. Therefore, we must not be frustrated by current difficulties. We must keep going forward, and not let anything stop us from dreaming of a better future for everyone through education.

This is why we are here. Through the Bridge Programme, we can contribute to reducing education gaps in society and contribute to achieving the common educational goal of the global community: SDG 4. During the workshop, we will learn from each other's experience, and talk about the medium- to long-term strategy of the Bridge Programme. There will also be opportunities to deepen knowledge about project management, and by the end of the workshop, we will be able to think about the future of the Bridge Programme in a more sustainable way.

Let me end now by wishing you all a wonderful stay here in Korea, and thanking you all again for joining us for this 2022 Bridge Workshop. I look forward to its great success. Thank you very much.



The Secretary-General of the KNCU, Dr. Han, Kyung Koo, delivering his opening remarks on the first day of the workshop, 1 November 2022

- **Photo Session**



20 Participants from 8 countries having a photo session



## 2. Introduction

A brief introduction to the Bridge Programme and its medium-term strategic direction was delivered by Mr. Jun Ho Ju, Director of the Bridge Programme.

### 1 | The Medium-Term Strategic Direction of the Bridge Programme

#### - Presentation by Mr. Jun Ho Ju

*Director of the Bridge Programme, Korean National Commission for UNESCO*

#### Summary of Presentation

- **Mr. Jun ho Ju**, Director of KNCU's Division of the Bridge Programme, explained that the Korean National Commission for UNESCO had been working together with partner organizations through the Bridge Programme since as early as 2010, contributing to achieving UN Sustainable Development Goal 4 by providing opportunities for non-formal and literacy education for the marginalized. Mr. Ju further explained that, having gone through multiple stages, the programme was currently composed of two main parts, the Bridge Programme Phase II in partnership with fellow National Commissions for UNESCO, and the Bridge Sejong Programme in partnership with some of the NGOs that had previously been awarded the UNESCO King Sejong Literacy Prize.
- For the medium-term strategic direction of the Bridge Programme, he explained that the programme would be divided into two tracks: the first track for partners newly joining the programme, and the second for those who were already partners in the programme. He noted that the aims of the programme and the operating modalities would remain the same as the current framework.

#### Q&A Session

- **Q. Dr. Rana Dajani**, Founder and Head of Taghyeer in Jordan, asked if any research had been done on evaluating the target learners' "aliteracy", which referred to the state of being able to read but uninterested in doing so.
  - **A. Mr. Ju** answered that, while he was looking forward to hearing more about the concept of aliteracy in Dr. Dajani's presentation during the upcoming seminar, the Bridge Programme at the current stage focused more on learners' literacy and satisfaction with life before and after the project's implementation, rather than their aliteracy.



Mr. Jun Ho Ju, Director of the Bridge Programme, delivering his presentation



Participants watching a presentation

## 2 | Sharing Examples of Best Practice - Public Relations

### - Presentation by Sengpapha Holanouphap

*Lao National Commission for UNESCO*

### Summary of Presentation

- **Ms. Sengpapha Holanouphap**, Technical Officer at the Lao National Commission for UNESCO, started her presentation by sharing the governance framework of the Bridge Laos Project. She noted that the Lao National Commission for UNESCO (LNCU) had established a Bridge National Committee (BNC) to oversee the project, and that this committee included representatives from the central government in Lao PDR, such as the Ministry of Education and Sports (MoES), and from the provincial and local governments. She said that LNCU had made a ministerial agreement between government ministries related to the Bridge Laos Project to ensure better cooperation. She noted that the chairperson of the BNC, responsible for supervising the overall project, was the Minister of Education and Sports. She added that LNCU held an annual kick-off meeting with the related departments in MoES and regular meetings with the department of Non-Formal Education when necessary. She emphasised the importance of the project manual for smooth management, sustainability and connectivity over time despite the replacement of personnel.
- The presenter shared examples of the promotional activities for the Bridge Laos Project, stating that LNCU made a lot of use of the project's logo to promote the project. For example, she said, LNCU put the logo on the educational materials for the learners, and the project shirts. She said that this helped the local community to recognize the project, and so contributed to raising awareness of the project in the village. She also said that LNCU contacted governmental newspapers to share information regarding project activities and uploaded SNS posts for the public as well. Moreover, she noted that the Minister of Education and Sports of Lao PDR had mentioned the Bridge Project during his speech for the general debate at the 41st General Conference of UNESCO, and that this was possible because the Minister was well acquainted with the project since he was head of the BNC and attended its annual launch meeting.



Ms. Sengpapha Holanouphab delivering her presentation

### 3 | Sharing Examples of Best Practices - Evaluation

#### - Presentation by Dr. Rana Dajani

*Taghyeer, We Love Reading, Jordan*

#### Summary of Presentation

- **Dr. Rana Dajani**, Founder and Director of We Love Reading in Jordan, gave a presentation about programme evaluation using practices from the Bridge Sejong Jordan Project, which provides funding to the We Love Reading programme. She began by explaining that evaluation of a programme first required properly understanding the programme. She then introduced the We Love Reading programme as a programme that encouraged people to enjoy books by reading aloud. She noted that We Love Reading changed mindsets through reading, creating 'changemakers'. She added that people who loved reading would delight in learning and become lifelong readers and learners. She explained that in an ideal world, parents of children should read books to their children, but that this was not being done, so We Love Reading transferred the responsibility from one person (the parent) to the neighbourhood. She also highlighted the need for a sense of ownership, both at the individual level, which allowed people to maintain their reading, and at programme level, allowing the programme to be sustained. She added that the programme was a journey, at the end of which, people received certificates and were nominated as reading ambassadors and volunteers.



- Moving on to speak about evaluation of the Bridge Jordan Project, she said the project had three objectives: the implementation of We Love Reading (WLR); an understanding of how the WLR programme works and evaluation of its impact on women and children; and development of the programme to improve it. She mentioned that, for evaluation, an experiment had been conducted under which a study sample of people were allocated to an experimental group and a control group and data was collected that showed positive results following the programme. She explained that the experiment investigated the long-term attitudes and effects of literature and learning among participants in We Love Reading. She explained that reading sessions had been conducted with fifty mother-child pairs in the experiment and control groups, and that the data collected after a year showed that the attitude towards reading among the children of the participants in the We Love Reading programme continued to be higher than that of children in the control group. Dr. Dejani concluded by saying that We Love Reading could be adapted for use not only in the local community but all over the world.



Dr. Rana Dajani delivering her presentation

### 3. Welcome Lunch Hosted by the Secretary-General of the KNCU, Han, Kyung Koo (Ph.D.)

At noon on Day 1, the Secretary-General of the KNCU, Dr. Han, Kyung Koo, hosted a welcome lunch for the participants, offering his heartfelt thanks to the participants for attending this year's workshop after the trials of COVID-19.



The Secretary-General of the KNCU, Dr. Han, Kyung Koo, expressing appreciation to participants for joining the workshop

## 4. SWOT Analyses and Experts' Feedback

### 1 | SWOT Analyses - Bhutan & Malawi

#### - Presentation by Ms. Pelden

*Ministry of Education of Bhutan*

#### - Presentation by Mr. Chifuniro Clement Chikoti

*Malawi National Commission for UNESCO*

#### - Feedback by Dr. Yoo-Jin Chun

*Seoul National University*

### Bhutan

- **Ms. Pelden**, Deputy Chief Programme Officer at the Bhutan National Commission for UNESCO, presented a SWOT analysis of the Bridge Bhutan Project. She started her presentation with a brief introduction of Bhutan and the project, and then discussed the strengths, weaknesses, opportunities and threats of the project. She specified the strengths of the project as being 1) promotion of lifelong learning, 2) leaving no one left behind in the sector of education, and 3) the operation of Community Learning Centres (CLCs). She considered the impact of COVID-19 as the main weakness, as the pandemic had delayed the achievement of completion rate targets. She added that the recruitment of instructors was another challenge that, in turn, impacted the sustainability of the project. In the face of these difficulties, she looked forward to opportunities such as diversification of vocational training, contributions towards adult literacy targets, utilisation and operation of digital devices, and the empowerment of women. Lastly, she identified learner dropouts, frequent resignation of instructors, lack of access to digital devices, and lack of digital literacy as threats to the project.



Ms. Pelden presenting a SWOT analysis of the Bridge Bhutan Project

## Malawi

- **Mr. Chifuniro Clement Chikoti**, Assistant Programme Officer for Education at the Malawi National Commission for UNESCO, presented a SWOT analysis of the Bridge Malawi Project. Following a brief introduction with general information about Malawi, he explained the duration, main target and activities of the project. In terms of the SWOT analysis, he took the presence of the Bridge National Committee, and the availability of well-established CLCs and learning materials as the strengths of the project. On the other hand, he stated that the low effectiveness of some CLCs' management, low commitment of some members, and lack of sense of ownership could be said to be weaknesses. He offered the presence of the National Adult Literacy Policy, and the inclusion of CLCs in the Malawi 2063 First-10 Year Implementation Plan (MIP-1) as opportunities for improvement at a later stage. He also noted that the availability of members of the community who were willing to volunteer their services could be an opportunity. He said, however, that high turnover of office bearers in some government ministries, departments and agencies was one of the main threat factors for the project.



Mr. Chifuniro Clement Chikoti presenting a SWOT analysis of the Bridge Malawi Project



## Feedback

- **Dr. Yoo-Jin Chun**, from Seoul National University, provided feedback following the two presentations.
  - **(Bhutan)** Looking at Bhutan's case, she mentioned the need for a group of people who could link separated components of the project, since they could not only provide skills for the market, but also emotional support for learners and networks. She noted that recently, successful vocational programmes tended to have this feature connecting learning programmes and local communities. She also stressed the importance of identifying the different needs of learners. She said that her team had come to the conclusion that human rights and gender issues were deeply interconnected in both projects.
  - **(Malawi)** In regard to Malawi's case, the project touched on the issues of inclusiveness for disabled people and in Bhutan, most learners were women who had dropped out of school due to socially and culturally shaped reasons. In this light, she highlighted that power dynamics among learners should be carefully examined at the implementation level.



Dr. Yoo-Jin Chun from Seoul National University providing feedback on the two presentations

## 2 | SWOT Analyses - Sri Lanka & Jordan

### - Presentation by Mr. Sarawanamuthu Dunaisingh

National Institute of Education, Sri Lanka

### - Presentation by Ms. Lina Qtaishat

Taghyeer, We Love Reading, Jordan

### - Feedback by Prof. Subin Yeo

Hannam University

## Sri Lanka

- **Mr. Sarawanamuthu Dunaisingh**, Senior Lecturer and Head of the National Institute of Education in Sri Lanka, presented a SWOT analysis of the Open School Programme. He started his presentation by giving brief information on Sri Lanka and the project first, and then spoke about the strengths, weaknesses, opportunities and threats of the project. For the project's strengths, he mentioned that the Open School Programme offered three courses free of charge and had established regional study centres across the island. Also, he stated that cordial relationships with national and international institutes and experienced teachers were strengths. However, he said the programme's dependence on existing and manual management systems, where strict rules and regulations applied, was a weakness. Nonetheless, he added that the programme offered educational opportunities to various groups and noted that the demand for online classes was an opportunity. He also stated that international institutions' collaboration was an excellent opportunity. In closing his presentation he noted that rapidly changing situations such as COVID-19 and social and economic factors were a threat to the programme.



Mr. Sarawanamuthu Dunaisingh presenting a SWOT analysis of the Bridge Sejong Sri Lanka Project

## Jordan

- **Ms. Lina Qtaishat**, Project Manager of We Love Reading in Jordan, presented a SWOT analysis of We Love Reading. She started her presentation with some brief information about the programme, before speaking about the project's strengths, weaknesses, opportunities and threats. For the project's strengths, she mentioned a simple and clear programme model, sustainability, research-supported activities, and cooperation with a wide range of civil society institutions, locals and a solid international network. She also mentioned the fact that We Love Reading did not need any technical methods as a strength. However, she said unsustainable funding sources and the absence of digital and virtual platforms could be weaknesses. For the opportunities, she noted the emphasis currently being given to women's rights and non-formal education by the world and local governments. In terms of threats, she noted that governments and communities had changed their educational priorities, and shut down digital platforms. She also mentioned technological failures as a threat, noting that We Love Reading needed online ways of operating.



Ms. Lina Qtaishat presenting a SWOT analysis of the Bridge Sejong Jordan Project

## Feedback

- **Prof. Subin Yeo**, from Hannam University, provided feedback following the two presentations.
  - **(Sri Lanka)** She gave feedback to Sri Lanka first. She noted that teachers coming from formal education could be a weakness for the programme, for the reason that it can be difficult for teachers in regular curricula to adapt to non-formal education. In addition, she mentioned that self-learning materials could be an opportunity, and that including self-learning as an opportunity could help to offset the impact of COVID-19 and socio-economic factors mentioned as threats for the Sri Lanka project, for the reason that if people have the opportunity to access self-learning materials, they are less likely to be affected by other circumstances. Even so, she stated that learners' mindsets would have changed because of the COVID-19 pandemic.

- **(Jordan)** In Jordan's case, she mentioned that enjoying reading was very important and led to learning. She said that having tutors from the community would be an excellent strength because they already know the community well. She made particular note of flexible programs for children, accessibility, the creation of habits, and making reading fun as strengths of the programme. However, she said that although the programme had educational workshops through virtual communities, there were no platforms, no channels between ambassadors, and no physical workshops, which could be weaknesses. She suggested that the programme required a social media platform, so money should be invested in this, and she recommended finding sponsors and other ways to increase financial support.



Professor Subin Yeo providing feedback on the two presentations

### 3 | SWOT Analyses - Pakistan & Uruguay

**- Presentation by Ms. Mishal Iftikhar Shafi**

*Bunyad Literacy Community Council, Pakistan*

**- Presentation by Mr. Federico Guillén**

National Directorate of Education, Uruguay

**- Feedback by Dr. Hye Seung Cho**

International Development Cooperation Center, Korean Women's Development Institute

#### Pakistan

- **Ms. Mishal Iftikhar Shafi**, Policy Proposal and Documentation Facilitator at Bunyad Literacy Community Council, presented a SWOT analysis of the Bridge Sejong Pakistan Project. Following a brief overview of Pakistan and Bunyad Literacy Community Council, she introduced the project 'Decreasing Poverty by Lifelong Learning for Young Rural Females,' saying that the project aimed to decrease poverty by providing lifelong learning opportunities for young illiterate rural women, equipping them with literacy and essential life-skills to sustain learning and help them to become independent, in line with SDG 4. She then explained the project's strengths, weaknesses, opportunities and threats. In terms of strengths, she mentioned that the project's holistic, integrated approach made partnership with public line departments possible, which led to more opportunities than before in youth learning, helping women to realize their ability to improve their own lives, and increasing involvement of women in community matters. She pointed out the weak infrastructure and very poor communities as weaknesses, along with friction amongst women who are not linked with the project. In terms of the opportunities, she said that female youth benefited the most, gaining five advantages: moving out of illiteracy, getting skills, getting confidence to tackle challenges, narrowing the gender divide, and giving women a chance to contribute towards development in their finances, decision making processes and more. Lastly, for the threats of the project, she said that, as the government focused on children as opposed to adult women, there was a lack of budget for adult women. She also mentioned conservatism about education and natural disasters moving the marginalized back into poverty as being threats.





Ms. Mishal Iftikhar Shafi presenting a SWOT analysis of the Bridge Sejong Pakistan Project

## Uruguay

- **Mr. Federico Guillén**, Technical Assistant at the National Directorate of Education in Uruguay, presented a SWOT analysis of the Bridge Sejong Uruguay Project. Following a brief overview of Uruguay and the National Directorate of Education (NDE), he introduced the project ‘Taking the floor: actions to reduce illiteracy among inmates in Uruguay’, which he said aimed to reduce illiteracy among adult prison inmates and had three main components: early detection of illiteracy (through an illiteracy diagnosis device); promotion and improvement of reading and writing skills (through workshops and activities in multimodal library spaces); and training for teachers, and prison officers. He then explained the project’s strengths, weaknesses, opportunities and threats. For the strengths of the project, Mr. Federico said that the Bridge Sejong Uruguay Project had been a priority programme of the NDE and its institutional partner NRI, and as actions were planned, developed, monitored and evaluated, innovative actions had been provided to the National Plan for Education in Prisons. Further strengths that he mentioned were the use of an illiteracy diagnosis device, use of multimodal libraries and the fact that the project required a low budget in comparison with the benefits that it brought. As weaknesses, he pointed out the complexity of bureaucratic and financial procedures for the use of KNCU’s funds, the length of time required (two months) for state procedures in order to make purchases, rigidity of the prison policy in penitentiary units, and that NDE was currently in the process of reforming their programmes. In terms of opportunities, he explained that, as the methodological framework was ready, they were looking forward to the project’s scalability to all penitentiary units. Additionally, he noted that the National Plan for Education in Prisons would bring other institutions closer to the project, and said that the key role of education in the rehabilitation process and the high demand for formal and non-formal education among inmates and from the penitentiary system were also opportunities for the project. Lastly, Mr. Federico stated that the threats to the project included low visibility and awareness in Uruguayan society of the high levels of illiteracy among inmates, along with heterogeneity of prison living conditions and low accessibility of education.



Mr. Federico Guillén presenting a SWOT analysis of the Bridge Sejong Uruguay Project

## Feedback

- **(Pakistan) Dr. Hye Seung Cho**, Associate Research Fellow of the International Development Cooperation Center at the Korean Women's Development Institute, provided feedback regarding the previous group discussion and presentation delivered by Ms. Mishal Iftikhar Shafi. Dr. Cho first mentioned her hope that the project would be sustainable and effective as she could see Bunyad was passionate about the project and that it was meaningful and important for Pakistan. She added that to be sustainable, gender norms would be important, noting that the Pakistan team had mentioned gender stereotypes and gender-related conflict, both between men and women and amongst women, as threats. She also said that she hoped Bunyad would expand the scope to allow men and boys to be actively involved in the project. She went on to highlight that Bunyad's good expertise for the project, based on its experience and partnership with the provincial government, was a project strength, in particular because Punjab was the only province in the country with a literacy programme department. Dr. Cho then suggested developing the partnership with the provincial government to increase the sustainability of the project.
  - **(Comment) Ms. Shaheen Attiq-ur-Rahman**, Vice Chairperson of Bunyad Literacy Community Council, said that she would like to mention KNCU's excellent contribution and support, which had increased by 30 percent. She said that as a result they had more centres for teaching rural women with computers, more library books and more interventions, which had led them to reach 100,000 learners. She thanked the KNCU for showing how these interventions were an entry point for a future out of poverty for these women.
- **(Uruguay) Dr. Hye Seung Cho**, Associate Research Fellow of the International Development Cooperation Center at the Korean Women's Development Institute, provided feedback regarding the previous group discussion and presentation delivered by Mr. Federico. She first mentioned that the project was really unique and impressive since its target was prison inmates, and since the literacy rate of inmates was less than 10 percent, compared to a national literacy rate of almost 90 percent. She found that one of the important strengths of the project was its alignment with government policy and priorities, and the government's strong commitment to the

project, which she noted would help the project to be more sustainable and effective. In that sense, Dr. Cho talked about how NDE's being in the process of reforming their programmes, which Mr. Federico had identified as a weakness, could also be an opportunity because the project's components and vision could be incorporated into the NDE's reform process. She stated that her team had discussed the issue of the strict financial procedures for using KNCU's funds and that her team had concluded that this was a problem not only for Uruguay but also for Pakistan, but that they could not suggest a solution because the procedures were required by the national bank system. However, she proposed to have further discussions with the KNCU to see if they could find more practical solutions together. Lastly, Dr. Cho highlighted that the low visibility and awareness in Uruguayan society of the high levels of illiteracy among inmates was an important issue and suggested that, to make the project more sustainable, it would be good to include community advocacy programmes as a component of the project.



Dr. Hye Seung Cho providing feedback on the two presentations



## 4 | SWOT Analyses - Laos & Timor Leste

### - Presentation by Ms. Philany Phitssamy

Ministry of Education and Sports of the Lao PDR

### - Presentation by Mr. Francisco Barreto

Timor-Leste National Commission for UNESCO

### - Feedback by Prof. Hwajin Lee

Korea National University of Education

## Laos

- **Ms. Philany Phitssamy**, Deputy Director General of the Non-Formal Education Department in the Ministry of Education and Sports of the Lao PDR, outlined the SWOT analysis of the Bridge Laos Project. She started with an introduction to the literacy and equivalency programmes of the project, and then pointed out the strengths, weaknesses, opportunities and threats of the project. As strengths, she mentioned that the project activities were aligned with national educational policies and strategies and that they were also supervised by a project steering committee consisting of various stakeholders from the central to provincial and village levels. She stressed that the adoption of a flexible strategic learning system had enabled more out-of-school children, youths and adults to have better access to education and that this offered new opportunities for the project. Despite these positive factors, she noted that there had been difficulties in implementation due to remoteness of the villages and COVID-19 and that this had been a weakness and threat respectively.



Ms. Philany Phitssamy presenting a SWOT analysis of the Bridge Laos Project

## Timor-Leste

- **Mr. Francisco Barreto**, Interim Executive Secretary of Timor-Leste National Commission for UNESCO, presented a SWOT analysis of the Bridge Timor-Leste Project. He said that the strengths were availability of lessons from experience of previous international projects, bottom-up communication, and high visibility. In regard to weaknesses, he said that there had not been an ample amount of learning activities in the changing global context, especially COVID-19. On the other hand, he thought that the government's willingness and cooperation with its national strategy and plan was one of the key opportunities from which the project could benefit. In this context, he stated that a good amount of contribution from the government was needed to promote sustainability, which otherwise would pose a threat to the project.



Mr. Francisco Barreto presenting a SWOT analysis of the Bridge Timor-Leste Project

## Feedback

- **(Laos) Prof. Hwajin Lee**, from Korea National University of Education, summarized the main points made in the discussions, one of which concerned the involvement of formal teachers, which she said could be both a strength and a weakness. It was, she said, a great strength that there was engagement of non-formal teachers, and that qualified teachers could lead students into the formal education system. She noted, however, that it was also implied that teachers handled too many students at the same time. She finished off her remarks by stressing the importance of cooperation with local stakeholders and NGOs as well as private sector organisations.
- **(Timor-Leste) Professor Lee** said that it was impressive that the project was able to adopt lessons learned from other international project experiences. In regard to the difficulties Mr. Barreto had mentioned, she said that involvement of the community from the beginning of the project was key to raising ownership and to promoting learner participation. In terms of sustainability, she mentioned the government's focus on CLC programmes as a great strength and opportunity. She pointed out, however, that frequent changes in office personnel not just at the central government level, but

at the provincial and district level made it difficult to guarantee that the current cooperation and favoured nature of the project would be sustained. She noted that this could create a threat to the project but could be addressed by active networking and communication.



Professor Hwajin Lee providing feedback on the two presentations

## Comment

- **Dr. Rana Dajani**, Founder and Director of Taghyeer expressed appreciation to the Bridge Programme, for offering a role model for funding local non-governmental organisations, which should be highlighted and celebrated.

## Day 2 | 2 November 2022

Day 1

Day 2

Day 3

Day 4

### 1. Summary of Workshop Lectures

#### Lecture 1 | Results-based Project Management & Evaluation

- Lecture by Prof. Yunjeong Kim / Hanyang University

#### Summary of Lecture

- Prof. Yunjeong Kim started her lecture by introducing herself, explaining that her main research fields included the social impacts of international development projects. She mentioned that the main goal of her lecture was to give attendees a better understanding of project management and evaluation and use of key tools for this. The session consisted of two parts. The first part was a lecture on theories, and the second part was a group exercise.
- The presenter introduced the cycle of a project focusing on process management and results management. She added that after the Paris Declaration on Aid Effectiveness (2005), the importance of monitoring and evaluation has been emphasised and she noted that this was connected with an emphasis on the systemic management of development projects. Prof. Kim then went on to give an overview of results based management (RBM) tools. She noted that the key principles of RBM were accountability, national ownership, and inclusiveness, and she emphasised that even at the stage of project design, those principles should be considered. Next, she spoke about the concept of project cycle management (PCM) from planning to evaluation. She stressed the importance of using the problem tree and objective tree tools in selecting the problem that the project should tackle and the beneficiaries it should target, and that these should be selected at the project site with key stakeholders. For the last part of the lecture, Prof. Kim explained the logical framework approach to project management. She explained that the logical framework was a tool to help strengthen project design, implementation, and evaluation, and she shared examples of the tables contained in a logical framework.



- Following her lecture, the participants were assigned to do a group exercise. Prof. Kim provided the situation of an imaginary village in a developing country. The participants were requested to practice using the tools of management and evaluation such as brainstorming the problem/ objective tree, selecting a project for the village, and designing a logical framework for the project.

## Q&A Session

- **Q. Ms. Thongdeng Somchanmavong**, the Deputy Secretary General of the Lao National Commission for UNESCO, asked for examples of inputs in projects using results based management and evaluation.
  - **A. The presenter** answered that the inputs could be the financial, human, and material resources used for development intervention. For example, the human resources of each organization involved could be the inputs of the development project.



Participants at the session on results-based project management and evaluation

## Lecture 2 | Public Relations & Partnerships

- Lecture by Mr. Timothy Dimodae Heo / World Vision Korea

### Summary of Lecture

- **Mr. Timothy Dimodae Heo**, from World Vision Korea, started his lecture by giving a detailed introduction on the history, vision and work of World Vision world-wide. He shared the organization's different areas of mandate (health and nutrition, water sanitation, education, livelihood and child protection), the size of programme expenditure by region, strengths (global presence, connection with the local communities, solid partnerships at different levels and in working structure) and lastly the impacts that the organization had globally.
- He then moved on to the topic of environmental, social, and governance (ESG) partnership. Explaining that World Vision's main funding source had always been individual donors, rather than the public or private sector, he introduced the organization's GIVU Label Project. He described the project as World Vision's platform for the joint creation of unlimited types of services and products with various stakeholders, such as private companies, artists and/or social media influencers, that could appeal to individual donors. He further explained that, as the project did not necessarily ask for monetary donations from partners but for any type of collaboration, the project lessened the burden for stakeholders, and had gained great popularity among the wider public thanks to the resulting creative services and products.



Participants at the session on public relations and partnerships

## Day 3 | 3 November 2022

Day 1

Day 2

Day 3

Day 4

### 1. Visit to the UNESCO World Heritage Gyeongju Historic Areas

On the third day of the workshop, participants, together with staff members from the KNCU's Division of the Bridge Programme, visited the UNESCO World Heritage Gyeongju Historic Areas. This visit was planned by the KNCU as a cultural event for the participants with generous support from Gyeongju City.

#### **Bulguksa Temple, Seokguram Grotto, and Daereungwon Ancient Tombs**







Participants at the UNESCO World Heritage Sites in Gyeongju



## 2. Dinner Hosted by the Mayor of Gyeongju City, Mr. Nak-young Joo

On the third day of the Workshop, the Mayor of Gyeongju City, Mr. Nak-young Joo, hosted a dinner for the participants. He expressed his sincere gratitude to the participants for visiting Gyeongju, which he described as the cradle of precious vestiges of the Silla dynasty, the golden age of ancient Korean civilization. Additionally, he stated his hope that the visit had provided an opportunity to learn more about the rich history and culture of Korea. He also proposed a toast to the health and happiness of all, and long-lasting cooperation among all the organisations involved in the Bridge Programme.



Mr. Nak-young Joo delivering his remarks to participants during the dinner hosted by Gyeongju City

## Day 4 | 4 November 2022

Day 1

Day 2

Day 3

Day 4

### 1. Visit to the World Heritage Gyeongju Historic Areas cont.

#### Yangdong Folk Village



Participants at Yangdong Folk Village, one of the UNESCO World Heritage Sites in Gyeongju



## 2. Visit to Osan City, a UNESCO Learning City



Warm welcome from Osan City

### Presentation by the Mayor of Osan City, Mr. Kwon-jae Lee

After an excursion to the historical Yangdong Folk Village, the workshop participants together with staff members from the KNCU's Division of the Bridge Programme headed to the city of Osan, a UNESCO Learning City. With a warm welcome and kind cooperation from staff members from the Osan City government, a presentation on the lifelong learning programmes of Osan was provided by Mr. Kwon-jae Lee, the mayor of the city. He first gave a brief overview of the city's provision of qualification-awarding literacy education and lifelong learning programmes at different levels. He noted that the systematic procedures for this provision of education had been possible as a result of the establishment of an online educational portal, allowing Osan City to enable inclusive lifelong learning for citizens anytime, anywhere throughout their lifecycle. To end his presentation, he emphasised the importance of providing inclusive and equitable quality education for everyone in line with the Constitution of UNESCO. Following the presentation, participants had the opportunity to experience one of Osan's lifelong learning programmes, a class on flower arrangement.



Mr. Kwon-jae Lee, Mayor of Osan City, delivering his presentation on Osan’s lifelong learning programmes



Mr. Federico Guillén participating in a flower arrangement class, one of Osan City’s lifelong learning programmes



## Chapter 3. Summary of the 2022 Bridge Seminar Sessions



Participants, speakers, professors and officials from Osan City, Saeil Centres, and DoRun DoRun at the 2022 Bridge Seminar

# 1. Opening

Mr. Kwi-Bae Kim, Assistant Secretary-General at the KNCU, opened the 2022 Bridge Seminar with the following remarks.

## 1 | Opening Speech

### - Speech by Mr. Kwi-Bae Kim

*Assistant Secretary-General of the Korean National Commission for UNESCO*

It is a great pleasure and honour for me to address you all at the opening of the 2022 Bridge Seminar organized by the Korean National Commission for UNESCO (KNCU). I'm Han Kyung-Koo, Secretary-General of KNCU.

We are sincerely glad to be able to hold this 2022 Bridge Seminar with in-person attendance by representatives from our overseas partner organizations under the Bridge Programme, which is a KNCU educational development cooperation project. We have not had the opportunity to meet in person for quite some time, as a result of COVID-19, so it is wonderful to welcome you. We are delighted also to welcome experts from South Korea and various other countries, and other organizations striving to strengthen the educational rights of the underprivileged in various places. Thank you for joining us, whether in person or online.

Today's seminar is a forum for sharing and learning from examples of non-formal education for underprivileged groups, both in South Korea and in other countries. We will also discuss common challenges in this type of non-formal education, and possible solutions to such challenges.

KNCU has been supporting literacy education, basic education, and vocational education and training for children, teenagers, and adults marginalized from formal education in developing countries in Asia and Africa since 2010. As of 2022, we are working with our fellow National Commissions for UNESCO in Bhutan, East Timor, Laos, and Malawi to implement the 2nd Phase of the Bridge Programme, seeking to further strengthen the educational rights of the vulnerable in those countries. In addition, under our Bridge Sejong Programme, we are working with organizations in Jordan, Pakistan, Sri Lanka, and Uruguay that have previously been awarded the UNESCO King Sejong Prize, to support their outstanding work in literacy education, in celebration of the spirit of King Sejong, whose creation of the Korean alphabet did so much to promote literacy for all, not just the elite, in Korea.

Over the past decade, KNCU and our Bridge Programme partner organizations have faced numerous challenges. Education is clearly the driving force behind people's dreams for the future, but it is easy to be driven off-course along the way by changes in society and the environment. COVID-19, as it raged all over the world, had a very significant effect on our educational environment. The restrictions on people's movements and gatherings, and closure of schools greatly weakened people's ability to exercise their right to education, a right everyone should enjoy. According to the UNESCO Institute for Statistics (UIS), 147 million children worldwide lost their learning opportunities as a result of school closures during the pandemic. The educational inequality suffered by vulnerable groups has deepened, and there has been a particular decline in lifelong education opportunities for those marginalized from formal education, focusing on non-formal education.

Now in 2022, as we see light at the end of the tunnel following the pandemic, we must continue to strive to protect what should not have changed, but has unfortunately changed as a result of COVID-19. This is because education is not just a fundamental human right but also a powerful lever to achieve the 17 Sustainable Development Goals that the global community has jointly committed to.

To this end, this seminar focuses on the importance and necessity of various kinds of non-formal education for sustainable development and to empower women from vulnerable groups, and offers a forum for discussion on solutions to the diverse challenges faced in trying to implement such education. Starting with Professor Yoo SungSang's keynote presentation, we will share examples of non-formal education for underprivileged women in the global community from KNCU's partner organizations under the Bridge Programme and from organizations within South Korea. We will also be holding some expert panel discussions to examine what needs to be addressed and further developed in the process of implementing this kind of education. This seminar is a valuable opportunity for us to look once again at the direction that lifelong education for vulnerable women should seek to take in the post-COVID-19 era.

I look forward to fruitful discussions, and I would like to offer my thanks in advance to everyone participating for generously sharing their insights. In addition, I would like to take this opportunity to express my deep gratitude to the Ministry of Education, UNESCO, and the cities of Gyeongju and Osan, whose kind support has made the seminar possible.

Thank you.



Mr. Kim Kwi-Bae delivering his opening remarks at the seminar



## 2 | Congratulatory Speech

- Speech by Mr. Jai Bir Rai

*Minister of Education of Bhutan*

Kuzuzangpo.

Dr. Kyung-Koo HAN, Secretary-General, Korean National Commission for UNESCO, Secretary Generals from the participating countries, officials of Korean National Commission for UNESCO, and ladies and gentlemen, Greetings from Bhutan.

At the outset, I would like to thank the Korean National Commission for UNESCO for the opportunity to share a few words for the Bridge Seminar which is organised to bring together partner countries.

Globally, adult education is important as there is no end to learning. Adults who missed the opportunity for formal education should be provided a platform to pursue life-long learning. Adult education through non-formal education has changed the lives of many people. Non Formal Education Programme is a response to the societal issues that surround them through the provision of literacy, numeracy and skills development.

Over the last few decades, many countries started to promote adult education, skill development and accelerating literacy rates. I would like to express appreciation to all the countries for making commendable progress in bringing improvement in an individual's life.

I would like to take the opportunity to express my appreciation to UNESCO for constantly supporting initiatives to enhance adult literacy and promoting lifelong learning. More importantly, for the support in addressing the learning needs of marginalized people, who lack basic literacy skills.

Further, the Korean National Commission for UNESCO is equally playing an important role in accelerating an adult literacy rate especially through the Bridge Programme. In the case of Bhutan, the Non-Formal Education (NFE) programme was introduced in 1990 under the Royal Command of His Majesty the Fourth King, mainly to empower women. Since its inception, NFE has provided functional literacy and life skills education to the illiterate population and accelerated the adult literacy rate to 66.6 %.

The Ministry of Education targets to reach about 75% adult literacy rate. The Bridge Bhutan Programme was timely and is expected to support Bhutan to achieve this target. Through the Bridge Bhutan Project, the Ministry of Education developed NFE- Management Information System, established new Community Learning Centres, and furnished existing Community Learning Centres and capacity building of Instructors and Learners on various vocational trade and digital literacy.

On behalf of the Government and Ministry of Education, I would like to express sincere appreciation and gratitude to the Korean National Commission for UNESCO, for your generous support. Through the Bridge Programme, I believe that all participating countries will be able to improve the quality of lives of those who missed the opportunity to pursue formal education.

Finally, I would like to reaffirm our continued efforts and commitment to foster and strengthen cooperation to enhance adult literacy and promote lifelong learning.

Kadrinche and Thank You.



Mr. Jai Bir Rai delivering a congratulatory speech via video format

## 2. Keynote Speech on Non-formal Education and Women: The Learning of Women in Developing Countries from the Perspective of the Capability Approach

### KEYNOTE SPEECH | Non-formal Education and Women: The Learning of Women in Developing Countries from the Perspective of the Capability Approach

- Speech by Prof. Sung-Sang Yoo / Seoul National University

#### Summary of Speech

- Prof. Sung-Sang Yoo, from Seoul National University, delivered a keynote speech that addressed the theme of the purpose and goal of development projects for women, noting that there were few specific explanations of how changes should be achieved through these projects and why such changes were not always achieved. He emphasised that women's development should be achieved through the use of the Capability Approach, but educationally.
- He gave three examples of efforts to promote women's capabilities in developing countries. First, he mentioned the Grameen Bank, which was started by Muhammad Yunus as an idea to solve the poverty problem in Bangladesh. Prof Yoo noted that women suffered particularly in poverty, and that it was possible to see how women's lives changed through efforts towards poverty eradication such as the microfinance offered by Grameen Bank. Secondly, he spoke about the Malala Fund, an educational foundation established by Malala Yousafzai to promote women's education. Prof. Yoo noted that the organisation was doing many things quickly in many countries, and that it focused continuously on communicating the importance of and the justification for education. Third, he mentioned Pakistan's Bunyad Literacy Community Council, which he said provided non-formal education opportunities, starting with adult literacy activities in 1990. He noted that Bunyad worked to improve women's literacy in rural areas and so empower women.
- He used these examples to ask the ultimate question as to why the power of education is significant, but education cannot always be shown to make changes more, saying that this was a question requiring attention.
- He explained that Martha Nussbaum argued that discrimination and unequal treatment of women were closely related to poverty and that providing women with basic social support, through a Capability Approach, which sought to build human capabilities (meaning what people can do and can be) was critical to furthering women's development.

- He explained that the Capability Approach was developed by the economist Amartya Sen, and that it sought to approach the issue of poverty through the concept of capabilities, or the freedom that individuals have, through a combination of things that they can do and can be, to achieve what they themselves see as valuable ways of living. He said people themselves were the purpose and that improving their quality of life, from their own point of view, was essential. He stated that the process of persuading people about the need for learning took a long time when there were social barriers in the way, that education was related to the individual, and that it was essential for learners themselves to be satisfied with their learning and the positive effects it had in their life.
- Finally, he stated his support and praise for all women in the developing world striving for change through learning opportunities.



Professor Sung-Sang Yoo delivering his keynote speech



Participants watching a presentation at the 2022 Bridge Seminar



### 3. Session 1: Women’s Participation and Meaning in Non-formal Education (Examples from the Bridge Programme)

#### 1 | Presentation: Women’s Participation and Meaning in Non-formal Education in Bhutan

- Presentation by Ms. Pelden  
*Ministry of Education, Bhutan*

#### Summary of Presentation

- **Ms. Pelden**, Deputy Chief Programme Officer at the Bhutan National Commission for UNESCO, delivered a presentation on women’s participation and meaning in non-formal education in Bhutan. She began with a brief country profile and mentioned the historical perspective of non-formal education in the nation, saying it had been commenced under the direction of the fourth King of Bhutan to empower women with basic literacy and numeracy skills. She noted that it was headed by the Non-formal and Continuing Education Division with a mandate to provide functional literacy and numeracy skills to youths and adults who had missed out on formal education, to promote the national language and lastly, to provide opportunities for acquisition of livelihood skills and career advancement.
- With this mandate established, she gave an overview of the milestones in Bhutan’s non-formal education, noting that the significance of non-formal education had increased notably since its inception in 1990 under the National Women’s Association of Bhutan, so that it was subsequently handed over to the Ministry of Education. In 2000, she said, CLCs were established across the country especially to focus on enhancing women’s skills development. Eight years later, in 2008, with the support of UNICEF, an impact assessment of non-formal education programmes in Bhutan was conducted and later on the programme was honoured by the UNESCO Confucius Prize for Literacy, which she noted was a significant achievement. Since then, the division had, she said, strived to tailor the programme to the learners’ needs, such as by developing a functional English curriculum. Ms Pelden said that in 2018, with support from the government, a Non-formal Education Equivalency Framework (NFE-EqF) had been formed so that learners did not reach a dead end to their knowledge and instead became lifelong learners. She noted that the programme had undergone a series of changes and impacts as the Bridge Bhutan Project was embarked on, with one of the biggest changes being development of the Non-formal Education Management Information System (NFE-MIS).

- She also introduced the adult literacy programmes that her division had initiated, which she said were rolled out from two types of centres, Non-formal Education Centres (NFE Centres) and CLCs. She explained that;
  - In NFE Centres, basic literacy courses were provided for a year and then the learners were eligible for post-literacy courses, where functional literacy and numeracy courses were introduced.
  - Advanced learning courses were provided in CLCs, where more than 80% of the programmes were focused on skills development, with the final courses being for literacy so that post-literacy graduates could continue developing their skills. She noted that at the present time, the division had introduced tailoring, baking, weaving and carpentry classes.
- She went on to highlight statistics compiled from 2010 to 2022. First, she noted that, as of March 2022, they had 2,310 learners in basic literacy courses, most of whom were women. In terms of post-literacy courses, the number of learners had gradually decreased as the year went by, which she said indicated the success of the programme.
- Since the theme of the seminar was 'Non-formal education and women in the context of international development cooperation programmes', she pointed out that women's status in the local community was central when it came to women's empowerment. Noting the government's efforts to decentralize authority to community learners, she said that a number of NFE graduates had been elected to local government in elections in 2016 and 2021. She stressed that this indicated that the programmes had actually empowered the NFE learners, including women, to stand in local government elections, which required functional literacy skills. She then shared the stories of various learners and graduates of the programme to show how a number of women had benefited in practice from the programme to advance their literacy and other skills required for their dreams.
- Following this, she outlined some challenges the project faced, including learners dropping out of the programme, accessibility issues, and recruitment of qualified CLC instructors. She ended her presentation by speaking briefly about the future plans and goals of her division, saying that the division aimed to provide ICT skills training and opportunities in adult education, as well as providing diversity skills training, that they aimed to introduce mobile instructors and to implement a non-formal education equivalency programme. With these efforts combined, she stated that the goal was to achieve an adult literacy rate of 75% by 2023.



Ms. Pelden delivering her presentation on women's participation and meaning in non-formal education in Bhutan

## 2 | Presentation: Women's Participation and Meaning in Non-formal Education in Pakistan

- Presentation by Ms. Shaheen Attiq-ur-Rahman  
*Bunyad Literacy Community Council, Pakistan*

### Summary of Presentation

- Ms. Shaheen Attiq-ur-Rahman, Vice Chairperson of Bunyad Literacy Community Council, started her presentation by pointing out that the biggest problem they faced was that there were too many children and too many people in Pakistan. In addition, she argued that women in Pakistan were not getting paid much as they work in rural areas and that traditional customs and welfare systems were preventing women from improving their status.
- She noted that Bunyad worked with women to seek to overcome poverty by strengthening women's accountability, reducing dependence on others, and supporting social advancement through non-formal education (such as reading, writing, and simple mathematics for household budget management). She also said that Bunyad offered various books through virtual libraries to help women maintain their learning, and she explained that Bunyad made efforts to monitor the women's subjective well-being and the direction of their learning.
- She noted that Bunyad had improved the literacy of 2.6 million people (60% of whom were female) which had contributed towards achieving SDG 4.6. She then thanked the Secretary-General of the Korean National Commission for UNESCO for KNCU's cooperation with Bunyad Literacy Community Council since 2012 after Bunyad had won the UNESCO King Sejong Literacy Prize in 2002.
- In conclusion, she highlighted that Bunyad Literacy Community Council was in consultations with the Pakistan Government in relation to further plans to promote programmes to improve literacy among women and youth and that Bunyad would continue to strive to contribute to reducing women's poverty and alienation.





Ms. Shaheen Attiq-ur-Rahman delivering her presentation on women’s participation and meaning in non-formal education in Pakistan



Participants and speakers watching a presentation at the 2022 Bridge Seminar

### **3 | Presentation: Women's Participation and Meaning in Non-formal Education in Jordan**

**- Presentation by Dr. Rana Dajani**

*We Love Reading, Jordan*

#### **Summary of Presentation**

- Dr. Rana Dajani, Founder and Director of the We Love Reading programme, said the programme started with a curiosity about why children would not read. She noted that reading was essential because it had an impact on various things, including the development of vocabulary, empathy, interest in a subject, etc. She said that because reading was so essential, she had thought about how to foster a love of reading, and the answer she had come up with was for all parents to read books to their children. She stated that We Love Reading fostered changemakers through books, trained ambassadors and volunteers, and made children want to read, enjoy books, and then go to school.
- In addition, she explained that reading books for fun was essential as it built a sense of ownership of the activity, making it sustainable. She highlighted that reading books had also changed the minds of female adults through the programme. She argued that reading to their children could help women find their own voices, motivated by change to seek solutions to issues they faced, which led to progress towards the SDGs.
- She said that statistics from experiments with a group of We Love Reading participants and a control group showed that We Love Reading participants had experienced positive changes as a result of their reading, including improved empathy, relationships and financial resources, and that these changes persisted. She noted that overall well-being and satisfaction were also confirmed to have improved in the experimental group compared to the control group.
- In conclusion, she emphasised the need for people to be motivated to change their own lives, that everyone was unique, and that everyone was a role model based on their own stories.



Dr. Rana Dajani delivering her presentation on women’s participation and meaning in non-formal education in Jordan

## 4. Session 2: Examples and Challenges of Non-formal Education for Women in South Korea

### 1 | Presentation: Osan's Lifelong Learning Story Leads to Woman's Learning-type Jobs

- Presentation by Mr. Sangkug Lee

*Chief of the Lifelong Learning Division, Osan City Government*

#### Summary of Presentation

- Mr. Sangkug Lee, Chief of the Lifelong Learning Division at the Osan City government, gave a presentation about Osan City's lifelong learning as part of a session titled 'Examples and Challenges of Non-formal Education for Women in South Korea'. Following a brief overview of Osan City, he explained that the city had an education-based urban growth model with the aim of ensuring lifelong learning for all, through policies of embracing the disabled and the underprivileged, operation of the Global Network of Learning Cities (GNLC) cluster and creation of AI-based education city. He introduced various initiatives under the city's lifelong learning strategy aimed at various sectors of the population, as well as elements designed to make learning opportunities more integrated and accessible to everyone, such as a city-wide lifelong learning portal **오늘 e**, saying that these elements together helped to make lifelong learning a reality for all, helping to build a sustainable future. Mr. Lee specially stressed the achievements of the **오늘 e** Education Portal, with a graph showing the annual number of users. He noted that the number of people who had signed up to the Education Portal had grown by 40% annually due to integration of lifelong learning institutions. He also noted that Osan's lifelong education strategies had received recognition by being certified as a 2019 UNESCO Education for Sustainable Development Official Project.
- Mr. Lee also presented the city's neighbourhood festival, which he said promoted a new form of lifelong learning where neighbours learned together instead of alone, so building a community learning culture together. He also mentioned Osan's lifelong learning activities for the disabled, the establishment of 'lifelong learning villages' to boost lifelong learning at local neighbourhood level, and adult literacy education to provide illiterate adults with a second chance to learn. He noted that these efforts by the city to build a people-centred community had been recognized through certification as a 2022 UNESCO Education for Sustainable Development Official Project.



- Mr. Lee then highlighted efforts to build a ‘childcare community’ by linking local resources that could offer local childcare. For instance, he mentioned an initiative to provide all-day care using idle spaces in the local area to create safe care spaces, showing Osan’s efforts to foster a resident-led child care community. He also described efforts to create a woman-friendly environment by strengthening public child care through the expansion of national and public day care centres such as Osan Children Dream Center and Chopyeong-dong Day Care Center. He ended his presentation by emphasising how Osan considered the whole life-cycle of residents in providing lifelong learning opportunities.



Mr. Sangkug Lee delivering his presentation on Osan City’s lifelong learning programmes

## Q&A Session

- **Q. Ms. Shaheen Attiq-ur-Rahman**, Vice Chairperson of Bunyad Literacy Community Council, asked about financial support for lifelong learning in Osan City, whether young people participate in the programmes, and what the ratio between young people and old people was in the programmes.
  - **A. Mr. Sangkug Lee** answered that there was a lot of budget support for non-formal education and lifelong learning and that the Ministry of Education provided support for young people at a sufficient level, but in addition to that, local communities also had a budget for youth education. For the question about older people, Mr. Lee explained that the city had a budget allocated for the older generation as well for the Exclamation Mark School (an initiative aimed at older adults), and that there was also a separate division in the city government responsible for the elderly population.
- **Q. Ms. Shaheen Attiq-ur-Rahman** also asked whether there was any training for rural women especially as she thought rural areas needed support .
  - **A. Mr. Sangkug Lee** answered that what they called a ‘city’ referred to the administrative area covered by a local government rather than a city as it included rural areas as well. He explained that there were 234 local governments in South Korea many of which were called cities, and so they had policies for being ‘Lifelong Learning Cities’ but that these also covered rural areas, not just urban areas.
- **Q. An audience member** who said that they ran a start-up enterprise, asked whether freelancers also received support and how much budget was provided to these one-person enterprises.
  - **A. Mr. Sangkug Lee**, Chief of the Osan City Lifelong Learning Division, answered that one-person enterprises and freelancers were not actually included as part of their scope of operations and that Osan had a separate division working on start-ups. He said that whether it was short term or long term, entrepreneurial support was provided and also that central government worked together with local governments on this, in addition to which Osan City had two local universities with incubation centres to provide support to entrepreneurial activities within them.
- **Q. Ms. Philany Phissamay**, Deputy Director General of the Non-Formal Education Department in the Ministry of Education and Sports of Lao PDR, asked two questions regarding the system for lifelong learning. First, she asked who was responsible for lifelong learning nationwide. Second, she asked about who was responsible for and who developed the policy of the lifelong learning city.
  - **A. Ms. Jihyang Lee**, from Kyung Hee University, answered that lifelong learning itself was governed by the Ministry of Education but each education office, city and provincial government could establish local ordinances and set up separate departments in charge of lifelong learning in their own communities. Regarding lifelong learning city projects, she added that they

were governed by local governments but that the generic concept of lifelong learning was supervised by the Ministry of Education.

- **Q. An audience member** on the YouTube live stream asked whether Osan trained more women in digital skills for the future workforce via non-formal education, and if yes, how did Osan plan and implement this training.
  - **A. Mr. Sangkug Lee**, Chief of Osan City's Lifelong Learning Division, answered that all areas he had spoken about were related to the lifelong learning city and that the city had ordinances, laws and statutes to aid implementation. He added that most non-formal education did not make a distinction between men and women, but that there were more women taking part in the programme. He explained that every five years, they devised a comprehensive master plan and implementation action plan on a yearly basis for implementation so budget and planning were done within the framework of the relevant laws.



Participants and speakers at the Q&A session

## 2 | Presentation: Women's New Work Centers (Saeil Centers)

### - Presentation by Ms. Junhye Han

*Head of the Bureau of the Planning, Women's New Work Centers (Saeil Centers)*

### Summary of Presentation

- **Ms. Junhye Han**, Head of the Bureau of Planning at the Women's New Work Centers (Saeil Centers), delivered a presentation about the Women's New Work Centers for the session on 'Examples and Challenges of Non-formal Education for Women in South Korea'. She gave a brief overview of the centres, and introduced the centres' aim as a joint initiative of the Ministry of Employment and Labor and the Ministry of Gender Equality & Family to assist women, particularly those whose careers had been interrupted by care responsibilities, to find employment by offering vocational counselling, employment referrals, vocational education and training, follow-up care after employment and programmes to prevent career interruption. Ms. Han highlighted the vocational education and training for career-interrupted women offered by the centres, the goal of which was, she said, to develop and improve the vocational skills and workplace capabilities of career-interrupted women. Showing data comparing the number of courses over time and changes in industries targeted by vocational education and training courses, she explained that the number of high value-added and professional skills training courses was rising each year. She said that the data reflected women's desire to move away from jobs traditionally seen as 'female' and enter high value-added industries which required professional skills. She also stressed that as it had become increasingly important for career-interrupted women to have specific job competencies so as to be re-employed, and said that the number and range of courses had therefore expanded and that courses in male-dominated fields were on the rise.
- Ms. Han described the changes to the centres' programmes during the COVID-19 pandemic as positive, saying that the centres had moved to online employment counselling and introduced virtual reality mock interviews using artificial intelligence. She pointed out that there had been a recent rapid increase in online services following the growth of the digital generation and the spread of COVID-19 and that the employment assistance services offered by the centres had been changed to reflect this.
- Ms. Han went on to talk about three future challenges and added her thoughts about possible solutions. First, she said that the centres needed to prepare for the possibility of other pandemics or similar situations in the future, especially in areas that were difficult to address with contact-free services. She said it was, therefore, necessary to seek an appropriate blend of online services with on-site services. Second, noting that South Korea still faced the challenge of a gender-biased industrial structure, she advised more active diversification of training courses. Lastly, regarding professional development for all women, Ms. Han suggested that all



women consider continuing education throughout their lives as important, including those who are already in employment.



Ms. Junhye Han delivering her presentation on the Women's New Work Centers (Saeil Centers)

### Q&A Session

- **Q. Mr. Jun Ho Ju**, Director of Bridge Programme at KNCU, asked whether the centres had felt any need for improvement or any need for better collaboration among different government ministries, as he knew that vocational education was governed by the Ministry of Employment and Labor and job training was governed by the Ministry of Gender Equality & Family in the Republic of Korea and that the centres worked together with both ministries regarding job education.
  - **A. Ms. Junhye Han**, Head of the Bureau of Planning at the Women's New Work Centers (Saeil Centers), answered that from her work out in the field providing services mostly to women whose careers had been interrupted, she felt that the education offered at schools in South Korea was focused too much on formal knowledge and that on-site training was considerably lacking in school education. She added that education should be useful and applicable when people graduated from college. She also said that as she worked with both ministries, since the centres were governed by both ministries, she believed that the system for collaboration should be made clearer so that the ministries could ensure better education for students in schools and also better training for women at the centres.

- **Q. Ms. Shaheen Attiq-Ur-Rahman**, Vice Chairperson of Bunyad Literacy Community Council, asked whether there were any trainings for rural women, especially as she thought that rural areas would need computers.
  - **A. Ms. Junhye Han** answered that they had dedicated centres that serviced rural villages in South Korea and these small communities would be serviced by their specific dedicated centres. She said that in reality, the lack of computers was not a major issue, but that the fact that there were no industries present in such local towns and villages meant that there were not enough workplaces for women to get jobs, which was a challenge. She added that hardware and software infrastructure were not the major challenge facing South Korean rural villages as far as the work of the centres was concerned.
- **Q. A member of the audience** who said that they ran a start-up, asked whether freelancers received support and how much budget was provided to these one-person enterprises.
  - **A. Ms. Junhye Han**, head of Bureau of the Planning at Women's New Work Centers (Saeil Centers), answered that the centres supported women's employment, as well as supporting women who wanted to start their own businesses, and that they had 40 dedicated counsellors who provided specialized counselling services for women who wanted to start their own businesses. She mentioned that they focused on getting employment for women and on those who want to start small as there were not a lot of women who wanted to start a large business right from the beginning. Also, she said that they made referrals to financial institutions who could offer direct financing assistance to female entrepreneurs.
- **Q. Ms. Philany Phissamay**, deputy director general of the Non-Formal Education Department, Ministry of Education and Sports, asked two questions regarding the system for lifelong learning. First, she asked who was responsible for lifelong learning nationwide. Second, she asked who was responsible for and who developed the policy of the lifelong learning city.
  - **A. Ms. Jihyang Lee**, from Kyung Hee University, answered that lifelong learning itself was governed by the Ministry of Education but each education office, city and provincial government could establish local ordinances and set up separate departments in charge of lifelong learning in their own communities. Regarding lifelong learning city projects, she added that they were governed by local governments but that the generic concept of lifelong learning was supervised by the Ministry of Education.

## 5. Panel Discussion: Strategies for Women's Non-formal Education in the Post-COVID Era



Panel Discussion Session

### 1 | Discussion: Suggestions on Women's Self-identity in the context of Non-formal Education

- Speech by Prof. Kyung-Sook Kang / Wonkwang University

#### Summary of Speech

- **Prof. Kyung-Sook Kang** from Wonkwang University, also Vice Chairman of the Subcommittee on Education at the Korean National Commission for UNESCO, focused her speech on suggestions regarding non-formal education for women and women's self-identity in consideration of the issues of poverty and gender equality. Regarding these issues, Professor Kang stressed that female education in the present day was essential not just for the promotion of human rights, but for social development. She also stressed the importance of solidifying self-identities to build relationships of trust and to break away from learned helplessness and increase self-efficacy.

- Professor Kang then gave her suggestions on each country's case presentation and to the participant countries in the Bridge Programme. She encouraged Bhutan to implement a well-formed curriculum of practical educational content in the future in addition to the construction of various physical facilities promoting women's socio-economic independence. In relation to the Pakistani presentation, she advised tying outcome management to their clear purposes in order to ensure sustainability. In relation to the Jordanian presentation, she mentioned her thoughts about the WLR programme's potential contribution to both the improvement of children's reading skills and female literacy, also expressing how impressed she was by the reading programme for Syrian refugees.
- She continued by offering three suggestions to all participant countries in the Bridge Programme. First, with the example of WHO, she suggested establishing a specific programme to offer basic teaching methods and behavioural support methods to mothers for their children's education at home. Second, in the context of diversification of programmes, Professor Kang said that it was necessary to find ways to create value-added employment, besides traditional jobs seen as 'female'. Lastly, she emphasised the necessity of continuous management by analysing the demand for programmes, monitoring the degree of change from pre-programme to post-programme and implementing after-care.



Professor Kyung-Sook Kang participating in the discussion



## 2 | Discussion: Strategies for Women's Non-formal Education in the Post-COVID Era

- Speech by Prof. Jae-Eun Chae / Gachon University

### Summary of Speech

- **Prof. Jae-Eun Chae**, from Gachon University, said that the day's discussion to redefine the direction of non-formal education was very meaningful at the present point in time during the endgame of the pandemic. Mentioning Professor Yoo's presentation, she added that non-formal education was not only about learning certain skills, but more about interactions amongst the learners so that they could expand their social relations and access to more job opportunities. In this regard, she noted that non-formal education played a very crucial role.
- Considering the significant changes made in the labour market and industrial structure in the post-pandemic era, she stressed the importance of redesigning education to accommodate these needs. In this regard, she emphasised the need for digital literacy education as a new direction. She also pointed out that networking and collaboration skills needed to be considered as a key direction to resolve deficiencies in social relations and interaction between people. She added that nurturing collaborative capabilities would contribute to revitalization of local communities and promotion of learners' capabilities.



Professor Jae-Eun Chae participating in the discussion

### 3 | Discussion: Strategies for Women's Non-formal Education in the Post-COVID Era

#### - Speech by Ms. Sun-ah Won

*Executive Director of Asia Women Bridge - DoRun DoRun*

#### Summary of Speech

- **Ms. Sun-ah Won**, Executive Director of Asia Women Bridge - DoRun DoRun, delivered her remarks based on examples from DoRun DoRun's experience. She said that the organisation had conducted several vocational training projects for vulnerable female groups in Nepal, Cambodia, Laos and Indonesia, and that, with a focus on women's economic empowerment, she had been trying to increase female income by offering vocational training and gender equality workshops. In the context of such programmes, she noticed that women's status in the domestic and social environment had been raised and their capabilities had been strengthened. She also said however, that as a result of the COVID-19 pandemic, a large number of projects had been hit hard, and this had brought her to think about how to tackle such difficulties. She suggested trying various new educational approaches such as a mix of offline/online educational activities, and going forward, she emphasised the importance of digital skills and accessibility to digital devices.



Ms. Sun-ah Won participating in the discussion

## 4 | Panel Discussion

- **Moderator: Prof. Jihyang Lee (Kyung Hee University)**

- **Participants:**

**Prof. Kyung-Sook Kang** / *Wonkwang University*

**Prof. Jae-Eun Chae** / *Gachon University*

**Ms. Sun-ah Won** / *Asia Women Bridge - DoRun DoRun*

### Summary of Discussion

- **Prof. Jihyang Lee**, from Kyung Hee University, summarized the main points made in each speaker's discussion and encouraged other participants to engage in the discussion.
  - **Ms. Lucia Chigamane**, Programme Officer (Natural Science) from the Malawi National Commission for UNESCO, shared examples from Malawi's experience during the pandemic. She noted that in the face of the pandemic, many women and girls were exposed to greater gender-based violence and discrimination, but that various skills and networks obtained through microfinance and CLCs contributed very favorably to women's ability to overcome the crisis. Overall, she stressed that it was central for women to accumulate skills and assets ahead of time.
  - **Mr. David Mulera**, Acting Deputy Executive Secretary from the Malawi National Commission for UNESCO, shared his opinions on each panellist's remarks. Citing Professor Yoo's remarks, he suggested that the profile of non-formal education for women needed to be further raised across the globe. He also agreed with Professor Kang's remarks, emphasizing the importance of educational content and advocacy. Lastly, he stressed the need for underprivileged people in rural areas not to be left behind in terms of women's non-formal education.
- **Prof. Kyung-Sook Kang**, from Wonkwang University, summed up the common opinions shared during the discussion concerning the importance of digital literacy and online and offline convergence education. She emphasised that digital and online tools should be actively promoted to boost sustainability, saying there would be more emergencies and crises in the post-pandemic era.
- **Prof. Jihyang Lee**, from Kyung Hee University, wrapped up the day's discussion with two questions that she said needed to be addressed in redesigning women's non-formal education in the post-pandemic era. Firstly, she asked why there had been no career-interrupted men due to child care. Secondly, she asked what strategies should be adopted in non-formal education. Mentioning images of girls playing sports in textbooks, she said that gender equality had been brought to the fore in formal education, and she suggested that gender mainstreaming and

integrated approaches were needed beyond women-focused or gender-specific approaches.



Professor Jihyang Lee moderating the discussion



Participants at the discussion session



## Q&A Session

- **Q. Dr. Rana Dajani**, Founder and Director of We Love Reading, Taghyeer, mentioned the issue of women’s career interruption, saying this was a global challenge faced both in developing and developed countries. She added that this would hit developing countries at some point once illiteracy had been resolved. In this light, she asked Professor Kang to share South Korea’s efforts and policies to create and ensure equal opportunities for women to pursue their choices.
  - **A. Prof. Kyung-Sook Kang**, from Wonkwang University, said that to ensure career-interrupted women come back to the workforce, various policies were required at each level (including child care, maternity leave, and vocational training and education). Despite the efforts made, she pointed out that women’s career interruption was still a challenge and problem in South Korea, since such support varied depending on the type of cooperation and the situation of each household.
- **Q. Ms. Grace Kim**, a Programme Specialist at the Korean National Commission for UNESCO, asked Ms. Sun-ah Won about the example shared during the discussion. Mentioning gender stereotypes and high burden of care that falls on women, which cannot be tackled without changes to gender stereotypes, she asked Ms. Won to share any activities conducted to address these challenges.
  - **A. Ms. Sun-ah Won**, Executive Director of Asia Women Bridge - DoRun DoRun, answered the question based on examples from DoRun DoRun. Sharing the main objectives of the organisation's projects, which she said was to transform women into agents of their own lives, she said, in reality, project results were subject to socio-economic factors. In this context, she stressed the importance of flexibility in project implementation. She also mentioned that women’s networking would cumulatively have a positive impact in the long run.



Participants at the discussion session

# Chapter 4. Results and Evaluation

## 1. Registration and Participation

### 1.1 Bridge Seminar total registration

- Total Registration

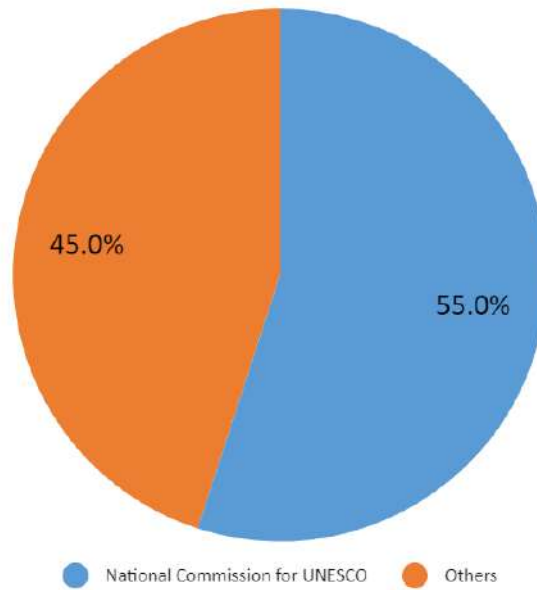
	Korea	Foreigner		Total	
	N. of Registration	N. of Countries	N. of Registration	Countries	N. of Registration
<b>N. of Registration</b>	84	32	60	33	144
<b>Date</b>	<b>Pre-registration</b>		<b>Participation</b>		
<b>Method</b>	On-line	Off-line	On-line	Off-line	
<b>Bridge Workshop</b>		42		42	
<b>Bridge Seminar</b>	83	61	61 (Korean channel 41 + English 20)	68	
<b>Total (Including duplicates)</b>	83	103	61	110	

- **Countries of Registration People**



Countries	N. of Registration	Countries	N. of Registration
Algeria	1	Kenya	3
Bahrain	2	Laos	4
Bénin	1	Lesotho	3
Bhutan	2	Libya	1
Brunei Darussalam	1	Malawi	3
Burkina Faso	1	Namibia	1
Cambodia	1	Nigeria	1
Cameroon	1	Pakistan	3
CÔTE D'IVOIRE	2	Palestine	3
East Timor	3	Philippines	1
Equatoriale Guinea	1	République démocratique du Congo	1
French	1	Sri Lanka	3
Germany	1	Sudan	2
Ghana	1	Uruguay	2
Italy	3	Zimbabwe	1
Jordan	4		

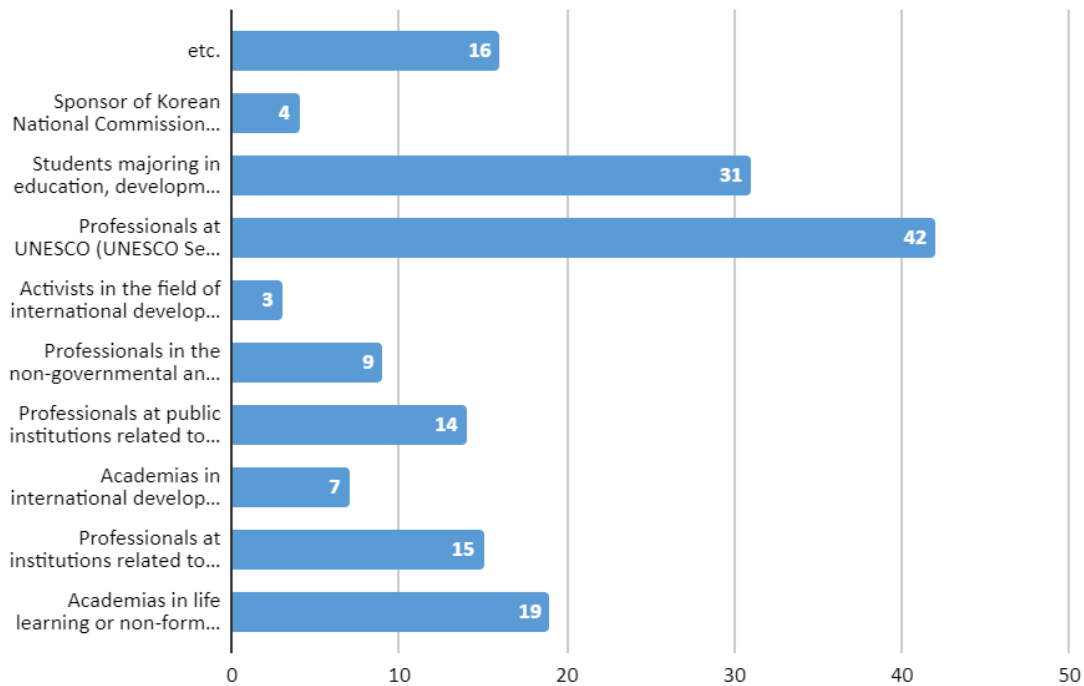
- Bridge Seminar foreign registered affiliation (excluding 20 officials under the Bridge Programme)



Affiliation	National Commission for UNESCO	Others
<b>No. of registration</b>	22 (55%)	18 (45%)
<b>No. of Countries</b>	17	11

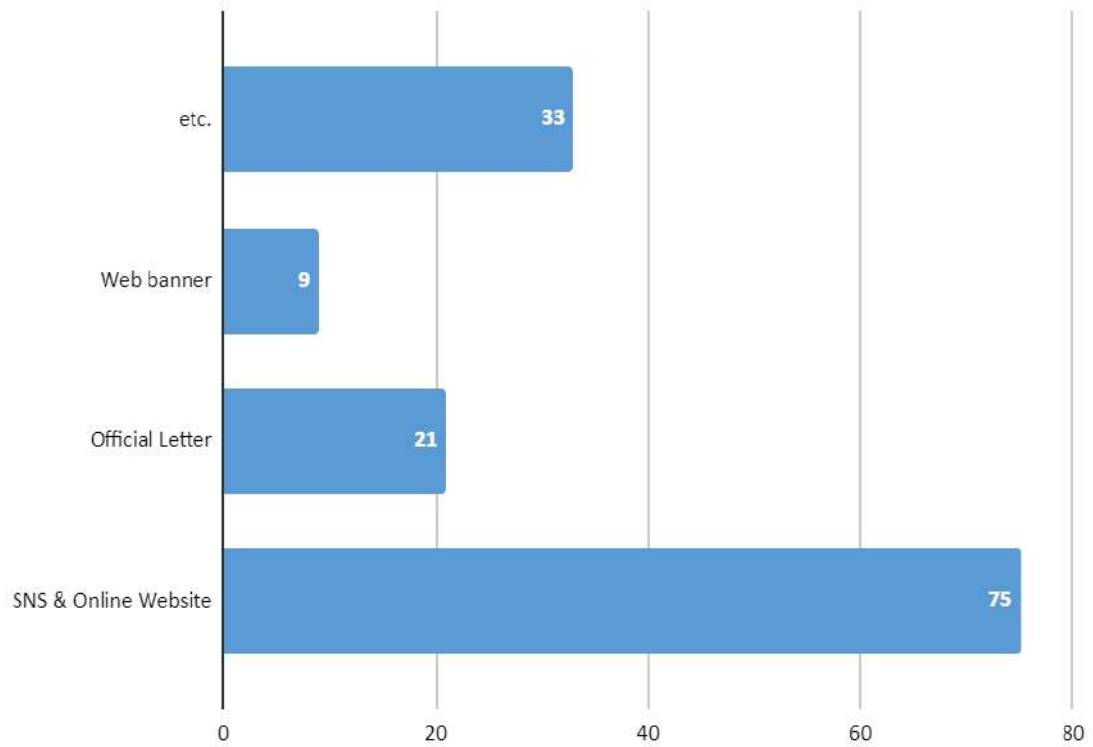


- **Bridge Seminar Registration Category \*Multiple selections included**



(Total 124 answered)	No. of respondents		No. of respondents
Academias in life learning or non-formal education	19 (15.3%)	Activists in the field of international development cooperation	3(2.4%)
Professionals at institutions related to life learning or non-formal education	15(12.1%)	Professionals at UNESCO (UNESCO Secretariat, National Commissions, Cat.I, II institutions, etc.	42(33.9%)
Academias in international development cooperation	7(5.6%)	Students majoring in education, development cooperation, etc.	31(25%)
Professionals at public institutions related to international development cooperation	14(11.3%)	Sponsor of Korean National Commission for UNESCO	4(3.2%)
Professionals in the non-governmental and private sector related to international development cooperation	9(7.3%)	etc.	16(12.9%)

- **Bridge Seminar Participation Route \*Multiple selections included**

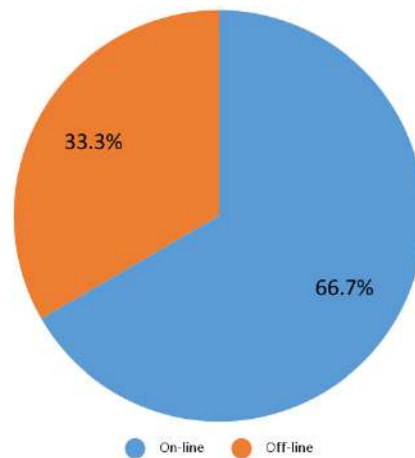


(Total 124 answered)	No. of respondents
<b>SNS &amp; Online Website</b>	75 (60.5%)
<b>Official Letter</b>	21 (16.9%)
<b>Web banner</b>	9 (7.3%)
<b>etc.</b>	33 (26.6%)

## 2. Analysis of Results of Satisfaction Survey of Participants and Speakers

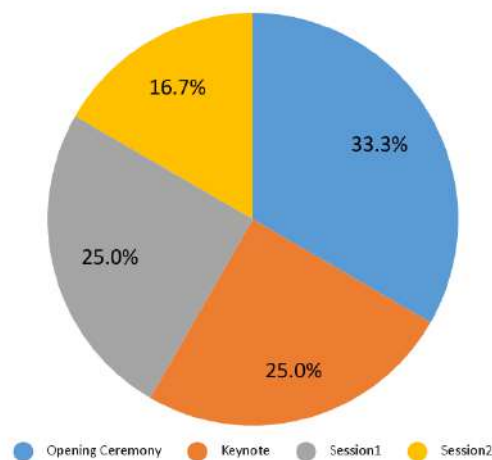
### 2.1 Participants Satisfaction Survey

#### Q1. Participation Method (On-line/Off-line)



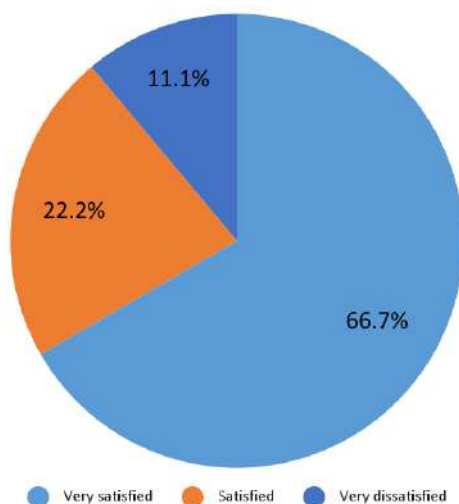
(Total 9 answered)	On-line	Off-line
No. of respondents	6 (66.7%)	3 (33.3%)

#### Q2. Participation Session \*Multiple selections included



Session	Opening Ceremony	Keynote	(Session 1	Session 2
No. of respondents	8 (33.3%)	6 (25%)	6 (25%)	4(16.7%)

### Q3. Satisfaction with the operation of online and offline events



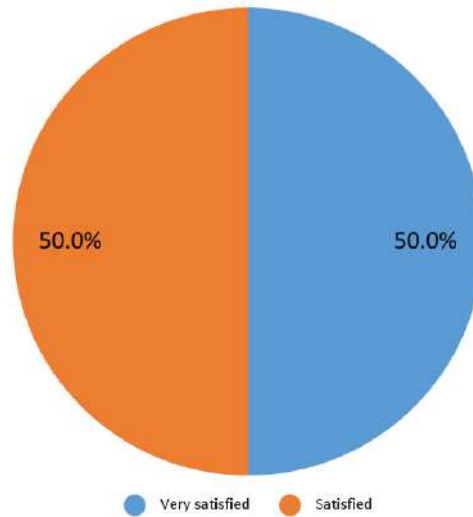
(Total 9 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	6(66.7%)	2 (22.2%)	0	0	1(11.1%)

### Q4. Detailed comments on operational satisfaction

- I was able to follow the seminar, it was clear and attractive.
- I wanted to participate online, but only YouTube broadcasts were conducted, so I could only participate passively.
- It was good that the event went smoothly despite the simultaneous live broadcast on YouTube!
- Love the Notification Email sent to the participants to remind of the date, time and the link to the seminar for the online participants.
- Difficult to join the program the same thing happened in 2021

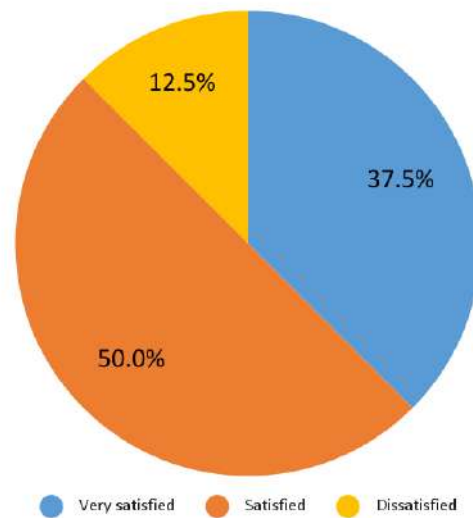


### Q5. Satisfaction of Keynote



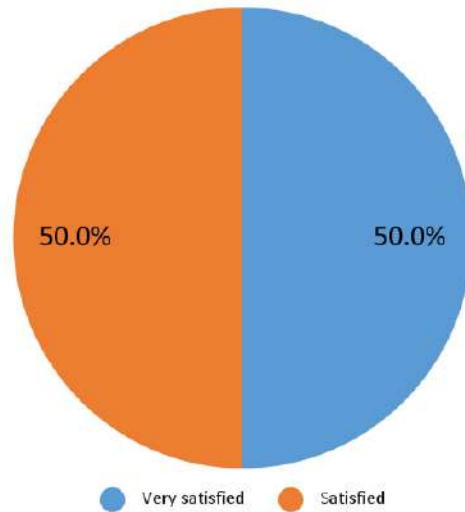
(Total 8 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	4(50%)	4(50%)	0	0	0

### Q6. Satisfaction of Session 1



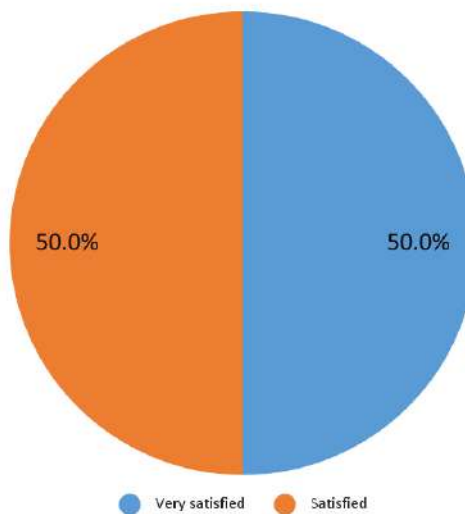
(Total 8 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	3(37.5%)	4(50%)	0	1(12.5%)	0

**Q7. Satisfaction of Session 2**



(Total 8 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	4(50%)	4(50%)	0	0	0

**Q8. Satisfaction of Panel Discussion**



(Total 8 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	4(50%)	4(50%)	0	0	0

**Q9. Please let us know what you liked the most and/or didn't.**

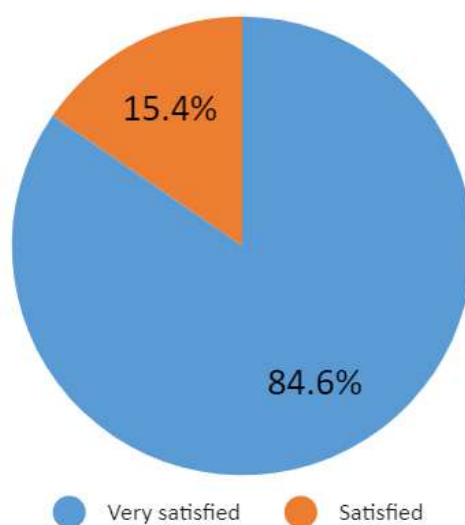
- Overall, the event was smooth and satisfying!
- Well prepared thank you
- Think of the various ways in which we can participate in the discussion.
- It would be nice if the time distribution was even.
- I wish there was enough time for the Question and Answer session to address some of the questions that were asked by the online participants. Unless, the organiser could help by emailing the responses to the online participants.
- I was allowed to articulate my opinion and able to benefit

**Q10. Other comments and suggestions**

- I think it'd be good if you could make a lot of similar events
- It was well arranged
- The event went smoothly.
- Thank you for organizing such a great event!
- The organiser did an excellent job in providing the programme booklet, links to the recordings and additional videos via email after the seminar ended.
- Please share the presentation and reports.

## 2.2. 2022 Bridge Workshop: Training Workshop for the Bridge Programmes' Partners

**Q1. Please indicate your overall satisfaction with this workshop (Day 1 through Day 4)**



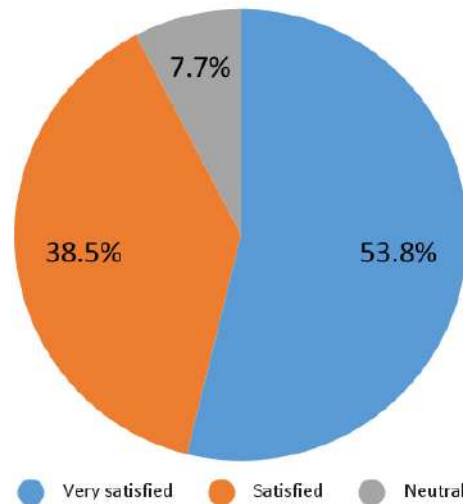
(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	11(84.6%)	2(15.4%)	0	0	0

### Q1-1. Please rate your satisfaction for each session

- The day 1 session where we had SWOT analysis, presentations made us learn from other countries.
- Good
- All sessions were very well organised. There was very high professionalism and teamwork.
- Very satisfied
- All sessions were well prepared and presented to enlighten me
- 4

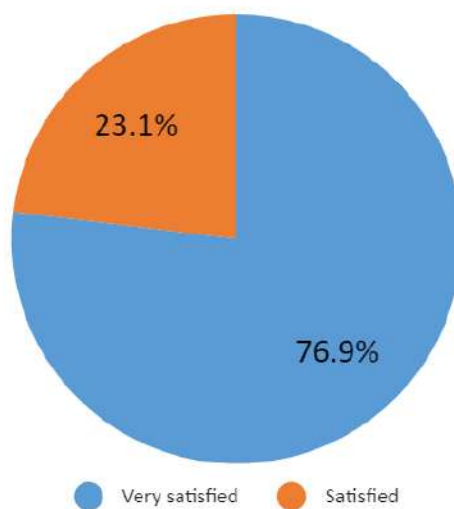


**Q2. (Day1 Morning)\_Satisfaction with Opening & Presentations by Laos and Jordan**



(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	7(53.8%)	5(38.5%)	1(7.7%)	0	0

**Q3. (Day1 Afternoon)\_Satisfaction with SWOT Analysis**



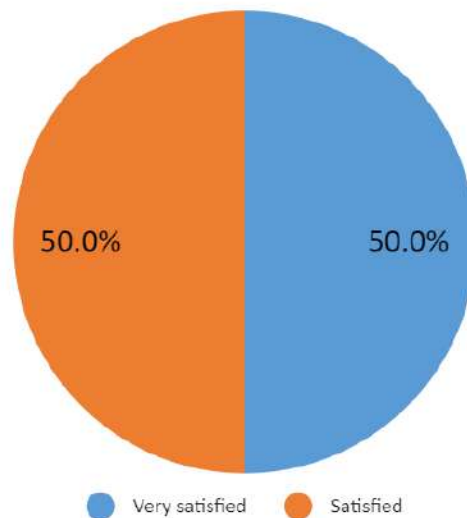
(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	10(76.9%)	3(23.1%)	0	0	0

**Q.4. Do you have any comments or suggestions regarding the sessions of Day 1?**

- Need to have some Q&A sessions and need to shorten the presentation.
- Could have had longer time for SWOT with presentations on the process with examples.
- It went very well. Time was well managed.

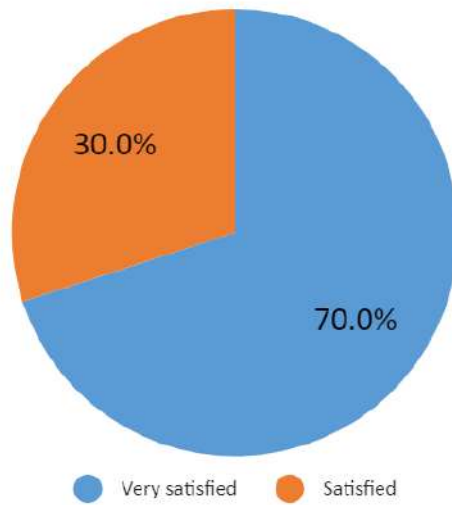
**(Day2 Morning)\_Lecture 1 : Result-based project management and evaluation  
- Lecture by Dr. Yunjeong Kim**

**Q5-1. Overall satisfaction with the session**



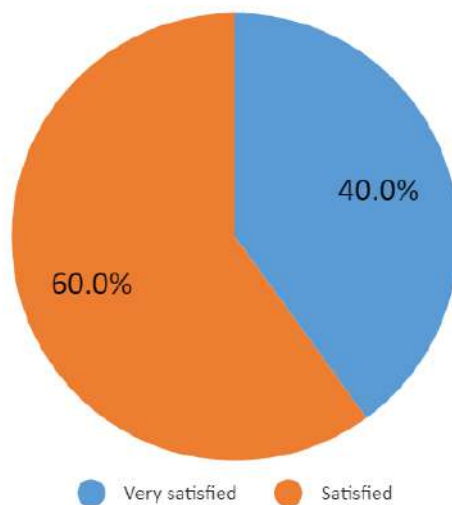
(Total 10 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	5(50%)	5(50%)	0	0	0

**Q5-2. Are you satisfied with the quality of presentation?**



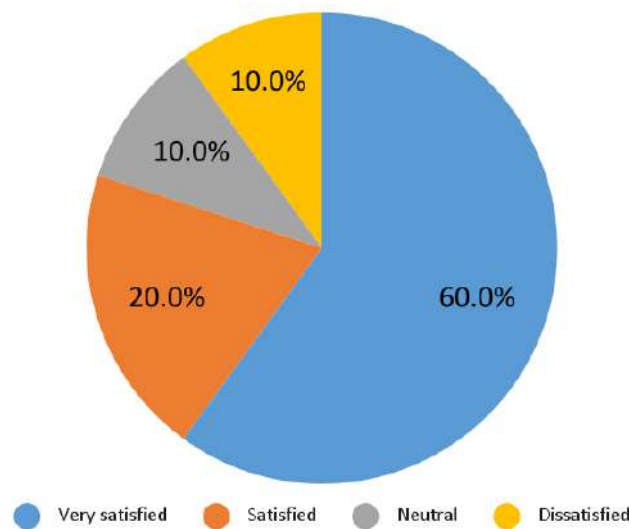
(Total 10 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	7(70%)	3(30%)	0	0	0

**Q5-3. Did this session help you to become better equipped with knowledge and skills to implement your project?**



(Total 10 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	4(40%)	6(60%)	0	0	0

**Q5-4. Did you have enough opportunities for questions and interaction?**



(Total 10 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	6(60%)	2(20%)	1(10%)	1(10%)	0

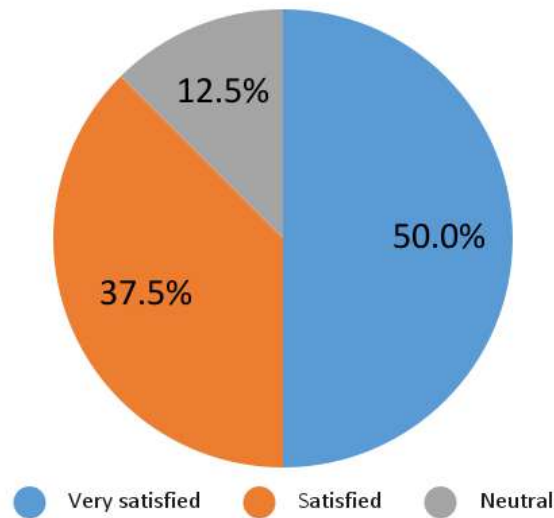
**Q5-5. Is there any comment or suggestion regarding the session?**

- Since the results-based project management and evaluation needs more time to learn, within the short span of time, it was difficult to learn all the process. It could have been better if it could be conducted for a day or two.
- More time needed.
- Wished for a longer duration on Q&A sessions.
- Did not attend this session.
- I became more interested in this subject after the lecture, the instructor clarified that the topic deserves more time but it was very good as an introduction.
- Very important presentation. Content was well detailed which needed much time. I feel like the time that was allocated for the lecture was too little to cover all the detailed content.
- Overall, this section was perfect because each presenter's performance was interactive.
- It will be good if we have more time for group work and learn more from good practice



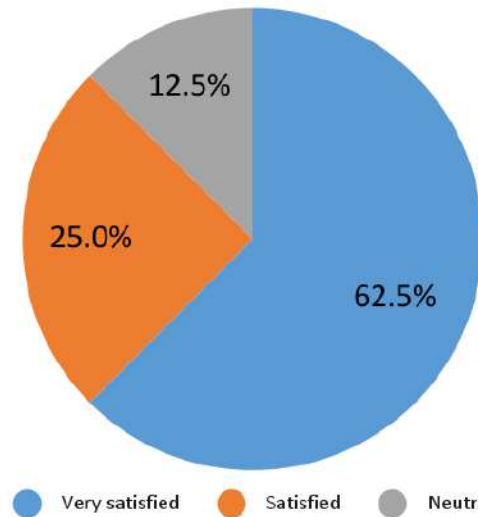
(Day 2 Morning)\_Lecture 2: Public Relations and Partnerships - Lecture by Mr. Timothy Dimodae Heo

**Q6-1. Overall satisfaction with the session**



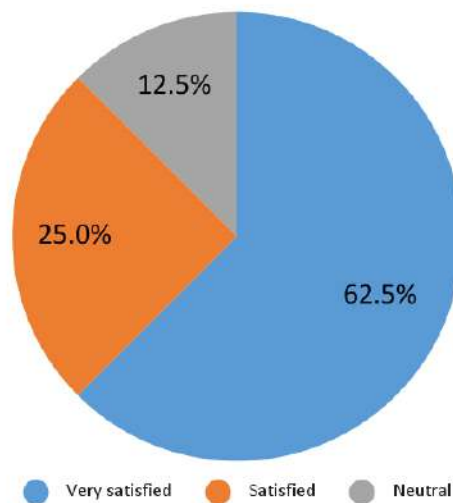
(Total 8 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	4(50%)	3(37.5%)	1(12.5%)	0	0

**Q6-2. Are you satisfied with the quality of presentation?**



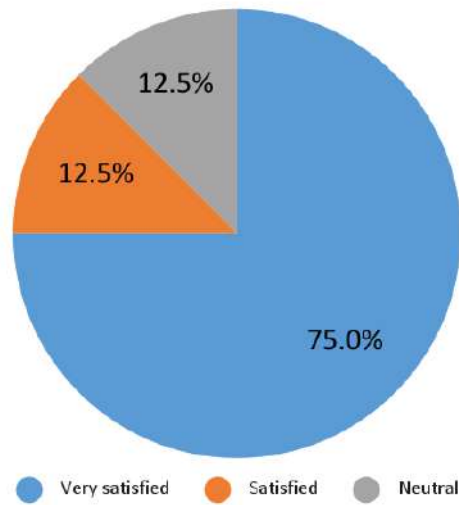
(Total 8 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	5(62.5%)	2(25%)	1(12.5%)	0	0

**Q6-3. Did this session help you to become better equipped with knowledge and skills to implement your project?**



(Total 8 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	5(62.5%)	2(25%)	1(12.5%)	0	0

**Q6-4. Did you have enough opportunities for questions and interaction?**



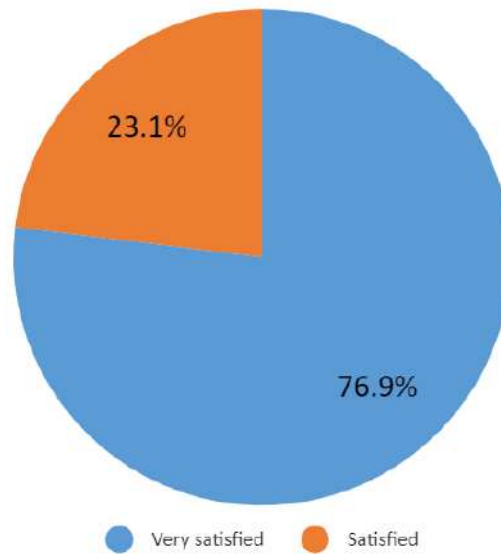
(Total 8 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	6(75%)	1(12.5%)	1(12.5%)	0	0

**Q6-5. Is there any comment or suggestion regarding the session?**

- None as I attended a project management session. Could have been better with time to attend both the sessions.
- I hope the presentations will be shared to be accessed any time.
- This section corresponds very well with my project implementation.

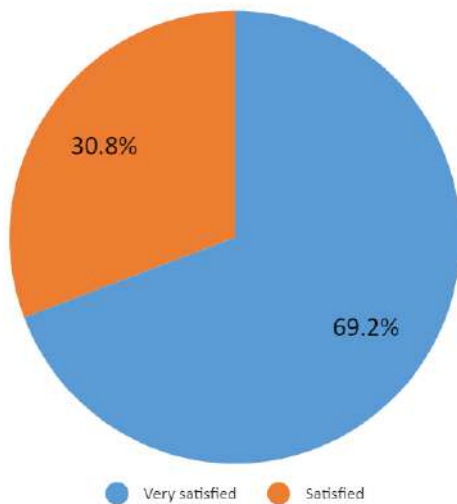
**(Day2 Afternoon)\_Session 1: Womens' Participations and Meaning in Non-formal Education**

**Q7-1. Overall satisfaction with the session**



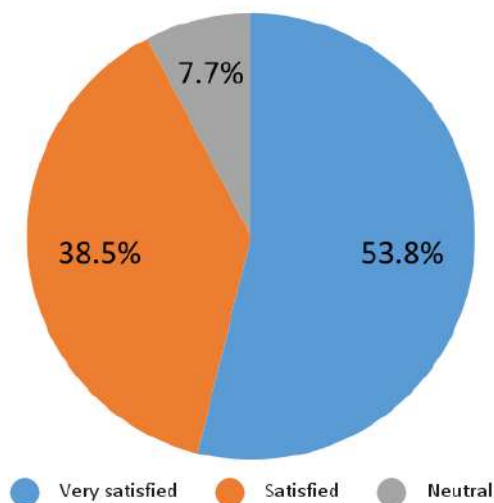
(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	10(76.9%)	3(23.1%)	0	0	0

**Q7-2. Are you satisfied with the quality of presentation?**



(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	9(69.2%)	4(30.8%)	0	0	0

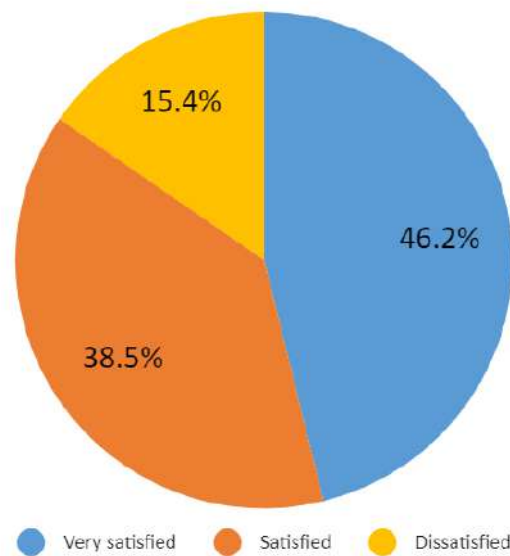
**Q7-3. Did this session help you to become better equipped with knowledge and skills to implement your project?**



(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	7(53.8%)	5(38.5%)	1(7.7%)	0	0



**Q7-4. Did you have enough opportunities for questions and interaction?**



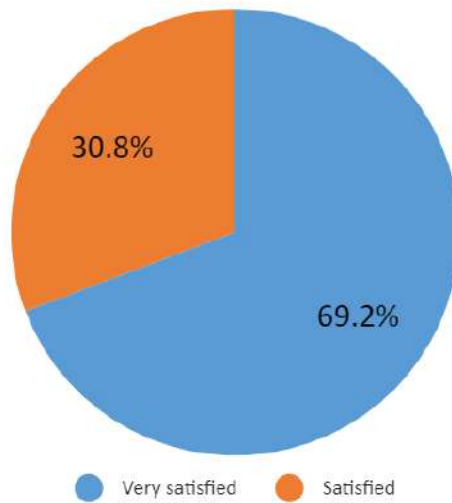
(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	6(46.2%)	5(38.5%)	0	2(15.4%)	0

**Q7-5. Is there any comment or suggestion regarding the session?**

- Need more of Q&A sessions
- Good
- Time was too limited to have presentations delivered. Could have been better if specific format or instructions were provided prior to the presentations so that it would have been prepared more appropriately.
- The session was very relevant to my county's context
- It was a very interactive session. I enjoyed it.
- One of the most common problems in our county is that women's participation in efforts to eliminate Illiteracy is very low. So through this section, I gained much valuable information.

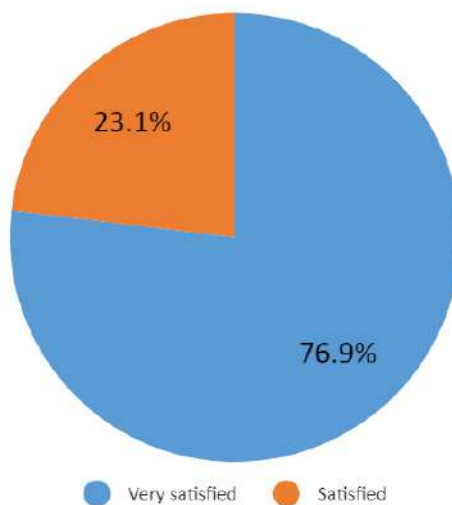
**(Day2 Afternoon)\_Session 2: Examples and Challenges of Non-formal Education for Women in South Korea**

**8-1. Overall satisfaction with the session**



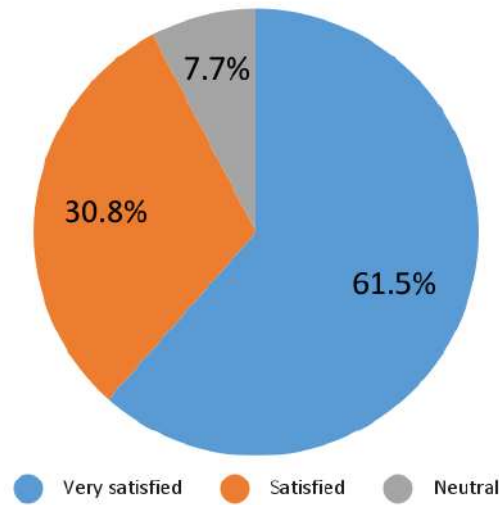
(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	9(69.2%)	4(30.8%)	0	0	0

**Q8-2. Are you satisfied with the quality of presentation?**



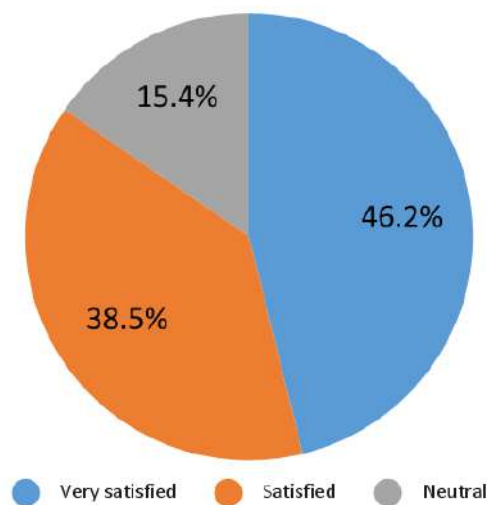
(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	10(76.9%)	3(23.1%)	0	0	0

**Q8-3. Did this session help you to become better equipped with knowledge and skills to implement your project?**



(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	8(61.5%)	4(30.8%)	1(7.7%)	0	0

**Q8-4. Did you have enough opportunities for questions and interaction?**

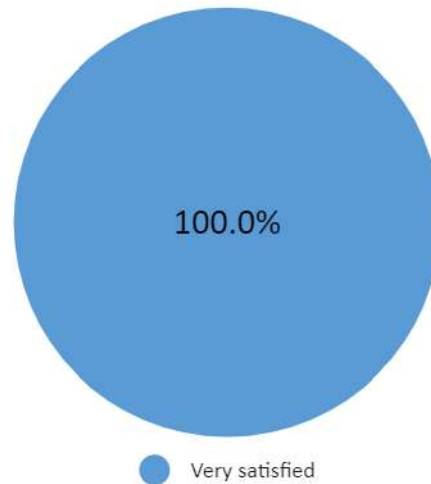


(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	6(46.2%)	5(38.5%)	2(15.4%)	0	0

**Q8-5. Is there any comment or suggestion regarding the session?**

- Need more of Q&A sessions
- Good
- There wasn't much time for questions, but the questions that were asked were satisfactorily answered.
- Good reference.

**Q9. Overall satisfaction with field visit to Gyeongju City(Day 3,4)**

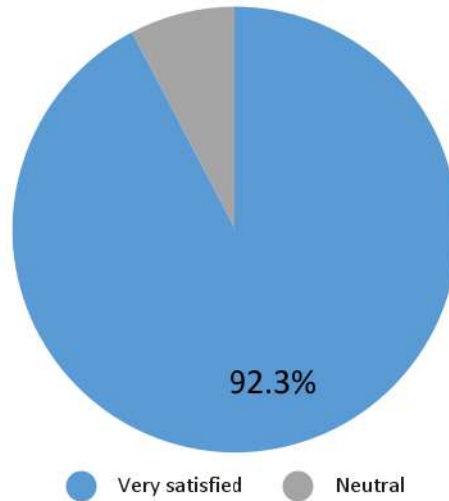


(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	13(100%)	0	0	0	0

**Q9-1. Is there any comment or suggestion regarding the session?**

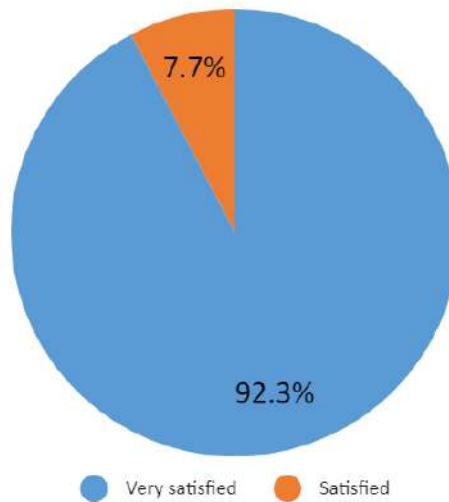
- The travel facility arranged by KNCU and the team accompanying it was just awesome. I took away lots of information on the World Heritage Site and its importance, and management.
- Good
- Very enriching visit where the culture of South Korea was learnt and appreciated.
- Excellent organisation
- The visit was amazing. Thank you
- Very impressed and grateful to the Mayor and his colleagues
- The history of the city was very enriching.
- A very impressive experience.
- Had no more time to visit the world heritage village properly; the time for visiting was limited

**Q10. Overall satisfaction with field visit to Osan City (Day 4)**



(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	12(92.3%)	0	1(7.7%)	0	0

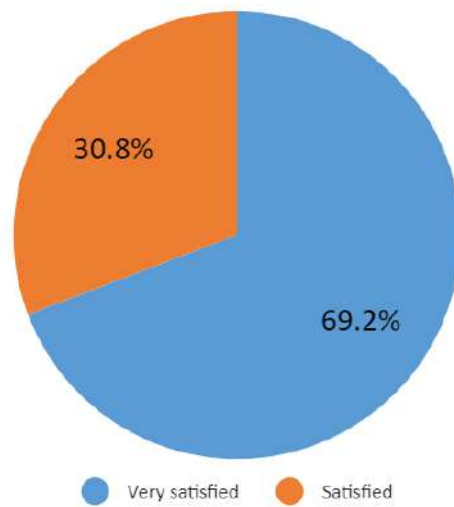
**Q10-1. Are you satisfied with the quality of presentation?**



(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	12(92.3%)	1(7.7%)	0	0	0

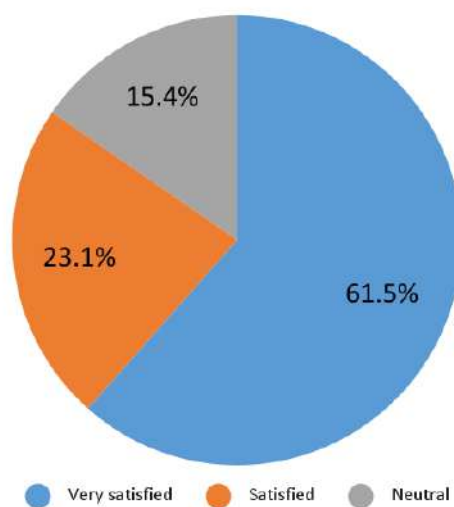


**Q10-2. Did this session help you to become better equipped with knowledge and skills to implement your project?**



(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	9(69.2%)	4(30.8%)	0	0	0

**Q10-3. Did you have enough opportunities for questions and interaction?**



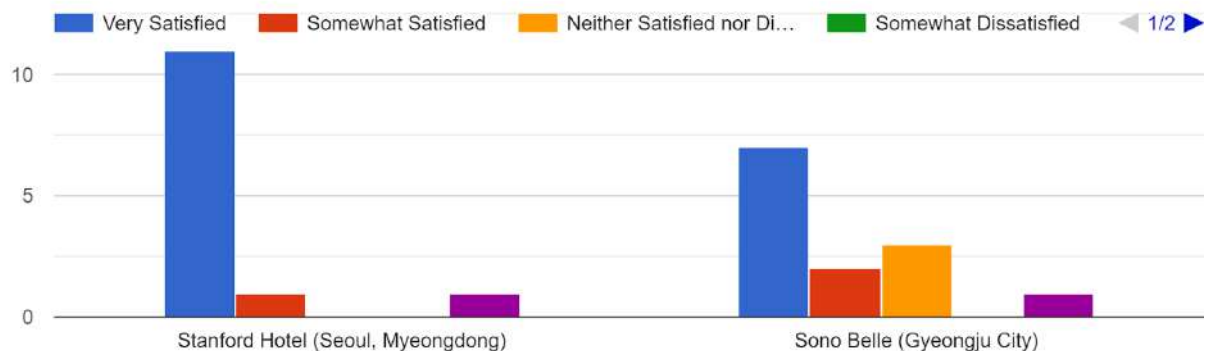
(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	8(61.5%)	3(23.1%)	2(15.4%)	0	0

#### Q10-4. Is there any comment or suggestion regarding the visit?

- We could have taken nearby learning centres in Osan for practical learning.
- Very good
- Very meaningful visit where we wish to learn more from their success in adult education.
- I feel for the souls that were lost during Halloween night. Thank you for giving us the opportunity to pay our respects to the departed souls.
- I was very impressed by their warmth and hospitality; they had made a huge arrangement to welcome us
- More details could have been provided on the curriculum design and content that promotes lifelong learning in Osan for it to achieve the lifelong learning prize
- Good reference
- Had no chance to visit LifeLong Learning center and see the real activities of women's vocational training.

#### Q11. Hotel accommodation

Hotel accommodation



#### [Stanford Hotel (Seoul, Myeongdong)]

(Total 13 answered)	Very satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Very dissatisfied
No. of respondents	11(84.6%)	1(7.7%)	0	0	1(7.7%)

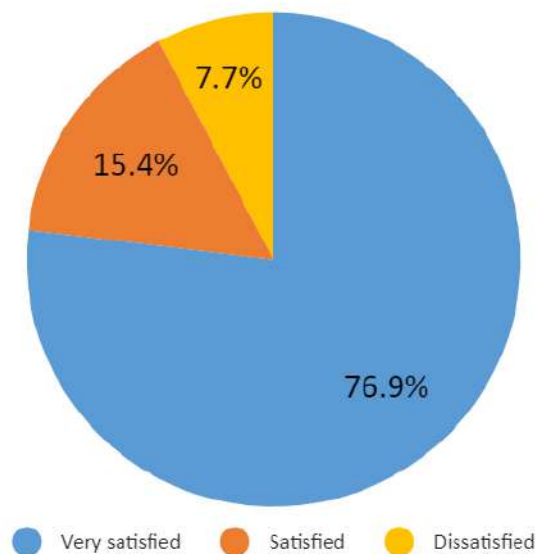
**[Sono Belle (Gyeongju City)]**

(Total 13 answered)	Very satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Very dissatisfied
No. of respondents	7(53.8%)	2(15.4%)	3(23.1%)	0	1(7.7%)

**Q11-1. Is there any comment or suggestion regarding the hotel accommodation?**

- Both hotels were well selected.
- The service still to be improved
- Everything was in order
- Best services.
- It was a very good location to stay in the Stanford Hotel in Seoul and very comfortable for sightseeing in the surrounding area.

**Q12. Overall satisfaction with the meals**



(Total 13 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	10(76.9%)	2(15.4%)	0	1(7.7%)	0

**Q13. Is there any comment or suggestion regarding the meals provided by KNCU during the workshop?**

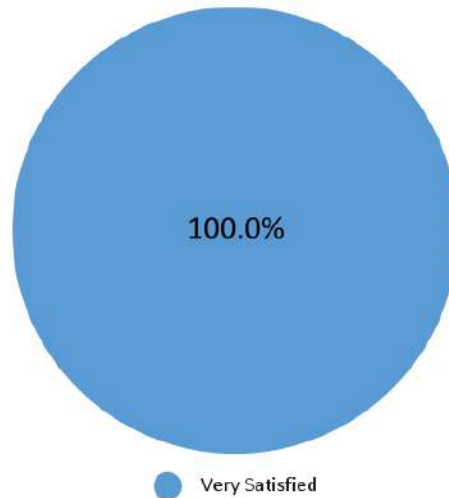
- I just miss the meals. Everything was awesome. Thank you
- Excellent
- Logistics were arranged considering everyone's comfort which made our stay very luxurious.
- Meals were excellent.
- It was nice to be introduced to Korean food. I enjoyed it very much
- Perfect
- No, it was a good taste, I like Kimchi and national meals

**Q14. Is there anything else you would like to share with us?**

- This type of workshop should be continued.
- The overall program was very well coordinated by the team of KNCU for whom I really have deep appreciation and gratitude. Thank you so much and we look forward to an exchange program in adult education.
- It would be good to see/visit the actual lessons/classes in real time.
- Thank you very much for the amazing efforts by the KNCU team, it was well organized, and we felt at home.
- Thank you very much
- Just appreciation to KNCU for the support
- Higher appreciation for your hard effort.
- Thank you for the warm hospitality from the Bridge Unit especially the SG of the Korean National Commission for UNESCO, the training programs was very suitable, not too serious to enjoy participation and feel comfortable. The next training should provide a schedule for visiting good practices of the Bridge Project in Korea and spare more time for participants to enjoy visiting and take photos of the beautiful places in your country such as ancient villages and World Heritage sites.

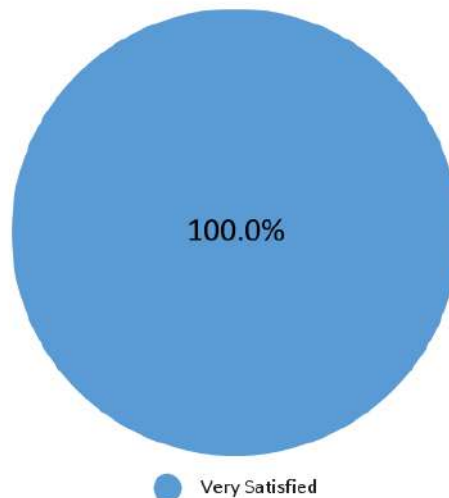
## 2.3. Speakers satisfaction and review

### Q1. Participation Session



Session	Bridge Workshop	Bridge Seminar	Bridge Seminar Discussion
No. of respondents	0	0	1(100%)

### Q2. Satisfaction with workshop preparation process



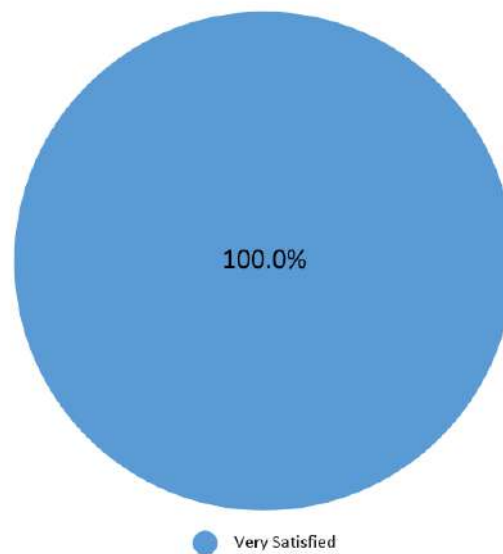
(Total 1 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	1(100%)	0	0	0	0



**Q3. Detailed comments on satisfaction with preparation process**

- It was well prepared to suit the purpose.

**Q4. Overall satisfaction with the operation of the event**

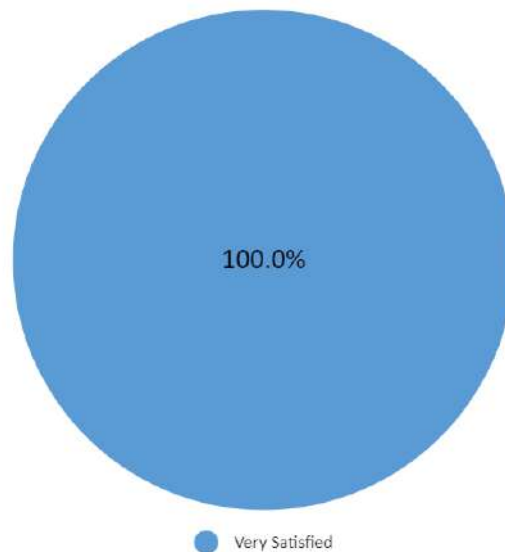


(Total 1 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	1(100%)	0	0	0	0

**Q5. Detailed comments on satisfaction with the operation of the event**

- None

### Q6. Satisfaction with lecture/presentation/discussion



(Total 1 answered)	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
No. of respondents	1(100%)	0	0	0	0

### Q7. Detailed comments on Lecture/Presentation/Discussion Satisfaction

- None

### Q8. Other suggestions such as additional supplementary lectures, presentations, and discussions

- None

## 3. Media Coverage

The workshop and seminar was reported on by 13 different news media, including Maeil Business News Korea and Joongang. The Bridge Sejong Sri Lanka Project was covered in an exclusive report in the Maeil Business News Korea titled “Even if you can't go to school, if you can read, a new world will open up”.

Please refer to Annex 3 for detailed news reports.

# Annexes

## Annex 1 Additional Photos

Photos | Day 1 (1 November 2022)



Mr. David McDonald Watson Mulera,  
Malawi National Commission for UNESCO



Ms. Thongdeng Somchanmavong,  
Lao National Commission for UNESCO



Mr. Baltazar Dos Santos Viegas(left) and Mr. Monteiro Maia Fincencio(right),  
Timor-Leste National Commission for UNESCO



Ms. Maria Luisa,  
National Directorate of Education



Mr. Karma Galay,  
Ministry of Education Bhutan



Mr. Sarawanamuthu Dunaisingh,  
National Institute of Education



Participants having a discussion



Participants at the SWOT sessions



Photos | Day 2 (2 November 2022)



Participants at the Results-based Project Management & Evaluation Session





Participants at the Public Relations & Partnerships Session



Participants and speakers at the 2022 Bridge Seminar



Photos | Day 3~4 (3~4 November 2022)



Participants learning about Korean culture and history in Gyeongju



Mr. Nak-young Joo, Mayor of Gyeongju (left), and Mr. Kwon-jae Lee, mayor of Osan (right) speaking to participants



Participants at Osan City Hall

- Press

NO.	Media	Date
1	Maeil Business News Korea	2 Nov 2022
Title	Korean National Commission for UNESCO, “No children should be left behind after the COVID-19 Pandemic ”	
URL	<a href="https://www.mk.co.kr/news/world/10514324">https://www.mk.co.kr/news/world/10514324</a>	

매일경제

유네스코 한국위원회 “코로나19 이후 학교서 소외된 아이들 살피야”

국제

## 유네스코 한국위원회 “코로나19 이후 학교서 소외된 아이들 살피야”

이유진 기자 youzhen@mk.co.kr

입력 : 2022-11-02 16:16:09 수정 : 2022-11-02 17:43:29

가   

| 유네스코 한국위원회 브릿지 세미나

유네스코한국위원회가 2일 '학교 밖'에서 진행되는 교육에 초점을 맞춘 '2022 브릿지 세미나'를 개최한다. 이번 세미나는 '국제개발 협력사업에서의 비형식 교육과 여성'이라는 주제로 서울 명동 유네스코회관에서 진행된다.

코로나19 감염이 확산되는 동안 세계 곳곳의 학교들이 문을 닫으면서 '학교 밖'에서 진행되는 비형식 교육의 중요성이 커졌다. 유네스코 글로벌 교육 모니터링 보고에 따르면 대유행 기간 학습 기회를 잃은 아이들은 전세계 1억 4700만명에 달한다.

### 오늘 오후 6시까지 온라인 중계

유네스코한국위원회는 아시아와 아프리카 등지의 개발도상국에서 아동과 청소년, 성인들을 위한 문해교육과 직업교육훈련 등을 지원해왔다. 위원회는 라오스와 동티모르, 부탄, 말라위 유네스코 위원회와 공동으로 취약계층에 교육 기회를 제공하는 동시에 '유네스코 세종대왕 문해상'을 수상한 스리랑카, 요르단, 우루과이, 파키스탄 등에서 문해교육을 지원하고 있다. 올해 세미나에서는 협력기관들이 모여 포스트 코로나 시대 취약계층 여성을 위한 평생 교육 방향도 모색하는 시간을 갖는다.

NO.	Media	Date
2	Cheonji-ilbo	5 Nov 2022
Title	Osan City Participates in the Korean National Commission for UNESCO's "2022 Bridge Workshop"	
URL	<a href="https://www.newscj.com/article/20221105580118">https://www.newscj.com/article/20221105580118</a>	

한국 > 인천/경기

## 오산시 '2022 유네스코 한국위원회 브릿지 협력기관 워크숍' 진행

노희주 기자 | 승인 2022-11-05 14:40

평생학습 정책 벤치마킹  
"각국에 긍정적 영향 미칠 것"



오산시가 지난 4일 시청에서 '2022 유네스코 한국위원회 브릿지 협력기관 워크숍'을 진행하고 있다. (제공: 오산시) ©천지일보 2022.11.05

[천지일보 오산=노희주 기자] 오산시가 지난 4일 시청에서 '2022 유네스코 한국위원회 브릿지 협력기관 워크숍'을 진행했다.

오산시는 이날 유네스코 한국위원회 브릿지 협력국 관계자가 오산시 평생학습 정책을 벤치마킹하기 위해 시에 방문했다며 이같이 밝혔다.



NO.	Media	Date
3	Lifelong Learning Times	7 Nov 2022
Title	Partner organisations of the Korean National Commission for UNESCO, learning from Osan City's lifelong learning programmes and best practices	
URL	<a href="http://kceftimes.or.kr/?p=76940">http://kceftimes.or.kr/?p=76940</a>	

## 유네스코한국위원회 브릿지 협력국, 오산시 평생학습 벤치마킹...”네트워크 성공사례 공유”

By 정선 — 2022년 11월 06일 — Updated: 2022년 11월 07일 — 최신뉴스 — 댓글 없음 — 1 Min Read



유네스코한국위원회 브릿지 협력국 관계자가 경기도 오산시 평생학습 정책을 벤치마킹하기 위해 오산시청을 방문했다.

유네스코한국위원회가 주최하는 브릿지 협력기관 초청 연수·브릿지 워크숍은 협력 기관의 문해교육 및 평생교육 관련 우수사례 공유를 통한 상호 학습기회 제공을 위해 기획된 사업이다. 동티모르, 라오스, 부탄, 말라위, 파키스탄, 스리랑카, 요르단, 우루과이 등 브릿지 협력국 관계자 30여 명이 참석했다.

브릿지 프로그램은 유네스코한국위원회에서 2010년부터 아시아, 아프리카 등지의 개발도상국에서 형식 교육에서 소외된 아동, 청소년, 성인들을 위한 문해교육과 기초교육, 직업교육훈련 등을 지원해 온 사업이다.

NO.	Media	Date
4	The JoongAng	7 Nov 2022
Title	Partner organisations of the Korean National Commission for UNESCO, learning from Osan City's lifelong learning programmes and best practices	
URL	<a href="https://www.joongang.co.kr/article/25115523">https://www.joongang.co.kr/article/25115523</a>	

The JoongAng 사회

## 유네스코한국위원회 브릿지 협력국, 오산시 평생학습 벤치마킹

중앙일보 | 입력 2022.11.07 15:40 업데이트 2022.11.07 16:15

서명수 기자



지난 4일 유네스코 한국위원회 브릿지 협력국 관계자가 오산시 평생학습 정책을 벤치마킹하기 위해 오산시청을 방문했다.

시에 따르면 유네스코한국위원회가 주최하는 브릿지 협력기관 초청 연수-브릿지 워크숍은 협력 기관의 문해교육 및 평생교육 관련 우수사례 공유를 통한 상호 학습 기회를 제공하기 위해 기획된 사업으로 동티모르, 라오스, 부탄, 말라위, 파키스탄, 스리랑카, 요르단, 우루과이 등 브릿지 협력국 관계자 30여 명이 참석했다.

NO.	Media	Date
5	Maeil Business News Korea	12 Nov 2022
Title	Even if you can't go to school, if you can read it, a new world will open up	
URL	<a href="https://www.mk.co.kr/news/society/10527356">https://www.mk.co.kr/news/society/10527356</a>	

## “학교 못 가도 글 깨치면 새 세상 열려”

스리랑카 국립교육원  
사마라싱헤 부원장 방한

글을 모르는 것은 단순히 책을 읽지 못한다는 뜻이 아니다. 자기 이름을 쓸 줄 모르면 은행 업무를 못 본다. 김편이나 도로 표지판을 못 읽으니 운전할 수 없다. 시험을 못 치러 자격증이 필요한 일을 할 수 없다. 글을 깨치는 일은 세상의 문을 여는 일이다.

수다사마라싱헤 스리랑카 국립교육원 부원장(60·사진)은 이 문을 ‘노래’라는 열쇠로 연다. 그의 수업에서 아이들은 노래하며 배운다. 사마라싱헤 부원장은 “아이들은 글씨를 몰라도 소리와 리듬을 통해 노래를 익히고 가사를 통해 단어를 배운다”고 말했다. 8개 음반을 발표한 가수이자, 바이올린과 만돌린 등 5개 악기를 연주하며 라틴댄스까지 섭렵한 ‘브네싱스맨’만의 독특한 교육 방식이다.

사마라싱헤 부원장은 이날 초 유네스코한국위원회가 연 ‘브릿지 세미나’



에서 스리랑카 문해교육 사례를 소개하기 위해 방한했다. 기초 문해교육과 직업교육을 진행하는 ‘오픈스쿨’은 2015년 세종대왕 문해상을 받았다.

스리랑카에서는 아이들 중 98%가 초등교육을 받지만 10명 중 1명 이상이 중간에 그만둔다. 특히 지난 2~3년 동안에는 코로나19 확산으로 많은 학교가 폐쇄됐고, 경제적 이유로 등교하지 못하는 아이가 늘어 중도 탈락률이 더 높아졌다. 2005년부터 설립된 오픈스쿨은 말 그대로 학교 밖 아이들에게 열린 교육 공간이다. 이곳에서는 학교에 못 가는 아이들에게 세상에서 살아남는데 필요한 ‘실전 언어’를 가르친다. 청소년에게는 직업교육도 시킨다. 사마라싱헤 부원장은 “청소년 대상 기초 직업교육 훈련에서는 은행에 가는 방법 등 실생활에 필요한 지식을 먼저 배운

다”며 “이후 전기, 미용, 복수, 미장, 양장 등 국가직업자격증 시험을 치를 수 있게 교육한다”고 말했다. 국가직업자격증 시험 중 한 과목에서 탈락해 자격증 취득을 포기했던 아이는 오픈스쿨에서 재수에 미용사가 됐다. 오픈스쿨 졸업 후 직접 공방을 차려 창업한 이었던 ‘사장님’도 있다. 장애를 가진 아이들이나 재소자, 약물중독자를 위한 프로그램도 운영한다. 그는 “아이들을 위한 재대로 된 교육이 없으면 아이들이 새로운 기회를 갖지 못해 같은 자리에 머물러 있을 수밖에 없다”며 교육의 중요성을 강조했다. 내년 4월 ‘브릿지 프로그램’ 사업기간이 만료되는데, 한국에서는 스리랑카 오픈스쿨을 계속 지원하기 위해 정부개발원조(ODA)로 전환하는 것을 추진하고 있다. 한경구 유네스코 한국위원회 사무총장은 “우리는 팬데믹 너머의 균에서 있지만 취약계층의 교육 불평등은 더 심화됐다는 점을 기억하고, 이들이 교육받을 권리를 지키기 위한 노력을 계속 기울여야 한다”고 당부했다. 이유진 기자



## • UNESCO Newsletter

NO.	Media	Date
1	National Commissions Platform	13 Oct 2022
<b>Title</b>	<b>The 2022 BRIDGE SEMINAR: TRAINING WORKSHOP FOR BRIDGE PROGRAMME PARTNER ORGANISATIONS</b>	
<b>URL</b>	https://unesco.sharepoint.com/sites/natcom/en-US/news/Pages/The-2022-Bridge-Seminar--Training-Workshop-for-Bridge-Programme-Partner-Organisations.aspx	

The screenshot displays the UNESCO National Commissions Platform website. The main article is titled "THE 2022 BRIDGE SEMINAR: TRAINING WORKSHOP FOR BRIDGE PROGRAMME PARTNER ORGANISATIONS". The article features a large graphic with the text "2022 Bridge Seminar" and "2022 브릿지 세미나". Key details include the date "2<sup>nd</sup> (Wed) November, 2022" (2022년 11월 2일(수) 14:00 - 18:00) and the location "UNESCO House, Seoul, Republic of Korea" (서울 유네스코 회관 11층). The article is hosted by the Korean National Commission under the patronage of UNESCO. The date of the post is 10/13/2022, and it has 12 views.

The article text states: "From 1 to 4 November 2022, the Korean National Commission for UNESCO (KNCU) will be holding the 2022 Bridge Workshop in Seoul, Republic of Korea, with support from the Ministry of Education and UNESCO. The workshop includes a public seminar to be held both on- and offline on November 2. The workshop will take place as part of KNCU's Bridge Programme, a development cooperation programme focusing on non-formal education to help achieve SDG 4. The Bridge Programme is conducted together with a number of partner organisations, and the workshop aims to strengthen the capacities of these partner organisations, and increase cooperation among them. Through the public seminar, the workshop will also enhance the visibility of UNESCO in promoting international cooperation to achieve the SDGs."

On the right side of the page, there is a "LATEST NEWS" section with two items:

- Invitation to "Effective Utilisation of the National Education Sector Plan" Workshop**: Organized by IEPA Ghana (under the auspices of UNESCO) and NATCOM Ghana. Read more: 12/07/2022.
- 25th Anniversary of "Historic Area of Willemstad, Inner City and Harbour", Curaçao**: Celebrated with the support of the Curaçao National Commission for UNESCO. Read more: 12/06/2022.

● UNESCO News (Magazine produced by the KNCU)

NO.	Media	Date
1	UNESCO News	Dec 2022
Title	Looking forward to our Bridge family's stronger teamwork	
URL	<a href="https://issuu.com/unescokr/docs/798">https://issuu.com/unescokr/docs/798</a>	





## Annex 3

## List of Participants

### • Bridge Programme Partners

Country	Organisation	Participant	Job Title
<b>Bridge 2nd Phase Projects</b>			
<b>Bhutan</b>	Ministry of Education Bhutan	Mr. Karma Galay	Officiating Secretary
	Non-Formal and Continuing Education (NFCED), Ministry of Education Bhutan	Ms. Pelden	Deputy Chief Program Officer
	Bhutan National Commission For UNESCO	Mr. Jamyang Drukda	Sr. Program Officer
<b>Laos</b>	Lao National Commission for UNESCO	Ms. Thongdeng Somchanmavong	Deputy Secretary General
		Ms. Sengpapha Holanouphab	Technical Officer / Academic Staff
	Non-Formal Education Department, Ministry of Education and Sports	Ms. Philany Phissamay	Deputy Director General
<b>Malawi</b>	Malawi National Commission for UNESCO	Mr. David Mcdonald Watson Mulera	Acting Deputy Executive Secretary
		Mr. Chifuniro Clement Chikoti	Assistant Programme Officer for Education
		Ms. Lucia Victoria Chigamane	Program Officer (Natural Science)
<b>Timor -Leste</b>	Timor-Leste National Commission for UNESCO	Mr. Francisco Barreto	Interim Executive Secretary
		Mr. Baltazar Dos Santos Viegas	Interim Education Program Coordinator
		Mr. Monteiro Maia Fincencio	Project Coordinator of Bridge Timor-Leste Project

Bridge Sejong Projects			
<b>Jordan</b>	We Love Reading/Taghyeer	Dr. Rana Dajani	Founder and Director
		Ms. Lina Almutaz Qtaishat	Project Manager
<b>Pakistan</b>	Bunyad Literacy Community Council	Ms. Shaheen Attiq-Ur-Rahman	Vice Chairperson
		Ms. Mishal Iftikhar Shafi	Policy Proposal and Documentation Facilitator
<b>Sri Lanka</b>	National Institute of Education	Mr. Nambadawa Vithanage Anada Sudath Samarasinghe	Deputy Director General
		Mr. Sarawanamuthu Dunaisingh	Senior Lecturer (Head)
<b>Uruguay</b>	National Directorate of Education	Ms. Maria Luisa	Coordinator of the Educational Innovation Area, Head of Educational Innovation Office
		Mr. Federico Martin Guillen	Technical Assistant

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## 2022 Bridge Workshop and Seminar Final Report

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유네스코한국위원회