

Education transforms lives. BRIDGE makes it happen.



2023 Bridge Workshop

UNESCO House, Seoul, Republic of Korea • 31 May - 2 June 2023



Sponsors





Constitution of the United Nations Educational, Scientific and Cultural Organization

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

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

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

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

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

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

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

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

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



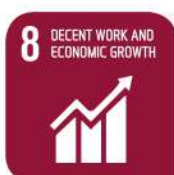
Goal 5 Achieve gender equality and empower all women and girls



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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Overview

Concept Note
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**2023 Bridge Workshop:
Training Workshop for the Bridge Programmes' Partner Organisations**

CONCEPT NOTE

Objectives

- To provide mutual learning opportunities through sharing of best practices related to literacy education and lifelong education from the Korean National Commission for UNESCO (KNCU)'s partner organisations under the two streams of the Bridge Programme: (1) the 2nd phase of Bridge Programme (UNESCO NatCom's Partnership Programme) and (2) the Bridge Sejong Programme (Cooperation Programme for Laureates of UNESCO King Sejong Literacy Prize);
- To improve the sustainability of projects under the Bridge Programme by contributing to the partner organisations' project planning and implementation;
- To establish a network among the partner organisations, relevant domestic and foreign institutions, and other experts; and
- To enhance the visibility of the Bridge Programme, both within the Republic of Korea, and in other countries, by publicising the work of the 2nd phase of the Bridge Programme funded by ODA from the Ministry of Education, and the Bridge Sejong Programme sponsored by KNCU.

Participants

Approximately 18 officials, including those involved in implementing projects in the 7 countries currently involved in the Bridge Programme, together with observers from 6 candidate partner countries for the 3rd phase of Bridge Programme and Germany, will be invited to participate in the Bridge Workshop. These will include a total of 8 officials from countries participating in the 2nd phase of Bridge Programme (2 each from East Timor, Laos, Bhutan and Malawi), 3 officials from countries participating in the Bridge Sejong Programme (1 each from Pakistan, Sri Lanka and Jordan), 6 officials from candidate countries for the 3rd phase of Bridge Programme (1 each from Cambodia, Ghana, Mongolia, Nepal, Rwanda, Tanzania) and 1 official from Germany, as a participant of 'Staff Exchange Program' between Korean National Commission for UNESCO and German National Commission for UNESCO.

Host and Sponsors

The training will be hosted and organised by the Korean National Commission for UNESCO, with support from the Ministry of Education of the Republic of Korea and UNESCO.

Date and Venue

- Date: 31 May - 2 June 2023
(Date of the Arrival: 30 May 2023 / Date of the Departure: 3 June 2023)
- Venue: UNESCO House
(Address: Myeongdong-gil 26, Jung-gu, Seoul, Republic of Korea)

Language

English will be used for the 2023 Bridge Workshop

Main Contents

- Sharing of medium to long-term strategy of each Bridge Project
- Practical training related to project management and evaluation
- Mutual learning through sharing of performance of project and best practices by country
- Visits to relevant institutions in Republic of Korea
- Meetings with South Korean graduate students majoring in Global Education Cooperation (GEC)

Contact

(General) Dr. Jihon Kim | jhkim@unesco.or.kr / +82-2-6958-4167

(Programme Issues) Ms. Bada Kim | badakim@unesco.or.kr / +82-2-6958-4166

(Logistics Issues) Ms. Jiwoo Rim | won071243@unesco.or.kr / +82-2-6958-4273

Ms. Euna Lim | elim@unesco.or.kr / +82-2-6958-4164

Schedule

*The dates and times below are in Korean standard time (UTC+9)

Tuesday, 30 May 2023 (Day 0)

Participants' arrival

Wednesday, 31 May 2023 (Day 1) (11th Floor)

10:00-10:40 Opening Ceremony of the Bridge Workshop

- Opening Speech
by the Secretary-General of the KNCU, Dr. Kyung-Koo Han
- Welcome Remarks
by the Director-General of Global Education Planning Bureau, Ministry of Education, Ms. Ji-young Park
- Congratulatory Remarks
by the Member of the National Assembly, Mr. DongYoung Seo
- Congratulatory Remarks
by the Member of the National Assembly, Mr. Byungwook Kim
- Brief introduction of participants
- Taking commemorative photos

10:40-11:30 Workshop 1 (Sharing of project status and peer-learning)

- Overview of Bridge Programme by KNCU
by Director Ms. Sun Kyung Lee and Programme Specialist Ms. Grace Kim, from the Division of Int'l Cooperation Programme
- Presentation 1
Non-formal Education Status System
by the Bhutan National Commission for UNESCO

11:30-13:30 Welcome Lunch

13:30-14:45 Workshop 1 (Sharing of project status and peer-learning) (cont'd)

- Presentation 2
Community Learning Center (CLC) Management Manual
by the Laos National Commission for UNESCO
- Discussion
Sharing of Best practices + Q&A Session
7 Countries participating in the Bridge Programme should share their own best practices for 3 minutes each

14:45-15:00 Break

15:00-17:00 Workshop 2

- Lecture
How to write Project Concept Papers (PCP)
(understanding and setting of indicators)
by Prof. Jihyang Lee (Adjunct Professor, Department of Global Governance, Kyunghee University)

17:00-17:15 Break

17:15-18:00 Workshop 3

- Lecture
How to write bi-monthly reports using Google applications
By Ms. Grace Kim and Ms. Dahee Son (Programme Specialists at KNCU)

Thursday, 1 June 2023 (Day 2)

10:00-12:00 Visit to the National Institute for Lifelong Education

12:00-13:30 Lunch

13:30-14:40 Workshop 4 (10th Floor)

- **Examination of project status by country and adjustment of project plans for 2024 Bridge Programme**
 - Participants
 - 2nd phase: Timor-Leste, Bhutan, Malawi
 - Sejong: Jordan

** Laos(2nd phase) will have a separate time for this examination.*

** Workshop will take place separately by country.*

** Non-participants will have their own free time.*

14:40-14:55 Break

14:55-16:05 Workshop 4 (cont'd)

- **Examination of project status by country and adjustment of project plans for 2024 Bridge Programme (cont'd) and review of Project Concept Papers (PCP) by candidate countries**

- Participants

- Sejong: Sri Lanka
- Candidates: Rwanda (Online), Mongolia, Ghana

** Workshop will take place separately by country.*

** Non-participants will have their own free time.*

16:05-16:20 Break

16:20-17:30 Workshop 4 (cont'd)

- **Examination of project status by country and adjustment of project plans for 2024 Bridge Programme and review of Project Concept Papers (PCP) by candidate countries (cont'd)**

- Participants

- Sejong: Pakistan
- Candidates: Nepal, Tanzania, Cambodia

** Workshop will take place separately by country.*

** Non-participants will have their own free time.*

Friday, 2 June 2023 (Day 3)

09:30-11:50 Informal Meeting of National Commissions (10th Floor)

- Participants
Bhutan, Cambodia, Germany, Ghana, Laos, Malawi, Mongolia, Nepal, Republic of Korea, Tanzania, Timor-Leste
- Theme
Cooperation of Civil Society-Private sector
- Content
Sharing of Civil Society-Private Sector partnership status by country and discussion of guidelines development plan

11:50-12:00 Closing

12:00-14:00 Farewell Lunch

14:00-14:30 Break/ Meeting with Global Education Cooperation major students

**14:30-16:30 (Public Event) Talk with International Development major students
'Youth Talks BRIDGE'**

*Moderated by Prof. Moon Suk Hong, Busan University of Foreign
Studies*

- Participants

Approx. 20 students majoring in global education cooperation at
Busan University of Foreign Studies & Seoul National University

- Contents

- Opening

*by the Assistant Secretary-General of the KNCU, Mr. Kwi
Bae Kim*

- Introduction to the Bridge Programme

*by the Chief of Division of Int'l Cooperation Programme,
Dr. Jihon Kim*

- Introduction of Republic of Korea's Strategy for ODA in
Education

*by Mr. Kihyung Kim, Global Education Policy Division of
Ministry of Education*

- Presentations on the Bridge Programme

*by the Students majoring in Global Education
Cooperation at Busan University of Foreign Studies*

- Discussion

by Prof. Jihyang Lee, Seoul National University

Saturday, 3 June 2023 (Day +1)

Participants' departure

Programme

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- Workshop 1
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 - Non-formal Education Status System (Bhutan)
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 - Cambodia
 - Ghana
 - Germany
 - Laos
 - Malawi
 - Mongolia
 - Nepal
 - Rwanda
 - Republic of Korea
 - Tanzania
 - Timor-Leste

2023 Bridge Workshop

Seoul, Republic of Korea, 31 May-2 June, 2023

Opening Remarks

Kyung-Koo HAN (Ph.D.)

Secretary-General of the Korean National Commission for UNESCO

Good morning!

Distinguished guests, it is a great pleasure and honor for me to stand before you today as the Secretary-General of the Korean National Commission for UNESCO, as we gather here at the opening of the 2023 Bridge Workshop.

I would like to take this opportunity to thank you all from the bottom of my heart for the cooperation that Timor-Leste, Laos, Bhutan, Malawi, Sri Lanka, Pakistan and Jordan have shown to ensure that the Bridge Programme could continue throughout the unprecedented crisis of the COVID pandemic. Thank you for being pillars of hope for educationally marginalized people all across the world whose opportunities to learn were even further restricted during the three years of the pandemic.

I am also delighted to extend my sincere welcome to the representatives of seven observing countries, Cambodia, Ghana, Mongolia, Nepal, Rwanda, Tanzania, and Germany, who have joined this workshop with great interest in the Bridge Programme and a keen sense of solidarity for education.

“Education is the most powerful weapon that you can use to change the world.” This quote by Nelson Mandela resonates profoundly with UNESCO’s core mission concerning education, which is to ensure inclusive and high quality education for all, while promoting lifelong learning opportunities and advocating for equitable and relevant educational access.

Consequently, it is the collective responsibility of our national commissions to ensure that everyone, regardless of their background or circumstances, is provided with the opportunity to access quality education.

The Bridge Programme epitomizes this vision in action. Since the programme was founded by the Korean National Commission in 2010, it has expanded non-formal educational opportunities for children, youths, and adults who are excluded from formal education by supporting the provision of literacy education, basic education, and vocational education.

The Programme now has two tracks, the Bridge Programme Phase □, and the Bridge Sejong Programme, both of which build bridges to the future of education in partner countries, paving the way for opportunities, empowerment and social transformation.

This 2023 Bridge Workshop, which is organized by the Korean National Commission for UNESCO, under the auspices of Republic of Korea's Ministry of Education and UNESCO, not only signifies our commitment to education but also highlights the importance of fostering global partnerships to bridge educational gaps in developing countries.

As we gather here today, we acknowledge the tremendous effort of individuals and organizations who have tirelessly worked to make education a reality for those in need. Your dedication and commitment inspires us all.

However, we also recognize that much remains to be done. This is why we are here. By sharing and exchanging experience, knowledge and best practices, we wish to foster a better environment with increased collaboration and innovation. I hope you will all make the most of this opportunity to learn from each other's experiences, and further expand the understanding of project enhancement.

Your presence here is a testament to your dedication to education and your belief in its transformative power. Together, let us seize this moment to reaffirm our common objective, redouble our efforts, and further strengthen our collaboration to bring a brighter future for those in need.

Let me end now by wishing you all a wonderful stay here in Korea and expressing my sincere appreciation to you for joining us for this 2023 Bridge Workshop.

Thank you very much.

2023 Bridge Workshop

Seoul, Republic of Korea, 31 May-2 June, 2023

Welcome Remarks

Ji-young Park

Director-General of the Global Education Planning Bureau,
Ministry of Education, Republic of Korea

Distinguished guests from around the world,

My name is Ji-young Park. I am the Director-General of the Global Education Planning Bureau at the Ministry of Education of the Republic of Korea, and I would like to extend a wholehearted welcome to each and every one of you joining us here today at this 2023 Bridge Workshop.

First and foremost, I would like to take this moment to express my sincere gratitude to the distinguished national officials from Asia and Africa who have traveled great distances to be here with us today. Your presence truly underscores the significance and importance of this gathering.

I would also like to extend my deepest appreciation to Dr. Han, Kyung-Koo, the Secretary-General of the Korean National Commission for UNESCO, and the entire team of organisers who have worked tirelessly to bring this event to fruition.

The Republic of Korea is a leading advocate for SDG 4, having presented the visionary Incheon Declaration, from which SDG 4 is derived, at the 2015 International Education Forum, reaffirming our commitment to inclusive, equitable, and quality education. We firmly believe that providing robust support for basic education is of paramount importance, particularly for those who are socially disadvantaged.

Understanding the importance of inclusive education, the Ministry of Education has actively supported initiatives like the Bridge Programme since 2013, aiming to facilitate the self-sustaining development of education in every country and ensure that no one is left behind.

The second phase of the Bridge Programme provides vital support for the enhancement of basic literacy and diverse vocational education and training. Through these endeavours, we seek to build a stronger foundation for inclusive and equitable education worldwide. This consistent work is of particular significance at the current moment when education in every country is struggling to address the ongoing, pressing challenges in learning that have resulted following the COVID-19 pandemic.

Today, as we gather here at this workshop, we have the valuable opportunity to enhance peer learning by sharing examples of good practice from esteemed partner organisations and foster

a conducive environment for networking. This collaborative platform enables us to enhance our collective knowledge and practices in the field of education.

As a result, we firmly believe that the workshop will serve as a catalyst for the further realisation of our collective efforts to secure inclusive and quality education for all.

Let me end by extending once again my sincere welcome to all participants, both domestic and international, who have honoured us with their presence today, and by reaffirming the Ministry of Education's steadfast commitment to supporting education worldwide.

Thank you.

2023 Bridge Workshop

Seoul, Republic of Korea, 31 May-2 June, 2023

Congratulatory Remarks

Seo DongYoung

Member of the National Assembly

Honourable guests, ladies, and gentleman,

As a member of South Korea's National Assembly and a member of the Korean National Commission for UNESCO's Education Committee, I would like to offer my sincere congratulations on the holding of this 2023 Bridge Workshop. It is a privilege for me to be here at this meeting of dedicated literacy and lifelong education professionals from around the world.

The Korean National Commission for UNESCO and all of its partners in the Bridge Programme are dedicated to advancing education and global collaboration. Through the annual Bridge Workshop, we are reaffirming our shared global vision to promote inclusive and equitable, quality lifelong education opportunities, helping to achieve SDG4 across the globe.

Everyone is aware that the global COVID-19 crisis has had a significant impact on a number of sectors, including education. Schools and other educational institutions have experienced major challenges, with widespread closures and rising dropout rates. International educational gaps have worsened considerably, and this increase in educational inequality has left more children with low levels of literacy. Learning poverty has increased by 70% in low- and middle-income countries, according to World Bank figures.

The Bridge Programme's persistent efforts and dedication to support basic education have been a significant boost to hope in this difficult time. Now, after more than three years, the WHO has declared an end to the COVID-19 emergency, and society is once more looking to the future. A lot of effort needs to be put into normalizing schooling in particular. I believe that the Bridge Programme, which adapted and continued its work in the face of the difficulties of the pandemic, will serve as an excellent example of educational rehabilitation.

This Bridge Workshop will provide a venue for in-depth reflection on the lessons discovered so far for surviving in the post-COVID-19 world and for exchanging best practices among Bridge partner countries. I trust that such reflection and sharing will lead to even more effective basic education initiatives, further contributing to global efforts to achieve

Sustainable Development Goal 4. I hope, therefore, that this will be a forum where all of you are able to voice your opinions freely and openly.

Once again, let me express my sincere congratulations on the 2023 Bridge Workshop. Please use this time to establish new partnerships, consolidate existing ones, and advance your common goals through the Bridge Programme.

Thank you.

2023 Bridge Workshop

Seoul, Republic of Korea, 31 May-2 June, 2023

Welcoming Speech

Byong Wook Kim

Member of the National Assembly

Good morning ladies and gentlemen. My name is Byong Wook Kim, and I am a member of the National Assembly and a member of the Education Committee in the National Assembly. It is a great honor and pleasure to be here to inaugurate the 2023 Bridge Workshop.

I would like to extend my warmest welcome to each and every one of you, and to thank you for your strenuous efforts to achieve SDG 4, international society's common goal to ensure inclusive and equitable quality education for all. Education, without a doubt, stands as one of the most fundamental pillars upon which a prosperous world community is built. It is a key that unlocks the doors of opportunity to individuals, empowering them, and fostering inclusive growth. Through education, we can bridge the social gaps between individuals and classes, uplift the growth of nations, further promote understanding between different countries and cultures, and move toward a united future.

Ladies and gentlemen, are you familiar with 'the miracle on the Han River'? The role of education has been exceedingly significant in the astounding development of the Republic of Korea. The Republic of Korea was devastated by the Korean War, but was able to start anew through education with the support of UNESCO. It is the power of education that enabled the achievement of rapid economic growth and democratic development in such a short period of time.

Education is a basic human right and a driving force for dreams of a better future.

The Korean National Commission for UNESCO's Bridge Programme, which is a major basic education project of the South Korean Ministry of Education involves a great deal of collective effort to advance the quality of international development cooperation.

This Bridge Workshop is a very meaningful event as a forum for educational experts from each country to gather together to share their experiences. Your work brings change in the lives of those marginalized from education through the support of literacy education and vocational training, and spur the creation of innovative approaches and policies. Working together here, I believe that we can strengthen our collective efforts to solve one of the top priorities in the global development agenda, expansion of educational opportunities.

I am sure that this three-day workshop will further strengthen our common partnership, and I would like to thank all of you again for your efforts today for a bright future for the world.

Thank you.



2023 Bridge Workshop

UNESCO House, Republic of Korea • 31 May - 2 June 2023

BRIDGE Programme OVERVIEW



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



SDG 4 Targets & Bridge



TARGET 4.4
4.4. Increase the number of people
with relevant skills for financial success



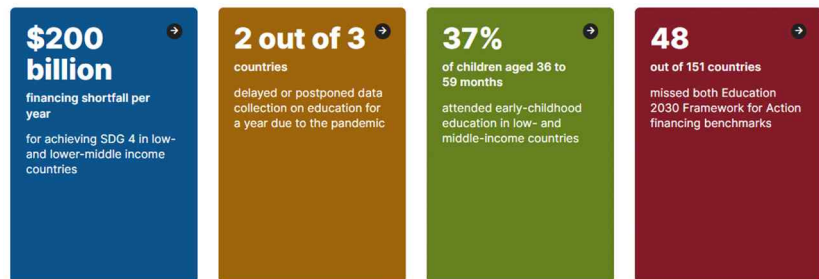
TARGET 4.5
4.5 Eliminate all discrimination in education



TARGET 4.6
4.6 Universal literacy and Numeracy

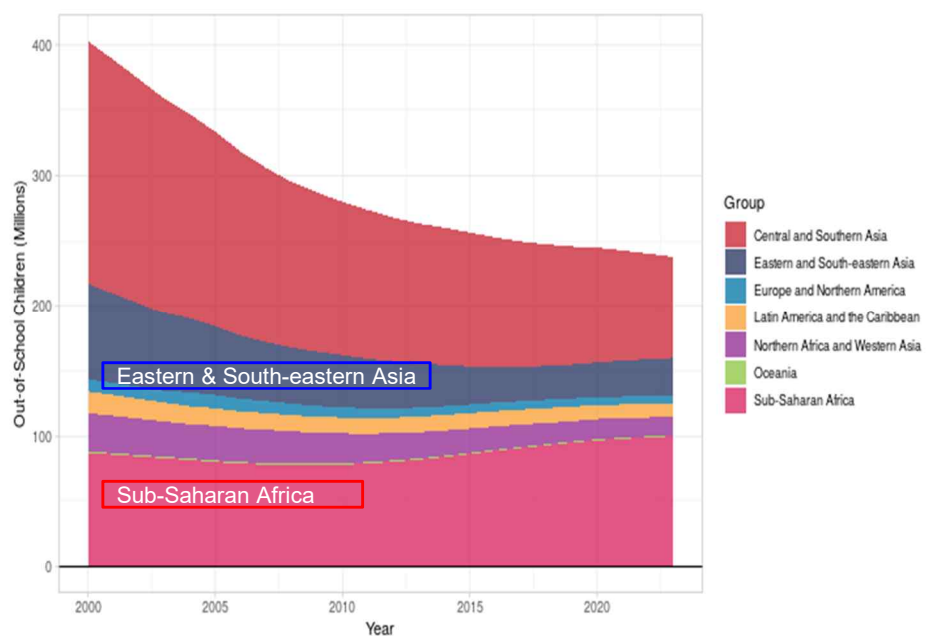
SDG4 Progress & Pandemic

- Slow progress between 2015 and 2020, further challenged by the COVID-19 pandemic, has put the world off track from achieving the global SDG 4 targets of universal pre-primary, primary and secondary education by 2030.
- Pandemic has affected girls, children from disadvantaged backgrounds, those living in rural areas, children with disabilities and children from ethnic minorities more than their peers.



3

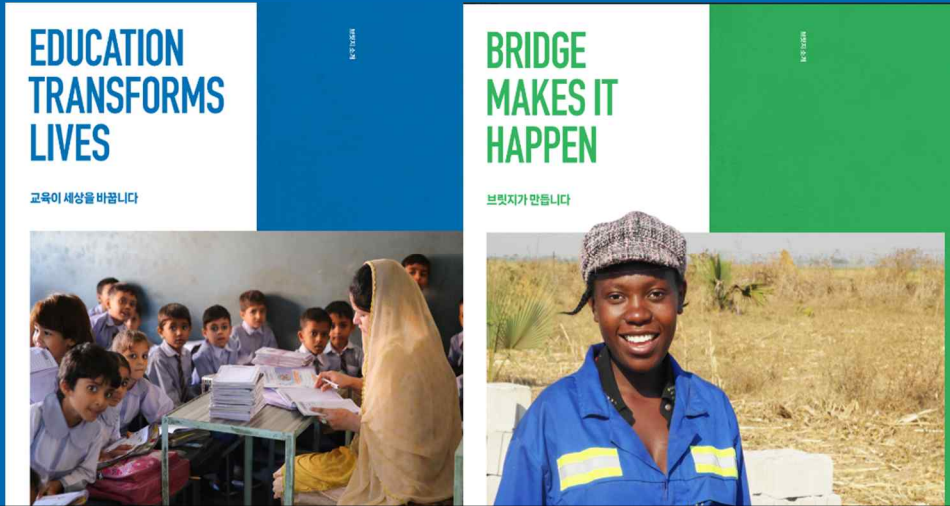
Out of school Children



4

BRIDGE Programme

- ROK's education development cooperation programme that aims to promote accessibility to education for the marginalised in the context of achieving SDG 4 by providing opportunities for Out of School Education(Non-formal Education)



BRIDGE Programme Best Practice

by Office for Government Policy Coordination



읽을 줄도 쓸 줄도 모르는 어린과 아이들

동티모르, 라오스, 말라위 등의 지역에서는 배움의 때를 놓치고 학교에 다니지 못하거나 중도에 탈락한 어린이와 청소년이 많았다. 한번 배움을 놓치면 다시 교육의 기회를 얻기가 쉽지 않기에 글을 읽을 줄도 쓸 줄도 모르는 사람들이 많았다.

학교 밖 교육을 위한 환경과 콘텐츠를 제공한다

교육부와 유네스코한국위원회는 사하라 이남 아프리카 및 남아시아 국가의 교육 소외계층을 지원한 '브릿지 1단계 사업'의 경험을 기반으로 동티모르, 라오스, 말라위에서 '브릿지 2단계 사업'을 추진했다.

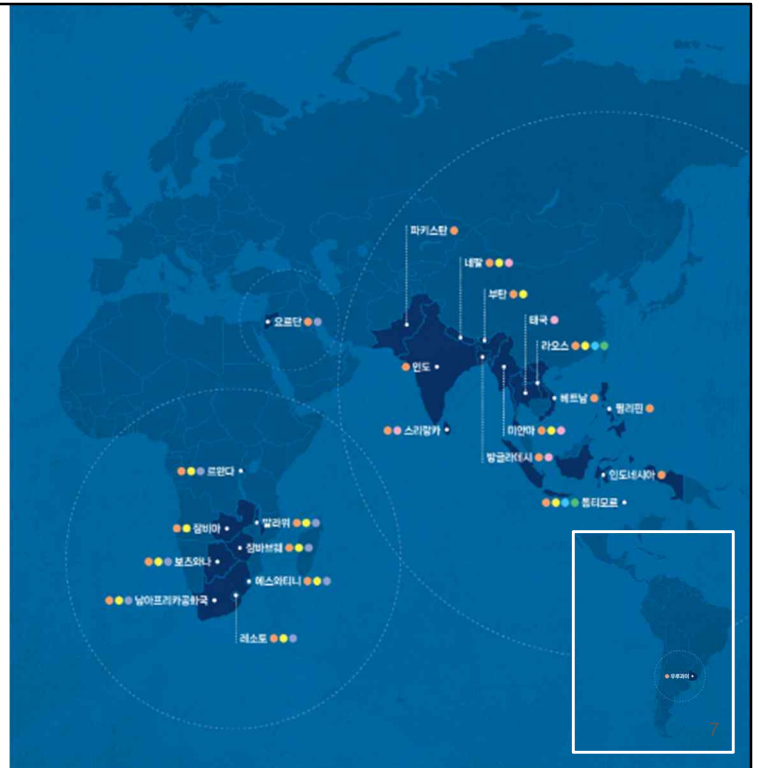
41개의 지역학습센터에 각종 기자재와 교육 물품을 지원하고 필요한 경우 확보 수를 지원하고 있다. 지역학습센터가 없는 곳에는 총 5개의 센터를 새로 건국했다. 그리고 지역학습센터를 거점으로 글을 읽고 쓸 줄 모르는 사람들을 위한 문해교육, 학교를 다니지 못하는 어린이와 청소년을 위한 학력인정교육, 그리고 소



동티모르 문해교육 참여하는 모습

since 2010
BRIDGE
 in 24 countries

Asia (13 countries)	Bangladesh, Bhutan, India, Indonesia, Laos, Myanmar, Nepal, Sri Lanka, Pakistan, Philippine, Thailand, Timor-Leste, Vietnam
Africa (8 countries)	Botswana, Eswatini, Lesotho, Malawi, Rwanda, South Africa, Zambia, Zimbabwe
Other Regions (3 countries)	Jordan, Solomon Islands, Uruguay

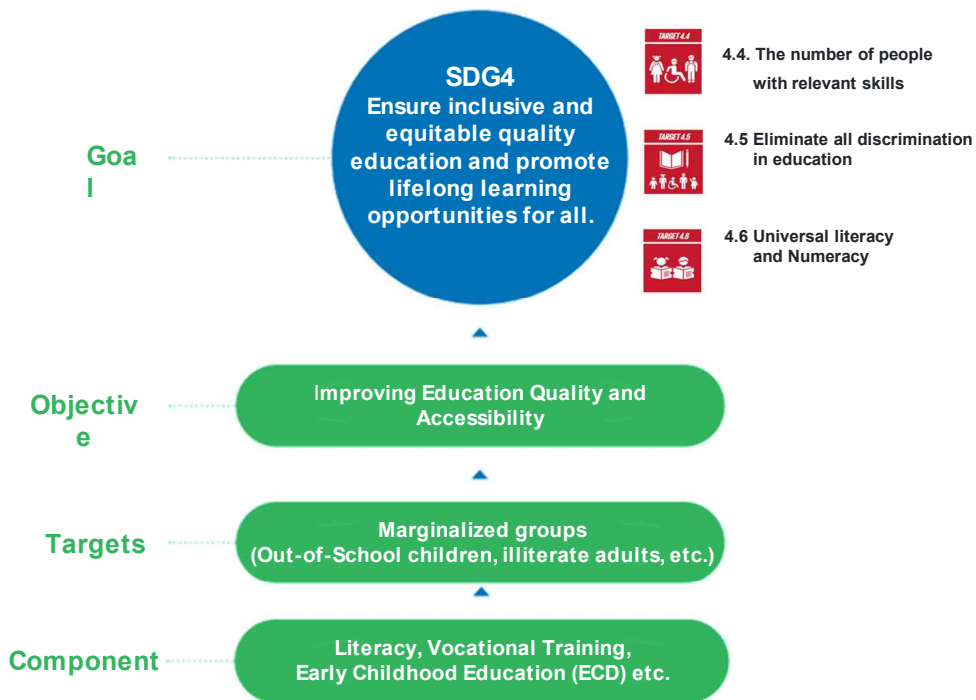


BRIDGE
 for
140,043
 learners &
 Teachers

Countries	Asia 13 Africa 6 Others 3	24
Dispatched Young Experts	Asia - Africa 55 Others -	55
Learners	Asia 115,317 Africa 14,322 Others 1,221	13,860
Trained Teachers	Asia 6,355 Africa 2,608 Others 220	9,183
Supplied Educational Material	Asia 52,437 Africa 74,468 Others 413	127,318

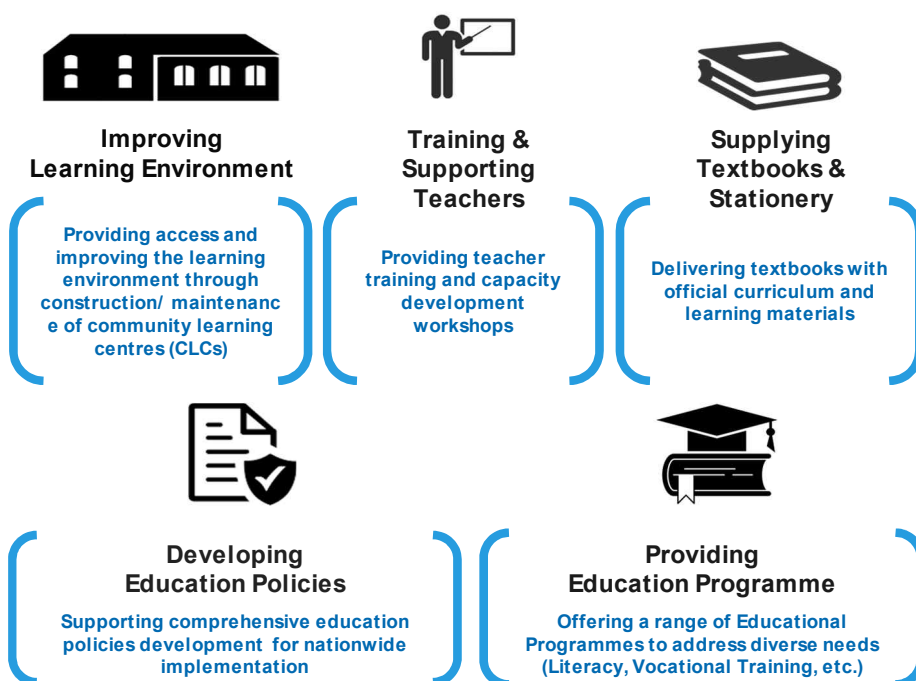
- Areas: literacy education, vocational training, early childhood education, climate change and science education.

BRIDGE Programme Framework



9

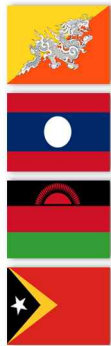
BRIDGE Programme Modalities



10

BRIDGE Programme

Countries



BRIDGE Phase II (2020~)

Partnership with National Commissions

- **Bhutan:** National Commission for UNESCO
- **Lao PDR:** National Commission for UNESCO
- **Malawi:** National Commission for UNESCO
- **Timor-Leste:** National Commission for UNESCO



BRIDGE Sejong (2021~)

Partnership with Sejong Prize Winner

(Civil Society, Public Sector)

- **Jordan:** Taghyeer Jordan (NGO)
- **Pakistan:** Bunyad Literacy Community Council (NGO)
- **Sri Lanka:** National Institute of Education
- **Uruguay:** Uruguay Ministry of Education

11

BRIDGE Programme

Budget

BRIDGE Programme (2022)

Private Doners

34.8%

\$470,308

\$880,769

Education ODA

65.2%

12

2020~2022 BRIDGE Results

- Policy Development
 - **Bhutan:** Non-formal Education and Management System(NFE-MIS)
 - **Laos:** Community Learning Center (CLC) Management Manuel, Teaching Manual for Basic Vocational Training
 - **Malawi:** College Diploma/ Certificate Course on Adult Education

- Beneficiaries of Activities

Category	Total	2nd Phase(2020~2022)				Sejong (2021~2022)			
		Timor-Leste	Laos	Malawi	Bhutan	Sri Lanka	Jordan	Uruguay	Pakistan
Learners	11,867	780	2,180	3,557	341	1,547	842	220	2,400
Trained teachers	2,994	55	120	133	2,352	90	118	78	48
Educational Supplies	37,398	2,588	8,240	15,001	11,176	-	118	275	-

2022 BRIDGE Monitoring

Bhutan Timor-Leste



Courtesy Visit to Bhutan's Education Minister



Monitoring visit with Smilegate in Bhutan



Courtesy Visit to Timor-Leste's Minister of Education, Youth, and Sport



Construction of a community learning center in Timor-Leste



Monitoring Visit to Timor-Leste

2022 BRIDGE Monitoring

Jordan
Laos



Monitoring Reading Sessions in Jordan



Monitoring visit to CLCs in Laos



Visit to Provincial Education and Sports Service in Laos

BRIDGE Programme

Impact Stories



Laos

Ms. Vanpeui (Teacher, community learning center)

"The **community learning center is the only alternative for education that can provide opportunities for children and adolescents who cannot go to school.**"



Uruguay

Ms. Ana Juanche (Uruguay Ministry of Education and Culture)

"A few days ago, I received an email from a learner who expressed gratitude for **being able to find a job** thanks to literacy education."



Timor-Leste

Mr. Teo Baros (Student, community learning center)

I had the opportunity to touch a computer for the first time since the community learning center was established. I will continue to study hard and **aspire to become a pilot in the future.**"



Pakistan

Ms. Nazia Bano (Female Learner, Community Learning Center)

"I have fulfilled **my dream of starting my own business.** Now that I have personally experienced the importance of education, I will send my own children to school."

BRIDGE Programme

Impact Stories



Bhutan

Ms. Kinzang Choden (Female learner, Community learning center)
"If it weren't for the community learning center, I couldn't even imagine becoming a learner or being able to support my family as a breadwinner."



Sri Lanka

Mr. W.K. Modushan (Learner, Community learning center)
"I feel a great sense of pride in being able to read and write. After graduation, I want to return to my hometown and open a small handicraft shop with my name."



Malawi

Mr. Chifuniro Chikoti (Interim Bridge Project Manager, Malawi National Commission for UNESCO)
"In Malawi, where there is a shortage of both learners and teachers, promoting out-of-school education is not a choice but a necessity."

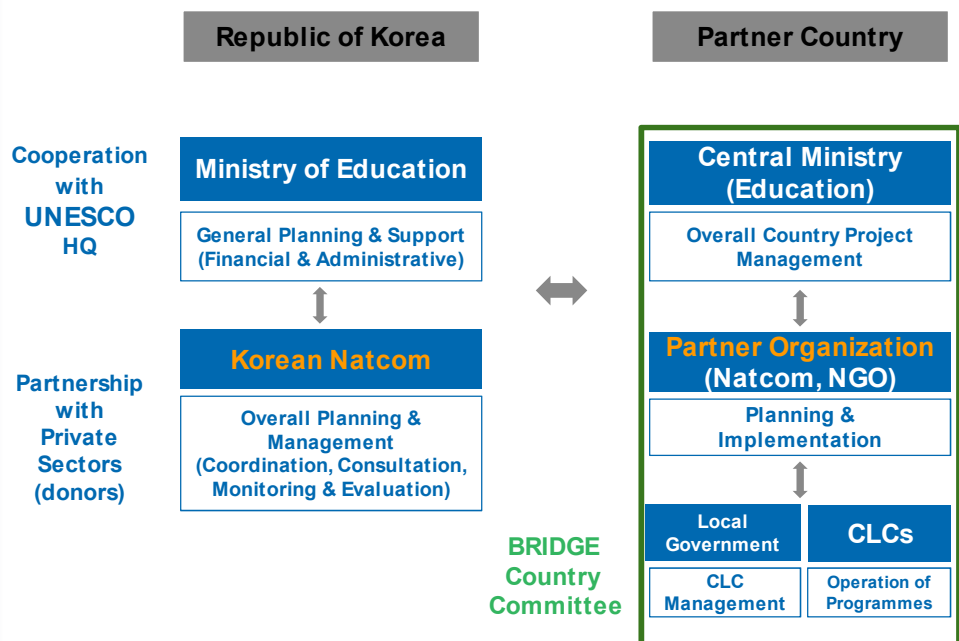


Jordan

Ms. Asma Alrashed (Teacher, Refugee Camp)
"I learned about literacy education activities in a refugee camp. Even though I never received higher education, I started working as a kindergarten teacher in the camp."

BRIDGE Programme

Partnership



BRIDGE Programme

Partnership for Visibility

Global Campaign

#Education CanChange_

NEWS Posted by Sophie-Ha · Thursday, January 26, 2023

Seventeen joins the Korean National Commission for UNESCO in the #GoingTogether donation campaign to support education for the underprivileged

AKP STAFF

n.news.naver.com



Seventeen joined the Korean National Commission for UNESCO to spread their positive influence.

Fundraising Campaign

A brighter future starts with an education.

In celebration of the International Day of Education on January 24th, we are launching a fundraising campaign to support the establishment of educational infrastructure and bridge the gap of global education inequality.

By donating just \$1.5 via PayPal during the campaign, you will not only be making a difference in someone's life, but you will also receive a complimentary font featuring SEVENTEEN's beloved "Bongbong" character. This cute font, which reflects 6-year old Bongbong's newly-learned letters, symbolizes the importance of literacy and the joy of learning.

Join SEVENTEEN and the Korean National Commission for UNESCO in the pursuit of educational dreams and donate today to help build Community Learning Centers (CLCs), provide teacher training and distribute textbooks in Africa and Asia!

The Bongbong font file will be sent via email to the email address submitted in PayPal by donors, on every Thursday, on a weekly basis. We thank you for your patience, and if you have any inquiries, please send an email to peace@unesco.or.kr. The fundraising campaign will last until March 29th, 2023.



Donate Now

About Fundraising Programme

BRIDGE Programme

Private Partnership

Smilegate®



HNT 하나투어

HNT HanaTour

21

Challenges and Way Forward

Sustainability

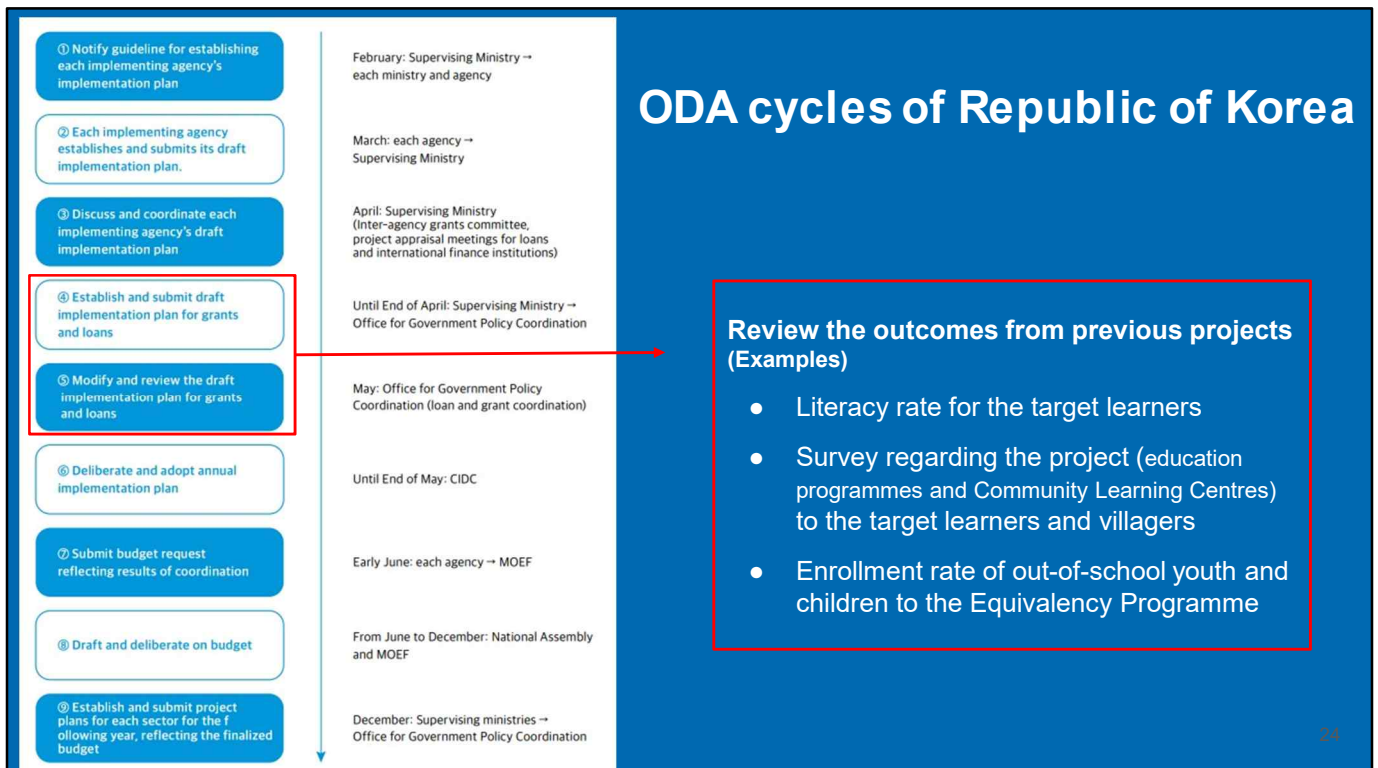
1. Sustainability of Country Projects
 - quality programme, quality management
1. Funding Sustainability
 - Alignment of K-ODA policy (Impact and Focus)
IMPACT: policy, fields, FOCUS: digital literacy

Visibility

1. Increase in Country Projects
1. Recognition of BRIDGE: Media, UNESCO channels etc.

22

Impact and Outcomes of the Project



Outcomes

Outcomes will be helpful and useful to secure the ODA funds (as well as implement and evaluate the projects)

- Qualitative outcomes
 - Significant changes of learners
 - Satisfaction surveys

- Quantitative outcomes
 - Rate of literacy and numeracy
 - Rate of enrollment of out of school youth and children

Outcomes measurement tool example (Basic Literacy Capability)

2. Test Guideline

Opening Remarks and Consent Request

1. Start by introducing yourself and purpose of doing this type of test. You should explain to the respondent that the purpose is to learn about his or her experiences with reading, writing, and numbers and ask the following questions to receive the respondent's consent. You may also add some explanations about how the test will proceed.

Q1: Your participation in this assessment is completely voluntary. Are you willing to do it?
Q2: Do you have any questions before we begin?

Do not forget to tick the consent box in the General Information if the respondent agrees to participate

2. Once the respondent agrees to go on, ask for a short self-introduction in order to fill out the General Information.

3. Be sure to answer all the inquiries the respondent may have concerning this assessment before starting.

Section 1. Basic Reading Capability

1. Now ask the respondent to read the letters in the box. Check whether his or her pronunciation is correct or not.

2. If the respondent is able to read the letters correctly, move onto the next question. If not, end this section and mark Level 0 in the General Information and proceed to Section 2.

3. Now ask the respondents to read 6 words in the box. Check if he or she pronounces and knows the meaning of the words correctly.

4. If the respondent reads at least FOUR words correctly and know the meaning of

3. Test Template

Do not forget to use the level scales in the Test Guideline to measure the respondent's level. Make sure you mark levels of the respondent in the General Information.

Section 1: Basic Reading Capability

Q1. Read the letters in the box below.

[sample letters]

A B C D E F G H

I J K L M N O P Q

R S T U V W X Y Z

- If the respondent can read the letters correctly, move onto the next question.
- If not, end Section 1 here and mark "Level 0" in the General Information and move to Section 2.

Q2. Read the words in the box below and explain what they mean.

[sample 6 words]

Umbrella	Chair	Water
	Hat	Cup
	Spoon	

- If the respondent is able to write his or her name, move onto the next question.
- If not, end Section 2 here and mark Level 0 in the General Information and proceed to Section 3.

Q2. Write your home address.

Answer:

- If the respondent is able to write his or her home address, move onto the next question.
- If not, end Section 2 here and mark Level 1 in the General Information and proceed to Section 3.

Q3. Write, "My name is ~ and I live at ~."

Answer:

- If the respondent is able to write the sentence correctly, mark Level 3 in the General Information and move onto Section 3.
- If not, mark Level 2 in the General Information and proceed to Section 3.

Section 3. Basic Numeracy Capability

Q1. Count the circles and write the correct number in the right.

○○○	
○○○○○	
○○○○○○○	
○○○○○○○○○	
○○○○○○○○○○○	

- If the respondent is able to count and identify at least three numbers correctly, move onto the next question.
- If not, end this test here and mark Level 0 in the General Information.

Promoting Visibility of the Project

27

International

UNESCO General Conference



Lao PDR



Malawi



Botswana



Lesotho

28

International

UNESCO National Commission
Newsletters / Meetings

- SAVE THE DATE: **National Commissions** for UNESCO are invited to participate in the 2022 Bridge Seminar on the theme of "Non-formal Education and Women in the context of International Development Cooperation Programmes", where interesting examples of non-formal and lifelong education to empower vulnerable women in developing countries and in the Republic of Korea as well as their common challenges and solutions will be shared. The event, organized by the **Korean National Commission for UNESCO** under the auspices of UNESCO, Ministry of Education, Gyeongju City and Osan City of the Republic of Korea, will be held online on November 2 from 2 pm to 6 pm (GMT+9). Complete your registration [here](#).

News Digest of the National Commissions Platform



Presentation on BRIDGE project during the 41st GC₉

International

BRIDGE Workshop
sponsored by UNESCO

2022 Bridge Seminar
2022 브릿지 세미나

'Non-formal Education and Women' in the context of International Development Cooperation Programmes
국제개발협력사업에서의 '비형식 교육과 여성'

2nd (Wed) November, 2022
2022년 11월 2일(수) 14:00 - 18:00

UNESCO House, Seoul, Republic of Korea
서울 유네스코 회관 11층

Education transforms lives. BRIDGE makes it happen.

2023 Bridge Workshop

UNESCO House, Republic of Korea • 31 May - 2 June 2023

Host: UNESCO
Sponsors: Ministry of Education, UNESCO, Gyeongju City, Osan City

Domestic

Press (Articles / News)



Timor-Leste
(Broadcasting News)



Timor-Leste
(Newspaper Articles)

Domestic

Press (Articles / News)

**스리랑카 국립교육원
사마라싱어 부원장 방한**

글을 모르는 것은 단순히 책을 읽지 못한다는 뜻이 아니다. 자기 이름을 쓸 줄 모르면 은행 업무를 볼 수 없다. 간판이 나 도도 표지판을 못 읽으니 혼란할 수 없다. 시흥을 못 치러 자격증이 필요한 일을 할 수 없다. 글을 깨치는 읽은 세상 의 문을 여는 일이다.

수다스 사마라싱어의 스리랑카 국립교육원 부원장 장 (60·사천)은 이 글을 '노래'라는 별칭으로 썼다. 그의 수업에서 아이들은 노래하며 배운다. 사마라싱어 부원장은 "아이들은 글을 읽지 못하더라도 노래를 통해 노래를 익히고 가사를 통해 단어를 배운다"고 말했다. 8개 음반을 발표할 가수이자, 발자음과 만능 펜 등 5개 악기를 연주하며 다재다능



에서 스리랑카의 교육 사재물 소 개하기 위해 방한 의중 사령 중 무척 교육과 직업교육 을 진행하는 '오 픈스쿨'은 2015 년 세종대왕 문제 상을 받았다.

스리랑카에서는 아이들 중 98%가 초등교육을 받지못한 10명 중 1명 이상이 중년이라고 한다. 특히 지난 2~3년 동안에는 코로나19 확산으로 많은 학교 가 폐쇄됐고, 경제적 이유로 등교하지 못하는 아이가 늘어 중도 탈락률이 더 높아졌다. 2005년부터 설립된 오픈스 쿨은 말 그대로 학교 밖 아이들에게 영 령 교육 공간이다. 이곳에서는 학교에 못 가는 아이들에게 세상에서 살아남는 데 필요한 '실용 언어'를 가르친다. 청

다"며 "이후 전기, 미용, 목수, 미장, 양 장 등 국가직업자격증 시험을 치를 수 있게 교육한다"고 말했다. 국가직업자 격증 시험 중 무척에서 탈락해 자격 증 취득을 포기했던 아이는 오픈스쿨에 올 서 재수에 응용사 됐다. 오픈스쿨 중 일 후 직접 공방을 차려 창업한 여학생 '사랑님'도 있다. 장예를 가진 아이들이 나 재조사, 악물종독자를 위한 프로그 램도 운영한다. 그는 "아이들을 위한 계 대 로 된 교육이 없으면 아이들이 새로운 기회를 갖지 못할 것 같은 차이에 머물러 있을 수밖에 없다"며 교육의 중요성을 강조했다. 내년 4월 '브릿지 프로그램' 사업기간이 만료되는데, 한국에서는 스리랑카 오픈스쿨을 계속 지원하기 위 해 정부개발원조(ODA)로 전환하는 것을 추진하고 있다. 한강구 유네스코 한국위원회 사무총장은 "우리는 현대 미 떠날의 갈래 세 있지만 취약계층의

**유네스코 한국 컨퍼런스 참여
다자니 대표**

남북 바람이 불다. 4시간30분 동안 해피한 해리의 '제이'를 비롯한 남북 하는 영상(영화) '백두산'을 주제로 한 경 가 발표가 있었다. 영상은 장이나 은사가 있는 4시간30분 영상 남북 영상 조종기(고전)에 대한 '필터'와 '필터' 등 오디오북도 우연한 인기 다. 사자와 왕자를 대표로 상상력을 극 대하는 남북의 '필터'였다.

남북의 숨은 힘을 펼쳐보기 위해 세계세계에 '남북 운동'을 전개하러 다자니 대표가 '필터'를 주제로 세운다. 인터뷰했다. 다자니 대표는 30일과 2 일날 1일 유네스코한국위원회가 주최 하는 '2021 북극권 컨퍼런스'에 참석하 였다.

다자니 대표는 2019년 유네스코 앞 에서 북극권에 '필터'를 발표했 고, 남북 프로그램 '필터'를 발표(UNESCO)를 시작했다. 아이들에게 책을 읽으 고 싶은 마음을 전하는 것이다.

다자니 대표는 "아이들에게 책을 읽 어주는 것은 좋은 습관이다"고 말했다. "북극권에 아이들에게 책을 읽 어주는 것은 좋은 습관이다"고 남 북의 뜻을 전했다.

다자니 대표는, 본지생방송에서



연 33만 개 공도(서)의 생도. 다자니 대표는 "책을 읽도록 아이들 는 생하는 수년 내간 진화할 거지 있게 판단(어)을"이라고 말했다. 어떤 것 할 한 아이를 더 읽고 싶고, 배우 는 '필터'는 생인으로 자라난다는 생각이다.

이 운동이 전 세계 북극권에 판 데, 또 하나의 바람이 불었다. 그리고 북 극권(북)사들에게 무료로 남북의 문 을 제공했다. 대신 그들도 다음 저널 사자에게 생애를 전하는 것이다.

남북은 같은 사람은 같은 사람 실도 바뀐다. 서로의 내적으로 16에 도달한 2021년 남북은 '우'를 소 내 나쓰는 화합 운동에 유선까지 겹 치 수용을 알렸다. 그는 "남북 중립을 넘어서 화합 운동이었다. 다. 이쓰는 아이들에게 책을 읽어주 며 자신의 아이(장)을 함께 만들었다. 2년 후는, 유선(북)과 남북사 로 함께 살고 지금은 남북하면 모 로 남북을 직접 조직 형태로 운영 했다. 다자니 대표는 "남북의 화합 이었다. 그는 2017년 유네스코 서울사무 과를 설립할 수 있었다. 북극(북)은 북 극권(북)은 북극권이었다. 그는 "남북의 화 합 100% 이상 더(남북)을 읽게 된다" 며 "유네스코(북)는 남북(북)과 리(남)를 키워왔다. 아이(북)가 적인(남)에게 어떤 도움을 줘야

Republic of Korea
(Newspaper Articles)

Domestic

Documentation (Video)



Timor-Leste
(Project Documentary)

Domestic

Using BRIDGE project logo



Timor-Leste





Education Transforms Lives;
BRIDGE Makes it happen.



unesco
Korean
National Commission



འབྲུག་རྒྱལ་ཁབ་ལྷན་དོན་ལྷན་ཁག་གི་འཕེལ་རྒྱུ་ལྷན་ཁག་

Royal Government of Bhutan
Ministry of Education and Skills Development
Thimphu: Bhutan



ཤེས་རིག


Development of Non-Formal Education-Management Information System (NFE-MIS)






Funded by Korean National Commission For
UNESCO(KNCU) in coordination with Bhutan NatCom
(May 2023)

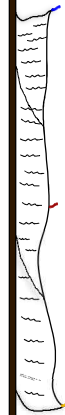
Education Vision: "An educated and enlightened society of Gross National Happiness, built and sustained on the unique Bhutanese values of *Tha-Dam-Tshig* Ley' Gyu-Drey."



ཤེས་རིག

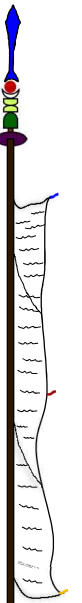
Outline





- ❖ Background
- ❖ Why need NFE-MIS
- ❖ Objectives of the NFE-MIS
- ❖ Modules in NFE-MIS
- ❖ Milestone of NFE-MIS

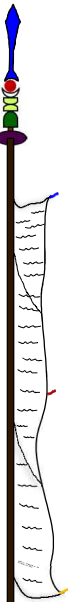
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Background

- ❖ One of the major activity of “ 2020 Bridge Bhutan Project & 2021 Bridge Bhutan Project”.
- ❖ Funded by Korean National Commission for UNESCO(KNCU), Republic Of Korea.
- ❖ Coordinating Office-Bhutan National Commission for UNESCO, MoE.
- ❖ Technical Support- ICTD, MoE
- ❖ Developed by New Edge Technologies Pvt Ltd(private firm).
- ❖ Implementing agency-NFCED
- ❖ Duration of the system development- Three months- 4th November 2020 -4th February 2021.

Ministry of Education, Royal Government of Bhutan



Why develop NFE-MIS?

Ministry of Education, Royal Government of Bhutan



Objective of the NFE-MIS

- ❖ Institute an integrated and comprehensive system to enhance administration, improve services and foster evidence based decisions.
- ❖ Generate meaningful and reliable information and statistics for use by policy-makers and planners at national levels.
- ❖ Allow for better planning and delivery of programme and monitoring and evaluation.
- ❖ Strengthen collaboration between NFE stakeholders for improved coordination and collaboration in programme delivery.

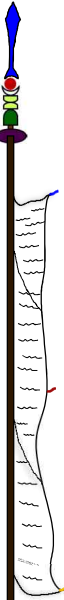
Ministry of Education, Royal Government of Bhutan



Current system of collecting the statistics

- ❖ Excel sheet filled by the NFE and CLC instructors.
- ❖ Submitted to parent school principals for verification.
- ❖ Principal verify and submit to Dzongkhag Education sector.
- ❖ DEO compile and submit to NFCED.
- ❖ NFCED compile and submit to PPD, MoE for Annual Education Statistics.

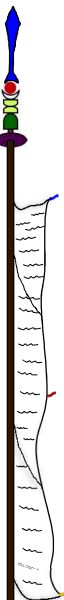
Ministry of Education, Royal Government of Bhutan



Challenges with Current system of collecting the statistics

- No computerized information system in place to provide reliable and timely information on inputs, processes and outputs of NFE programmes
- No statistical analysis of the information collected.
- Statistics in Excel sheet is prone to loss.
- Difficulty in multi-year/trend analysis.
- Duplication of data is difficult to be verified.
- Unreliable data.

Ministry of Education, Royal Government of Bhutan



Scope of NFE-MIS

- ❖ Policy in NFE Operational Guidelines automated in the system.
- ❖ Data of NFE-Learners undertaking BLC, PLC and ALC Courses automated in the system.
- ❖ Data of Instructors, Principals, DEOs/TEOs and other stakeholders automated in the system.

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Automation of the role of the Stakeholders

Automation of the role of the following NFE stakeholders as per the NFE Operational Guidelines:

1. DEOs/TEOs
2. (District/Municipal Education Officer)
3. School Principal
4. Gup (locally elected leader)
5. NFE Instructor
6. NFCED
7. Director, DEP

Ministry of Education, Royal Government of Bhutan



Automation of the administrative Procedures

There are six modules in NFE-MIS with different functions.

1. Centre
2. Instructor
3. Learner
4. Repository
5. Monitoring & Evaluation Tools
6. Reports

Ministry of Education, Royal Government of Bhutan



Module 1. Centre

Sub-modules

- i. Centre Opening
- ii. Centre Profile Management
- iii. Inventory
- iv. Course/skill Management
- v. Course Extension
- vi. Section Management
- vii. Literacy Rate
- viii. Closing of Centre

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Module 2. Instructor

Sub-modules

- i. Instructor registration- Contract Agreement of NFEI
- ii. Instructor-Course Mapping
- iii. Leave/Joining
- iv. Resignation
- v. Transfer
- vi. Training
- vii. Handing Taking

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Module 3. Learner

Sub-modules

- i. Learner Registration
- ii. Learner Status update.
- iii. Course-Learner Mapping
- iv. Attendance of learners
- v. Tracing of dropout/withdrawal
- vi. Tracing Pass Out and Achievements
- vii. Learner's Information Management
- viii. Learner assessment and completion certificates.

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Module 4: Monitoring & Evaluation

Monitoring & Evaluation Tools

Monitoring Tool A: Dzongkhag/Thromde

Monitoring Tool B: Parent School

Monitoring Tool C: Local Leaders

Monitoring Tool D: NFE Instructors

Monitoring Tool E: CLC Instructors

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Module 5: Repository module

Storage space where learning materials are stored

1. Audio and video materials,
2. Text format, and
3. Links can be accessed



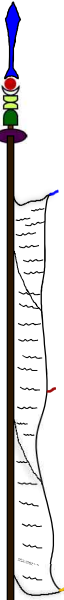
Module 6: Reports

- i. Annual Report for Learners & instructors
- ii. Monthly report of Centres' and learner
- iii. Course Completion Report
- iv. Attendance of the learners.
- v. Existing learners, Drop out and Course Completion Report
- vi. Biannual report for course completion - name of dzongkhag and course.
- vii. Report of learners with gender, age and qualification details.
- viii. Report of Dzongkhag wise data on centre, instructor, learner, parent school, enrollment, drop out, course start and end date and course completion dates.
- ix. Summary report of Dzongkhag/Thromde wise on Centres, instructors, learners and course details.



འབྲུག་རྒྱལ་ཁབ་ཀྱི་
འགྲུལ་འཕྲིན་ལྷན་ཁག་

Governance & Roll out of NFE-MIS



1. Formation of Steering Committee and Core Working Group

a. Steering Committee

b. Core Working Group

2. Project Planning

3. Stakeholders Consultations

4. System Development and Pilot Phase

- NFE-MIS Development completed- 28th Feb, 2021
- Testing (Core group) and UAT Signing (February 2021)
- SRS and prototype presentation to the Steering Committee-14th December 2020.
- Final System presentation to Management/Steering Committee-19th March 2021.

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འབྲུག་རྒྱལ་ཁབ་ཀྱི་
འགྲུལ་འཕྲིན་ལྷན་ཁག་

Roll-Out Workshop of NFE-MIS- in Districts and Municipalities in 2021



	DATE	Dzongkhag/Thromde	Venue	No. of participants
1	18th-21st Oct,2021	Paro & Haa	Paro	35
2	25th-28th Oct,2021	Thimphu Dzongkhag	Khasadrapchu MSS	24
3	2nd -5th,Nov,2021	Thimphu Thromde	IMSL, T/phu	44
4	8th-11th Nov,2021	Chukha	Gedu MSS	29
5	27 th -30 th Dec,2021	Tsirang	Mendralgang nCS	46
6	2 nd -9 th January 2022	Dagana	Dagapela MSS	53
7	5 th -8 th January 2022	Bumthang & Trongsa	Chumey CS	31

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Roll-Out Workshop of NFE-MIS-2021-2022

	DATE	Dzongkhag/Thromde	Venue	No. of participants
8	7 th -10 th January 2022	Lhuntse	Autsho MSS	29
9	11 th -14 th January 2022	Mongar	Lingmethang LSS	31
10	17 th -20 th January 2022	Mongar	Gyalpoishing LSS	30
11	19 th -22 nd January 2022	Trashigang	Rangjung CS	31
13	13 th -16 th January 2022	Zhemgang & Panbang	Yebilaptsa MSS	28
14	9 th -12 th March 2022	Chukha & Pling Thromde	Online	15
15	20 th -23 rd March 2022	Trashigang,	Trashitse HSS	29
16	24 th -27 th March 2022	Gelephu Thromde & Nanglam	Online	25(Nanglam-17; Gelephu 8)
17	28 th -31 st March	Pemagathsel	Chimong PS	38
18	4 th -7 th April,2022	Mongar	Chaskar CS	32

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འབྲུག་རྒྱལ་ཁབ་ཀྱི་འཕེལ་བྱེད་ལྗོངས་ལྷན་ཁག་

Roll-Out Workshop of NFE-MIS-2022


	DATE	Dzongkhag/Thromde	Venue	No. of participants
20	13 th -16 th April,2022	Sarpang	Sershong PS & Chuzaygang PS	67
21	26 th -29 th May 2022	Samdrupjongkhar	Orong LSS & Pemathang LSS	51+42= 93
22	2 nd -5 th June 2022	Samtse		

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Best Practices from the Bridge (Laos) Project

Department of Non Formal Education, Ministry of Education and Sports,
Mrs. Phaly PHANLOUVONG,
Staff from Division of Administrative and Research-summary

Basic Information

Pictures	Project Overview
	<p>The project activities that have been implemented to achieve sustainable education. SDG-4 since 2020. There are</p> <ol style="list-style-type: none"> 1. Conducting literacy & Equivalency Program (EP) primary Education course 2. Improving the quality of teaching and learning to the targeted population 3. Generating income and improve quality of life of the targeted population 4. Providing teaching and learning resources to support CLCs 5. Monitoring and Evaluation 6. Promoting CLCs to become the Life Learning Areas as the place to provide facilities for Non-formal, formal and information education

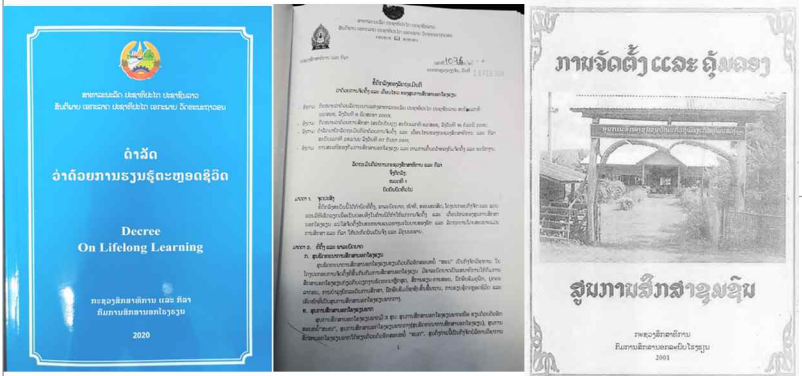
Basic Information

Pictures	Project Overview
	<p>The implementation of the project starting from 2020 and the achievements can be concluded as below:</p> <p>Provide equipment's for the project coordinator in DNFE, PESS, DESB and CLCs as follow:</p> <ol style="list-style-type: none"> 1. Provided computers for district and provincial and some community learning centers 2. Provided motorcycles for DESB 3. Provided equipment for CLCs such as boards radio, speakers etc... 4. Provided equipment for teachers and students in EP Classes such as textbooks, notebooks, pens, pencils, cotton bags, etc. 5. Provided equipment for basic vocational training CLCs such as incubators, Mushroom sterilizing pots.

Basic Information

Pictures	Project Overview
	<p>Under the activity of promoting CLCs to become the Life Learning Areas as the place to provide facilities for Non-formal, formal and information education, one of the sub-activities is developing the CLC manual in order to</p> <ol style="list-style-type: none"> 1. Improve the organizational structure 2. To enhance the physical infrastructure of NFE centers for more effective provision of NFE 3. To promote the guideline of activity plan for the CLCs 4. As a reference public and private sectors where CLCs are located

Basic Information


Pictures	Project Overview
	<p>The CLCs Manual was developed from</p> <ol style="list-style-type: none"> 1. Decree on Lifelong Learning 2. Agreement of roles and responsibilities within the NFE governance system 3. Organization and Management of Community Education Center


Basic Information

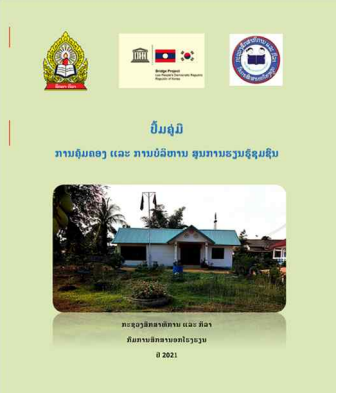
Pictures	Project Overview
	<p>The process of the development CLCs manual</p> <ol style="list-style-type: none"> 1. Developed draft of outline and the topics by participation from University of Laos 2. Workshop for improved the content belong to the 3 references document .decree lifelong learning , Agreement of roles and responsibilities within the NFE governance system and the old Organization and Management of Community Education Center by participations from 18 provinces 3. Dissemination workshop for understanding and agreement from last development CLCs manual participation from 18 provinces, through permission agreement from Minister of MOES


Basic Information


Please attach **pictures** that can best present your project implementation and make a **brief introduction** to your project. You can **add extra slides** to give more information after this slide if you wish.

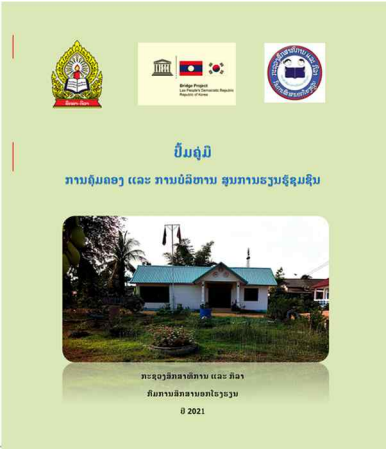
Pictures	Project Overview
	<p>The CLCs Manual use for</p> <ul style="list-style-type: none"> - Director of Centers CLCs - DESB - PESS - Private Centers <p>The content of the CLC manual includes 6 sections.</p>

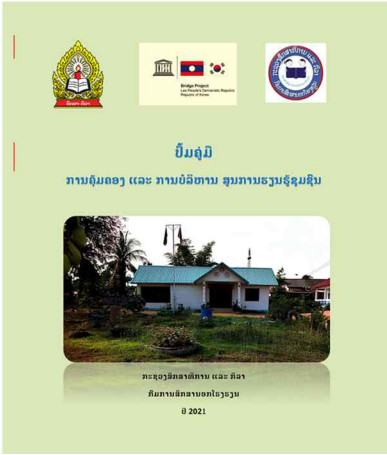
Pictures	Overview
	<p>Section 1 Meaning of Community Learning Center</p> <ol style="list-style-type: none"> 1. Meaning of CLCs (Background) 2. Location and role of the CLCs 3. Duties of the CLCs 4. Responsible of CLCs


Pictures	Overview
	<p>Section 2 Management of Community Learning Center</p> <p>1. The standard of the CLCs</p> <p>1). <u>environment and facilities:</u></p> <ul style="list-style-type: none"> -Appropriate location and area of use for teaching-learning, professional training; -Material-equipment for organizing activities; -Buildings, places for teaching-teaching and appropriate professional training; -the environment is hygienic; -clean water and electricity systems; <p>2). <u>Curriculum</u></p> <ul style="list-style-type: none"> -The course has clear objectives; -effective use of the curriculum in consideration; -participation in curriculum development;


Pictures	Overview
	<p>3). <u>Teaching and learning management</u></p> <ul style="list-style-type: none"> -Organize teaching and learning according to the curriculum; -Use a variety of teaching methods that are appropriate for the group of learners; -use a variety of teaching-learning media and in accordance with the students; -measurement and evaluation of teaching and learning; -Interaction with learning networks; <p>4). <u>Teacher</u></p> <ul style="list-style-type: none"> -Teachers have appropriate qualifications and experience in teaching-learning and basic professional management; -Teachers are responsible for their work; -Teachers receive technical development; <p>5). <u>The learner</u></p> <ul style="list-style-type: none"> -Promote the target group to access non formal education; -participation in all teaching-learning activities; -to be promoted in life skills; -student achievement; -There is follow-up of the main students from graduation;

Pictures	Overview
	<p>6). Administration, organization and management:</p> <ul style="list-style-type: none"> -Clear organizational structure, appropriate staff recruitment, work planning, work methods and regulatory policies; -There is a development strategy plan for each phase that is in line with the goals, tasks and objectives of the construction that have been set; -There is a statistical information system that is accurate to the actual situation and reliable in each period; -have clear financial management procedures; -Relations and cooperation with external parties; <p>7). Community participation:</p> <ul style="list-style-type: none"> -The community is involved in the management of education; -The community participates in the organization of activities, planning related to various technical works. <p>2. Establishment procedure</p> <ul style="list-style-type: none"> -Agreeing to establish a community learning center from the mayor/city; -Appoint a committee responsible for the establishment of a community learning center; -Establish community learning centers; <p>3. Organizational framework</p> <p>The structure of the Community Learning Center consists of:</p> <ol style="list-style-type: none"> 1) Administration 2) Technical

Pictures	Overview
	<p>4. Personnel structure and job positions</p> <p>Head of the center 1 position; Deputy head of the center 1 position; Technical 2 positions.</p> <p>The Advisory Committee of the Social Welfare Center consists of village organizations, representing the village education development committee chaired by the village chief.</p> <p>5. Administrative position</p> <p>The head of the CLC has a category 7 administrative position and the deputy head of the CLC has a category 8 position, appointed by the head of the Department of Education and Sports.</p> <p>6. The function of each position</p> <ol style="list-style-type: none"> 1) Administration..8...of positions 2) Technical..9....of positions

Pictures	Overview
	<p>Section 3 Administration of Community Learning Center</p> <ol style="list-style-type: none"> 1. Development of personnel 2. Internal personnel development model 3. Storage of documents and dissemination of information <ul style="list-style-type: none"> -Document storage -Dissemination of information 4. Basic information management <ul style="list-style-type: none"> -Basic information about the overview and special points of the center -Basic information about activities -Recording and tabulating to collect data


Pictures	Overview
	<p>Section 4 Management of financial affairs and property of Community Learning Center</p> <ol style="list-style-type: none"> 1. Budget-financial management 2. The rights and duties of the budget-financial manager 3. source of income-expenditure 4. The meaning and importance of asset management

Pictures	Overview
	<p>Section 5 Community Learning Center Planning</p> <ol style="list-style-type: none"> 1. Creating a plan <ol style="list-style-type: none"> 1) Collecting information about community needs; 2) Operational planning of the center 3) Implementation of the plan; 4) Monitoring and Evaluation; 5) Reporting.

Pictures	Overview
	

Examples of Best Practices - 2

Please provide a brief summary of your best practices in any area, for instance public relations and promotional activities.

Pictures	Overview
	<p>Section 6 Principles and working methods</p> <ol style="list-style-type: none"> 1. General principle 2. Pattern 3. The coordination of the center "CLCs" with the Vertical line 4. The coordination of the center "CLCs" with the diagonal line 5. The Community Learning Center uses stamp to activate government work. 6. Implementation

Thank you so much

Best Practices from the Bridge (Jordan) Project

Taghyeer Organization- We Love Reading Program
Lina Qtaishat – Project Manager

Basic Information

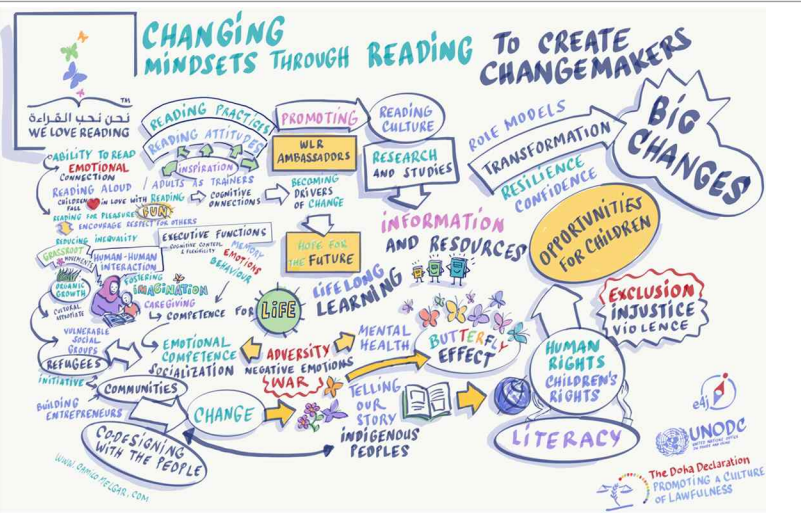
We Love Reading Program Overview

The We Love Reading program was established in 2006 by Dr. Rana Dajani.

The program aims to change mindsets through reading to Nurture changemakers all over the world.




We Love Reading Program Mental Map




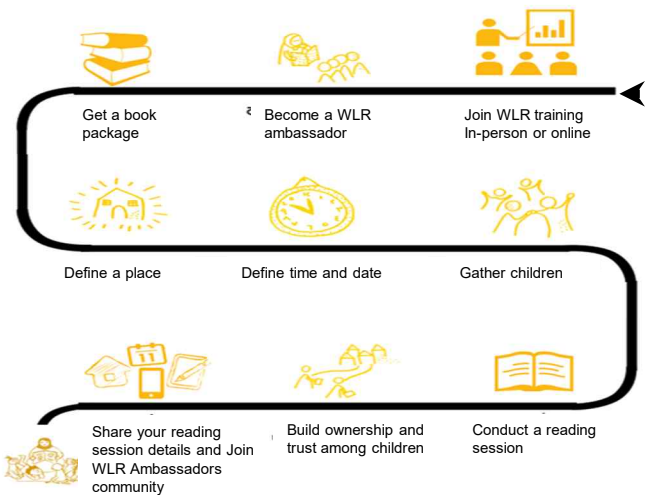
Basic Information

We Love Reading Program Overview

We Love Reading Program Overview	Reading-aloud session by WLR Ambassador
<p><i>WLR empowers women, men, and youth readers to become leaders in their communities, builds ownership in the children and community members, and serves as a platform for raising awareness on issues such as health and environment through reading books on themes.</i></p> <p><i>The We Love Reading program is directed to everyone around the world from the age of 16 to 80 years, women, men, children, and the elderly in a diverse range of communities, teachers, people with disabilities, people who live in rural and urban, as well as refugees and marginalized groups. The program has been called a social movement and has spread to 65 countries.</i></p>	









Basic Information

We Love Reading Program Overview

We Love Reading Program Overview	WLR Ambassador Journey
<p><i>The program constitutes training local volunteer women, men, and youth to hold read-aloud sessions in public spaces in their neighborhoods where books are routinely read aloud to children. WLR chooses books that are age-appropriate, in the native language of the child. WLR also develops children's books, 33 books were developed until now that focus on energy and water conservation and littering as well as social inclusion, refugees, non-violence, gender, and disabilities.</i></p> 	 <pre> graph TD 1[1. Get a book package] --> 2[2. Become a WLR ambassador] 2 --> 3[3. Join WLR training In-person or online] 3 --> 4[4. Define a place] 4 --> 5[5. Define time and date] 5 --> 6[6. Gather children] 6 --> 7[7. Share your reading session details and Join WLR Ambassadors community] 7 --> 8[8. Build ownership and trust among children] 8 --> 9[9. Conduct a reading session] </pre>

Basic Information

We Love Reading Program Overview

We Love Reading Program Overview	We Love Reading Program Overview
<p><i>We Love Reading in numbers:</i></p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>65 Countries.</p>  </div> <div style="width: 50%;"> <p>7,992 Trainees.</p>  </div> </div> <div style="display: flex; flex-wrap: wrap; margin-top: 10px;"> <div style="width: 50%;"> <p>4,963 Ambassadors.</p>  </div> <div style="width: 50%;"> <p>525,667 Children read to.</p>  </div> </div> <div style="display: flex; flex-wrap: wrap; margin-top: 10px;"> <div style="width: 50%;"> <p>161,450 Reading Session.</p>  </div> <div style="width: 50%;"> <p>272900 Books Distributed.</p>  </div> </div>	<p><i>The program is evidence-based in collaboration with international universities such as Brown University and Yale. The program is led by local scientists, practitioners, and business experts who strive to reach every child by empowering and engaging the workforce; creating partnerships with key stakeholders; and adapting and optimizing the model, utilizing technology and continuous improvement methodology.</i></p> <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div>

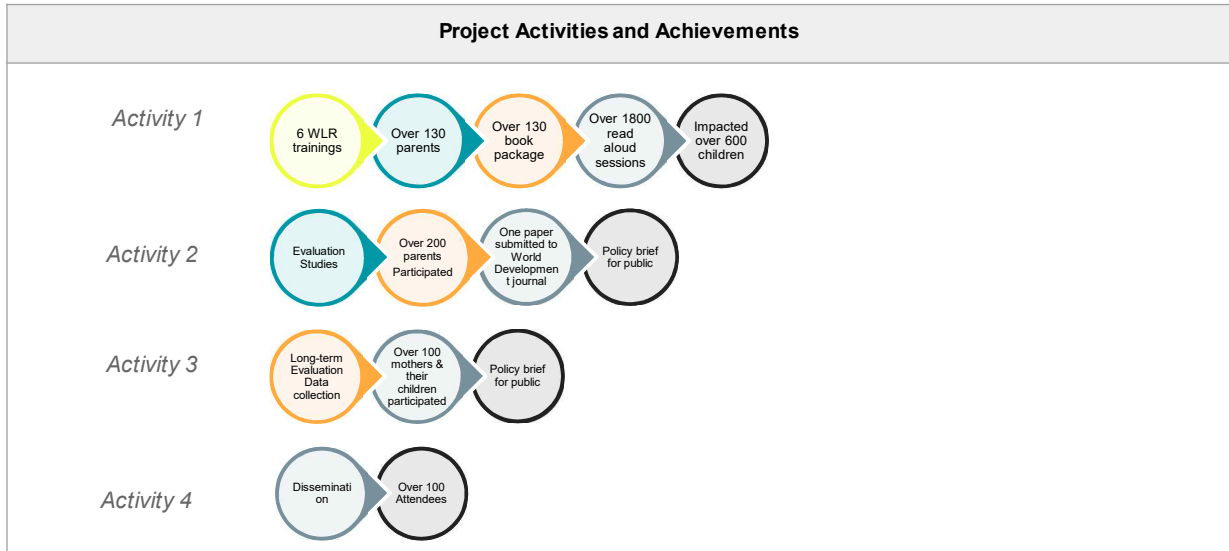
Basic Information

We Love Reading Support for School children – Bridge Project

We Love Reading Support for school children Overview	Reading-aloud session by WLR Ambassador
<p><i>Initiated in 2022, the project "We Love Reading support for school children" is funded by the Republic of Korea as part of Bridge Sejong Program. The project aims to Improve literacy among children in vulnerable communities in Jordan through the involvement of parents during COVID19.)</i></p> <p><i>In this project we aim to target parents of vulnerable communities in this post covid era reentering school as a support Program for both children and parents to help them catch up and accelerate learning.</i></p> <div style="display: flex; align-items: center; margin-top: 20px;"> <div style="border: 1px solid gray; border-radius: 50%; width: 40px; height: 40px; background-color: #4a7c9c; color: white; display: flex; align-items: center; justify-content: center; margin-right: 10px;">WLR</div> <div style="font-size: 24px; margin-right: 10px;">+</div> <div style="border: 1px solid gray; border-radius: 50%; width: 40px; height: 40px; background-color: #4caf50; color: white; display: flex; align-items: center; justify-content: center; margin-right: 10px;">Parent</div> <div style="font-size: 24px; margin-right: 10px;">+</div> <div style="border: 1px solid gray; border-radius: 50%; width: 40px; height: 40px; background-color: #4caf50; color: white; display: flex; align-items: center; justify-content: center; margin-right: 10px;">Child</div> <div style="font-size: 24px; margin-right: 10px;">=</div> <div style="border: 1px solid gray; border-radius: 50%; width: 40px; height: 40px; background-color: #ff9800; color: white; display: flex; align-items: center; justify-content: center;">Accelerate learning</div> </div>	

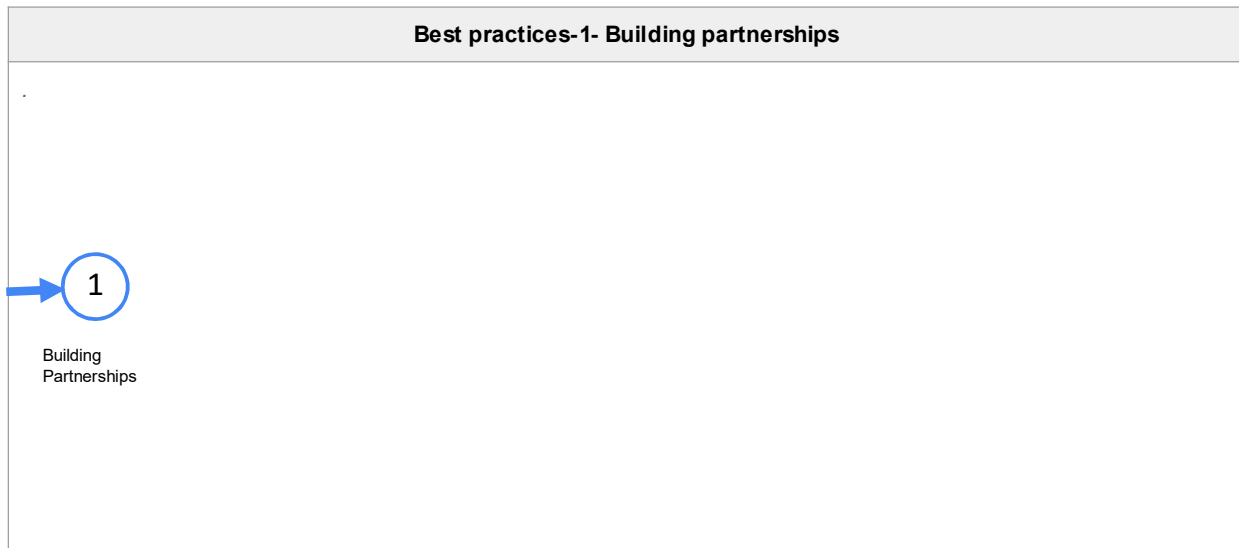
Basic Information

We Love Reading Support for School children – Bridge Project



Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project



Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-1- Building partnerships

Through out the project, We Love Reading built partnerships on three levels:

Level 1:

We Love Reading builds partnerships with Community-based Organization to reach to new candidate to become WLR ambassadors and research participants in different neighborhoods, community based-organizations are mediators between WLR and local community.



Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-1- Building partnerships

Through out the project, We Love Reading built partnerships on three levels:

Level 2:

We Love Reading builds partnerships with international an national academic parties, universities and scientists to develop research design tools, lead research studies and conduct scientific analysis to measure and evaluate the impact of WLR.



Examples of Best Practices

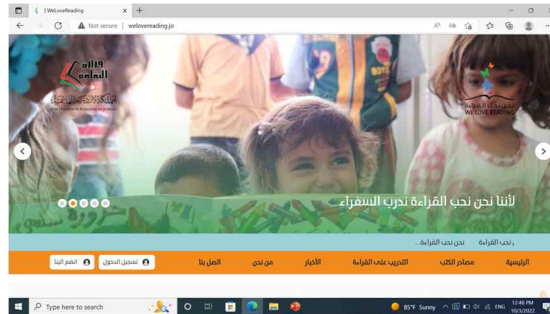
We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-1- Building partnerships

Through out the project, We Love Reading built partnerships on three levels:

Level 3:

We Love Reading builds partnerships with governmental parties to enhance accessibility to public, and support publicize evidence-based intervention like We Love Reading into Practice.



Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-1- Building partnerships

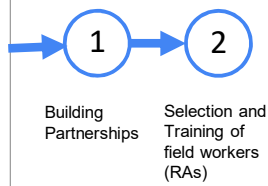
We Love Reading participation in interactive bookfair organized by the Ministry of culture :



Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-2- Selection and Training of field workers (RAs)



WLR fieldworkers are from the local community, have high communication and interpersonal skills and trained to build strong Rapport with WLR Ambassadors and research participants.

Building trust between WLR staff and research participants helped maintaining high Retention rate: 91% in the latest research project



Examples of Best Practices

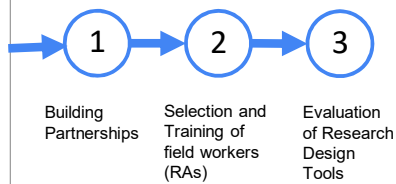
We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-2- Selection and Training of field workers (RAs)

Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-3- Evaluation of Research Design tools



Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

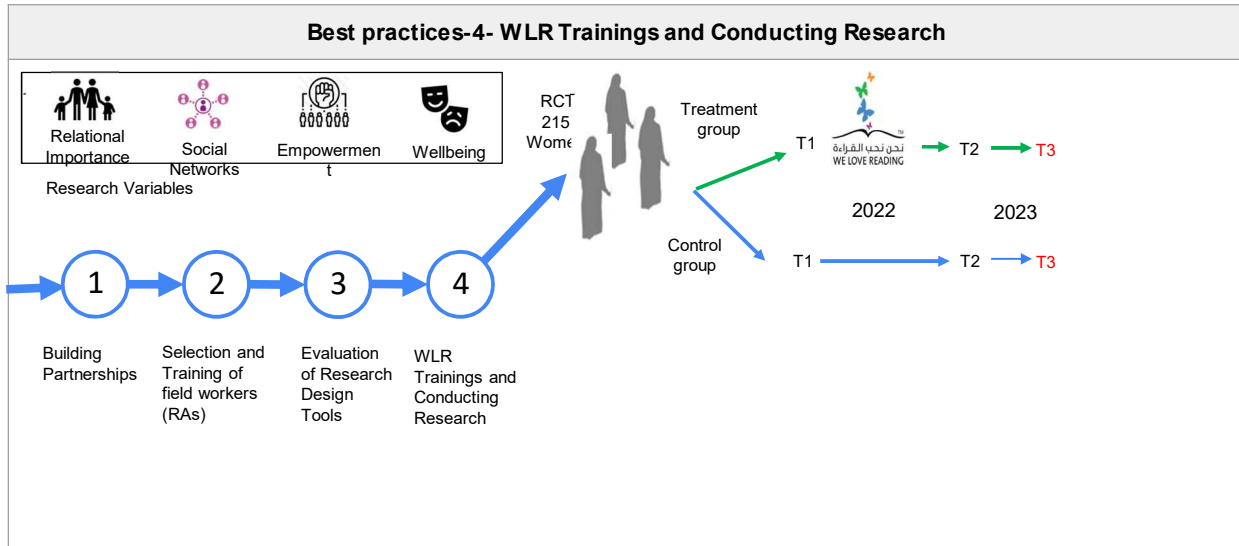
Best practices-3- Evaluation of Research Design Tools

Evaluation of research design tools includes: checking if tools are culturally appropriate, contextualization, translation and piloting before actual data collection.



Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project





Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-4- WLR Trainings and Conducting Research

Does We Love Reading Program impact relational importance with children, motivation to lead, empowerment, wellbeing and social networks?

To assess this, we used a randomized controlled trial, where almost half of the participating women took WLR Ambassadors training and the other half didn't. 215 Syrian and Jordanian women living in Amman took part in the study. We collected data at two time-points immediately before the intervention (T1), after 4 months (T2) using.

Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-4- WLR Trainings and Conducting Research

Between Aug, 2021 and October, 2022, the project resulted in conducting 6 WLR trainings for more than 130 women (reading ambassadors) in different areas in Amman on how to lead read-aloud sessions in their neighborhoods,



Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-4- WLR Trainings and Conducting Research



Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-4- WLR Trainings and Conducting Research

The trainees who completed the WLR training and became reading ambassadors have conducted over 1800 read-aloud sessions for over than 600 children in their local neighborhoods.



Examples of Best Practices

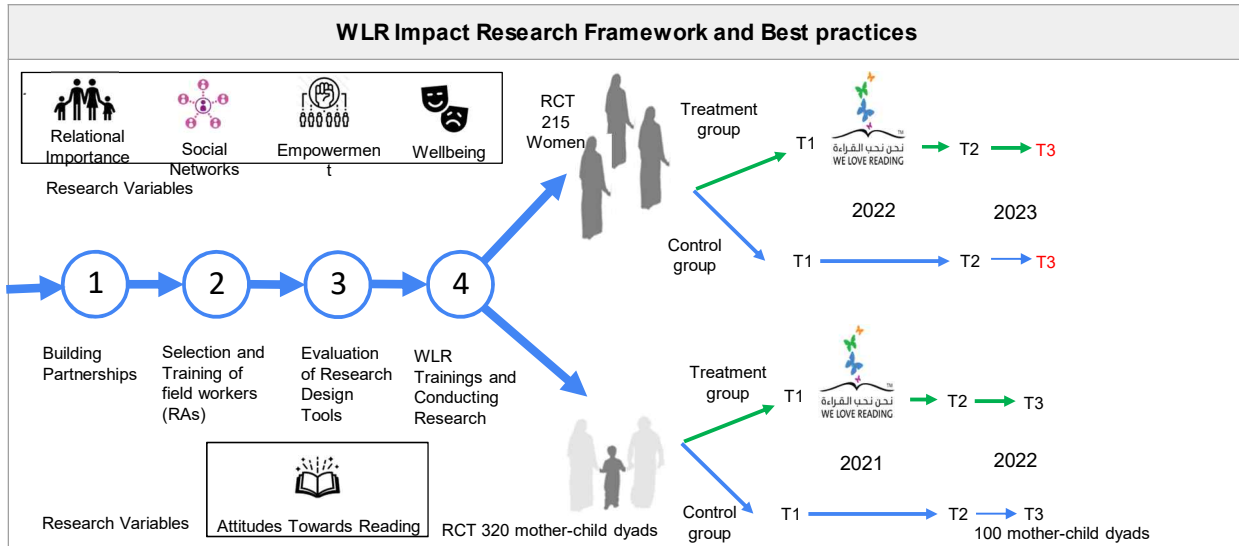
We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-4- WLR Trainings and Conducting Research



Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project



Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-4- WLR Trainings and Conducting Research

Does We Love Reading impact child's attitudes towards reading?

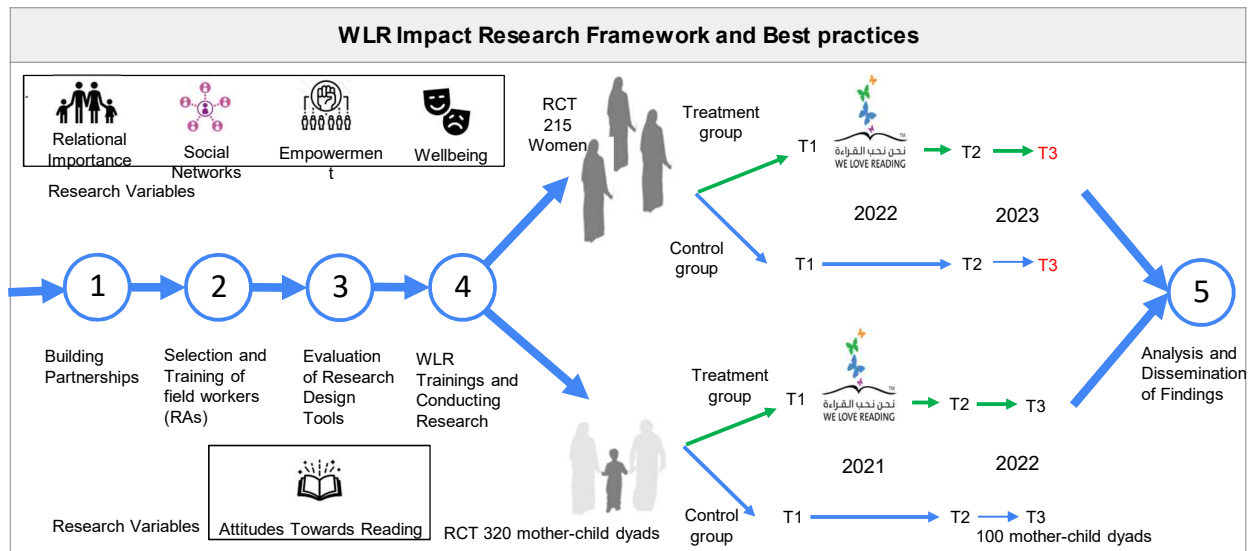
To assess the long-term impact of We Love Reading (a 3rd time point after 1 year) on mother-child dyads who joined the program in 2021.

The study was designed to investigate how We Love reading impacts, attitudes towards reading, literacy and learning trajectories.



Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project



Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-5- Analysis and dissemination

On March 11th 2023, Supported by KNCU, We Love Reading program- Taghyeer Organization held a seminar titled "We Love Reading: The Journey of Change Makers" at the Royal Cultural Center in Amman under the patronage of the Ministry of Culture in the presence of the Director General of the National Library of Jordan, prof. Nidal Ayasrah, and the head of UNESCO office in Jordan, Ms. Min Jeong Kim.



Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-5- Analysis and dissemination

This seminar is also to share and discuss findings of the latest collaborative research project; Theory of change and social impact measurement of We Love Reading program impact on women's leadership, empowerment, wellbeing, life satisfaction and social networks supported by the Korean National commission for UNESCO.



Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-5- Analysis and dissemination

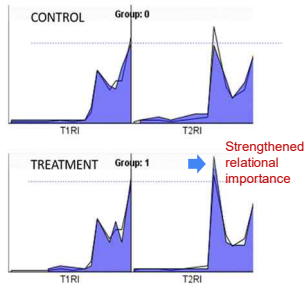
This seminar is also to share and discuss findings of the latest collaborative research project; Theory of change and social impact measurement of We Love Reading program impact on women's leadership, empowerment, wellbeing, life satisfaction and social networks supported by the Korean National commission for UNESCO.



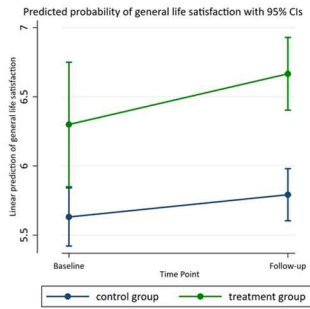
Examples of Best Practices

We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

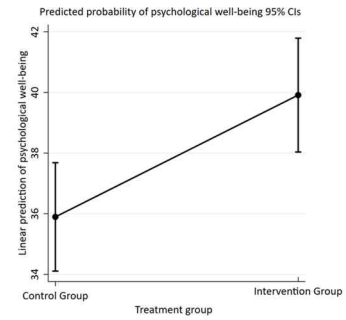
Best practices-5- Analysis and dissemination



An increase of 5% in relational importance with children among WLR Ambassadors at T2



An increase of 5% in General life-satisfaction among WLR Ambassadors at T2

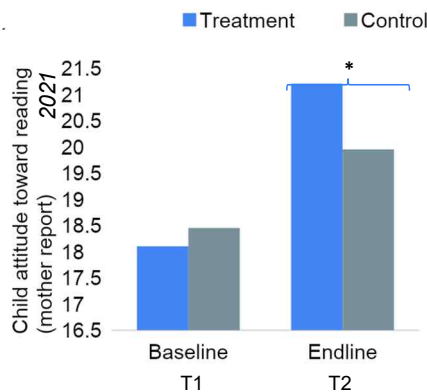


An increase of 10% in psychological wellbeing among WLR Ambassadors at T2

Examples of Best Practices

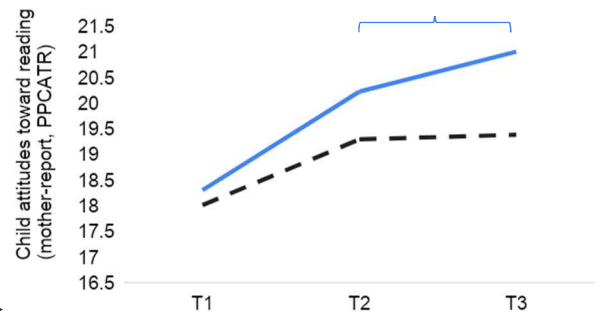
We Love Reading Impact research: Bridging gap between theory and practice – Bridge Project

Best practices-5- Analysis and dissemination



Children who took part in We Love Reading had more positive attitudes toward reading

1 year after



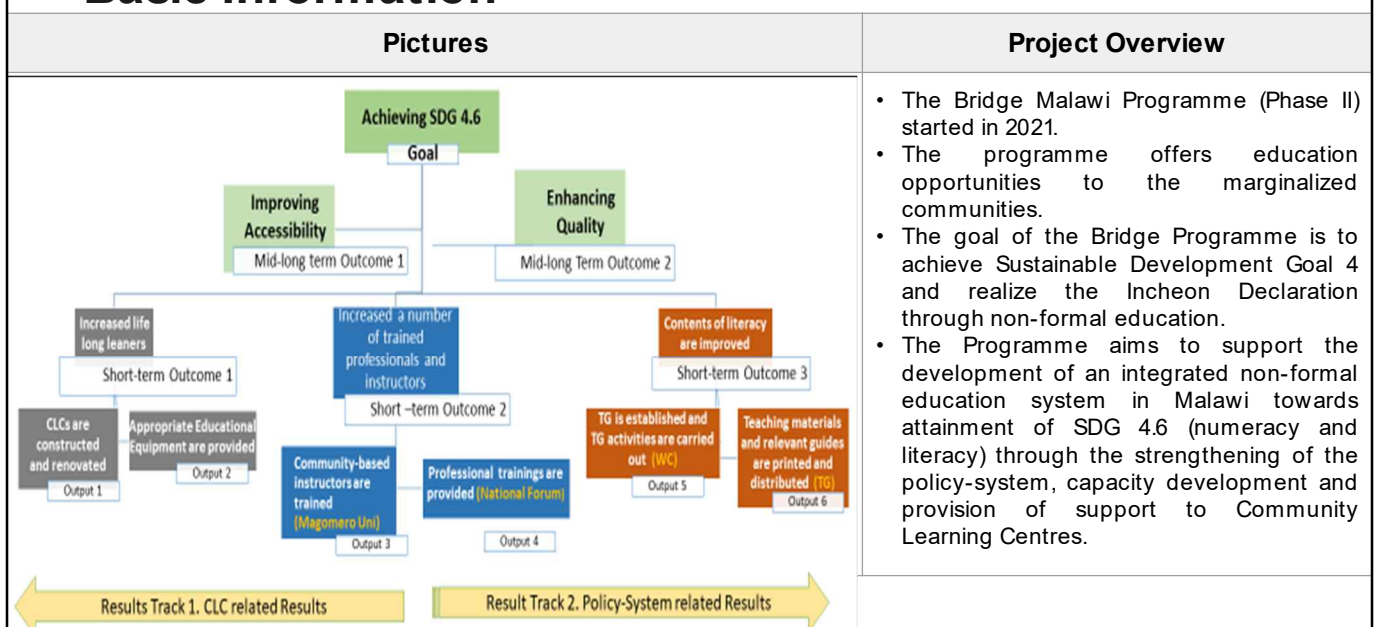
Mothers of kids who took part in WLR continue to report higher levels of child attitudes toward reading a year later than mothers of kids in the control group

*Confidential, please don't share


Best Practices from the Bridge Malawi Project

Malawi National Commission for UNESCO
Chifuniro Chikoti/ Interim Bridge Project Manager/ Education Sector
Richard Mjudah/ Assistant Executive Secretary/ Accounts Department


Basic Information




Examples of Best Practices - 1

Pictures	Overview
	<p>Provision of Classes (ECD, Afterschool and Adult Literacy)</p> <ul style="list-style-type: none"> • MNCU promotes participation of boys, girls and adult in education. Education should be accessible to all. • With Bridge Malawi Project, MNCU reached to children aged from 1 to 6 in Early Childhood Development (ECD) in preparing them for primary school. • The project also reached to boys and girls in primary education from Standard 1 to Standard 8 offering them with remedial classes after they have knocked off from their regular classes. • The adults that missed out the opportunity of schooling, are given another chance through the adult literacy classes. • The project has reached at least 150 ECD learners, 400 afterschool learners, and 100 adult literacy learners. teaching and learning materials have also been provided to the CLCs and teachers have been supported with honoraria.


Examples of Best Practices - 2

Pictures	Overview
	<p>Development of Functional Literacy Teaching and Learning Materials</p> <p>The rationale of development of the materials was to upgrade the ALE curriculum and bring relevance of the programmes.</p> <ul style="list-style-type: none"> • Various stakeholders of Adult Literacy and Education were consulted across the country. The consultation aimed at gathering the needs of the communities in ALE programmes. • Malawi Institute of Education led the development of the materials during a Writers workshop. Needs of the communities were considered and materials were drafted. Department of Community Development through the National Centre for Literacy and Adult Education also played a big role in coordinating the activity. • 35 modules were drafted. These included various subjects from standard 5 up to standard 8.


Examples of Best Practices - 3

Pictures	Overview
	<p>Supporting development and Implementation of Diploma Course on Adult Education</p> <ul style="list-style-type: none"> • Various stakeholders of Adult Literacy and Education were consulted across the country. The consultation aimed at gathering the needs of the communities in Development of the Diploma in Adult Education programme. • Magomero Community Development College led the team in developing the curriculum for the Diploma Programme in Adult Education. • The developed curriculum for Adult Education was subjected to accreditation by the relevant accreditation institution, i.e. National Council for Higher Education (NCHE). • Magomero Community Development College will recruit its first cohort of the programme in its 2023/ 2024 academic year.

Examples of Best Practices - 4

Pictures	Overview
	<p>Providing Training for CLC Management and Teachers</p> <ul style="list-style-type: none"> • The project provided capacity building workshops for CLC Management and teachers with the aim of improving quality delivery of the services. • 44 teachers trained on improving skills and competencies in the teaching and learning processes. • 27 members of management trained in effective management and leadership skills. • ECD was facilitated by Department of Child Affairs in the Ministry of Gender, Community Development and Social Welfare; • Afterschool was facilitated by Department of Basic Education in the Ministry of Education; • Adult Literacy was facilitated by Department of Community Development in the Ministry of Gender, Community Development and Social Welfare.

Examples of Best Practices - 5

Pictures	Overview
	<p>Establishment of a Ibuzya CLC in Chitipa District</p> <ul style="list-style-type: none"> • MNCU partnered with Chitipa District Council to establish a new CLC in Chitipa District at Ibuzya, Kameme area. • In line with Decentralisation policy, District Councils are mandated to carry out district development initiatives. • 4 classrooms, 1 kitchen, and 4 toilets constructed.

THANK YOU

ZIKOMO

Best Practices from the Bridge (Pakistan) Project

Bunyad Literacy and Community Council
Mishal Iftikhar Shafi, Proposal and Documentation Facilitator

Basic Information

Please attach **pictures** that can best present your project implementation and make a **brief introduction** to your project. You can **add extra slides** to give more information after this slide if you wish.

Pictures	Project Overview
	<p>e.g.</p> <p>Improving Women's lives with Non-formal Education Initiated in 2011, BLCC and KNCU have been improving rural women's way of life through its 'Non-formal Education' initiative. The initiative aims to give rural women a holistic education, equipping them with skills that would improve and sustain their life. The project has contributed to an increased income for participants through vocational training initiatives, increased awareness on basic rights and women health matters along with financial independence for many women. Moreover, women have also been given digital literacy under the initiative. Through the Bunyad and KNCU's decade long partnership, the NFE initiative has benefitted 95,436 women.</p>


Examples of Best Practices - 1

Please provide a **brief summary of your best practices in any area**, for instance public relations and promotional activities, evaluation, governance, research, training, participant success stories, etc. You may include relevant **visuals** to support your presentation and **add additional slides** that showcase your best practices.

Pictures	Overview
	<p>Community Learning Center initiatives</p> <p><i>In order to encourage rural women to study, CLC's were set up teacher's homes to provide women with a safe and trusted environment to learn. Due to the prevailing conservatism in Pakistani society, the CLC's have been very successful in gaining learners. 11 CLC's have been self sustained and is now entirely independent which is a significant achievement for underprivileged women. Moreover, through the established CLC's under the KNCU initiative, many women have become financially independent through sewing clothes for the local market.</i></p>


Examples of Best Practices - 2

Please provide a **brief summary of your best practices in any area**, for instance public relations and promotional activities, evaluation, governance, research, training, participant success stories, etc. You may include relevant **visuals** to support your presentation and **add additional slides** that showcase your best practices.

Pictures	Overview
	<p>Digital Hub</p> <ul style="list-style-type: none"> • <i>Digital Hubs have been established in rural areas to give technical training to women in line with market demands. Moreover, women have also been given menstrual health awareness sessions through the Hub with doctors located in Lahore. There are 14,543 beneficiaries of this initiative.</i> <p>Mobile Literacy</p> <ul style="list-style-type: none"> • <i>To ensure women do not lapse into illiteracy after the conclusion of the project, women are educated with mobile literacy and are sent regular educational texts to continue their learning. There are 6,000 beneficiaries of this initiative.</i>

Examples of Best Practices - 3

Please provide a **brief summary of your best practices in any area**, for instance public relations and promotional activities, evaluation, governance, research, training, participant success stories, etc. You may include relevant **visuals** to support your presentation and **add additional slides** that showcase your best practices.

Pictures	Overview
	<ul style="list-style-type: none"> • Life Skill Based Education • <i>Women are taught financial literacy, basic rights and processes they must be aware of (filing a police report) and boosting self-esteem practices. Through these practices, women are equipped with basic knowledge that they would not have had otherwise. There are 11,143 beneficiaries of this initiative.</i> • Mobile Rickshaw Library • <i>Mobile libraries have been set up on rickshaws and are sent into local neighborhoods with the ability to navigate through thin and unreachable roads. This is done to inculcate the reading habit amongst rural villages. This initiative has had 21,050 beneficiaries till now.</i>



NATIONAL INSTITUTE OF EDUCATION

OPEN SCHOOL PROGRAMME



Best Practices

from the Bridge (Sri Lanka) Project

National Institute of Education. (Mr. Rasika Balasuriya. / Senior Lecturer.)


Basic Information

Please attach **pictures** that can best present your project implementation and make a **brief introduction** to your project. You can add **extra slides** to give more information after this slide if you wish.

Pictures	Project Overview
	<p>Open school in Sri Lanka was established as a Department of the National Institute of Education (www.nie.lk) in 2005 as an alternative path to provide formal education for those who were unable to complete their formal education due to a variety of reasons such as poverty, social cultural factors, and disability related factors.</p> <p>Due to the rigidity of rules and regulations of school education system dropped out students cannot enter school education again. Furthermore there were no alternative pathways to provide education for young offenders and differently abled children.</p>


Examples of Best Practices - 1

Please provide a **brief summary of your best practices in any area**, for instance public relations and promotional activities, evaluation, governance, research, training, participant success stories, etc. You may include relevant **visuals** to support your presentation and **add additional slides** that showcase your best practices.

Pictures	Overview
	<p>Currently, we have 20 Centres:</p> <p>(1) Olanhawatte (2) Thelumbuyaya (3) Jaffna (4) Seeduwa (5) Amunukumbura (6) Vipavi (Ratnapura) (7) Batticaloa (8) Wavinna (9) Tholangamuwa (10) Janviru Samadhi (Puwakpitiya) (11) Janaviru Sevana (Puwakpitiya) (12) Madampe (13) Hatton (14) Jaffna (15) Somaskanda (Jaffna) (16) Thenmaradchi (17) Kottawa (18) National Institute of Mental Health (NIMH) (19) Ketawela (20). Pallali</p>

Examples of Best Practices - 2

Please provide a **brief summary of your best practices in any area**, for instance public relations and promotional activities, evaluation, governance, research, training, participant success stories, etc. You may include relevant **visuals** to support your presentation and **add additional slides** that showcase your best practices.

Pictures	Overview
	<ol style="list-style-type: none"> 1. Conducted basic literacy course, foundation course, secondary course and developed supplementary source for Literacy education to the tutors. 2. Developed supplementary material for secondary learners 3. Provide capacity development programmes for tutors 4. Evaluation of the Programmes 5. Conducted Basic Literacy Capability Measurement Tests 6. Conducted Subjective Well-being Survey 7. Evaluate the projects

Pictures

Overview

1.2. 2014-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100-101-102-103-104-105-106-107-108-109-110-111-112-113-114-115-116-117-118-119-120-121-122-123-124-125-126-127-128-129-130-131-132-133-134-135-136-137-138-139-140-141-142-143-144-145-146-147-148-149-150-151-152-153-154-155-156-157-158-159-160-161-162-163-164-165-166-167-168-169-170-171-172-173-174-175-176-177-178-179-180-181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198-199-200-201-202-203-204-205-206-207-208-209-210-211-212-213-214-215-216-217-218-219-220-221-222-223-224-225-226-227-228-229-230-231-232-233-234-235-236-237-238-239-240-241-242-243-244-245-246-247-248-249-250-251-252-253-254-255-256-257-258-259-260-261-262-263-264-265-266-267-268-269-270-271-272-273-274-275-276-277-278-279-280-281-282-283-284-285-286-287-288-289-290-291-292-293-294-295-296-297-298-299-300-301-302-303-304-305-306-307-308-309-310-311-312-313-314-315-316-317-318-319-320-321-322-323-324-325-326-327-328-329-330-331-332-333-334-335-336-337-338-339-340-341-342-343-344-345-346-347-348-349-350-351-352-353-354-355-356-357-358-359-360-361-362-363-364-365-366-367-368-369-370-371-372-373-374-375-376-377-378-379-380-381-382-383-384-385-386-387-388-389-390-391-392-393-394-395-396-397-398-399-400-401-402-403-404-405-406-407-408-409-410-411-412-413-414-415-416-417-418-419-420-421-422-423-424-425-426-427-428-429-430-431-432-433-434-435-436-437-438-439-440-441-442-443-444-445-446-447-448-449-450-451-452-453-454-455-456-457-458-459-460-461-462-463-464-465-466-467-468-469-470-471-472-473-474-475-476-477-478-479-480-481-482-483-484-485-486-487-488-489-490-491-492-493-494-495-496-497-498-499-500-501-502-503-504-505-506-507-508-509-510-511-512-513-514-515-516-517-518-519-520-521-522-523-524-525-526-527-528-529-530-531-532-533-534-535-536-537-538-539-540-541-542-543-544-545-546-547-548-549-550-551-552-553-554-555-556-557-558-559-560-561-562-563-564-565-566-567-568-569-570-571-572-573-574-575-576-577-578-579-580-581-582-583-584-585-586-587-588-589-590-591-592-593-594-595-596-597-598-599-600-601-602-603-604-605-606-607-608-609-610-611-612-613-614-615-616-617-618-619-620-621-622-623-624-625-626-627-628-629-630-631-632-633-634-635-636-637-638-639-640-641-642-643-644-645-646-647-648-649-650-651-652-653-654-655-656-657-658-659-660-661-662-663-664-665-666-667-668-669-670-671-672-673-674-675-676-677-678-679-680-681-682-683-684-685-686-687-688-689-690-691-692-693-694-695-696-697-698-699-700-701-702-703-704-705-706-707-708-709-710-711-712-713-714-715-716-717-718-719-720-721-722-723-724-725-726-727-728-729-730-731-732-733-734-735-736-737-738-739-740-741-742-743-744-745-746-747-748-749-750-751-752-753-754-755-756-757-758-759-760-761-762-763-764-765-766-767-768-769-770-771-772-773-774-775-776-777-778-779-780-781-782-783-784-785-786-787-788-789-790-791-792-793-794-795-796-797-798-799-800-801-802-803-804-805-806-807-808-809-810-811-812-813-814-815-816-817-818-819-820-821-822-823-824-825-826-827-828-829-830-831-832-833-834-835-836-837-838-839-840-841-842-843-844-845-846-847-848-849-850-851-852-853-854-855-856-857-858-859-860-861-862-863-864-865-866-867-868-869-870-871-872-873-874-875-876-877-878-879-880-881-882-883-884-885-886-887-888-889-890-891-892-893-894-895-896-897-898-899-900-901-902-903-904-905-906-907-908-909-910-911-912-913-914-915-916-917-918-919-920-921-922-923-924-925-926-927-928-929-930-931-932-933-934-935-936-937-938-939-940-941-942-943-944-945-946-947-948-949-950-951-952-953-954-955-956-957-958-959-960-961-962-963-964-965-966-967-968-969-970-971-972-973-974-975-976-977-978-979-980-981-982-983-984-985-986-987-988-989-990-991-992-993-994-995-996-997-998-999-1000



- This programme one of a unique programme for differently abled learners.
- The programme was identified as an impressive learning method for marginalized community especially for culturally affected learners.

- END-...

Best Practices

from the Bridge Timor Leste Project

[Timor Leste National Commission for UNESCO](#)
Francisco Barreto/ Executive Secretary

CLC Buildings

Pictures



Project Overview

- In 2020 - 2022, TLNCU has been Inaugurated 6 buildings of CLC which is located in 5 Districts. These buildings constructed by the cooperation between CLC structure members and community leaders, and all these buildings not constructed by any company or not through any procurement procedure, due to the budget limitation, thus, the budget management for the CLC constructions process directly managed by CLC structure members and community leaders themselves.
 - There are 4 buildings of CLC will be inaugurated in 2023 as the constructions has been reached 95% , which is located in 4 Districts, these buildings had been constructed since 2022.
 - In 2023, constructing 3 buildings of CLC which is located in 3 Districts.
 - In 2024, it will be constructed another 3 buildings of CLC which is located in 3 Districts.
- Hence, there are 16 buildings of CLC which is supported by Korean Government through 2020 Bridge Timor-Leste Project during the period of 2020 – 2024.


CLC Location

YEAR	CLC	Districts	YEAR	CLC	Districts
2022	CLC Baucau Creativu	Baucau	2023	SKA Valor	Lautem
	CLC Baumeta	Liquisa		SKA Laklubar	Manatuto
	CLC Knuk ba Moris	Manufahi		SKA Lifao Racoa	Oecusse
2021	CLC Ainaro	Ainaro	2024	SKA Atauru	Dili
	CLC Uatucarbau	Viqueque		SKA Kokoroek	Aileiu
	CLC Hatulia	Ermera		SKA Tilomar	Covalima
2020	SKA Manuleu	Dili			
	SKA Atuaben	Bobonaro			
	SKA Mosu	Covalima			
	SKA Kuda Ulun	Bobonaro			

Teacher training of Illiteracy program

Pictures	Project Overview
	<p>In 2020 – 2022, Timor-Leste National Commission for UNESCO (TLNCU) conducted teacher training for illiteracy program every year prior to start teaching and learning process in the classroom. And the trainings conducted once a year, the participants of the training invited every 3 CLC and 7 participants of each CLC including CLC Coordinator, thus, there are 21 participants in every trainings. The trainings had been undertaken for 4 times including one in-service training. These trainings provided for 9 CLC with the number of 63 participants, as well as the training carried out in Dili, the capital city of Timor-Leste.</p> <p>The number of the participants sated above, they came from 9 CLC of 9 districts, and most of them is illiteracy teachers. The facilitator of the training came from the Non-Formal Education of Ministry of Education, Youth and Sport.</p>

Illiteracy teaching and learning process in the classroom

Pictures	Project Overview
	<p>The learners of the illiteracy program was learning in the classroom, while the Minister of Education, Youth and Sport (MEYS) and Minister of Higher Education, Science and Culture observed the learning process in the classroom directly, and the learners were able to answer the questions from the Ministers on basic literacy and numeracy.</p> <p>The learners consist of elderly men and women, and mostly, the participation of elderly women during the learning process more efficiently than elderly men. And the learners who learnt the basic literacy and numeracy not only elderly women and men but also young women who did not access the education during their childhood. The learning achievement indicated that learners can read the letters, words and numbers, as well as the teachers yield measure of effective teaching. And these activities of teaching and learning process had been undertaken since 2020 up to date. And the learners participated their learning process at the Community Learning Center.</p>

Number of Teachers and Students of Illiteracy Program

Pictures		Project Overview							
TETUM LITERACY PROGRAM									
Nu	Year	2020		2021		2022		2023	
	CLC	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student
1	MOSU	6	150		130				
2	ATUABEN	6	65		49		48	4	48
3	MANULEU	4	43		22				
4	KUDA ULUN					12	75	2	20
5	WATUCARBAU			6		6	71	2	47
6	HATULIA			6	68		68		
7	AINARO			6			59	2	19
8	MANUFAHI					6	101	2	31
9	LIQUISA					6	70	2	25
10	BAUCAU					6	60	2	22
	Total	16	258	18	269	36	552	16	212

The number of students stated in the column indicated on all students who enrolled and participated in the teaching and learning process of illiteracy program in their CLC respectively. And 6 teachers of each CLC, as every CLC has 3 spaces which is located at the village chief office including CLC main spaces. And currently, there is 10 CLCs which is established in different places of 10 Districts of Timor-Leste. However, in the end of 2022, there was some teachers downsized, as some learning spaces of village chief office no students for teaching and learning process.

Life Skills Trainings



Project Overview

Training Course

Name of CLC	Korean	English	Computer	Tailor
Atuaben	-	-	-	22
Kuda Ulun	109	54	48	-
Mosu	28	25	-	-
Cristo Rei	27	16	-	-
Total	164	95	48	22

How to write Project Concept Papers (PCP)

Kyunghee University, Department of Global Governance
Jihyang LEE(jihyang.lee@gmail.com)

Workshop is

W: **W**ork Together

E: **E**njoy

Q: **Q**uestion Why and How

Participation is Important

Contents

- What is Education Project?
- What is Project Cycle Management?
- How can we improve our projects and proposals?

What is Education Project?

What makes Education Project different from other development projects?

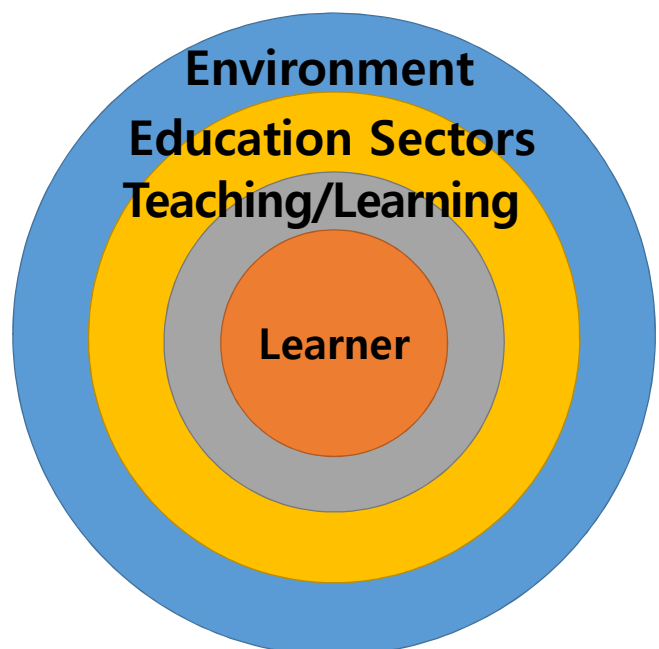
Education is

- Fundamental Rights (Universal Declaration on Human Rights)
- Enabling Rights (UNESCO)
- Key element for Capability (Amartya Sen)
- Main driver of development (Education 2030)

Transform lives through Education

Learning System

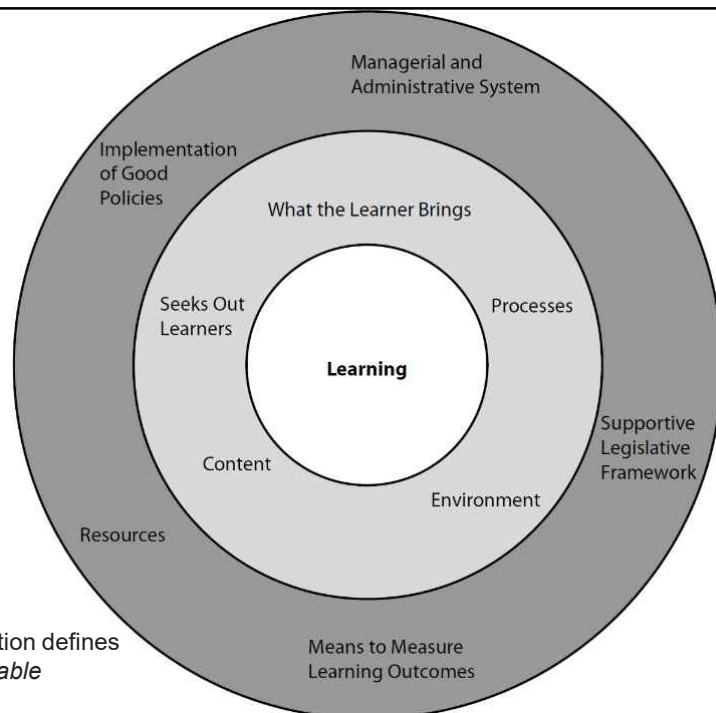
everything we do relating to the learning system must keep the learner and the needs of the learner at the centre of our planning



Education must be placed and understood in terms of a larger context that reflects learning in relation to the learner as an individual, a family and community member, a citizen and as part of a world society.

We Need Holistic Approach and Partnership.











Quality in Education Framework



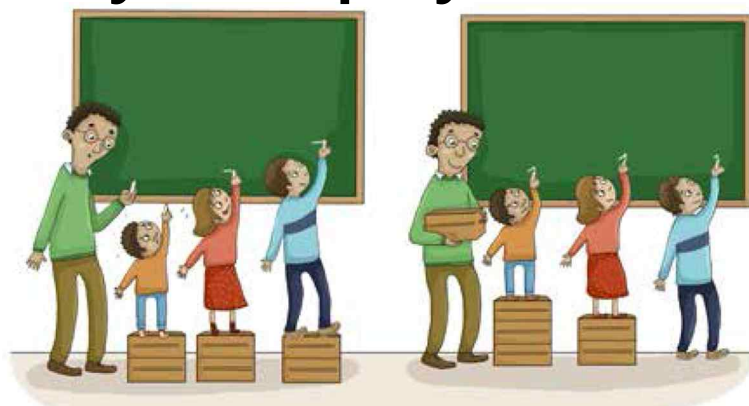
Pigozzi, M. J. (2007). Quality in education defines ESD. *Journal of Education for Sustainable Development*, 1(1), 27-35.

Sustainable Development Goal 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities.

<p>TARGET 4-1</p>  <p>FREE PRIMARY AND SECONDARY EDUCATION</p>	<p>TARGET 4-2</p>  <p>EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION</p>	<p>TARGET 4-3</p>  <p>EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION</p>	<p>TARGET 4-4</p>  <p>INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS</p>	<p>TARGET 4-5</p>  <p>ELIMINATE ALL DISCRIMINATION IN EDUCATION</p>
<p>TARGET 4-6</p>  <p>UNIVERSAL LITERACY AND NUMERACY</p>	<p>TARGET 4-7</p>  <p>EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP</p>	<p>TARGET 4-A</p>  <p>BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS</p>	<p>TARGET 4-B</p>  <p>EXPAND HIGHER EDUCATION SCHOLARSHIPS FOR DEVELOPING COUNTRIES</p>	<p>TARGET 4-C</p>  <p>INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES</p>

'Equality' & 'Equity' in Education



- A state of affairs (what): a result that can be observed in inputs, outputs or outcomes
- A process (how): actions aimed at ensuring equality

UNESCO (2020). 2020 Global Education Monitoring Report Inclusion and Education: All Means All. Paris: UNESCO.

Education project should be

Evidence-Based

Do No Harm

Understanding

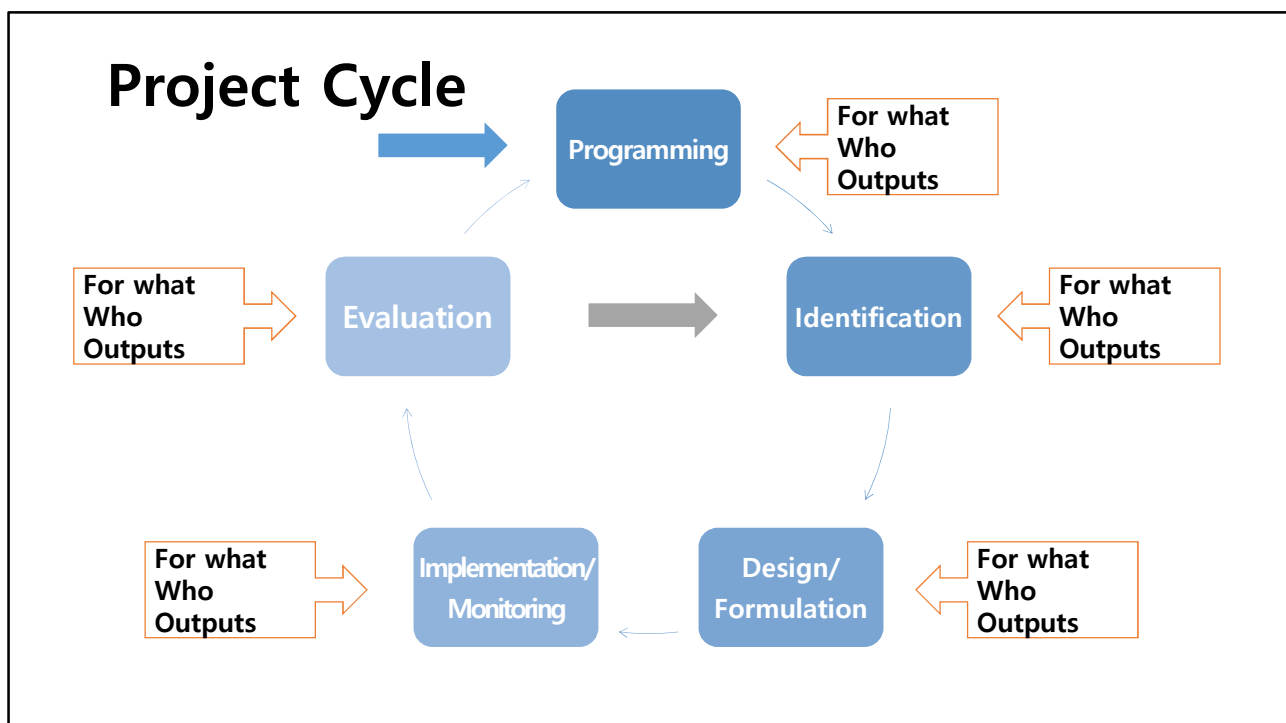
What is PCM?

Project Cycle Management

What is PCM?

- A project is a **series of activities** aimed at bringing about clearly **specified objectives** within a **defined time period** and with a **defined budget** which is specific to the project.
- The Project Cycle Management (PCM) represents the whole of management activities and **decision-making procedures** used during the life cycle of a project to ensure
 - relevance to an agreed strategy
 - relevance to real problems of target groups
 - feasibility
 - sustainability

https://ec.europa.eu/europeaid/project-modality_en



Why Project Design Metrics(PDM)/ Logical Framework(LogFrame)

- Consistency Agreement
- Logically set objectives and actions Relevancy
- Shows whether objectives have been achieved(indicators) Feasibility
- Results-oriented(not activity driven)
- Communication Tool(a handy summary) Sustainability
- Transparency

Matrix

		Narrative Description	Verifiable Indicators	Means of Verification	Assumptions
Why ↑	Goal: Overall Objective				
	Outcome: Project Purpose/Specific Objective				
	Output: Expected Results				
How	Activities		Inputs		Preconditions

Bridge LogFrame

Goal	
1	Contribute to the promotion of lifelong learning opportunities for the marginalised and the achievement of SDG4 by strengthening the capacity of inclusive NFE

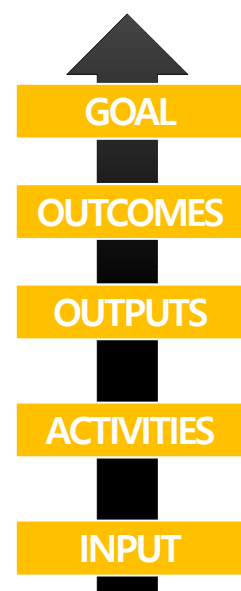
↑

Outcome	Outcome Indicator
1	
2	

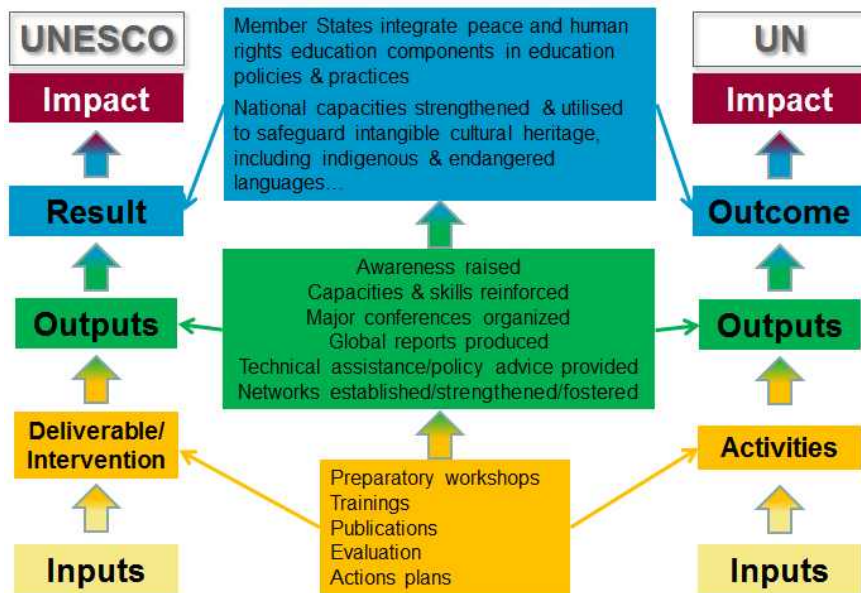
↑

Activity Code	Activity No.	Activity Name	Activity Description	Output	Output Indicator
pl... -	1		<i>[Directions: Activity Description should be including but not be limited to:</i>		

Clear Logic

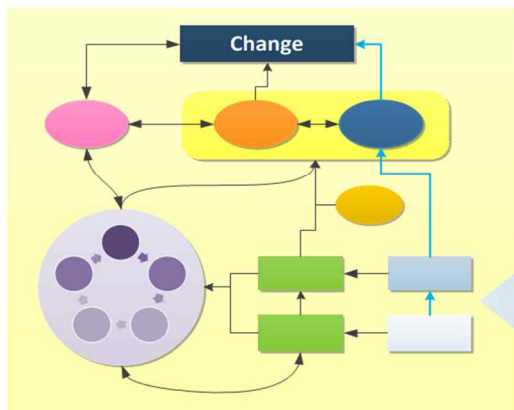


RBM: The intervention logic/ transformative process UNESCO vs. UN



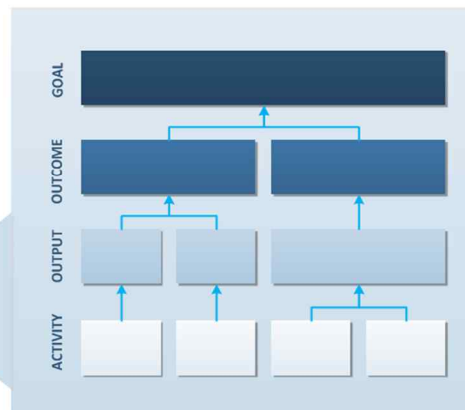
Theory of Change

Shows the big picture with all possible pathways – messy and complex



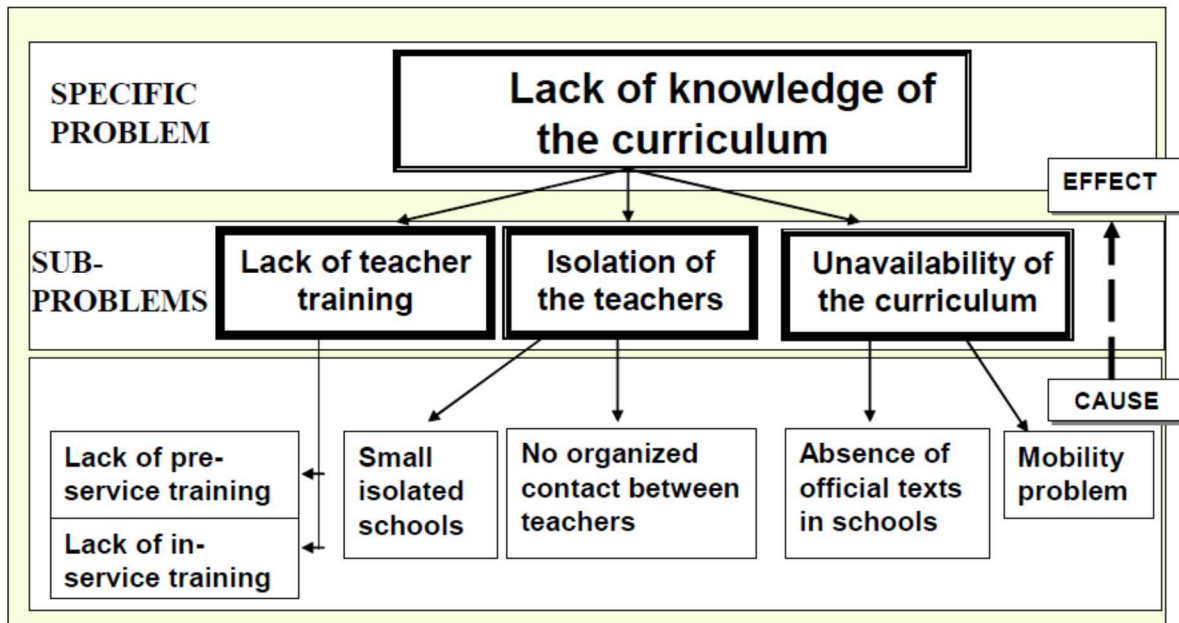
Logical Framework

Shows just the pathway that your program deals with – neat and tidy



Source: Piroska Bisits Bullen's, accessed at Tools4Dev

Exercise 1



Outcome	Outcome Indicator

↑

Activity Name	Activity Description	Output	Output Indicator

Indicators

- Where the information can be found for each verifiable indicator

Output	Verifiable indicator
500 head teachers trained in new curriculum	
Outcome	Verifiable indicator

- Useful Reference

- UNESCO Institute for Statistics. (2009). Education Indicators Technical guidelines.
- List of Core EFA Indicators <http://www5.unescobkk.org/education/efatraining/>

Good Indicators

**S
M
A
R
T
E
R**

**S
P
I
C
E
D**

DFID. (2003)

Good Indicators

Specific
Measurable
Achievable
Realistic
Time-bound
Enjoyable
Rewarding

Good Indicators

Subjective
Participatory
Interpreted
Cross-checked
Empowering
Diverse

Exercise 2

Verifiable Indicators	Means of Verification
<ul style="list-style-type: none"> • # of learners using skills trained • # of learners whose awareness is raised • # of learners using Digital Hub • # of CLC actively using new equipments 	
<ul style="list-style-type: none"> • Increased enrollment • Increased attendance • Increased literacy rate • Increased vocational transition • Increased income 	

Reference

Workshop for Senior Managers

Educational Planning and Management in the Earthquake Affected Areas

```

    graph TD
      Disaster --> Assess
      Assess --> Analyse
      Analyse --> Plan[Plan, Design Redesign]
      Plan --> Implement
      Implement --> Monitor[Monitor Evaluate]
      Monitor --> Assess
  
```

Introduction to Education Project Planning and Management

Directorate of Education Extension, AJK

United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture

Trainer's Notes

United Nations Educational, Scientific and Cultural Organization

UNESCO Project Planner
Top Tips for Youth Action

Reference

- DFID. (2003). Tools for Development: A handbook for those engaged in development activity.
- EU. (2004). Aid Delivery Methods Volume 1 Project Cycle Management.
- PM4NGOs. (2011). A Guide to the PMD Pro Project Management for Development Professionals.
- UNESCO. (2006). National Education Sector Development Plan: A result-based planning handbook.
- UNESCO. (2014). Results-Based Programming, Management, Monitoring and Reporting (RBM) approach as applied at UNESCO Guiding Principles.
- UNESCO (2020). 2020 Global Education Monitoring Report Inclusion and Education: All Means All. Paris: UNESCO.



Korean
National Commission
유네스코한국위원회

Brochure series on essential aspects of the roles and work of National Commissions

Brochure on UNESCO National Commissions' Partnerships with Civil Society & Private Sector

Division of International Cooperation Programmes
Korean National Commission for UNESCO

What is a Brochure Series?

- A series of brief publications on pragmatic and policy-relevant aspects of roles and works of UNESCO National Commissions (NatComs) initiated by French NatCom

**each publication to be presenting one particular topic, and edited by one NatCom*

Why a Brochure Series?

- For quick & easy access to, exchange & use of up-to-date information regarding roles and works of NatComs
- For capacity building of NatComs

Previous & Ongoing Productions

- Role and missions of National Commissions by French NatCom
- Crisis management & business continuity for National Commissions by Moroccan NatCom
- Cooperation between National Commissions by German Commission (*under progress*)



Korean
National Commission
유네스코한국위원회

Plan for new production / KNCU



unesco

Korean
National Commission
유네스코한국위원회

Topic

- UNESCO National Commissions' Partnerships with Civil Society & Private Sector

Background

- Growing demands within UNESCO for establishment of working processes related to cooperation with partners such as civil society and Private sector
- UNESCO Comprehensive Partnership Strategy (207EX/ 11)

"Since UNESCO's priorities are increasingly aligned with the concerns of civil society, new ways and opportunities, need to be identified of exchanging ideas and knowledge with key UNESCO constituencies like young people, cities, and business. Creating synergies among cities, youth and business can also lead to effective multi-stakeholder partnerships."

Components

- Identification of partners (features and roles):
NGOs, regional communities, youth, private corporations, academia & experts, etc.
- Benefits and limits
- Working Processes, requirements, facilitators and hindrances in establishment
- Cases and best practices

Methods

- Research in cooperation with external experts
- Consultation with UNESCO and other National Commissions

Tentative timeline

- 2023: Development of a plan and a concept paper → Consultation with UNESCO → Consultation with external experts for research
- 2024: Conduct of research → Global consultation with NatComs via Online Survey → Consensus on the final version → Translation in French → Editorial design → Printing in ENG & FR



unesco

Korean
National Commission
유네스코한국위원회

International Cooperation of the German Commission for UNESCO - Overview

Bridge Workshop 2023 | 2 June



Summary

- Cooperation with **German Speaking NatComs** since 1950s
- Support to **Eastern African NatComs** since 2008
- Support to **Southern African NatComs** since 2012
- Establishment of **European Informal Network** in 2015



Foundations

UNESCO

- Cooperation as part of NatCom mandate (e.g. Charta of National Commissions, 1978)
- Global Priority Africa since 2014

Germany

- Priority Africa of German Foreign Policy since 2007/08

German Commission for UNESCO

- Cooperation as part of agreement with Foreign Office



Cooperation with African NatComs



Goals of cooperation with Africa

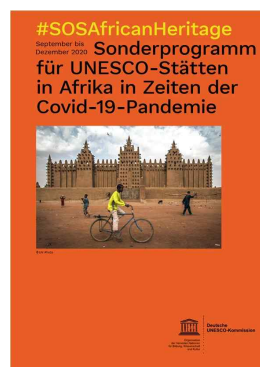
- Support NatComs in strengthening **institutional structures**
- Promote bi- and multilateral **cooperation** between NatComs
- Support NatComs in increasing their societal/political **impact and visibility** towards
 - Civil society
 - Ministries
 - UNESCO



Areas of Support

Different cooperation formats:

- Sub-regional meetings in Eastern and Southern Africa
- Bilateral cooperation projects
- Third-party funded programmes
- Youth volunteers
- Special initiatives



Areas of Support

Launch in

2008	Bilateral Capacity-Building for African NatComs
2008	Sub-regional cooperation in Eastern Africa
2009	<i>kulturweit</i> youth volunteers to NatComs
2010	Entrepreneurship trainings (STEP)
2012	Sub-regional cooperation in Southern Africa
2018	Support to MAB in Southern Africa
2019	<i>naturweit</i> youth volunteers to Biosphere Reserves
2020	#SOSAfricanHeritage
2021	New division for International Cooperation at German NatCom



Example – MAB SADC



MAB SADC – Project Frame

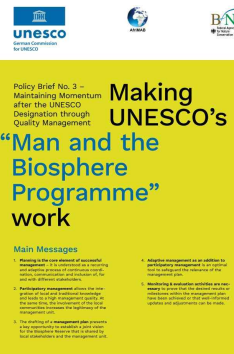


- Funded by the Federal Agency for Nature Conservation
- Phases: 2018 - 2020
2020 - 2022
2023 - 2025
- Region: 9 NatComs in Southern Africa



MAB SADC – Aims

- Support **designation** of new UNESCO Biosphere Reserves
- Support **quality assurance / enhancement** of existing UNESCO Biosphere Reserves
- Support **network** of UNESCO Biospheres in the region



MAB SADC – Activities

Three areas of support:

1. Sub-regional meetings for MAB Actors
2. Bilateral cooperation projects
3. Knowledge sharing on the MAB Programme



Thank you!

Jeannine Hausmann | Head of Division „International Cooperation and Emerging Topics“

German Commission for UNESCO | Martin-Luther-Allee 142 | 53175 Bonn | www.unesco.de





Bhutan NatCom's Partnership with Civil Society and the Private Sector

Mr. Dochu
Chief Planning Officer
Policy and Planning Division
Ministry of Education and Skills Development
Royal Government of Bhutan

Country Information

Official Name	: Royal Government of Bhutan
Capital	: Thimphu
Language	: Dzongkha, English is widely spoken
Culture/Religion	: Buddhism (Mahayana)



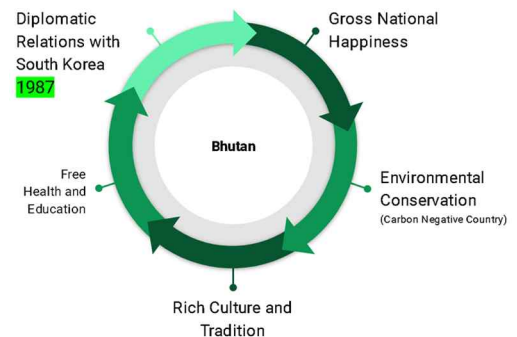
735,553

Population (PHCB 2017)

Household: 163,001	
Rural: 62%	Urban: 38%

Land Area: 38,394 km²

Governance	Constitutional Monarchy			
	National Council	National Assembly	Council of Ministers	Judiciary



Basic Information on Bhutan NatCom

Name	Bhutan National Commission for UNESCO
Legal Status	Government Entity under Ministry of Education and Skills Development <i>(Bhutan NatCom is housed under Policy and Planning Division)</i>
Mission/ Objectives	<ul style="list-style-type: none"> • The National Commissions serves as agencies of liaison, coordination, and mobilizing partnerships with national partners, including the civil society. • The National Commissions also makes substantial contributions in the advancement of UNESCO's objectives and in the implementation of its programme/planning processes.

Overview on Civil Society Organization in Bhutan

- CSO Act legislated on 20th June 2007 and amended in 2022
- Established to strengthen civil society by developing human qualities and rendering humanitarian services.
- CSO Authority formed by Ministry of Home Affairs
- CSO Authority facilitates:
 - communication between government and CSOs
 - approve applications as CSO
 - accreditation of foreign CSOs
 - monitor activities; and others
- 42 Public Benefit Organization (38 active while 4 inactive)
- 12 Mutual Benefit Organization (11 active while 1 inactive)

Overview on Civil Society Organization in Bhutan

Thematic area	CSOs
Livelihoods	Tarayana Foundation Menjong Foundation SAARC Business Association of Home Based Workers - Inactive
Care-giving & Rehabilitation	LHAK-SAM; Bhutan Kidney Foundation; Bhutan Cancer Society; Chithuen Phenday; Disabled Persons' Association of Bhutan (DPAB); Draktsho; Respect, Educate, Nurture and Empower Women (RENEW); Bhutan Network for Empowering Women (BNEW); Ability Bhutan Society (ABS); Bumthang Health Association - Inactive Royal Society for Senior Citizens (RSSC) - Inactive
Youth	Bhutan Youth Development fund (BYDF); Nazhoen Lamtoen; Bhutan Jamchong Thuendrel Foundation

Overview on Civil Society Organization in Bhutan

Thematic area	CSOs
Good Governance	Bhutan Center for Media & Democracy Bhutan Transparency Initiative Bhutan Media Foundation - Inactive
Arts, Heritage and Culture	Music Bhutan Royal Textile Academy (RTA) Peldrukdraling Foundation Ogyencholing Foundation
Environment	Royal Society for Protection of Nature (RSPN) Clean Bhutan Bhutan Ecological Society

Overview on Civil Society Organization in Bhutan

Thematic area	CSOs
Animal Welfare	Jangsa Animal Saving Trust Royal Society for Protection and Care of Animals Bhutan Animal Rescue and Care (BARC)
Recreation	Phuntsholing Sports Association (PSA)
Other PBOs	GNH Centre Bhutan (GNHCB); Bhutan Toilet Organization; Gyalyum Charitable Trust; Contractors Association of Bhutan
MBOs	Guides Association of Bhutan; Association of Bhutanese Tour Operators; Journalists Association of Bhutan; VAST; Film Association of Bhutan; Hotels & Restaurant Association of Bhutan; Handicrafts Association of Bhutan (HAB); Evaluation Association of Bhutan; Association of Bhutanese Industries – Inactive

Bhutan NatCom and CSO

Bhutan NatCom ensures partnerships with civil society organization and leverage their resources and expertise.

Some of the key strategies for partnership

- 1. Head of CSO as one of the Executive Committee Members**
- 2. Joint Projects**
- 3. Resource mobilization**
- 4. Sharing Knowledge and Expertise**

Successful Partnership 1 - RENEW

Overview: RENEW is a non-profit organization dedicated to the empowerment of women and children

- collaborated with RENEW, to conduct Training Workshop for CLC Instructors and Learners on Baking and Weaving
- Conducted starting with 2020 Bridge Bhutan Project

Baking



Successful Partnership 1 - RENEW

Weaving



Successful Partnership 2 - Women in STEM Group

Overview: Is a voluntary group of women working towards participation and promotion of girls and women in STEM.

Bhutan NatCom organized the first ever STEM Festival in collaboration with Women in STEM

STEM Festival



Successful Partnership 3 - Others

Resource Mobilization:

- Technical assistance
- Financial assistance
- Networking and liaising upon request from NGOs/CSOs

Challenges and Suggestions

Challenges:

1. **Different goals and objectives:** Civil society and private sector have different objectives that creates a conflicts of interest and make it difficult to work together effectively.
2. **Limited resources and unequal power dynamics:** Civil society have less power and resources than private sector that creates an imbalance in the partnership.
3. **Trust issues:** Building trust between organizations is difficult, particularly when they have different values or operating principles.

Recommendations:

1. **Define shared goals:** Involve all partners in identifying and defining a shared goals to develop a clear understanding of what to achieve.
2. **Address power and resource imbalances:** Work to address any power imbalances and ensure that all organizations have an equal say in decision-making processes.
3. **Build trust** (agree on decision-making processes): Prioritize to build trust by being transparent and honest about the goals and objectives, and deliver on the commitments and establish clear decision-making processes.

**Thank You
Tashi Delek!**



គណៈកម្មាធិការជាតិយូណេស្កូកម្ពុជា
 Cambodian National Commission
 for UNESCO
 Commission Nationale du Cambodge
 pour l'UNESCO

Cambodian National Commission's Partnership with Government Ministry and Civil Society under the UNESCO participation Programme

Cambodian National Commission for UNESCO (CNCU)
Khut Vuththyneath/ officer / National-International relation and cooperation

Basic Information

Country Information

Official Name	<i>Cambodia</i>
Capital	<i>Phnom Penh</i>
Language	<i>Khmer</i>
Population	<i>16,9 Million</i>
Culture/ Religion	<i>Buddhism</i>

NatCom information

Name	<i>Cambodian National Commission for UNESCO</i>
Legal Status	<i>Government affiliated organization</i>
Mission/ Objectives	<i>CNCU represented for both its national and international partners, aims at establishing an environment of collaboration and mutual support with all actors involved for the development of the education, science, culture, and information sectors in Cambodia.</i>

The objective of CNCU

- *raise awareness and sensitise the citizens to the notion of peace both at the national and international levels;*
- *improve the levels of education on science and culture related subjects;*
- *involve the public and make the programmes and activities of UNESCO known to them;*
- *closely cooperate with other Member States and National Commissions;*
- *initiate research in the framework of education, science, and culture;*
- *communicate and disseminate results of research matters in the field of work of UNESCO;*
- *and participate to conferences and regional seminars organised by UNESCO or its Member States.*

Strategies for Government Ministry-Civil Society Cooperation

- What are the **overarching policies or guidelines** that your NatCom follows to cooperate with civil society and the private sector in achieving objectives of UNESCO, e.g. intellectual solidarity, dissemination of culture of peace, etc.
- What are the **key strategies** that your NatCom employs to **ensure successful partnerships** with and among civil society and private sector organizations?

CNCU's policies for government ministry-civil society cooperation prioritize transparency, inclusivity and sustainability.

Key strategies for partnership;

- 1. Building relationships*
- 2. Identifying common goals*
- 3. Facilitating communication*
- 4. Providing support*

Strengthening the economic role of women and their social inclusion in the region (2017)

Takeo Province



Overview

CNCU partnered with women and child office, commune council and head of village to strengthen the economic role of women and their social in Muslim and Khmer communities in Takeo province. The CNCU provided funding to partnership to conduct a local training for women in Khmer community on how to make bamboo materials; and for Muslim community on how to make fish net. The project is also provide funds for both communities to buy materials to produce their products and also buy shop to sell their products. The partnership aimed to support women who living in the rural area for fight against poverty through training and social emulation.

Conservation the wild orchid and botanic garden (2022)

Sok An-Phnom Kulen Orchid Research and Conservation Centre



Overview

CNCU partnered with a Orchid centre, called Sok An-Phnom Kulen Orchid Research and Conservation Centre, to conserve the wild orchid and botanic garden in Cambodia. The CNCU provided funding to partnership to conduct several training programme to park rangers, students, communities on specific plants and wild orchids with focus on a) stopping illegal collecting; b) safeguarding wild orchids from extinction through tissue culturing and breeding; c) the identification, inventory, determination of criteria and ecological functions of wild orchids in their own environment in accordance with up-to-date scientific processes. The partnership aimed to raise the awareness levels of the public and of key policy makers and engage the public participation for the improvement of local Livelihoods.

Culture Heritage Education (2022)

Sambour Prei Kuk site, Kampong Thom Province



Overview

CNCU partnered with a provincial department of culture to educate students on the value of cultural heritage. The partnership involved training in five different educational institutions in Kampong Thom province; and the Natcom provided a guidebook of cultural heritage which focus on the typology of heritage and on culture heritage protecting law. The partnership aimed to at inspiring students to open their hearts to the task of preserving of cultural heritage sites in their regions for future generations. Therefore, they build a deep understanding of the value and significance of the matter, it is hoped that students will continue to engage with cultural heritage with their families and communities.

Challenges and Suggestions

- What are the **challenges** that arise in partnerships with civil society or private sector organizations and how can partnerships be made **more effective and successful**?
- What specific **recommendations** do you have for **developing joint guidelines** that can effectively address the challenges related to partnerships and **facilitate successful collaboration**?

- *Challenges: communication issues, divergent goals and expectations, budget issues, etc.*
- *Suggestions for joint guidelines for national commissions:*
 - *developing network of partnerships, both at the national and international level.*
 - *Ensuring the sustainability of the partnership beyond the initial implementation period*
 - *Establishing mechanisms for monitoring and evaluating partnerships to measure progress and success*



Ghana Commission's Partnership with Civil Society and the Private Sector

Ghana Commission for UNESCO (GCU)
Apollonius Osei-Akoto Asare
Chief Programme Officer

Basic Information

Country Information

Official Name	<i>Ghana</i>
Capital	<i>Accra</i>
Language	<i>English (official) About 50 indigenous languages of which Akan, Ewe, Ga, Dagaare, and Dagbani are major</i>
Population	<i>33.5 Million (2022 projected value from the 2020 census value of 32.2M)</i>
Culture/ Religion	<i>Multicultural society with Christianity being the dominant religion (68.8%) followed by Islam (15.9%) and African traditional (8.5%)</i>

NatCom information

Name	<i>Ghana Commission for UNESCO</i>
Legal Status	<i>Government affiliated organization</i>
Mission/ Objectives	<i>To coordinate Ghana's contribution to UNESCO's effort to foster peace and international co-operation through Education, the Sciences, Culture, Communication and Information</i>

Strategies for Civil Society-Private Sector Cooperation

overarching policies, strategies, or directions for civil society and private sector cooperation.

- What are the **overarching policies or guidelines** that your NatCom follows to cooperate with civil society and the private sector in achieving objectives of UNESCO, e.g. intellectual solidarity, dissemination of culture of peace, etc.
- What are the **key strategies** that your NatCom employs to **ensure successful partnerships** with and among civil society and private sector organizations?

Overarching Policies or Guidelines:

Article 16, K of the Ghana Natcom Bill 2022 states the NatCom “may enter into an association with a body or organization within or outside the country in furtherance with the object of the Commission.


The NatCom’s strategic plan (2022 – 2027) acting on the Strategic Priority 1, pillar “Influence” tasks the Commission to “work to advance international cooperation between Ghana and her partners in UNESCO’s fields of competence, and influence UNESCO’s global agenda through increased presence at and contribution to UNESCO’s work”.

By way of outcome, we are to advance International cooperation between Ghana and her partners in UNESCO’s fields

Natcom – Natcom, Natcom – Intergovernmental, Natcom – International Organization, Natcom – CSOs

Key strategies NatCom uses to ensure successful partnerships: Clear and shared goals, identify complementary strengths to create mutual partnerships, ensure regular communication and evaluation, develops and shares roles and responsibilities, and foster a culture of learning.

Examples of Successful Partnerships - 1

Pictures	Overview
	<p>e.g. GCU partnered with the Complementary Education Agency in Ghana to develop a guidelines for harmonization of complementary education literacy in Ghana. This project was funded by UNESCO under the participation Programme while the Natcom provided the coordination.</p> <p>GCU partnered with Engage Now Africa to provide livelihood support for adult learners, particularly women</p>

Examples of Successful Partnership - 2

Pictures	Overview
 <p>Participants at Sunjam awarded certificates after training</p> <p>KARPOWERSHIP GHANA COMPANY LIMITED</p> <p>Sunjam participants at training</p>	<p>In collaboration with the German Commission for UNESCO and Dubawa Ghana partnered to organize a four-day capacity-building workshop for 100 journalists in the Bono and Bono-East regions of Ghana. The training was on the elements of truthful journalistic practice and fact-checking. The funding was provided by the German Commission for UNESCO</p> <p>PENPLUSBYTES is a not-for-profit organization whose aim is to drive change using new digital technologies to enable good governance and accountability, new media, and innovations.</p> <p>https://www.myjoyonline.com/karpowership-ghana-and-unesco-admonish-students-to-patronise-engineering-courses/</p>

Challenges and Suggestions

- What are the **challenges** that arise in partnerships with civil society or private sector organizations and how can partnerships be made **more effective and successful**?
- What specific **recommendations** do you have for **developing joint guidelines** that can effectively address the challenges related to partnerships and **facilitate successful collaboration**?

Challenges:

- *too much of bureaucratic procedures in government cycles, (Partnership with governmental agencies)*
- *poor leadership in some cases, (Natcom- CSOs)*
- *Non-uniform reporting format (Natcom – Natcom partnership)*
- *Competition with UNESCO Field Office (International Agencies) i.e. most international agencies don't know the difference between UNESCO and NatComs and doubt the capabilities of NatComs to implement projects.*

Suggestions for joint guidelines for national commissions:

- *Establishing clear and uniform guidelines for project implementation*
- *Guidelines must have project reporting templates for uniformity of reports*
- *Guidelines must not be too verbose and easy to understand*

German National Commission's Partnership with Civil Society and the Private Sector

[German Commission for UNESCO \(DUK\)](#)
[Jeannine Hausmann / Head of Division / International Cooperation and Emerging Topics](#)

Basic Information

Please feel free to **modify the template** and share **key information** about your country and organization.
 You can **add extra slides** for the more information if you wish.

Country Information

Official Name	Federal Republic of Germany
Capital	Berlin
Language	German
Population	84,27 Million
Culture/ Religion	Traditionally Christian, but increasingly multi-religious and multicultural with a strong European identity

NatCom information

Name	German Commission for UNESCO
Legal Status	Non-profit chartered association
Mission/ Objectives	<ul style="list-style-type: none"> - Providing policy advice to the German Government - Supporting the implementation of UNESCO programmes & conventions - Promoting international cooperation - Promoting multilateralism and global citizenship among young people (through youth volunteering)

Strategies for Civil Society-Private Sector Cooperation

Kindly provide your NatCom's **overarching policies, strategies, or directions** for civil society and private sector cooperation. **The blue table contains questions that can aid in developing your presentation and you may delete them as necessary.**

- What are the **overarching policies or guidelines** that your NatCom follows to cooperate with civil society and the private sector in achieving objectives of UNESCO, e.g. intellectual solidarity, dissemination of culture of peace, etc.
- What are the **key strategies** that your NatCom employs to **ensure successful partnerships** with and among civil society and private sector organizations?

Cooperation with civil society





- DUK is part of civil society (100 out of 114 members & majority of board members are non-governmental)
- Strategies: a) involve civil society organisations in all formal processes and beyond, b) actively participate in civil society networks

Cooperation with the private sector

- Cooperation at eye level with focus on impact (not on visibility)
- Private sector as a partner that can bring about change in society
- Strategies: a) quality not quantity of partnerships, b) investing in long-term partnerships, c) prioritising programmatic partnerships that have an impact on the company itself



Examples of Successful Partnership - 1

Kindly provide a concise **summary of a fruitful collaboration with civil society and or private sector**. You may also include relevant **visuals** to supplement the presentation, and additional slides to demonstrate best practices are also welcome.

Pictures	Overview
 	<p>Partnership with BASF Foundation</p>   <ul style="list-style-type: none"> • Collaboration since 2010 • Joint implementation of STEP – an entrepreneurship education programme for students • Implementation in low- and middle-income countries with high youth unemployment (Liberia, Uganda, Kenya, Lesotho, Mexico, Philippines, and South Africa) • Over 3.000 students trained; programme institutionalised at the partner universities • Network of complementary partners: BASF Foundation, Leuphana University, German NatCom and NatCom of partner country, local universities • Now: adapting the programme to other contexts (high schools, TVET colleges, etc.) and expanding it nationally in South Africa and to other countries in Southern Africa

Examples of Successful Partnership - 2

Kindly provide a concise **summary of a fruitful collaboration with civil society and or private sector**. You may also include relevant **visuals** to supplement the presentation, and additional slides to demonstrate best practices are also welcome.

Pictures	Overview
	<p>Partnership with dm-drogerie markt</p> <ul style="list-style-type: none"> • Collaboration since 2008 • dm is known for its strong focus on corporate social responsibility • 4 different projects with focus on ESD implemented together • Joint development of projects that also aim to raise awareness of ESD among dm employees in the 1,200 stores <p>Example: "Ideas Initiative Future" (2010-2012):</p> <ul style="list-style-type: none"> • Supporting 2,800 sustainable projects across Germany with € 1,000 each; selected by the clients of each store • Cooperation awarded with the German Sustainability Award in 2011 

Challenges and Suggestions

Please share with us the **challenges** you have faced in **partnerships**, and provide **suggestions** for developing **joint guidelines** on this topic for the national commissions. The blue table contains questions that can aid in developing your presentation and you may delete them as necessary.

- What are the **challenges** that arise in partnerships with civil society or private sector organizations and how can partnerships be made **more effective and successful**?
- What specific **recommendations** do you have for **developing joint guidelines** that can effectively address the challenges related to partnerships and **facilitate successful collaboration**?

Challenge:

Risks to NatComs's and UNESCO's reputation & credibility if the private partner is not 100% committed to UNESCO's goals, values and principles

Recommendations:

- Act as a **strong** partner and reject cooperation offers that do not match your priorities or come from a partner that is not 100% committed to UNESCO's goals, values and principles;
- Identify together the shared value of the cooperation and be transparent about the interests and the added value of the cooperation;
- Invest in building long-term partnerships, as mutual trust is beneficial for high impact

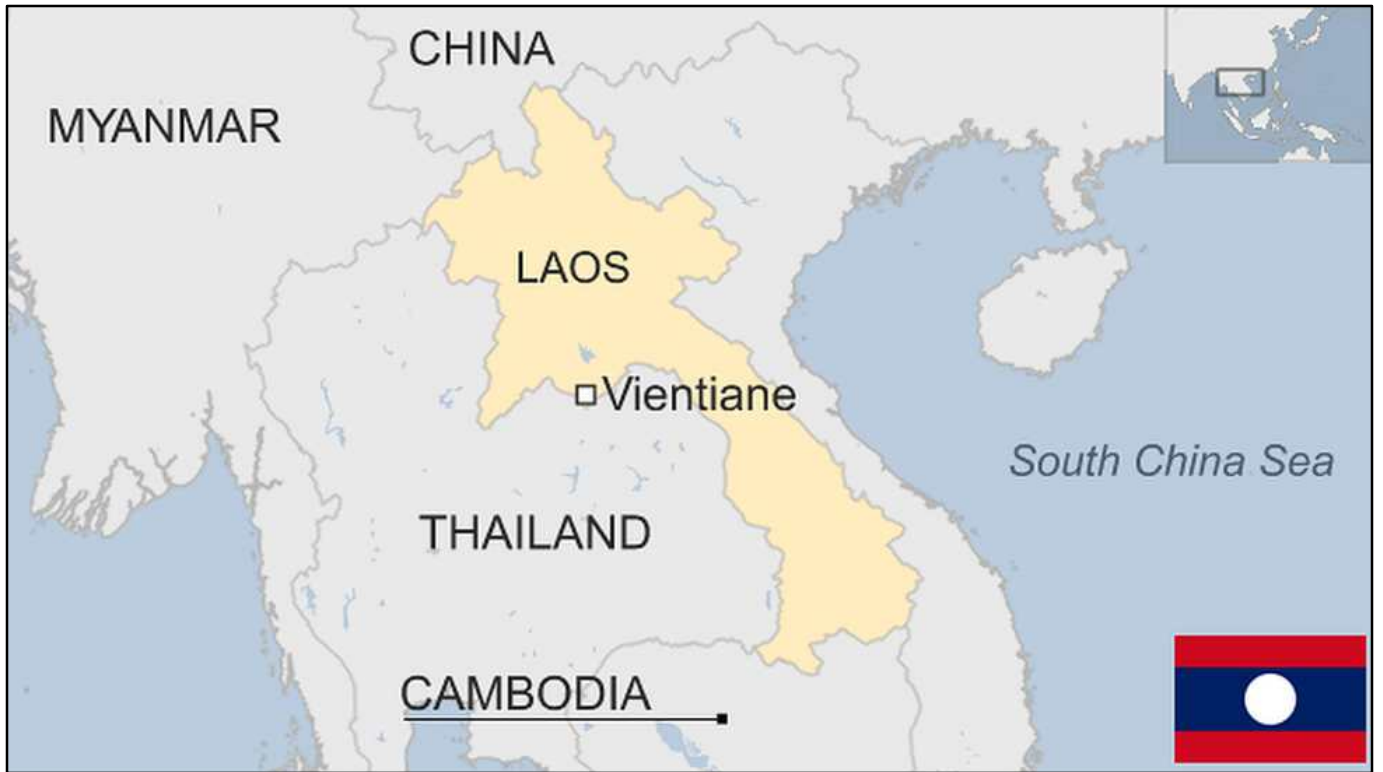
Lao National Commission's Partnership with Civil Society and the Private Sector

Lao National Commission (LNCU)
Sengpapha Holanouphab / Deputy Head Division

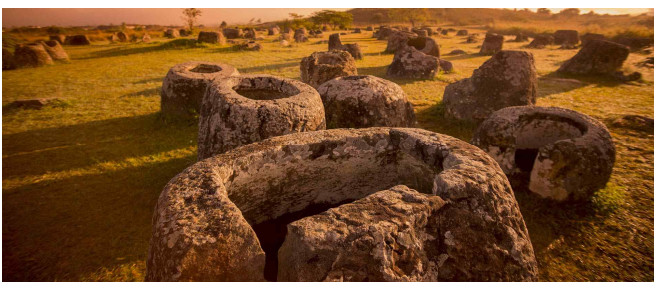
Basic Information

Country Information

Official Name	<i>Lao People's Democratic Republic</i>
Capital	<i>Vientiane Capital</i>
Language	<i>Lao</i>
Population	<i>7.5 million (2023)</i>
Culture/ Religion	<i>Buddhism</i>



Three world heritage sites





NatCom information

Name

Lao National Commission for UNESCO

Legal Status

Department of International Cooperation, Ministry of Education and Sports,
Government

Mission/ Objectives

managing, coordinating, and promoting for the effective goals of UNESCO with the work of national governmental bodies through support in Education, Culture, Science and Communication in accordance with laws and regulations.

Civil Society Organizations in Lao PDR

- In Lao PDR, CSOs are organization recognized by the Lao PDR government that implement project to support the National Social-economic development Plan and contribute to the social-economic development of the country and poverty reduction.
- The CSOs includes Non-Profit Association (NPA), INGOs, foundations, community- based organizations, social enterprises and other informal groups such as farmer groups and cooperatives, organic vegetable groups and others.

Strategies for Civil Society-Private Sector Cooperation

- What are the **overarching policies or guidelines** that your NatCom follows to cooperate with civil society and the private sector in achieving objectives of UNESCO, e.g. intellectual solidarity, dissemination of culture of peace, etc.
 - What are the **key strategies** that your NatCom employs to **ensure successful partnerships** with and among civil society and private sector organizations?
- *Overarching Direction - enhance the coordination and cooperation among CSOs and private sectors with relevance departments.*
 - *As LNCU is under the government body, most of the cooperation focus within the line of the government sectors such as ministries, public schools, universities, and National Commissions, UNESCO. The cooperation between LNCU and CSOs and private sectors is not strong.*
 - *There is no specific policies or guidelines for LNCU to cooperate with CSOs and private sectors yet. However, there is the Treaty and INGOs division in the International cooperation department who responsible for enhancing the coordination and cooperation among CSOs and private sectors with relevance departments in the ministry of education and sports*

Cooperation among LNCU and CSOs

- Sharing experiences through inviting as a guest speakers in the workshop (GCED workshop and ESD workshop for ASPnet School);
- Disseminating information and supporting CSOs in terms of applying awards or funds (ESD award, IFCD, etc.);
- Co-organizing workshop (Heritage Impact assessment workshop – UNESCO Bangkok-Asia Foundation and LNCU)

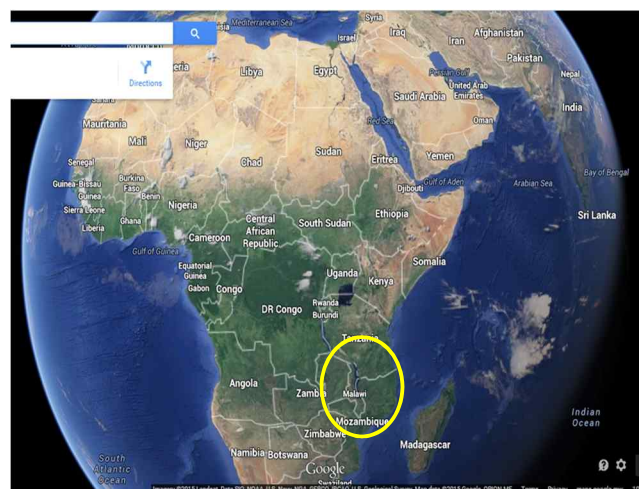
Malawi National Commission's Partnership with Civil Society and the Private Sector

Malawi National Commission for UNESCO
Chifuniro Chikoti/ Interim Bridge Project Manager/ Education Sector
Richard Mjudah/ Assistant Executive Secretary/ Accounts Department

Basic Information

Country Information

Official Name	Republic of Malawi
Capital	Lilongwe
Language	English and Chichewa
Population	19.6 million
Population growth rate per annum	3%
Culture/ Religion	Christianity 82.8% , Islam 13.0% , Traditional Religion: 1.7%
Life Expectancy	51.7 years
Literacy levels	65.8%



Basic Information

Malawi National Commission for UNESCO information

Name	Malawi National Commission for UNESCO
Legal Status	Government Institution
Mission/ Objectives	To facilitate and coordinate interaction between UNESCO and Ministries, Departments, Agencies (MDAs) and other stakeholders working in education, science, culture and communication and information programmes in Malawi

Strategies for Civil Society-Private Sector Cooperation

Overarching Policies

MNCU follows most of the national policies and strategies deployed by the Government in order to achieve the government's development agenda.

- **Malawi Agenda 2063:** Aims to transform Malawi into a wealthy and self-reliant industrialized 'upper middle-income country' by the year 2063. Adult Literacy broadly covered under Enabler number 5 on Human Capital Development
- **National Education Sector Investment Plan (2020-2030):** Sets objectives and the results to be achieved and guides the implementation of key activities to achieve national and international commitments from 2020 to 2030.
- **National Adult Literacy and Education Policy:** Provides guidance in implementing strategies and programmes aimed at fostering acquisition of knowledge and skills by adults and targeted youths.
- **National Adult Literacy And Education Strategic Plan (2021-2025):** Aims to reduce illiteracy and enhance skills development and education amongst adults for effective participation in personal, community and national development.

Strategies for Civil Society-Private Sector Cooperation

Key Strategies

- Setting up national institutions/ bodies For example, the Copyright Society of Malawi, National Youth Council, Malawi Commission for Science and Technology, and facilitation for the establishment of Teachers Council.
- Carrying out reforms on:
 1. Creating new sources of funding/ partnerships: aiming at strengthening implementation of programmes with MDAs, development partners and private sector
 2. Establishment of a Resource Distribution and Training Centre: aiming at raising extra resources; increasing visibility and providing platform for professional networking and capacity development of stakeholders

Examples of Successful Partnership - 1

Pictures



Overview

- MNCU partnered Chitipa District Council to establish a new CLC in Chitipa District at Ibusya in Kameme.
- The council provided its experts in construction, while Bridge Project provided the financial resources.
- The Council also mobilized the local community leaders to monitor the construction at community level.
- Together, we constructed a classroom block with 2 classrooms, a kitchen and 4 toilets.

Examples of Successful Partnership - 2

Overview

- Naphini CLC partnered with Joyce Banda Foundation to strengthen the provision of the feeding programme for the Early Childhood Development services at the centre.
- Mwera CLC partnered with World Vision to strengthen the provision of ECD services.
- Namiyango CLC partnered with DVV-International with a focus on provision of integrated adult literacy programmes to communities surrounding the centre.
- MNCU is a member of the Adult Literacy and Education Task Team/ committee which comprises CSOs, private sector organisations and government departments and agencies where information is shared, and policy decisions as well as national plans are discussed and development.
- Through this committee, a National Adult Literacy and Education Policy, and National Adult Literacy And Education Strategic Plan (2021-2025) were developed

Examples of Successful Partnership - 3

Pictures



Overview

- Commemoration of International Literacy Day
- MNCU is a member of Adult Literacy and Education Task Team that works to promote ALE programmes in the sector.
 - The task team promotes collaboration and partnership of various stakeholders including Civil Society Organisations, Non-Governmental Organisations and Ministries, Departments and Agencies (MDAs)
 - The Commemoration of ILD brings together all the ALE stakeholders.
 - Bridge Malawi Project participated in the national event.
 - Naphini CLC made a display on what the CLC does with the support from KNCU.

Challenges and Suggestions

CHALLENGES

- Low commitment by some District Council officials.
- Misconception of the partners on MNCU's mandate and financial provision capability.
- Community perception related to ownership of project activities
- Poor Collaboration, Coordination and Networking
- Information and documentation Gap

Challenges and Suggestions

SUGGESTIONS

- Develop a comprehensive Communication Strategy for ALE
- Promote joint planning and implementation of ALE interventions
- Promote advocacy
- Strengthen the implementation of National Adult Literacy And Education Strategic Plan which also encompasses the Collaboration and Partnership.
- Promote joint monitoring and evaluation of ALE interventions.

Mongolian National Commission's Partnership with Civil Society and the Private Sector

Mongolian National Commission for UNESCO
Urangaa Erdenee/ Programme specialist for education

Basic Information

Country Information

Official Name	<i>Mongolia</i>
Capital	<i>Ulaanbaatar</i>
Language	<i>Mongolian</i>
Population	<i>3.4 million</i>
Culture/ Religion	<i>Buddhism</i>

NatCom information

Name	<i>Mongolian National Commission for UNESCO</i>
Legal Status	<i>Inter-Ministry Government Entity</i>
Mission/ Objectives	<i>Promoting and connecting the work of UNESCO with the work of national governmental and non-governmental bodies in education, sciences, culture and communication</i>

Strategies for Civil Society-Private Sector Cooperation

Mongolian National Commission for UNESCO prioritizes:

- *Inclusivity – Ensure that marginalized groups are represented and their voices are heard.*
- *Gender equality – Ensure gender equality in all we do.*
- *Cooperation - Facilitate dialogue and networking between different stakeholders.*
- *Transparency – Clear policy and guidelines, accessible to all stakeholders.*
- *Accountability - Report on our activities regularly and respond to feedback and criticism.*

Key strategies for partnership:

- *Advocacy and awareness-raising*
- *Networking and partnership*
- *Identifying common goals*
- *Facilitating communication*
- *Providing support*
- *Monitoring and evaluation*



Mongolian National Commission



mongol content

Digital interactive learning material development project

- Ministry of Education, UNESCO, UNICEF and Mongol Content LLC had initiated the development of interactive learning contents called “Digital Adventure.”
- This was a first of its kind initiative in Mongolia, designed to supplement the ongoing tele-lessons with digital learning content.
- The interactive learning contents transformed the traditional learning objectives of a classroom teaching into a 2D cartoon animation where each content starts with a unique plot-driven story that leads to a problem-solving activity which the learner must partake and immerse in the learning process.
- The contents were made available in ethnic minority languages of Kazakh and Tuvan as well as sign language and format appropriate for visually impaired children.

medle
mongolian education learning system





“Rural Women Changers Program: From Opportunity to Action” project

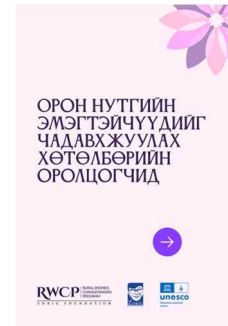
The project's main objective was to build the human capacity of rural Mongolian women and their ability to access leadership roles while responding to gender related issues in their communities.

Objectives:

- To increase the leadership and decision-making skills of rural women.
- To provide support, tools and knowledge for rural women to gain a deeper understanding of gender issues in Mongolia and how to change it.
- To empower rural women's citizenship and community participation.
- To develop rural women's opportunities to contribute to and influence the future of Mongolian society.

Activities implemented during the project:

- Program sessions and seminars
- Field trips and real-world experiences
- Community development projects
- 'Study Abroad' panel which provided an opportunity for the participants to learn about future study options overseas.



Supporting Sustainable Development by reviving the tradition of worshiping sacred sites in Mongolia

- The project “Supporting Sustainable Development by reviving the tradition of worshiping sacred sites in Mongolia” (2018-2022) was implemented at a time when the specifics of the traditional rituals are fading, and there is a shortage of heritage practitioners who know and manage these rituals.
- The project played an important role in increasing the social and cultural significance of the heritage among the community and the inheriting community.
- Since the start of the project, there has been an increase in awareness among young people, and there has been an increase in voluntary participation in rituals, awareness of their importance, value, and revival of old traditions.
- Local authorities, cultural workers and citizens' representatives played a key role in conducting research and advocacy work in four regions of Mongolia.



Challenges and Suggestions

Challenges:

- *Communication issues and difficulties in decision-making*
- *Power and capacity imbalances*
- *Resource constraints*
- *Sustainability*

Suggestions for joint guidelines for national commissions:

- *Establishing clear and open communication channels and protocols*
- *Aligning goals and expectations*
- *Foster inclusivity and diversity*
- *Foster innovation*
- *Ensuring the sustainability of the partnership*
- *Share resources and expertise*
- *Establishing mechanisms for monitoring and evaluating partnerships to measure progress and success*
- *Recognize and celebrate success story*

Nepal National Commission's Partnership with Civil Society and the Private Sector

Padam Raj Joshi, Programme Officer
Nepal National Commission for UNESCO (NNCU)

Basic Information

Country Information

Official Name	<i>Nepal</i>
Capital	<i>Kathmandu</i>
Language	<i>Nepali</i>
Population	<i>30.03 Millions</i>
Culture/ Religion	<i>Hindu (90%)</i>

NEPAL

Country of
Mt. Everest -
8848.86 mt



Mount Everest is Earth's highest mountain above sea level, located in the Mahalangur Himal sub-range of the Himalayas in Nepal. The China–Nepal border runs across its summit point. Its elevation of 8,848.86 mt. was most recently established in 2022 by the Chinese and Nepali authorities

NEPAL



Lumbini-the birthplace
of Lord Buddha



Lumbini is the Buddha's *birthplace*, one of the world's most important spiritual sites and attracts Buddhist pilgrims from around the world. (Enlisted in UNESCO WHS)

Basic Information

NatCom information

Name	<i>Nepal National Commission for UNESCO (NNCU)</i>
Legal Status	<i>Government related organization</i>
Mission/ Objectives	<ul style="list-style-type: none"> <i>To build up the cooperation between Government and UN / International Organizations in Education, Sciences, Culture, Communication and Social Sector</i> <i>To promoting and connecting the work with respected Government and International entities</i> <i>To bridging the activities with Member States National Commissions</i>

Basic Information

NatCom Information

Chairperson	<i>Hon'ble Minister for Education, Science and Technology</i>
Secretary General	<i>Secretary of Ministry of Education, Science and Technology</i>
Commission Members	63
Regular Staffs	13
Partnership	<ul style="list-style-type: none"> United Nations (UN) National Commissions (NatCom) Government Organizations (GOs) NGOs and INGOs Civil Society and Private Sectors Provincial and Local Governments CLCs and Social Organizations etc

Strategies for Civil Society-Private Sector Cooperation

NNCU 's policies for civil society-private sector cooperation prioritize transparency, inclusivity and sustainability.

- ❑ The Civil Society (CS)-Private Sector (PS) cooperation in Nepal are social reform and citizens' awareness building.
- ❑ There is no doubt that Civil Society and Private Sector has contributed significantly to democratization in Nepal and continues to contribute to many aspects of life across the country.
- ❑ They have played an important role in social welfare, community development and human rights and, as the state capacity was limited,
- ❑ The CS and PS became significant alternative vehicles for social change and service delivery.

Strategies for Civil Society-Private Sector Cooperation

NNCU 's policies for civil society-private sector cooperation prioritize transparency, inclusivity and sustainability.

Some activities includes;

- ❑ Conducting literacy, post-literacy, and out-of-school education programs;
- ❑ Publishing learning materials;
- ❑ Developing income-generating programs for poor people through skills training;
- ❑ Building capacity of local organizations;
- ❑ Running seminars for awareness-building among communities;
- ❑ Monitoring grassroots organizations and service organizations

Strategies for Civil Society-Private Sector Cooperation

NNCU 's policies for civil society-private sector cooperation prioritize transparency, inclusivity and sustainability.

Key Strategies

- Public Private Partnership (PPP)
- Building relationships among the stakeholders
- Identifying common goals
- Facilitating communication
- Providing support
- Monitor and evaluation


Strategies for Civil Society-Private Sector Cooperation

NNCU 's policies for civil society-private sector cooperation prioritize transparency, inclusivity and sustainability.

- The relationship between the Government of Nepal and Civil Society-Private Sector has sometimes uneasy due to a lack of trust and a clear understanding of each other's roles.
- Additionally, both parties may feel that they compete for development funding. The growing trend among donor countries to channel development funds through NGOs, coupled with structural adjustment measures, has led to a scaling down—or even complete termination—of many government-run services and programs, with a corresponding increase in NGO operations.


Successful Partnership - 1

Nutrition Education for Mothers and Caretakers (Poshan Siksha) in Siranchowk Rural Municipality in Gorkha District, Nepal partnership with [Educational Resource and Development Center Nepal](#)

Pictures	Overview
 <p data-bbox="177 974 759 1008">"Ensure healthy lives and promote well-being for all"</p>	<ul style="list-style-type: none"> <li data-bbox="778 546 1390 658">❑ To improve basic nutritional knowledge and adopt nutrition friendly practices for 200 pregnant women, mothers, and caretakers through 10 Nutrition Education Classes, <li data-bbox="778 663 1390 748">❑ To promote a permanent nutrition-rich home garden in each of the household's participation in nutrition education classes, <li data-bbox="778 752 1390 837">❑ To improve diversified nutritious food intake (improved Dietary Diversity Index) among mothers and caretakers, <li data-bbox="778 842 1390 1008">❑ To decrease the use of junk food among adolescence girls and students; increasing use of homemade tiffin box among 80 percent of school children and to improve hygiene and sanitation among 200 households participating into nutrition education classes.

Successful Partnership - 1

Nutrition Education for Mothers and Caretakers (Poshan Siksha) in Siranchowk Rural Municipality in Gorkha District, Nepal partnership with [Educational Resource and Development Center Nepal\(ERDCN\)](#)

Pictures	Overview
	<ul style="list-style-type: none"> <li data-bbox="813 1532 1401 1928">❑ The relevancy of basic nutrition education (<i>Poshan Shiksha</i>) for pregnant, mothers, adolescents, and caretakers to enhance their basic nutritional knowledge and practices is an important milestone to improve the nutritional status of mothers and children in Nepal


Successful Partnership - 1

Nutrition Education for Mothers and Caretakers (Poshan Siksha) in Siranchowk Rural Municipality in Gorkha District, Nepal partnership with [Educational Resource and Development Center Nepal \(ERDCN\)](#)

Pictures	Overview
	<p>ERDCN in partnership with NNCU and Siranchowk Rural Municipality through community facilitators has contributing significantly to achieve SDG Goal 3: Good health and well-being, "Ensure healthy lives and promote well-being for all"</p>


Successful Partnership - 2

Youth Synergy in protection and promotional activities of Cultural Heritage at Local Level in Nepal- partnership with Local Government of Nepal

Pictures	Overview
	<ul style="list-style-type: none"> ❑ Youth has a central role to play in order to convey the values of this "heritage": base of the identity of communities and groups, conveyor of sustainable development and tool for reconciliation. ❑ The youth act as a bridge and serve as key agents in preservation and promotion of the cultural heritage in the changed context of globalization. ❑ The use of digital space or social media can help in the preservation of cultural heritage.

Successful Partnership - 2

Youth Synergy in protection and promotional activities of Cultural Heritage at Local Level in Nepal- partnership with Local Government of Nepal

Pictures	Overview
	<p>Why participation of youth in cultural preservation activities?</p> <p>Why does one youth participate while another do not?</p> <p>STUDY: A youth experiences fewer barriers to and has more positive feelings about heritage depending on the socio-economic status of the family.</p> <p>GOAL: Ensure that all the youth of the region get equal chances to experience culture.</p>

Successful Partnership - 2

Youth Synergy in protection and promotional activities of Cultural Heritage at Local Level in Nepal- partnership with Local Government of Nepal

Field Activities and workshop	
	

Challenges and Suggestions

Challenges

- ❑ In the context of Nepal civil society organizations, persons, movements or other forms of civil societies have been politicizing and they are ignoring their own values and status, which may be harmful to the effective functioning of democracy.
- ❑ The Constitution of Nepal is implementing and it has addressed some place for civil society but unfortunately some limitations made on constitution and polarization of civil society has made civil society a believe less variables in Nepal.

Challenges and Suggestions

Challenges

- ❑ Various factors such as lack of effective coordination, weak financial base, lack of professionalism, and lack of monitoring and evaluation, lack of transparency, lack of commitment among the NGO activists, and also absence of public surveillance are the key issues for affecting NGO governance in Nepal
- ❑ Legislation or inadequate implementation of laws; hurdles to accessing financial resources and ensuring their sustainability; difficulties in accessing decision- makers and feeding into law and policymaking; and attacks on and harassment of human rights defenders,
- ❑ Corruption control is big challenges.

Challenges and Suggestions

Suggestions

- ❑ Civil society and private sector organizations play multiple roles, they are an important source of information for both citizens and government. Therefore improving relation and collaboration between them.
- ❑ The civil society strategy sets out how the government will work to support to strengthen civil society, without compromising its independence.
- ❑ The civil society refers to all individuals and organizations, when undertaking activities with the primary purpose of delivering social values, independent of state control.

Challenges and Suggestions

Suggestions

- ❑ They monitor government policies and actions and hold government accountable.
- ❑ They engage in advocacy and offer alternative policies for government, the private sector, and other institutions

Expanding citizen awareness and engagement in civic processes.

Strengthening networks and coalitions for collective impact.

Promoting government transparency and accountability to citizens.

Integrating governance programming across development sectors.

COOPERATION WITH THE CIVIL SOCIETY AND PRIVATE SECTOR

Callixte Kalisa
Rwanda National Commission for UNESCO (RNCU)

UNESCO contributes to peace and security by promoting international cooperation in Education, Sciences, Culture, Communication and Information.

Rwanda National Commission for UNESCO, established by the Presidential Order No 120/10 of 9/6/1975 modified by the Presidential Order No 12ter/01 of 27/3/2003, has been assigned the same mission by Rwanda Government.

This is the mission of Rwanda National Commission for UNESCO:

- To promote ideas for peace and mutual understanding in the country,
- To advise Government on UNESCO activities
- To encourage initiatives for intellectual and moral solidarity by making the public opinion interested in UNESCO objectives, programme and work.

Role of Rwanda National Commission for UNESCO:

- Provides expert analysis and policy advice on United Nations Educational, Scientific and Cultural Organization (UNESCO) matters to the Rwandan Government;
- Contributes to the development and implementation of programs in support of UNESCO priorities;
- Promotes and publicises UNESCO's objectives and programmes.

STRUCTURE

Rwanda National Commission for UNESCO is structured according to the UNESCO's main areas. It is led by Secretary General

- Has 4 Departments and 6 supporting staff.
- Has researchers from Universities and key partners Institutions.
- Among them there is who represents Civil Society and Private sector.

They sit in Sub committee's meetings and General Assembly.

Rwanda National Commission for UNESCO works hand in hand with Civil Society and Private Sector to make our environment and our human society safe, secured for the sustainable wellbeing of human kind through UNESCO Participation Programs.

Among the Projects proposals we receive, most of them, around 80% are from Civil Society and Private Sector. These projects are grouped/grouping according the 4 main programmes of UNESCO:

- Education, Youth Sector,
- Sciences and Technology Sector,
- Social, Cultural Sector and
- Communication Sector.

The projects submitted are analyzed and classify according their feasibility and positive changes to the beneficiaries in Sub-Committees.
The selected projects from Sub-Committees are gathered and General Assembly analyzes, chooses and classify 7 best projects to be submitted to UNESCO.

For the last biennium PP 2022-2023, we have received in total around 90 project proposals in total and among them 80% were from civil society.

Within the few 7 projects selected and recommended by Rwanda NATCOM to benefit from UNESCO PP funds,

- only one project was presented by a public institution,
- 4 by NGOs
- 2 by individuals or privates.

Beside the Participation programme, we have also observed the same trend of interest of NGOs in other UNESCO specific programmes. Prizes or Awards:

- Like the International Funds for Culture Diversity (IFCD) where the Rwandan NGO (The Rwanda Arts Initiative) win the high competitive grant and has successfully achieved its goal in promoting small startup businesses in Culture and Creative Industry area and created many new jobs among youth.
- The International Programme for Development of Communication (IPDC) has many times bring Media Organizations and Journalists Associations and Networks to apply in the competitions and to the close collaboration with Rwanda National Commission for UNESCO

To assure a good and successful implementation of these projects, Rwanda National Commission for UNESCO make sure to provide where needed a technical supports and advises, make a follow up and proceed later to the evaluation of the project impacts

Korean National Commission's Partnership with Civil Society and the Private Sector

Korean National Commission (KNCU)
Jahyun Jang / Programme Specialist
Division of International Cooperation Projects

Basic Information

Country Information

Official Name	<i>Republic of Korea</i>
Capital	<i>Seoul</i>
Language	<i>Korean</i>
Population	<i>51.78 Million</i>
Culture/ Religion	<i>Confucianism, Buddhism, and Christianity, etc.</i>

NatCom information

Name	<i>Korean National Commission for UNESCO)</i>
Legal Status	<i>Government affiliated organization</i>
Mission/ Objectives	<i>Promoting and connecting the work of UNESCO with the work of national governmental and non-governmental bodies in education, sciences, culture and communication.</i>

Strategies for Civil Society-Private Sector Cooperation

- What are the **overarching policies or guidelines** that your NatCom follows to cooperate with civil society and the private sector in achieving objectives of UNESCO, e.g. intellectual solidarity, dissemination of culture of peace, etc.
- What are the **key strategies** that your NatCom employs to **ensure successful partnerships** with and among civil society and private sector organizations?

ACT ON UNESCO ACTIVITIES Article 8 (Functions and Roles)

- stimulating participation in UNESCO activities by local governments, agencies, and organizations
- cooperation with agencies and organizations at home and abroad related to UNESCO activities

Key objectives (2023-2026)

- Promoting UNESCO's value and participation

유네스코 세계 및 유산도시 가이드라인
2023.01.24. 제4차 개정판

1. 개요

유네스코는 UNESCO Chair 및 LANTANA(University Learning and Networking Scheme) 프로그램을 통해 유네스코와 민간 기업 및 단체 간의 협력 관계를 촉진하고, 이를 통해 유네스코의 가치와 유산도시를 홍보하는 데 기여하고 있습니다. 유네스코는 유산도시의 가치를 높이기 위해 유네스코와 유산도시의 파트너십을 촉진하고 있습니다.

LANTANA는 유네스코의 유산도시와 유산도시의 파트너십을 촉진하는 데 기여하고 있습니다. 유네스코는 유산도시의 가치를 높이기 위해 유네스코와 유산도시의 파트너십을 촉진하고 있습니다. 유네스코는 유산도시의 가치를 높이기 위해 유네스코와 유산도시의 파트너십을 촉진하고 있습니다.

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유네스코 세계 및 유산도시 가이드라인

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Examples of Successful Partnership - 1

Pictures	Overview
	<p>The Korean National Commission for UNESCO has been instrumental in advancing Education for Sustainable Development (ESD) through partnerships with civil society and the private sector. (2009~)</p> <ul style="list-style-type: none"> • the Korean National Commission on ESD (2009) • Korean UNESCO ESD Official Project (2011) • Global Action Programme (GAP) Partner Network 2 • Research, Policy Forums, and Resource Distribution

Examples of Successful Partnership - 2

Pictures	Overview
	<p>The Korean National Commission for UNESCO (KNCU) partnered with K-pop group Seventeen in a fruitful collaboration to further the cause of education. (2022~)</p> <ul style="list-style-type: none"> • #GoingTogether campaign A Fund for underprivileged children's education across Asia and Africa through the #GoingTogether campaign. • Various online and offline events worldwide to promote the future of education

Challenges and Suggestions

- What are the **challenges** that arise in partnerships with civil society or private sector organizations and how can partnerships be made **more effective and successful**?
 - What specific **recommendations** do you have for **developing joint guidelines** that can effectively address the challenges related to partnerships and **facilitate successful collaboration**?
- *Challenges: Differing Objectives, Communication Barriers, Resource Allocation, Accountability and Transparency Sustainability of the Partnership*
 - *Suggestions for joint guidelines for national commissions:*
 - *Clear Definition of Objectives: It's crucial to establish clear, shared goals at the beginning of any partnership.*
 - *Open and Regular Communication: Regular meetings and updates can ensure all parties are on the same page.*
 - *Equitable Resource Sharing: Agree on how resources will be allocated and managed at the outset of the partnership.*
 - *Accountability and Transparency Measures: Develop clear processes for reporting and oversight to ensure all partners are accountable.*
 - *Conflict Resolution Mechanism: Establish mechanisms to resolve disagreements or conflicts that may arise during the partnership.*

URT-NATIONAL COMMISSION FOR UNESCO

COOPERATION WITH CIVIL PRIVATE SECTOR

OVERVIEW

- Relationship between Civil Private Sector and UNESCO/UNESCO-associated organizations is significant due to the nature the roles the organization is saddled with.
- Civil-Private Sector has been incorporated into the UNESCO system to complement implementation of UNESCO's policies and objectives.
- Therefore, collaboration with Civil Private Sector brings an entity of inclusiveness in the project/activity implementation

OVERVIEW, Cont...

- In Tanzania, the cooperation between Civil-Private Sector with government entities is well stipulated in governing Policies
- The Civil-Private Sector is involved in accomplishing some intended missions.
- The Sector also plays an active 'Check and Balance' role by revealing out demanding issues to be addressed.

URT NCU - CIVIL PRIVATE SECTOR COOPERATION

- URT-National Commission for UNESCO ensures that Civil Private sector entity is well informed, involved and addressed to accomplish various assignments as per UNESCO's areas of competence.

URT NCU - CIVIL PRIVATE SECTOR COOPERATION

- In 2018-2023 URT-NCU partnered with Inta-Fedha Company that was established by Tanzanian youths as inventors of educational softwares to combat social challenges.
- In this partnership, the URT-NCU acted as an incubator as it nurtured the Inta-Fedha company until when it started to provide scalable services.

URT NCU - CIVIL PRIVATE SECTOR COOPERATION

- URT-NCU regularly invites Tanzania Education Network (TEN/MET) in various UNESCO interventions.
- TEN/MET is a national network of non-state actors comprising Community based organizations, Faith based organization and national and international Civil Society Organizations (CSOs)
- All have common concern on promoting quality education in the country.

URT NCU - CIVIL PRIVATE SECTOR COOPERATION

- The URT-NCU collaborates with both Public as well as Private Sector Televisions in publicizing its endeavors.
- In 2022 for example, the Education Sector of the URT-NCU collaborated with a private Television Station in celebrating 2022 international day of Education on 24th January.
- The Civil-Private Sector was also invited (Shule direct, Twaweza and a private school).
- Together they discussed and sensitized the society at large on the demanding theme ('Changing Course, Transforming Education'). As advocated by the global education community for the future of our education.

URT NCU - CIVIL PRIVATE SECTOR COOPERATION

- URT-NCU also collaborates with the CSO called Tanzania Forest Conservation Group (TFCG)
- It is an international CSO that aims at conserving and restoring biodiversity of globally important forests for the benefit of the present and future generations
- The Programme implementation is through Eco-Schools in Africa.

URT NCU - CIVIL PRIVATE SECTOR COOPERATION

- Women in Science is another CSO in the country that few years back used to be hosted by URT-NCU.
- The role of URT-NCU was to support the women in Science in terms of advice, logistics and shelter in terms of office and office equipment.
- The URT-NCU also supports the CSO in terms of connections and networking

URT NCU - CIVIL PRIVATE SECTOR COOPERATION

- Recently, URT-NCU has incorporated such Civil Society Organizations in the national Task Force for ongoing assignment of developing national ESD Strategy Framework.
- The CSOs involved are TEN/MET, Haki Elimu (dealing with education improvement agenda) and Vijana Think Tank (VTT)
- The same will be done to the Bridge project
- Involvement of Civil-Private Sector helps in both, publicizing as well as looking for partnership opportunities



Timor-Leste National Commission’s Partnership with Civil Society and the Private Sector

Timor Leste National Commission for UNESCO
Francisco Barreto/ Executive Secretary


Basic Information

Country Information		NatCom information	
Official Name	<i>Republic of Democratic of Timor-Leste</i>	Name	<i>Timor-Leste National Commission for UNESCO</i>
Capital	<i>Dili</i>	Legal Status	<i>Government organization</i>
Language	<i>Portuguese and Tetum</i>	Mission/ Objectives	<i>Contributed for development of quality education in education, science, culture, communication and information, as well as disseminate information to provide opportunity for all people, preserve and develop the culture pursuant to Timor-Leste Context in globalization era.</i>
Population	<i>1,394,104</i>		
Culture/ Religion	<i>Catholic</i>		


Strategies for Civil Society-Private Sector Cooperation

- *Overarching Policies Promote partnership among UNESCO's regional office and Strengthening National Commission structure*
- *Key strategies for partnership:*
 - *Building relationships*
RDTL Government (Ministry of Foreign Affairs, Ministry of Education, National Parliament, UNESCO, Natcoms UNESCO, Local Authorities, Local Community, International NGOs, International Agencies)
 - *Identifying common goals*
Timor-Leste National Commission for UNESCO Promotes Cultural Identity through Education, Science, Culture, and Communication and Information to contribute to attain a sustainable and integrated development of Timor Leste.
 - *Facilitating communication*
Strengthening good relationship and cooperation among all stakeholders, UNESCO, Natcoms UNESCO Family in the regions. And Improve human resources through capacity building.
 - *Providing support*
The Government, UNESCO HQ, International Agencies needed to provide Financial Sustainability to attain a National Strategic Plan 2011 - 2030 and Sustainable Development Goals.

Successful Partnership - 1

Pictures	Overview
	<p><i>Timor-Leste National Commission for UNESCO (TLNCU) partnered with Korean National Commission for UNESCO (KNCU) to enhance the knowledge on basic literacy and numeracy for elderly women and men in rural areas of Timor-Leste. This support is very significant for Timor-Leste Country, in order to eradicate illiteracy people in Timor-Leste based on Timor-Leste National Strategic Plan 2011 – 2030, stated that the population of Timor-Leste will be educated, knowledgeable and qualified to live a long and productive life, respectful of peace, family and positive traditional values. All individuals will have the same opportunities to access to a quality education that will allow them to participate in the economical, social and political development process, ensuring social equity and national unity.”</i></p>

Successful Partnership - 2

Pictures	Overview
	<p><i>Timor-Leste National Commission for UNESCO partnered with the Secretary of State for Arts and Culture nominated traditional Textile “Tais” to UNESCO HQ – Paris, to the list of UNESCO’s Intangible Cultural Heritage Recognition. Tais, as a cultural element showing the identity of Timorese people, is compatible with existing international human rights instruments. All people can wear Tais and can participate in Tais production activities, however, today, many Timorese people are losing interest about Tais. Especially in the big cities such as capital Dili, people’s lifestyle is changing rapidly. Modern shops and shopping canter have emerged, which increased the demands of modern clothes instead of traditional clothes such as Tais. In addition, young generation these days prefer to wear modern clothes which they consider more attractive compared to Tais. Therefor Tais need in urgent safeguarding because its viability is at risk.</i></p>

Challenges and Suggestions

- Challenges:*
Bureaucracy of Non-Formal Education of Ministry of Education, Youth and Sport of Timor-Leste in decision-making took times on activities of non-formal education (Equivalence program and life skills).
- Suggestions for joint guidelines for national commissions:*
Non-formal education of Ministry of Education, Youth and Sport of Timor-Leste needed to improve the bureaucracy in decision-making.

Annex

- **Report Templates**
 - Bi-monthly Report Template
 - Financial Report Template
- **Participants Information**

2023 Bridge **COUNTRY** Project

Bimonthly Report (March - April)

Submitted by	Authorised by
Name: _____	Name: _____
Position: _____	Position: _____
Organisation: _____	Organisation: _____
Email: _____	Email: _____
Date of Submission: _____	Date of Authorisation: _____

1. Financial Progress (US\$)

* Update record of expenditure in the Financial Report through the link: [2023 Budget / Financial Report](#)

Total budget (A)	\$ 200,000	Expenditure / Budget (%)
2 months Expenditure (B)	\$ 00	00%
Balance from the Previous Period (C)	\$ 200,000	100%
Balance (C)- (B)	\$ 00	00%

2. Activity Progress Reporting

Activity		Planned activities for March -April	March - April Achieved results	May - June Planned activities
No.	Sub- activity			
1	1-1. Training on NFE-MIS to...	-		
	2-1. Carrying out a Feasibilit...	-		
2	2-2. Procuring Equipment an...	-		
	2-3. Providing Training on T...	-		
3	3-1. Retrofitting of Model CLC	-		
	3-2. Procuring Equipment an...	-		

4	4-1. Procuring Equipment an... -	
5	5-1. Finalization of NFE Curr... -	
	5-2. Develop Curriculum an... -	
6	6-1. Regular monitoring -	
	6-2. Audit and Administrative -	

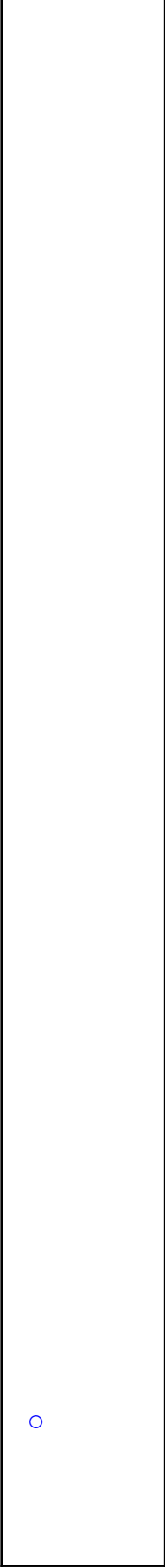
❖ Success Stories

NOTE: KNCU would like to deliver the vivid voice of the Bridge (Country) Project to Korean society! This success story will be used to promote the Bridge (Country) Project to the Korean public and governmental side with concrete voices of beneficiaries in (Country). Promotion of the Project will be helpful to secure the fund supported by the Korean government and the public for the Project, and meaningful to share the collective effort to achieve SDG 4 altogether. This part will be used as news articles, media materials, and so forth with the KNCU staff's edition.

This part should include an introduction of the learner (or other related persons such as teachers, CLC managers, etc.), her / his experiences with the Bridge Project, significant changes or achievements of her / his through the Bridge Project, and another meaningful message to Korean society. Also, please be reminded that the Photos and videos must be included. The visual materials will be very useful in promoting the project.

Story Title:

- Introduction of interviewee
 -
- Her / his experiences
 -
- Significant changes or achievement
 -
- Meaningful message
 -
- Photos (very important!)



❖ **Photos & Videos**

***Photos and videos should be uploaded into the following drive folder : [2023 Bimonthly Photos \(Mar-Apr\)](#)**

2023 Bridge COUNTRY Project

2023 Bridge COUNTRY Project															
KNCU Contribution (in US\$)		200,000													
OTHER Contribution (in US\$)		Nil													
Total budget (in US\$)		200,000													
Exchange Rate															
Total budget (in Local Currency)		0													
Activity		Details and Breakdown						Amount					Source of Funding		
Activity	Sub-activity	Item Description	Unit Cost	Qty	Cost (in Local Currency)	Subtotal for Sub-activity (in Local Currency)	Subtotal for activity (in Local Currency)	% in total Project Budget	KNCU (Local Currency)	KNCU (US\$)	OTHER (Local Currency) (only if applicable)	OTHER (US\$) (only if applicable)			
1	Implementation of NFE-MIS Stakeholders	1.1. Training on NFE-MIS to New Stakeholders													
		2.1. Carrying out a Feasibility Study													
		2.2. Procuring Equipment and Furniture													
2	Establishment of one new CLC	2.3. Providing Training on Tailoring and Baking													
		3.1. Retrofitting of Model CLC													
		3.2. Procuring Equipment and Furniture													
3	Operating Digital Model CLCs in Four Regions	4.1. Procuring Equipment and Furniture													
		5.1. Finalization of NFE Curriculum Framework (Workshop)													
		5.2. Develop Curriculum and Instructor's Guide for Advanced Learning Course (ALC)													
4	Furnishing of Eight existing CLCs	6.1. Regular monitoring													
		6.2. Audit and Administrative													
		TOTAL BUDGET REQUESTED	0.00		0.00	0.00	0.00	0.00	0.0%	0.00	0.00				
5	Provision of NFE Curriculum in Digital and Printed forms														
6	Monitoring and Evaluation														

Activity		Monthly Expenditure												Remaining Budget	Expenditure /Budget (%)		
		2023						2024									
No.	Name	Budget	March	April	May	June	July	August	September	October	November	December	January	February	March	Total	
1	Implementation of NFE/WIS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	Establishment of one new CLC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	Operating Digital Model CLCs in Four Regions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	Furnishing of Eight existing CLCs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5	Provision of NFE Curriculum in Digital and Printed forms	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6	Monitoring and Evaluation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	ETC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL BUDGET		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		100%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

2023 Bridge Workshop Participants Information: Bridge Partners

- **Bridge 2nd Phase Projects**

Country	Name	Title	Organization	Email
Timor-Leste	(Mr) Francisco Barreto	Executive Secretary	Timor-Leste Natcom	fbarreto@natcomunesco.gov.tl
	(Mr) Fincencio Maia Monteiro	Coordinator of Social Science and 2020 Bridge Project Timor Leste		mfincciomonteiro@gmail.com
Laos	(Ms) Sengpapha Holanouphab	Deputy Head Division	Lao Natcom	thiphola@hotmail.com
	(Ms) Phaly Phanlouvong	Technical Staff	Ministry of Education and Sports Department of Non-Formal Education	pphanlouvong@gmail.com
Bhutan	(Mr) Dochu	Chief Planning Officer	Ministry of Education and Skills Development	dochu@moe.gov.bt
	(Ms) Rinzin Wangmo	Chief Program Officer		rinzinw@moesd.gov.bt
Malawi	(Mr) Chifuniro Clement Chikoti	Interim Bridge Project Manager	Malawi Natcom	cchikoti@unesconatcom.mw chifunirochikoti@gmail.com
	(Mr) Richard Mjudah	Assistant Executive Secretary (Accounts)		rmjudah@unesconatcom.mw rimjudah@gmail.com

• **Bridge Sejong Projects**

Country	Name	Title	Organization	Email
Sri Lanka	(Mr) Rasika Balasuriya	Senior Lecturer	National Institute of Education	balasuriyarasika21@gmail.com
Jordan	(Ms) Lina Almutaz Qtaishat	Project Manager	Taghyeer	l.qtaishat@weloveread.org lina.almutaz@gmail.com
Pakistan	(Ms) Mishal Iftikhar Shafi	Proposal and Documentation Facilitator	Bunyad Literacy and Community Council	mishalshafi7@gmail.com

• **Bridge 3rd Phase Projects Candidates (Observer)**

Country	Name	Title	Organization	Email
Ghana	(Mr) Apollonius Osei-Akoto Asare	Chief Programme Officer	Ghana Commission	apolnui@yahoo.com
Rwanda	(Mr) Callixte Kalisa	Director of Education, UNESCO Associated Schools, UNESCO Clubs and Youth	Rwanda Natcom	cakalisa@yahoo.fr callixte.kalisa@unesco.rw
Tanzania	(Ms) Fatma Shaaban Mrope	Principal Program Officer (Education)	Tanzania Natcom	fatmamrope@gmail.com fatma.mrope@natcom.go.tz
Nepal	(Mr) Padam Raj Joshi	Section Officer	Nepal Natcom	padamjosheekt@gmail.com
Mongolia	(Ms) Urangaa Erdencee	Programme Specialist for Education	Mongolian Natcom	e.urangaa@unesco.mn
Cambodia	(Ms) Vuthy Neath Khut	Official in National-International Relation and Cooperation Sector	Cambodian Natcom	vuthyneath@gmail.com

- **Staff Exchange Programme (Observer)**

Country	Name	Title	Organization	Email
Germany	(Ms) Jeannine Hausmann	Head of Division, Int'l Cooperation and Emerging Topics	German Commission	Hausmann@unesco.de

2023 Bridge Workshop Participants Information: Korean National Commission for UNESCO (KNCU)

No.	Name	Position	Email
1	(Dr.) Kyung Koo Han	Secretary-General	khan@unesco.or.kr
2	(Mr.) Kwi Bae Kim	Assistant Secretary-General	kbkim@unesco.or.kr
3	(Ms.) Sun Kyung Lee	Director, Int'l Cooperation Programme	sklee@unesco.or.kr
4	(Dr.) Jihon Kim	Chief, Int'l Cooperation Programme	jhkim@unesco.or.kr
5	(Ms.) Dahee Son	Programme Specialist	daheeson@unesco.or.kr
6	(Ms.) Grace Kim	Programme Specialist	gskim0130@unesco.or.kr
7	(Mr.) Jahyun Jang	Programme Specialist	jahyun.jang@unesco.or.kr
8	(Ms.) Jeongsu Suh	Programme Specialist	js.suh@unesco.or.kr
9	(Ms.) Bada Kim	Programme Specialist	badakim@unesco.or.kr
10	(Ms.) Jiwoo Rim	Young Professional	won071243@unesco.or.kr
11	(Ms.) Euna Lim	Young Professional	elim@unesco.or.kr
12	(Ms.) Gayoung Ahn	Intern	agy@unesco.or.kr

2023 Bridge Workshop

2023 브릿지 워크숍

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Editors Division of International Cooperation Programme
Address UNESCO House, 26 Myeongdong-gil, Jung-gu, Seoul, 04536, Republic of Korea
Tel +82 2 6958 4285
Email icp.division@unesco.or.kr
Website www.unesco.or.kr

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펴낸 곳 유네스코한국위원회
펴낸 이 한경구
기획 김계신, 김바다, 김지현, 서정수, 손다희, 안가영, 이선경, 임은아, 임지우, 장자현
주소 서울시 중구 명동길(유네스코길) 26
전화 02-6958-4285
전자우편 icp.division@unesco.or.kr
홈페이지 www.unesco.or.kr

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