

Final Report

Education transforms lives. BRIDGE makes it happen.



2023 Bridge Workshop

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Summary of the 2023 Bridge Workshop Sessions

Opening

The 2023 Bridge Workshop began with an opening speech by the Secretary-General of the Korean National Commission for UNESCO, Dr. Kyung-Koo Han, followed by welcoming remarks from the Director-General of the Global Education Planning Bureau, Ministry of Education of Republic of Korea, Ms. Ji-young Park, and congratulatory remarks from two Members of the National Assembly, Mr. DongYoung Seo and Mr. Byungwook Kim.

- **Dr. Kyung-Koo Han**, Secretary-General of the KNCU, emphasized the workshop's commitment to education, global partnerships, and addressing disparities to enhance collaboration and ongoing projects for a brighter future.
- **Ms. Ji-young Park**, from the Global Education Planning Bureau of the Ministry of Education in the Republic of Korea, emphasized the Ministry's support for the Bridge Programme and the importance of inclusive and quality education in addressing challenges and expediting education for all.
- **Mr. DongYoung Seo**, Member of the National Assembly of the Republic of Korea, commended the Bridge Programme for advancing inclusive education, and stated his confidence in the Bridge Workshop's role in sharing SDG 4 best practices post-COVID-19.
- **Mr. Byungwook Kim**, Member of the National Assembly of the Republic of Korea, commended participants for their efforts in achieving inclusive education, recognizing the transformative power of education in fostering a prosperous world community.



Speakers delivering their remarks at the 2023 Bridge Workshop

Photo session



16 Participants from 12 countries having a photo session

WORKSHOP 1: Overview of the Bridge Programme and Presentation of Case Studies for Peer Learning

1 | Overview of the Bridge Programme

Presentation by Ms. Sun Kyung Lee, Director & Ms. Grace Kim, Programme Specialist,
Korean National Commission for UNESCO



Ms. Sun Kyung Lee, Director of the Division of International Cooperation Programme delivering her presentation

Summary of Presentation

- **Ms. Sun Kyung Lee**, Director of KNCU's Division of the International Cooperation Programme, introduced the background, progress, and achievements of the Bridge Programme throughout the years, noting that the programme has positively impacted the lives of 140,000 learners and teachers in various ways, including through literacy education, vocational training, early childhood education, and climate change education. She discussed the crucial nature of the development and implementation of education policies pertaining to out-of-school education, emphasising the objective of improving the quality and accessibility of education particularly for marginalised groups.

- She showed the importance of the Bridge Programme, providing examples of successes from past years' Bridge Projects in Laos and Malawi. She mentioned that one of the key factors for the success of the Bridge Programme is the strong partnerships at both local and international levels and the involvement of different organisations and groups that help make the programme effective, impactful, and feasible within each partner country. She noted that the ongoing challenge is in the area of sustainability and feasibility and in this regard, Ms. Lee suggested that KNCU and its partners in the programme should make focused efforts to enhance quality management and to expand the scale and capacity of the programme by increasing the number of country projects, which would also increase visibility of the programme.



Ms. Grace Kim, Programme Specialist of the Division of International Cooperation Programme delivering her presentation

Summary of Presentation

- **Ms. Grace Kim**, a Programme Specialist in KNCU's Division of the International Cooperation Programme, spoke about the indicators used to measure the impact and outcomes of the Bridge Programmes. She briefly discussed the ODA cycle in the Republic of Korea, and why and how the programme's qualitative and quantitative outcomes are helpful in securing ODA funds. She noted the importance of providing proper data to relevant stakeholders as it promotes the visibility of the project at both international and national level. She also offered examples of possible outreach and communication methods, including newsletters published by national commissions for UNESCO, international meetings, and press coverage.

Q&A Session

- **Q. Mr. Dochu**, Chief Planning Officer at Bhutan’s Ministry of Education and Skills Development, pointed out the limitation of quantitative data analysis in relation to lifelong education projects. He mentioned that in Bhutan, the simple increase of NFE (Non-Formal Education) centres is never the goal, but instead educating as many students as possible is more important and said that it was not helpful to claim that small schools are unsuccessful because their numbers are small in quantitative data, and that such data is not the best measure to understand educational progress.
 - **A. Ms. Grace Kim** agreed with the commenter, but re-emphasised the importance of visible data as hard data is important in government projects. She noted that KNCU’s goal is to be able to provide all children the education they want and need, but that sometimes demonstrable numbers and impacts are needed to sustain the project. She mentioned that, since the programme has so many indicators, the best indicators for each country could be further discussed throughout the workshop.



Participant at the Q&A session

2 | Development of a Non-Formal Education Management Information System

Presentation by Ms. Rinzin Wangmo, Bhutan National Commission for UNESCO



Ms. Rinzin Wangmo delivering her presentation

Summary of Presentation

- **Ms. Rinzin Wangmo**, Chief Programme Officer at the Department of Education Programmes in Bhutan's Ministry of Education & Skills Development, gave a presentation on best practices from the Bridge Bhutan Project and introduced some of the project's areas of focus. She gave a brief introduction to the context in Bhutan and mentioned that the project's main activities focus on the enhancement of adult literacy and skills development. She mentioned that one current focus is the implementation of a Non-Formal Education Management Information System (MIS), with a concurrent emphasis on digital literacy. She said that the objective of the MIS is to create an integrated system that provides reliable and accessible data to all, considering the importance of data in the age of technology.

- Ms. Rinzin Wangmo introduced the six modules in the NFE-MIS, the first of which focuses on centre management, while the second focuses on instructor registration, the third module concerns learners, including registration, cost of learning, attendance, dropouts, their future plans, and achievements, the fourth module is for monitoring and evaluation, overseeing the centres and involving local leaders, the fifth module is a repository for those involved in the programme and, the sixth module involves generating reports at different levels, such as district, student, and teacher level. She noted that, despite the challenges faced in 2020 and 2021 as a result of COVID-19, the system has been successfully developed and has become more stable.
- Additionally, she briefly discussed two examples of best practice and success, including non-formal education in tailoring to promote women's economic independence. She also mentioned the case of an NFE and CLC graduate who successfully completed a vocational skills programme and now helps the CLC instructor to conduct baking classes and is planning to open her own bakery.

3 | Community Learning Center (CLC) Management Manual

Presentation by Ms. Phaly Phanlouvang, Laos National Commission for UNESCO (LNCU)



Ms. Phaly Phanlouvang delivering her presentation

Summary of Presentation

- **Ms. Phaly Phanlouvang**, Technical Staff from the Department of Non-Formal Education at the Ministry of Education and Sports of Laos, presented on the best practices of the Bridge Project in Laos. She first provided basic information on the project and how the project activities that have been implemented since 2020 have helped the sustainability of education.

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- She presented some of the project's achievements, including the provision of equipment for the project to CLCs and to the Department of Non-formal Education (DNFE), the Department of Provincial Education and Sports Services (PESS), the District Education and Sports Bureau (DESB). This equipment included computers, radios and speakers for CLCs, motorcycles for the DESB, textbooks, notebooks, pens, pencils, and cotton bags for teachers and students in equivalency programme classes, and equipment such as incubators and mushroom sterilising pots for basic vocational training at CLCs.
 - As an example of one of the Bridge Laos Project's successes, she described the process of developing a CLC manual. She noted that the manual helped personnel involved in running the CLCs by providing information in six sections. These sections covered subjects including the duties and responsibilities of CLC personnel, CLC management (including both general and financial administration), CLC planning, and overarching principles.

Q&A Session

- **Q. Dr. Jihon Kim**, Chief of Division of International Cooperation Programme at KNCU, asked if there were any other countries that had a similar system for CLC management.
 - **A. Mr. Chifuniro Clement Chikoti**, Interim Bridge Project Manager at Malawi National Commission for UNESCO, responded they do not have a manual, but do have a constitution document in which the roles of the members and various positions are defined, thus giving some structure, though they look forward to improving it.
 - **A. Mr. Francisco Barreto**, Executive Secretary at Timor-Leste National Commission for UNESCO (TLNCU), responded by talking about the structure of the project in Timor-Leste, which focuses on literacy, life skills, and an additional programme. He mentioned that the project has been ongoing since 2013 and involves collaboration with government ministries and community leaders. He noted that the role of the government ministries and TLNCU is to provide advisory and technical assistance, while students have the responsibility of actively participating in the programs. He noted that the project aims to provide opportunities for continuous learning.
 - **A. Ms. Sengpapha Holanouphab**, from the Lao National Commission for UNESCO responded by talking about how the success of their programme is attributed to the collaboration between provinces, districts, and villages. She said that committees at various levels work together, directly engaging with and motivating people to recognize the significance of education. She also noted that this cooperation within the programme has resulted in increased participation of children in the equivalency programme.

4 | Sharing of Best Practices

Presented by the representatives from Jordan, Malawi, Pakistan, Sri Lanka, and Timor-Leste

Summary of Presentations



Ms. Lina Almutaz Qtaishat presenting best practices from the Bridge Sejong Jordan Project

- **Ms. Lina Almutaz Qtaishat**, Project Manager at Taghyeer in Jordan, presented on the best practices from the “We Love Reading” programme, which focuses on promoting reading among children in their mother tongue, with the aim of improving children’s cognitive skills. She talked about how parents are trained on how to read for children, and how they have control over various aspects of the programme, such as choosing the location. She noted that the programme, supported by KNCU, has conducted six trainings for over 150 parents and distributed 150 book packages containing more than 25 books, and that more than 1,800 reading sessions have been conducted as part of the programme. She also mentioned that partnerships have been formed with community-based organisations, universities, and the government, and these partnerships helped build trust with women in the community and involved specialists for research purposes. In terms of evaluation, she mentioned that the participants were divided into control and reading programme groups, and data were collected at two different time points for comparison analysis. In the final step, research findings were not only shared with academic stakeholders but also discussed with all programme ambassadors.



Mr. Chifuniro Clement Chikoti presenting best practices from the Bridge Malawi Project

- **Mr. Chifuniro Clement Chikoti**, Interim Bridge Project Manager at the Malawi National Commission for UNESCO, explained that the Bridge Malawi Project has two tracks, Community Learning Centers (CLC) and policy systems, both aligned with SDG 4, and aiming to provide accessible education opportunities to marginalised communities. He noted that the project's best practices include afterschool programmes and adult literacy initiatives, with programmes for children focusing on children around age six for formal education readiness, and after school programmes for standard 1-8, and adult programmes encouraging participation from individuals aged 15 and above. Over 150 children and 100 adults have been reached. The presenter added that functional literacy is promoted up to education level 8, covering subjects like life skills and mathematics, and that training is provided for CLC teachers and community members. In terms of project expansion, he noted that CLCs are being established in a northern district, and that promotional materials such as notebooks, T-shirts, and bags are being used to enhance project visibility.



Ms. Mishal Iftikhar Shafi presenting best practices from the Bridge Sejong Pakistan Project

- **Ms. Mishal Iftikhar Shafi**, Proposal and Documentation Facilitator at Bunyad Literacy and Community Council, shared best practices from the Bridge Pakistan Project, which focuses on promoting women's lifelong education to combat high illiteracy rates among females. She noted that the project provides education beyond basic literacy, offering practical knowledge applicable to real life and that over a hundred thousand people have benefited from their programmes, which primarily take place within women's homes to address restrictions on female mobility. She added that CLCs and homes serve as platforms for empowering women, equipping them with skills for earning a living and improving their lives. She also mentioned that the project provided computer education to improve technical skills in rural areas and that efforts were made to raise awareness about women's health to improve daily life for rural women. She also mentioned activities to make use of mobile phones to support women's literacy learning through text messages and e-books, covering topics such as entrepreneurship, to ensure that women did not forget what they learned. The presenter mentioned that budgeting lessons were offered to improve financial awareness, as well as education for women on their rights in cases of abuse or divorce, and that the initiatives of the project have resulted in improved quality of life for women. Additionally, she mentioned that a mobile library distributes books to children, promoting literacy among the younger generation.



Mr. Rasika Balasuriya presenting best practices from the Bridge Sejong Sri Lanka Project

- **Mr. Rasika Balasuriya**, Senior Lecturer at the National Institute of Education in Sri Lanka, said that the Bridge Sri Lanka Project focuses on providing both formal and informal education opportunities to meet the diverse needs of individuals who were unable to complete their education due to various factors. The presenter mentioned that the project operates in 20 regional centres, which have been offering open schooling programmes since 2007 and which cater to diverse needs, including mental health and hospital settings. He said that the Bridge Sri Lanka Project prioritises basic literacy education, starting with teaching students how to write their names and progressing to numeracy skills. He added that supplementary courses are available for secondary learners and the duration of the programme varies based on individual progress and exam results. He mentioned that evaluation processes are conducted annually, with questionnaires sent to a random sampling of students and the collected data are analysed using computer software to identify any issues and plan for future improvements. The presenter said that the project serves marginalised communities, including multicultural communities where flexibility is provided to address different religious requirements.



Mr. Francisco Barreto presenting best practices from the Bridge Timor-Leste Project

- **Mr. Francisco Barreto**, Executive Secretary of the Timor-Leste National Commission for UNESCO, spoke about the literacy and life skills being spread through CLCs under the Bridge Timor-Leste Project. Currently, he noted, there are 10 CLCs, and the project's 5-year plan is to build a total of 16. He said that, due to budget limitations, it is not possible to have a CLC in every district, but the support from the Bridge Programme has helped increase the number of CLCs to align with the national plan, and that the locations for establishing CLCs are chosen based on the number of illiterate people in the local population. He mentioned that teacher training is conducted for the project's literacy education programme, with 63 teachers receiving training in 9 CLCs and municipalities/districts, through a collaboration with the Ministry of Education. He said that the literacy teaching process is observed by the Ministry of Education, involving both the Minister of Basic Education and the Minister of Higher Education. He noted that the programme has over 200 students currently enrolled, and in some years, up to 500 students participate. He concluded by noting the success of the literacy programme.

WORKSHOP 2: How to Write Project Concept Papers (PCPs)

Lecture | How to write Project Concept Papers (PCPs)

Presented by Prof. Jihyang Lee, Adjunct Professor, Department of Global Governance, Kyung Hee University



Prof. Jihyang Lee delivering her lecture on how to write PCPs

Summary of Presentation

- **Professor Jihyang Lee**, an Adjunct Professor from Kyung Hee University, gave a lecture on how to write a project concept paper (PCP). She began by setting the context in which a PCP is written, including what an education project is, what indicators are, and why they are important. The presentation explored the concept of an education project, emphasising the importance of fundamental rights, enabling rights, and the learner-centred approach. Prof. Lee discussed the need to consider the learners' needs, the transformative impact of education, and the focus on lifelong learning. She highlighted the importance of equity in education, stressing the importance of addressing the specific needs of vulnerable groups.

- She further stressed the need to clearly identify the reasons for focusing on these groups in the project and to ensure that the project is evidence-based and has a positive impact on learners' lives. She introduced the concept of project cycle management (PCM), noting its importance as a tool for setting objectives, managing budgets, and ensuring a logical and effective implementation of the project. She mentioned the logical framework as one approach to structuring project activities, outputs, outcomes, and goals, although alternative frameworks are also used by some.
- Prof. Lee continued by providing exercises for the participants to practise PCP writing. The first exercise was focused on deciding what outcomes a particular project should seek to achieve and what activities can be used to achieve these outcomes. After the exercise she commented that when designing a project, establishing clear priorities and focus areas is crucial. She gave some detailed comments for the example in the exercise and then emphasised that it is important to differentiate between outputs and outcomes.
- She provided two additional exercises and the participants continued to work in groups to solve them. After both exercises, Prof. Lee commented that it is essential to have different indicators for output and outcomes. Using the same indicator for both does not make sense and output indicators should be countable and measurable, representing what was planned in project activities. On the other hand, she noted that the purpose of measuring outcomes is to observe and assess the change that occurred, which can be demonstrated through outputs. She said it is crucial to be clear about the target of the project and how the desired change will be measured. She concluded by saying that goals and targets should be decided based on evidence, and any increase in outcomes should be justified with a rationale.



Participants at the workshop 2 session

WORKSHOP 3: How to Write Bi-Monthly Reports Using Google Applications

Lecture | How to Write Bi-Monthly Reports Using Google Applications

By Ms. Grace Kim & Ms. Dahee Son, Programme Specialists, Korean National Commission for UNESCO



Ms. Grace Kim and Ms. Dahee Son delivering her lecture on how to write bi-monthly reports using Google applications

Summary of Presentation

- **Ms. Grace Kim**, a Programme Specialist at KNCU, gave a lecture on how to write bi-monthly reports for the Bridge Programme using Google applications. She noted that Google Docs that had been shared with participants included the details of what information is necessary on the reports, thus the lecture was focused on the technical aspects of using Google applications.

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- The objectives of bi-monthly reports were briefly mentioned: To track and manage the implementation of the projects, to provide reliable information regarding projects to related stakeholders and to assist with project monitoring and evaluation.
 - Ms. Kim provided the participants with instructions on adding links to documents and entering data for the total budget, expenditure, and balance. She also explained how to write the activity progress reports, how to use the dropdown function, add comments and tag another person, and how to add photos to the Google document files.
 - **Ms. Dahee Son**, a Programme Specialist at KNCU, continued the lecture by talking about how to write financial reports. She began with the objective of financial reporting, noting the importance of using the same spreadsheet every time so that both KNCU and the partner organisation can see the accumulation of project actions, assess how much additional time a partner organisation needs, if there is leftover money that is yet to be spent, and be up to date on the entire project process.
 - She explained the technical aspects of the financial sheet, including how the name and number of titles of activities must remain the same throughout the project. Ms. Son continued by explaining how to process merging cells and clean up messy columns, how to use the analytics, and emphasizing that numbers must not be deleted. She noted that no calculations are separately needed as the sheet does these automatically. She also noted that the financial progress shows all expenses and that in the third tab of the Google Sheet, the progress is shown automatically as a percentage. She emphasised that this number should also be put in the bi-monthly report.

Q&A Session

- **Q. A participant** asked if the financial reporting should be in local currency or US dollars (USD).
 - **A. The presenters** answered by explaining that the recipient country should write the financial report in their local currency. However, it is important for them to input the currency exchange rate, as the sheet will automatically calculate the numbers into USD.



Participants at the workshop 3 session

WORKSHOP 4: Consultation Sessions on Examination of Project Status and Review of Project Concept Papers(PCP)

The consultation sessions focused on reviewing the status of current Bridge Projects (in Bhutan, Jordan, Laos, Malawi, Pakistan, Sri Lanka, and Timor-Leste) and making necessary adjustments to the planned schedules. Simultaneously, candidate countries for the Bridge Programme (Cambodia, Ghana, Mongolia, Nepal, Rwanda, and Tanzania) discussed their Project Concept Papers (PCP) with experts, while also engaging in discussions regarding partnership opportunities and future collaboration. A representative from Rwanda remotely joined the sessions to engage in discussions concerning the PCP and explore potential avenues for collaboration and partnership.

- **Candidate countries for the Bridge Programme (Cambodia, Ghana, Mongolia, Nepal, Rwanda, and Tanzania)**

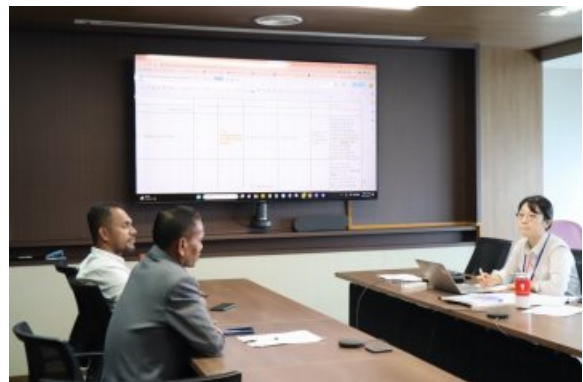


Participants at the consultation sessions (Cambodia, Ghana, Mongolia and Nepal)



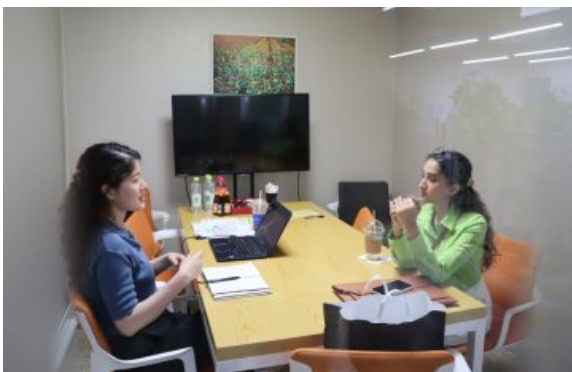
Participants at the consultation sessions (Rwanda and Tanzania)

- **Bridge 2nd Phase Programme (Bhutan, Laos, Malawi, and Timor-Leste)**



Participants at the consultation sessions

- Bridge Sejong Programme (Jordan, Jordan, Pakistan, and Sri Lanka)



Participants at the consultation sessions

Visit to the National Institute for Lifelong Learning

Mr. Daejung Kang, President of the National Institute for Lifelong Education of the Republic of Korea, extended a warm welcome to the participants and expressed his gratitude for their presence. He conveyed his hope that they would have a fulfilling and enjoyable experience during their visit.



Warm welcome from the National Institute for Lifelong Education

1 | Introduction to the National Institute for Lifelong Education (NILE)

Presented by Ms. Eunju Lee, Director, Office of Public Relations & International Affairs at NILE

- **Ms. Eunju Lee**, Director of PR and International Affairs at the National Institute for Lifelong Education of the Republic of Korea (NILE), gave an introduction to NILE. She began by explaining the legal framework relating to NILE, saying that they worked closely with the Ministry of Education to develop plans for lifelong education and conduct related projects. She mentioned that NILE carries out various functions through its 17 projects and actively engages in global networking, collaborating with organisations worldwide and hosting conferences.
- She also provided an overview of the policy schemes and projects that have been conducted over the course of NILE's history. She mentioned that lifelong education is being conducted at the national, metropolitan and local levels, but that NILE works at the national level, affiliated with the Ministry of Education, and focuses on expanding participation in lifelong education, supporting the digital transformation, resetting the lifelong education framework, and strengthening social values.

- She then gave some examples of projects and initiatives undertaken by NILE, including the Academic Credit Bank System (ACBS), which recognises diverse learning experiences and converts them into degrees. Other examples she gave were the Bachelor's Degree Exam for Self-Education System (BDES), which allows learners to obtain a degree through examinations, and the Lifelong Learning Account System, which provides learners with a portfolio of their learning history. She noted that the institute also offers a Lifelong Learning Educator License programme. Further examples included online classes called "Always Learning", the Match-Up programme, which allows students to obtain a short-term job competency qualification, and community-based lifelong learning initiatives. The Lifelong Education Voucher programme, which supports lower-income adults with vouchers for lifelong learning courses, was also mentioned.



Participants at National Institute for Lifelong Education of Republic of Korea

Q&A Session

- **Q.** How do people train for skills in programmes like “Match-Up” and how are the programmes designed?
 - **A.** The Ministry of Education and NILE collaborated with the business sector to determine the specific areas and industries in need of development and through consultations, they identified the areas in which programmes would be developed.
- **Q.** Are the participants already in the undergraduate programme?
 - **A.** The programme is not exclusively focused on a particular group and has a diverse range of individuals, including those who are already working and looking to reskill or upskill in their 40s or 50s, as well as recent graduates or individuals seeking new job opportunities. In other words, the programmes are often open to participants regardless of their undergraduate status.
- **Q.** Do the companies give financial support to the students in some programs?
 - **A.** Funding is done by the government to the company.

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- **Q.** Where are the courses offered?
 - **A.** It's hybrid in a lot of cases, but it depends on whether the course needs a classroom in order to conduct experiments or other in-person activities.
 - **Q.** What is the contribution of the company? Do they hire the people getting the education directly?
 - **A.** There is no automatic transition from the programme to getting hired but the participants may get benefits during the process. Mostly it's that the government gives the private sector money to train individuals on the skills they need.
 - **Q.** What kind of illiteracy was the presenter referring to when she mentioned a 4.5% illiterate population?
 - **A.** The 4.5% is those in stage 1, who cannot read or write. Most of these people are in their 70 or 80s and didn't have a chance to receive regular education in life.
 - **Q.** Who provides the certifications after finishing a programme?
 - **A.** It depends on the programme but most of them are provided by the government.
 - **Q.** Who provides the Lifelong Education Vouchers?
 - **A.** The Lifelong Education Vouchers are provided at NILE. NILE is in charge of the process and manages the organisations under the scheme.
 - **Q.** How are the courses designed in lifelong learning programmes? Are they based on the public need or policies or other factors?
 - **A.** It also depends on the project but some are designed by the government by policy, and some of the more recent projects are the result of both government direction and demands from society. For example the Match-Up programme is where one can see the Korean government trying to promote the 4th industrial revolution.



Participants in front of the UNESCO House, Seoul, Republic of Korea

Public Event: Youth Talks BRIDGE

Youth Talks BRIDGE was a public event organised as part of the Bridge Workshop. It included a presentation introducing the Republic of Korea's Strategy for ODA in Education, student presentations on the Bridge Programme, and engaging discussions. The event began with an opening speech from Mr. Kwi Bae Kim, Assistant Secretary-General at KNCU, who emphasized the significance of every individual's opinions, perspectives, and experiences, recognizing their value in shaping our shared future and addressing global challenges. The event attracted about 100 attendees, consisting of both online and offline participants, including students specializing in international development and professionals in related fields.



Mr. Kwi Bae Kim, the Assistant Secretary-General of the KNCU delivering his opening remarks at the public event



Participants at the public event

1 | Introduction of the Republic of Korea's Strategy for ODA in Education

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



Mr. Kihyung Kim delivering his presentation

- **Mr. Kihyung Kim**, provided an overview of the Ministry of Education's initiatives both within the Republic of Korea and overseas. He mentioned that South Korea's President is committed to expanding educational initiatives and highlighted the nation's accomplishments in various sectors. In terms of issues within South Korea the speaker identified three social issues in the Republic of Korea: demographic aging, the digital transformation, and regional decline. To address these issues, he said, the ministry's reforms focused on strengthening national public education and care, promoting innovation in digital education, and transforming universities into driving forces for local communities. He noted that the ministry allocated a significant budget for ODA in the education sector, providing assistance to the specific needs of partner countries. In terms of overseas support, Mr. Kim outlined the Global Korea Scholarship programme, e-learning support, and the Global Educational Support programme, which cover higher education, vocational education, and basic education. He highlighted the UNESCO BEAR Project, which shares South Korea's policy experience in human resources development. He emphasised the importance of capacity building and empowering beneficiary countries for ongoing vocational education. Additionally, he cited examples of positive outcomes in Malawi, Kenya, and Ghana. Finally, Mr. Kim expressed gratitude to the audience and encouraged students' interest in international development.

2 | Introduction to the Bridge Programme

Presented by Dr. Jihon Kim, Chief of Division of International Cooperation Programme, KNCU



Dr. Jihon Kim, Chief of Division of International Cooperation Programme delivering her presentation

Dr. Jihon Kim, Chief of Division of International Cooperation Programme at KNCU, gave a presentation introducing the Bridge Programme. She highlighted the programme's focus on promoting equal access to education and universal literacy, particularly citing vulnerable populations affected by the COVID-19 pandemic. She explained that the programme was launched in 2010, and collaborated with a total of 24 countries since then, providing diverse educational opportunities and benefiting over 1,000 learners and teachers. She further outlined the programme's overarching framework, aimed at enhancing education quality and accessibility through activities such as policy development and the provision of educational supplies. Dr. Kim noted that the programme currently operates in eight countries, and that despite its notable achievements, it still faces challenges related to sustainability and feasibility. She emphasized KNCU's continuing dedication to address such challenges by strengthening the programme's quality management and expanding programme capacity.

3 | Project Analysis: From Korean Youth Perspectives

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



Prof. Moon Suk Hong, moderating the students' presentation

During this session of the workshop, 7 groups of young people from Busan University of Foreign Studies presented a project analysis on how to improve the effectiveness of the Bridge Programme in participant countries. Each team was assigned to analyse the Bridge Project in one of the Bridge Programme's partner countries and gave a presentation on the challenges facing the relevant Bridge country project and possible solutions to those challenges.



The Team Malawi consisting of three students (Su Hyeon Kim, Hyeon Kyeong Ko, and Segura Bilekera Vicente) presenting their project on the Bridge Malawi Project



The Team Bhutan consisting of three students (Hyungwoo Kang, Chaeyeon Jo, and Suhong Min) presenting their project on the Bridge Bhutan Project

- **Team Malawi** provided three ideas for the Bridge Malawi Project: 1). Introduce a system for selling or lending materials used in local learning centres to encourage voluntary learning through CDs or radios, 2). Produce promotional videos for the project, 3). Conduct a local survey on educational issues in Malawi and hold public contests, exhibitions, and forums to increase interest in UNESCO projects together with important cooperating countries.

- **Team Bhutan** provided the following four ideas for the Bridge Bhutan Project: 1). Conduct the programme in people's homes in addition to CLC Centers, 2). Train adult learners as teachers in the centres and establish secondary education opportunities in villages, 3). Organize community cultural events, such as athletic competitions, and 4). Provide vocational experience programmes.



The Laos team consisting of three students (Nanshanswut Kim, Jiyun Kim, and Hansol Park) presenting their project on the Bridge Laos Project

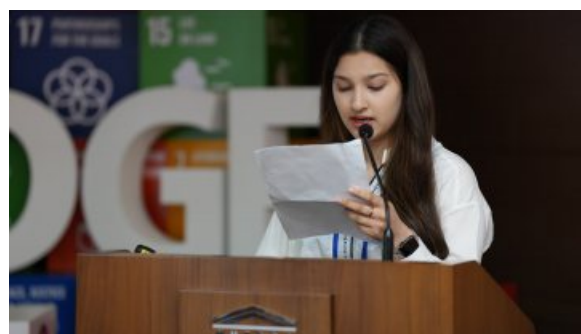


The Timor-Leste team consisting of three students (Jiwon Jeon, Daeun Hong, and Byeonghee Kim) presenting their project on the Bridge Timor-Leste Project

- **Team Laos** provided the following four ideas for the Bridge Laos Project: 1). Introduce celebrity ambassadors to promote the project within Laos, 2). Utilise videos and social media content, 3). Create a promotional song, and 4). Share knowledge with students and communities.
- **Team Timor-Leste** provided the following three ideas for the Bridge Timor-Leste Project: 1). Providing various programme operations and education in progression, 2). Increasing community participation, and 3). Increasing budget utilisation.



The Jordan team consisting of three students (Soyoon Eom, Yoona Kim, and Soohyeon Lee) presenting their project on the Bridge Sejong Jordan Project



The Pakistan team consisting of three students (Youngbin Kim, Dinora Turaeva, and Seohee Hwang) presenting their project on the Bridge Sejong Pakistan Project

- **Team Jordan** provided the following four ideas for the Bridge Jordan Project: 1). Providing puppet shows to help read and understand written stories, 2). Linking with schools, 3). Making Braille books, and 4). Making audiobooks by recording the voices of children who participate in the WLR programme. They added a suggestion for outreach to the public by distributing the products in various ways, including via YouTube.
- **Team Pakistan** provided the following five ideas for the Bridge Pakistan Project: 1). Establishing clubs to strengthen the connections among programme participants, 2). Conducting simple tests and providing a mentor-mentee programme, 3). Making a QR code system through which students can access content to help them revise what they have learned in class, 4). Starting a borrow-return system in the library, and 5). Starting a visiting teacher programme.



Participants at the public event ‘Youth Talks BRIDGE’



The Team Sri Lanka consisting of three students (Doyoon Jeong, Damin Seol, and Seunghee Ko) presenting their project on the Bridge Sejong Sri Lanka Project.

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- **Team Sri Lanka** provided the following four ideas for the Bridge Sri Lanka Project: 1). Strengthening educational infrastructure, 2). Increasing educational personnel, 3). Providing a larger spectrum of education to vulnerable groups, and 4). Actively promoting the programme via media exposure.

After the presentations from all the youth teams, country representatives provided them with comments.

- **Mr. Apollonius Osei-Akoto Asar**, Chief Programme Officer at the Ghana Commission for UNESCO, began by thanking the teams for a great presentation and pointed out that the economic side is not the only or most important variable in decision-making and that the macro and environmental perspectives should be considered and discussed as well.
- **Ms. Rinzin Wangmo**, Chief Programme Officer at the Ministry of Education and Skills Development of Bhutan, commented that they hope to be able to conduct projects similar to those the Bhutan team mentioned and that their points were relevant, thus they would consider implementing them in CLCs.
- **Ms. Phaly Phanlouvong**, Technical Staff from the Department of Non-Formal Education, Ministry of Education and Sports of Laos, commented that the presenters of Team Laos could talk more about the background of each project mentioned and that some activities were from projects that are already being led in Laos.
- **Ms. Mishal Iftikhar Shafi**, Proposal and Documentation Facilitator at Bunyad Literacy and Community Council, expressed some difficulties in implementing some of the suggestions as Pakistan does not have sufficient technology to fulfil them, but said that the recommendations were really good, and she hoped to be able to get there in the end.
- **Ms. Lina Almutaz Qtaishat**, Project Manager at Taghyeer, said she had enjoyed the team's deep understanding of the essence of their programme, also making good use of terms. However, she mentioned that she did not agree with the puppet show advice as one of their biggest successes is the simplicity of the programme. She added, however, that audiobooks are a very good idea as children would be able to continue reading even when the parents are not present.



Participants providing feedback to the presentations

4 | Discussion

Led by Prof. Jihyang Lee, Seoul National University



Professor Jihyang Lee at the discussion session

- **Professor Jihyang Lee**, began the discussion by complimenting the students on their efforts and then brought up the question, “How can we involve youths in the Bridge Programme?”
- **Mr. Chifuniro Clement Chikoti**, Interim Bridge Project Manager at the Malawi National Commission for UNESCO, began by commenting that going digital is an easy way to engage youth in the programme and to facilitate interactions with them. He added that this would also allow participants to be able to engage more and join the teaching process as well.
- **Ms. Urangaa Erdenee**, Programme Specialist for Education at the Mongolian National Commission for UNESCO, continued by stating the importance of involving youth in such projects as they really contribute a lot to them. She added that one of Mongolia’s projects involved youth as researchers and that they were all really keen on working, volunteering, and learning. Incorporating social networks is important too, she added.
- **Ms. Mishal Iftikhar Shafi**, Proposal and Documentation Facilitator at Bunyad Literacy and Community Council, mentioned Bunyad’s active usage of social media. As Pakistan has a very young population, she agreed that getting celebrities into the programme could help youth join them even more in their activities.

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- **An audience member from the Republic of Korea** commented that culture can be a way to increase cooperation with youth and that youth these days already realise the importance of global cooperation.
 - **Another audience member from the Republic of Korea** commented that it is necessary to create a learning society and to use the local community resources, like local bookstores which are often used as an educational place, and that youth can gather there and share their opinions.



Participants at the discussion session

Photo session



Participants at the public event

Summary of the Informal Meeting of National Commissions for UNESCO

Informal Meeting of National Commissions for UNESCO

Opening

Participants: Representatives from 11 National Commissions for UNESCO (Bhutan, Cambodia, Germany, Ghana, Laos, Malawi, Mongolia, Nepal, Republic of Korea, Tanzania, Timor-Leste)



Participants at the 2023 Informal Meeting of National Commissions

- **Ms. Sun Kyung Lee**, Director of KNCU's Division of the International Cooperation Programme, briefly explained the topic and purpose of the informal meeting. She emphasized that, given the difficulty of gathering representatives from so many national commissions together in person, this was a valuable opportunity to discuss and share information, and that the meeting would focus particularly on partnerships with civil society and the private sector.
- **Dr. Kyung-Koo Han**, Secretary-General of the KNCU, also joined to make introductory remarks. He explained that he considered the meeting to be highly significant due to the unique nature of national commissions, which sets them apart from other institutions. After sharing some of his personal experience, he acknowledged the role of national commissions in facilitating cooperation efforts and expressed hopes for a productive session to better understand one another.

Presentation 1 | UNESCO National Commission's Brochure Project

Presented by Ms. Dahee Son, Korean National Commission for UNESCO (KNCU)
& Ms. Jeannine Hausmann, German Commission for UNESCO (DUK)



Participants at the 2023 Informal Meeting of National Commissions

- **Ms. Dahee Son** from KNCU introduced the brochure series, initiated by the DUK and the French National Commission with the aim of providing accessible information and fostering exchanges of ideas among national commissions for UNESCO(Natcoms). Ms. Son focused on the upcoming publication of a brochure that KNCU is currently planning to produce to explore the issue of building and maintaining partnerships between UNESCO national commissions and civil society and the private sector. She mentioned the acknowledged growing demand for systematic processes for cooperation with these partners and referenced the "UNESCO Comprehensive Partnership Strategy" aligning priorities with civil society concerns. She noted that KNCU plans to identify partners such as NGOs, local communities, youth groups, private corporations, academia, and other experts and that the brochure will examine the benefits, limitations, and working processes involved in establishing such partnerships. She explained that by the end of the year, a solid plan and concept paper will be developed and in 2024, research and consultation, including online surveys, will gather examples of best practices from national commissions, and that the final version of the brochure will be published in both French and English.
- **Ms. Jeannine Hausmann** elaborated on the reasons behind the project, discussing the purpose and development of the brochure series and emphasizing the need to showcase best practices to inspire cooperation among national commissions. Giving the example of a brochure series that the German Commission produced with the French NatCom in 2019, she explained that the objective was to strengthen universal and inclusive multiculturalism, as stated in UNESCO's constitution.

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- She noted that the brochures covered various topics, including legal bases for partnerships; objectives; benefits; requirements; constraints; the role of headquarters and field offices, regional networks, sub-regional networks; forms of bilateral cooperation; and profiles of national commissions active in this area. Ms. Hausmann discussed consulting with all national commissions to gather additional examples and perspectives. She also expressed gratitude for any contributions from the audience and said that they hoped to receive feedback from UNESCO soon and aimed to publish the brochures, including translations, by the end of the year.

Bhutan | Examples of Partnerships with Civil Society and the Private Sector

Presented by Mr. Dochu, Ministry of Education and Skills Development, Bhutan

- **Mr. Dochu** presented some examples of Bhutan NatCom's partnerships with civil society and the private sector. He began by giving basic information on the country and on the Bhutan National Commission, and an overview of civil society organisations in Bhutan. He noted that the Bhutan National Commission has four key strategies in developing its partnerships with civil society organisations (CSOs): 1). Having the head of the CSO as an Executive Committee member, 2). Joint projects, 3). Resource mobilisation, and 4). Sharing knowledge and expertise.
- Mr. Dochu continued his presentation by discussing successful partnership examples. He gave an overview of the partnership with RENEW, a non-profit organisation, which focused on baking and weaving non-formal education. He also mentioned a partnership with the Women in Stem Group, which involved holding STEM festivals and encouraging girls and women to continue higher education in STEM subjects. Additionally, he highlighted efforts to establish connections with government ministries and provide external support while connecting with other agencies.
- He concluded the presentation by mentioning some challenges and suggestions for overcoming them. The challenges consisted of three factors: 1) different goals and objectives between CSOs, private sector organisations, and the National Commission; 2) limited resources and unequal power dynamics within a partnership; and 3) trust issues that may occur when different values or operating principles are imposed. To solve these issues, he suggested defining shared goals, addressing power and resource imbalances, building trust, and agreeing on decision-making processes.

Cambodia | Examples of Partnerships with Civil Society and the Private Sector

Presented by Ms. Vuthy Neath Khut, Cambodian National Commission for UNESCO (CNCU)

- **Ms. Vuthy Neath Khut** presented some examples of the Cambodian NatComs partnerships with civil society and the private sector. She explained that the CNCU's policies for cooperation between government ministries and civil society prioritise transparency, inclusivity and sustainability. Key strategies for partnership that she mentioned included building relationships, identifying common goals, facilitating communication, and providing support.
- She provided three examples of civil society and private sector partnership, the first one being in Takeo Province, where the focus was on strengthening the economic role of women and their social inclusion in the region. She said that the CNCU funded a partnership to provide training for women in the Khmer and Muslim communities. The project supported the communities in purchasing materials and setting up shops to sell their products, aiming to empower women and alleviate poverty. She also mentioned examples of partnerships focused on the conservation of wild orchid and botanic gardens, and on cultural heritage education, illustrating how CNCU focuses on diverse aspects of non-formal education and also considers the environment.
- Challenges presented by Ms. Vuthy Neath Khut were similar to those of Bhutan, being communications issues, divergent goals and expectations, and budget issues. In terms of possible solutions, she suggested developing networks or partnerships at both national and international level, ensuring the sustainability of the partnership beyond the initial implementation period, and establishing mechanisms for monitoring and evaluating partnerships to measure progress and success.

Germany | Examples of Partnerships with Civil Society and the Private Sector

Presented by Ms. Jeannine Hausmann, German Commission for UNESCO (DUK)

- **Ms. Jeannine Hausmann** provided a brief overview of Germany's population and cultural identity for context, and an outline of the legal status of DUK as a non-profit association. She highlighted DUK's four objectives, which included giving policy advice to the government, promoting international cooperation, promoting multilateralism, and promoting global citizenship among young people, and the challenges they faced in partnering with civil society and the private sector. She emphasised the importance of being a strong partner and building long-term, impactful partnerships and offered some specific examples of DUK's collaborations, such as a programme promoting entrepreneurship through student training and DUK's partnership with a retail company focusing on education for sustainable development.

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- Ms. Hausmann discussed the challenges of maintaining UNESCO's reputation and credibility in partnerships with the private sector, and provided recommendations for transparent and value-driven cooperation. She also briefly touched on DUK's past international cooperation efforts, particularly with the Malawi National Commission, focusing on strengthening institutional structures, promoting cooperation, and increasing visibility.

Ghana | Examples of Partnerships with Civil Society and the Private Sector

Presented by Mr. Apollonius Osei-Akoto Asare, Ghana Commission for UNESCO (GCU)

- **Mr. Apollonius Osei-Akoto Asare** also began his presentation on examples of civil society and private sector partnerships by giving some basic information on Ghana and the Ghana National Commission (GCU). He explained that the key strategies GCU uses to ensure successful partnerships are setting clear and shared goals, identifying complementary strengths to create mutual partnerships, ensuring regular communication and evaluation, developing and sharing roles and responsibilities, and fostering a culture of learning.
- He noted that GCU partnered with CSOs to offer training to people, particularly women and those with low income, to give them a better life. Another example he gave was a collaboration with the German Commission and some CSOs to drive technical, new media and communication changes. The final example he mentioned was a collaboration with Karpowership Ghana which encouraged women to study engineering.
- Challenges mentioned by the presenter included excessive bureaucratic procedures in government cycles for partnerships with governmental agencies, instances of poor leadership in some cases of partnerships between national commissions and CSOs, non-uniform reporting formats for partnerships between national commissions, and competition with UNESCO Field Offices as international agencies often confused the roles of national commissions and doubted their project implementation capabilities. Suggestions that he gave for mitigating such challenges included establishing clear, uniform, easy-to-understand guidelines for project implementation.

Laos | Examples of Partnerships with Civil Society and the Private Sector

Presented by Ms. Sengpapha Holanouphab, Lao National Commission for UNESCO (LNCU)

- **Ms. Sengpapha Holanouphab** began her presentation with some basic information about Laos and the Lao National Commission. She explained that there are no specific policies or guidelines for LNCU to follow in its cooperation with CSOs and the private sector, as cooperation with civil society and the private sector mainly involves disseminating information and providing support for individuals and organisations to apply for UNESCO awards or funds. She noted that no particular project cooperation had been established yet in this regard.

Malawi | Examples of Partnerships with Civil Society and the Private Sector

Presented by Mr. Richard Mjudah, Malawi National Commission for UNESCO (MNCU)

- **Mr. Richard Mjudah** explained that the key strategies of the Malawi National Commission follow most of the national policies and strategies deployed by the government in order to achieve the government's development agenda. He discussed Malawi's past initiatives and policies for adult literacy, which included the Malawi Agenda 2063, the National Education Sector Investment Plan (2020-2030), the National Adult Literacy and Education Policy, and the National Adult Literacy and Education Strategic Plan (2021-2025). These efforts, he said, aimed to transform the country, promote knowledge acquisition, reduce illiteracy, and enhance skills development for personal, community, and national development.
- He provided various examples of MNCU's civil society and private sector partnership in Malawi, including a partnership with Chitipa District Council to establish a new CLC in the district, in which the council provided expertise in construction while the Bridge Project provided the financial resources. Another example was a partnership between the Naphini CLC and the Joyce Banda Foundation to strengthen the provision of the feeding programme for the Early Childhood Development services at the centre. His last example concerned the celebration of International Literacy Day, with participation from various organisations.
- Mr. Mjudah mentioned a number of challenges, including the low commitment by certain District Council officials, misconceptions among partners regarding MNCU's mandate and financial capabilities, community perceptions related to ownership of project activities, poor collaboration, coordination, and networking, as well as gaps in information and documentation. As possible solutions, he suggested developing a communication strategy for adult learning and education (ALE), promoting joint planning and implementation, advocating for adult literacy and education, strengthening the National Adult Literacy and Education Strategic Plan, and promoting joint monitoring and evaluation of ALE interventions.

Mongolia | Examples of Partnerships with Civil Society and the Private Sector

Presented by Ms. Urangaa Erdenee, Mongolian National Commission for UNESCO

- **Ms. Urangaa Erdenee** noted that the Mongolian NatCom's strategies for civil society-private sector cooperation included inclusivity, gender equality, cooperation, transparency, and accountability.
- She provided three examples of good practices in relation to partnerships, first highlighting a project that focused on the development of digital interactive learning materials in cooperation with UNICEF and other organisations. The materials were produced in digital formats, including cartoon content, with consideration for ethnic minorities. She also mentioned the Rural Women Changemakers Programme, in collaboration with a major NGO in Mongolia, which she said aimed to enhance and empower women's participation in their communities. The programme spanned 8 weeks and included various activities such as programme sessions, field trips, projects, and panel discussions. Another initiative that she mentioned involved support for sustainable development by reviving the tradition of worshipping sacred sites in Mongolia and promoting cultural heritage among youth. She noted that the sessions generated a significant increase in youth interest, and a small pilot programme was developed to educate children about tradition and cultural sites.
- Some challenges that she mentioned included communication issues and difficulties in decision-making, power and capacity imbalances, resource constraints, and sustainability concerns. Her suggestions for addressing these challenges included establishing clear and open communication channels and protocols in partnerships. She highlighted the need to align goals and expectations, foster inclusivity and diversity, and promote innovation, and noted that ensuring sustainability of the partnership, sharing resources and expertise, and establishing mechanisms for monitoring and evaluating progress were crucial. Lastly, she emphasised the significance of recognizing and celebrating success stories.

Nepal | Examples of Partnerships with Civil Society and the Private Sector

Presented by Mr. Padam Raj Joshi, Nepal National Commission for UNESCO (NNCU)

- **Mr. Padam Raj Joshi** placed an emphasis on youth throughout his presentation. He mentioned that NNCU's key strategies in developing and maintaining civil society/private sector partnerships included public private partnership (PPP), building relationships among the stakeholders, identifying common goals, facilitating communication, providing appropriate support, and monitoring and evaluation.

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- He provided two examples of successful partnerships. The first one was a partnership with the Educational Resource and Development Center Nepal on the Nutrition Education for Mothers and Caretakers (Poshan Siksha) project in Siranchowk Rural Municipality in Gorkha District, Nepal. The second case was a partnership with local government for youth synergy in activities for the protection and promotion of cultural heritage at local level in Nepal.
 - Mr. Joshi noted some challenges, which included politicisation, disregarded values, limitations, and polarisation. He also mentioned issues relating to coordination, financial resources, professionalism, transparency, monitoring, and public oversight, as impacting NGO governance, while inadequate legislation, restricted access to resources, limited influence in decision-making, attacks on human rights defenders, and corruption were also noted as significant challenges. Some suggestions that he made included enhancing the collaboration between civil society and the private sector. He also mentioned the need to monitor policies, raise awareness, strengthen networks, promote transparency, and integrate governance.

Republic of Korea | Examples of Partnerships with Civil Society and the Private Sector

Presented by Mr. Jahyun Jang, Korean National Commission for UNESCO (KNCU)

- **Mr. Jahyun Jang** said that KNCU's key strategies in building partnerships with the civil and private sector were the expansion of the support base, cultivation of experts, identifying common goals and the cultivation of support for developing countries among younger generations.
- He provided two examples of successful partnerships, the first one being a partnership with civil society concerning education for sustainable development (ESD), and the second being a private sector partnership with a K-pop group called SEVENTEEN.
- In terms of challenges, the issues mentioned by Mr. Jang were similar to those mentioned in other presentations, concerning the difficulties of differing objectives, communication barriers, resource allocation, accountability and transparency, and the sustainability of partnerships. Some suggestions he made to address such challenges included providing a clear definition of objectives, having open and regular communications, equitable resource sharing, and finding conflict resolution mechanisms.

Tanzania | Examples of Partnerships with Civil Society and the Private Sector

Presented by Ms. Fatma Shaaban Mrope, Tanzania National Commission for UNESCO (NCU-URT)

- **Ms. Fatma Shaaban Mrope**, provided a number of examples of NCU-URT's civil private sector cooperation. She noted that the NCU-URT collaborated with public and private television stations to promote their initiatives, including celebrating the International Day of Education, and that the national commission also involved the civil and private sectors in efforts to discuss and raise awareness about transforming education. She mentioned that, recently, CSOs were included in the national task force for developing the ESD Strategy Framework as well, and that this involvement enhanced public outreach and partnership opportunities. In terms of examples of partnerships with specific organisations, she mentioned that NCU-URT collaborated with the Tanzania Forest Conservation Group, supported the Eco-Schools programme, and provided assistance to the Women in Science CSO. More generally, she explained that the NCU-URT offered support to CSOs in terms of advice, logistics, and networking.

Timor-Leste | Examples of Partnerships with Civil Society and the Private Sector

Presented by Mr. Francisco Barreto, Timor-Leste National Commission for UNESCO (TLNCU)

- **Mr. Francisco Barreto** mentioned that TLNCU's key strategies for partnerships were focused on building relationships, facilitating communication and providing support.
- He provided two examples of successful partnerships, including a partnership with the Korean National Commission for UNESCO to enhance basic literacy and numeracy among elderly women and men in rural areas of Timor-Leste. The other example provided was a partnership with the Secretary of State for Arts and Culture to nominate the traditional textile "Tais" for inclusion on the UNESCO Intangible Cultural Heritage List.
- Mr. Barreto mentioned the bureaucracy relating to non-formal education within Timor-Leste's Ministry of Education, Youth and Sport as a particular challenge, as it meant that decision making consumed too much time. He suggested the improvement of the system in decision making.



Participants at the 2023 Informal Meeting of National Commissions

Annex

Annex 1 | List of Participants

• Bridge 2nd Phase Projects

Country	Name	Organisation	Email
Timor-Leste	(Mr) Francisco Barreto	Timor-Leste Natcom	fbarreto@natcomunesco.gov.tl
	(Mr) Fincencio Maia Monteiro		mfincenciomonteiro@gmail.com
Laos	(Ms) Sengpapha Holanouphab	Lao Natcom	thiphola@hotmail.com
	(Ms) Phaly Phanlouvang	Ministry of Education and Sports	pphanlouvang@gmail.com
Bhutan	(Mr) Dochu	Ministry of Education and Skills Development	dochu@moe.gov.bt
	(Ms) Rinzin Wangmo		rinzinw@moesd.gov.bt
Malawi	(Mr) Chifuniro Clement Chikoti	Malawi Natcom	cchikoti@unesconatcom.mw chifunirochikoti@gmail.com
	(Mr) Richard Mjudah		rmjudah@unesconatcom.mw rimjudah@gmail.com

• Bridge Sejong Projects

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

● **Candidate Countries for the Bridge Programme (Observer)**

Country	Name	Organisation	Email
Ghana	(Mr) Apollonius Osei-Akoto Asare	Ghana Commission	apollnui@yahoo.com
Tanzania	(Ms) Fatma Shaaban Mrope	Tanzania Natcom	fatmamrope@gmail.com fatma.mrope@natcom.go.tz
Nepal	(Mr) Padam Raj Joshi	Nepal Natcom	padamjosheekr@gmail.com
Mongolia	(Ms) Urangaa Erdenee	Mongolian Natcom	e.urangaa@unesco.mn
Cambodia	(Ms) Vuthy Neath Khut	Cambodian Natcom	vuthyneath@gmail.com

● **Staff Exchange Programme (Observer)**

Country	Name	Organisation	Email
Germany	(Ms) Jeannine Hausmann	German Commission	Hausmann@unesco.de

● **Korean National Commission for UNESCO**

Name	Position	Email
(Dr.) Kyung Koo Han	Secretary-General	khan@unesco.or.kr
(Mr.) Kwi Bae Kim	Assistant Secretary-General	kbkim@unesco.or.kr
(Ms.) Sun Kyung Lee	Director, Int'l Cooperation Programme	sklee@unesco.or.kr
(Dr.) Jihon Kim	Chief, Int'l Cooperation Programme	jhkim@unesco.or.kr
(Ms.) Dahee Son	Programme Specialist	daheeson@unesco.or.kr
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(Mr.) Jahyun Jang	Programme Specialist	jahyun.jang@unesco.or.kr
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(Ms.) Jihyun Lee	Rapporteur	4dragonjlee@gmail.com

Annex 2 | Media Coverage

- Press

NO.	Media	Date
1	Dong-A Ilbo	23 May 2023
Title	Korean National Commission for UNESCO Hosts Bridge Workshop on 31th May With The Participation Of 13 Countries	
URL	https://www.donga.com/news/People/article/all/20230523/119426528/1	

동아일보

2023-05-23 03:00:00 편집

🖨️ 프린트 🗑️ 닫기

유네스코 한국위 ‘브리지 워크숍’... 13개국 참여 31일부터 열려

유네스코 한국위원회는 31일부터 다음 달 2일까지 ‘브리지 사업’ 참여국들의 교류 협력을 강화하기 위한 ‘2023 브리지 워크숍’을 개최한다고 22일 밝혔다.

브리지 사업은 유네스코 한국위원회가 개발도상국의 교육 소외계층에게 문해교육과 직업훈련 등을 지원하는 사업이다. 2010년부터 아시아와 아프리카 등 24개국에서 아동과 청소년, 성인 교육 프로그램을 지원해 왔다. 올해는 스리랑카, 요르단, 파키스탄 등에서 문해교육을 하고 있다.

교육부와 유네스코의 후원으로 진행되는 이번 워크숍 행사에선 국내 평생학습 모범사례를 소개하고, 국가별 교육 현황을 공유할 예정이다. 브리지 사업에 참여 중인 동티모르, 캄보디아 등 7개국의 협력 기관과 가나, 르완다 등 6개 국가별 유네스코 위원회가 참석한다.

박성민 기자 min@donga.com

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NO.	Media	Date
2	Maeil Business News	24 May 2023
Title	Korean National Commission for UNESCO Hosts The Public Event "2023 Bridge Workshop"	
URL	https://www.mk.co.kr/news/society/10744006	

장제

유네스코한국위원회, '2023 브릿지 워크숍' 개최

권관철 기자 hanfence@mk.co.kr

입력: 2023-05-24 15:41:19



국제개발협력 전공학생회 사업현상 연례

유네스코한국위원회가 오는 31일부터 다음달 2일까지 '2023 브릿지 워크숍'을 개최한다고 24일 밝혔다.

유네스코와 한국 교육부의 후원으로 열리는 이 행사는 브릿지 사업에 참여하는 나라별 교육 현황을 공유하고 국제교육 협력을 강화하기 위해 열린다.

워크숍에는 개발도상국 교육소의 계층을 위한 비형식 문해교육 및 평생교육 지원사업인 브릿지 사업의 7개(동티모르, 라오스, 말라위, 부탄, 스리랑카, 요르단, 파키스탄) 협력기관과 6개 관심국(가나, 네팔, 르완다, 몽골, 캄보디아, 탄자니아)의 유네스코 국가위원회 관계자가 참석한다. 워크숍은 △한국의 평생학습 모범사례 학습 △12개국 국가위원회 회의 △청년과의 만남 등 다양한 주제를 바탕으로 진행된다.

6월 1일에는 국가평생교육진흥원 현장답사를 실시하고 다음날 오전에는 12개국 국가위원회 관계자가 모여 시민사회 및 민간 파트너십 현황과 우수사례를 공유한다. 오후에는 공개행사 '국제개발협력 청년하다: Youth Talks BRIDGE'가 개최된다.

유네스코한국위원회 관계자는 "부산외국어대학교 국제개발협력 전공학생과 브릿지 사업 현장을 연계해 대국민 소통과 홍보를 확대한다"며 "참관 신청은 유네스코한국위원회 홈페이지를 통해 6월 1일까지 받으며 온라인으로도 중계된다"고 설명했다. 이어 "이번 워크숍은 브릿지 사업 협력 기관이 한 자리에 모여 파트너십을 도모하고 상호학습의 기회를 제공하는데 의의가 있다"고 강조했다.

유네스코한국위원회는 지난 13년간 아시아와 아프리카 등 24개 개발도상국에서 아동, 청소년, 성인들의 문해교육과 기초교육, 직업교육훈련 등을 지원하는 '브릿지 사업'을 펼쳐왔다. 2023년 현재, 라오스, 동티모르, 부탄, 말라위에서 개발도상국 교육소의 계층의 교육 접근성을 강화하고 삶의 질을 향상하는데 기여하고 있다. 또 유네스코 세종대왕 문해상의 가치를 국제사회에 확산하기 위해 스리랑카, 요르단, 우루과이 및 파키스탄에서 읽고 쓰는 문해교육을 실시하고 있다.

NO.	Media	Date
3	Yonhap News Agency	31 May 2023
Title	Korean National Commission for UNESCO Hosts Workshop for Education Cooperation with 12 Partner Countries	
URL	https://www.yna.co.kr/view/AKR20230531101500371	



유네스코한국위, 12개 개발도상국과 교육 협력 강화 워크숍

송고시간 | 2023-05-31 14:10



유네스코한국위원회, '2023 브릿지 워크숍' 개최

(서울=연합뉴스) 한경구 유네스코한국위원회 사무총장이 31일 서울 중구 명동 유네스코회관 11층 유네스코홀에서 열린 '2023 브릿지 워크숍'에서 참석자들과 기념 촬영하고 있다. 2023.5.31 [유네스코한국위원회 제공, 제반매 및 DB 금지] photo@yna.co.kr

(서울=연합뉴스) 김호천 기자 = 유네스코한국위원회는 대한민국 교육부와 유네스코의 후원으로 31일부터 내달 2일까지 '2023 브릿지 워크숍'을 개최한다.

유네스코한국위원회는 유엔의 SDG4(지속 가능한 발전 목표 중 4번째인 교육) 달성에 기여하기 위해 2010년부터 유네스코 네트워크를 통해 개발도상국 내 교육 소외 계층에게 기초적인 읽기 및 쓰기 교육, 직업훈련교육 등을 지원하는 브릿지 프로젝트(BRIDGE Project)를 추진했다.

이번 워크숍은 브릿지 프로젝트에 참여하는 국가별 교육 현황을 공유하고, 모범 사례 공유 등을 통해 국제 교육 협력을 강화하기 위해 마련했다.

워크숍에는 동티모르, 라오스, 말라위, 부탄, 스리랑카, 요르단, 파키스탄 등 7개 국가의 브릿지 프로젝트 협력기관과 가나, 네팔, 몽골, 캄보디아, 탄자니아 등 5개 관심 국가의 유네스코 국가위원회 관계자가 참가한다.

참가자들은 실무 역량 증진을 위해 전문가 강의와 발표, 토론 및 질의응답 시간을 갖는다.

6월 1일에는 한국의 평생학습 모범사례를 학습해 자국에서의 실천 방안을 모색하기 위해 국가평생교육진흥원을 탐방한다.

다음날 12개국 국가위원회 관계자가 모여 시민사회 및 민간 파트너십 현황과 우수사례를 공유한다.

또 서울 명동 유네스코회관에서 열리는 '국제개발협력을 청년한다: Youth Talks BRIDGE'에 참석해 부산외국어대학교 국제개발협력 전공 학생들이 발표하는 개발협력 사업 계획을 듣고 이야기를 나눈다.

khc@yna.co.kr

NO.	Media	Date
4	The Korea Herald	31 May 2023
Title	Busan University of Foreign Studies and Seoul University Students Communicate with 13 Bridge Partner Countries	
URL	http://news.heraldcorp.com/view.php?ud=20230531000072	



부산외대·서울대생, 13개 개발도상국 청년과 소통

2023-05-31 07:52

[헤럴드경제=함영훈 기자] 한국과 13개 개발도상국 청년들이 서울에서, 나라간 교육 비대칭을 해소하기 위한 소통에 나선다.

유네스코한국위원회는 2010년부터 아시아와 아프리카 개발도상국을 대상으로 문해교육과 기초교육, 직업훈련교육 등을 지원하는 브릿지 사업을 펼쳐 왔다. 31일부터 오는 6월2일 교육부 및 유네스코 후원으로 '2023 브릿지 워크숍'을 개최한다.

워크숍에는 개발도상국 교육소외계층을 위한 비형식 문해교육 및 평생교육 지원사업인 브릿지 사업의 7개국(동티모르, 라오스, 말라위, 부탄, 스리랑카, 요르단, 파키스탄) 협력기관과 6개 관심국(가나, 네팔, 르완다, 몽골, 캄보디아, 탄자니아)의 유네스코 국가위원회 관계자가 참석한다.

6월 2일 오후 2시 30분부터 2시간 동안 서울 명동에 소재한 유네스코회관 11층에서는 공개행사 '국제개발협력 청년하다: Youth Talks BRIDGE'가 개최된다. 부산외국어대학교 및 서울대학교 국제개발협력 전공학생과 브릿지 사업 현장을 연계한 프로그램이다. 유네스코한국위원회 홈페이지를 통해 6월 1일까지 접수하며 줌(Zoom)을 통해 온라인으로도 중계된다.

앞서 31일 오전 10시 개회식(서울 명동 유네스코회관 10층 유네스코홀)을 시작으로 ▷실무역량 증진, ▷한국의 평생학습 모범사례 학습, ▷12개국 국가위원회 회의, ▷청년과의 만남 등 4가지의 다양한 주제를 바탕으로 전문가 강의, 발표, 현장답사, 패널 토론 및 질의응답 등으로 워크숍이 진행된다.

지난 13년간 아시아와 아프리카 등 24개 개발도상국에서 아동, 청소년, 성인들의 문해교육과 기초교육, 직업교육훈련 등을 지원하는 브릿지 사업을 펼쳐왔던 유네스코한국위원회(사무총장 한경구)는 이번 워크숍이 국제 교육 파트너십을 도모하고 상호학습의 기회를 제공하는데 의의가 있다고 설명했다.

2023년 현재, 라오스, 동티모르, 부탄, 말라위에서 개발도상국 교육소외계층의 교육 접근성을 강화하고 삶의 질을 향상하는데 기여하고 있으며, 대한민국 정부가 지원하는 유네스코 세종대왕 문해상의 가치를 국제사회에 확산하기 위해 스리랑카, 요르단, 우루과이 및 파키스탄에서 읽고 쓰는 문해교육을 실시하고 있다고 위원회는 덧붙였다.

앞서 30일에는 스마일게이트 메가포트와 재단법인 스마일게이트 희망스튜디오가 유네스코한국위원회에 유네스코 브릿지 스리랑카 기초 문해교육 지원을 위한 후원금을 기부했다. 스리랑카 국립교육원의 라사카 발라수리아 브릿지 사업 담당자도 동석했다.

유네스코한국위원회에 전달된 기부금은 유네스코 브릿지 사업을 통해 스리랑카 국립교육원에서 진행하는 기초 문해교육 지원에 사용된다. 현재 스리랑카만 해도 13개 지역에 23개의 학습센터가 건립되어 있으며, 약 2000여명의 아동·청소년들이 교육 혜택을 받고 있다.

NO.	Media	Date
5	EduPress	31 May 2023
Title	Korean National Commission for UNESCO Hosts the 2023 Bridge Workshop	
URL	http://www.edupress.kr/news/articleView.html?idxno=10452	

유네스코 한국위원회, 브릿지 워크숍 개최

장재훈 기자 | 승인 2023.05.31 09:22

유네스코한국위원회는 대한민국 교육부 및 유네스코의 후원으로 31일부터 6월 2일까지 '2023 브릿지 워크숍'을 개최한다.

이번 행사는 브릿지 사업에 참여하는 국가별 교육 현황을 공유하고, 동료학습 및 모범 사례 공유 등 국제교육 협력을 강화하기 위해 개최된다.

워크숍에는 개발도상국 교육소외계층을 위한 비형식 문해교육 및 평생교육 지원사업인 브릿지 사업의 7개(동티모르, 라오스, 말라위, 부탄, 스리랑카, 요르단, 파키스탄) 협력기관과 6개 관심국(가나, 네팔, 르완다, 몽골, 캄보디아, 탄자니아)의 유네스코 국가위원회 관계자가 참석한다.

워크숍은 31일 10시 서울 명동 유네스코회관 11층, 유네스코홀에서 개회식을 시작으로 △실무역량 증진, △한국의 평생학습 모범사례 학습, △12개국 국가위원회 회의 및 △청년과의 만남 등 4가지의 다양한 주제를 바탕으로 전문가 강의, 발표, 현장답사, 패널 토론 및 질의응답 등으로 진행된다.

브릿지 사업은(BRIDGE Project) 유네스코한국위원회가 2010년부터 유네스코 네트워크를 통해 개발도상국 내 교육소외계층에게 기초적인 읽기 및 쓰기 교육, 직업훈련교육 등을 지원하여 누구도 소외되지 않는 교육 및 SDG4 달성에 기여하는 사업이다.

저작권자 © 에듀프레스(edupress) 무단전재 및 재배포 금지



장재훈 기자

NO.	Media	Date
6	The Korea Economic Daily	2 June 2023
Title	Korean National Commission for UNESCO Hosts a Public Event "Youth Talks BRIDGE"	
URL	https://www.hankyung.com/society/article/202306026172i	

유네스코한국위원회, '국제개발협력을 청년하다' 공개행사 열어

김리안 기자 ☆

입력 2023.06.02 13:00 수정 2023.06.02 13:35

가



유네스코한국위원회(사무총장 한경구)가 교육부 및 유네스코 후원으로 2일 '국제개발협력을 청년하다: Youth Talks BRIDGE' 공개행사를 개최한다.

유네스코한국위는 이날 14시 30분부터 2시간 동안 유네스코 회관 11층에서 '국제개발협력을 청년하다: Youth Talks BRIDGE' 공개행사를 개최한다고 밝혔다. 이번 행사는 유네스코한국위원회가 5월31일-6월2일 개최하는 '2023 브릿지 워크숍'의 일환으로 한국의 국제개발협력 전공 학생과 국제개발협력 사업 현장을 연계하여 글로벌인재를 양성하는데 기여하고 국민 소통 및 홍보를 확대하기 위해 마련했다. 부산외국어대학교 국제개발협력전공 홍문숙 교수가 좌장을 맡으며, 서울대학교 글로벌교육협력전공 이지향 박사가 토론자로 나선다.

이번 행사에는 부산외국어대학교 국제개발협력 학부생 26명이 7개 팀으로 참여하여 도전적이고 참신한 아이디어를 담아 교육 분야 지속가능발전 목표(SDG 4) 달성을 위한 여러 사업 방향과 내용을 제안할 예정이다. 발표에 이어 유네스코한국위원회의 7개 브릿지 사업 협력국(동티모르, 라오스, 부탄, 말라위, 스리랑카, 요르단 및 파키스탄) 관계자가 직접 학생들의 발표 내용에 대해 현장의 상황을 반영한 피드백을 이어나가며, 종합 토론을 진행한다. 한편, 교육 분야 개발협력 석·박사 과정을 이수하며 전문가로 가는 길에 있는 서울대학교 글로벌교육협력전공 석·박사 학생 및 졸업생 4명이 부산외대 참가 학부생에게 2개월간 멘토 역할을 수행한 바 있다.

- UNESCO News Digest

NO.	Media	Date
1	UNESCO News Digest	13 June 2023
Title	2023 BRIDGE WORKSHOP AND INFORMAL MEETING OF NATIONAL COMMISSIONS HOSTED BY THE KOREAN NATIONAL COMMISSION FOR UNESCO	
URL	https://unesco.sharepoint.com/sites/natcom/en-US/news/Pages/2023-Bridge-Workshop-and-Informal-Meeting-of-National-Commissions-hosted-by-the-Korean-National-Commission-for-UNESCO.aspx	



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Information

2023 BRIDGE WORKSHOP AND INFORMAL MEETING OF NATIONAL COMMISSIONS HOSTED BY THE KOREAN NATIONAL COMMISSION FOR UNESCO



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

6/13/2023

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From May 31st to June 2nd, the Korean National Commission for UNESCO (KNCU) held the highly anticipated "2023 Bridge Workshop", a training programme designed for partner National Commissions and public/civil organisations involved

● UNESCO News (Magazine produced by the KNCU)

NO.	Media	Date
1	UNESCO News	July 2023
Title	Education transforms life, BRIDGE family makes it happen	



Annex 3 | Presentation Materials and Photos

To access presentation materials and photos from the 2023 Bridge Workshop and Informal Meeting of National Commissions for UNESCO, please scan the QR code provided below.

- **Presentation Materials**



- **Photos**



2023 Bridge Workshop Final Report

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