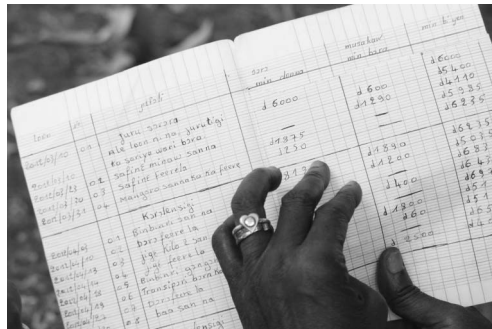
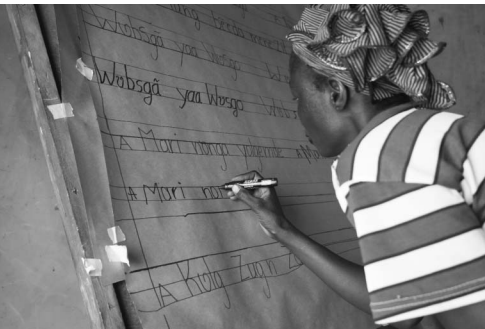


EDUCATORS WITHOUT BORDERS

ANNUAL REPORT 2014



Educators Without Borders (EWB) 2014 Annual Report

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I. Forward

The year 2014 has already passed. The countries around the world have offered country-based policies to achieve the development goals set by the UN, and international society has carried forward development cooperation projects which meet the development plans of each country. Global communication is still taking place at the levels of agencies and individuals, on whether current resources are sufficient for the purposes of international development cooperation, the level of effectiveness of such current projects, and how to foster better cooperation to improve enforcement systems.

EWB celebrates the 8th anniversary since our establishment in 2007. During this time, EWB has followed its path in the field of education and development cooperation for the goals of reducing poverty through education. The GAPA Project in Burkina Faso, which started as a short-term support project, has grown into a three-year project and is now recognized internationally, and has recently been awarded the UNESCO King Sejong literacy prize. It has become increasingly solid through establishing collaboration mechanisms with a variety of agencies such as Gwangmyoung city and the National Research Foundation of Korea (NRF). Additionally, EWB has enjoyed significant achievements in the areas of UNDP projects, the education project in Senegal, a validity study on education project in Ethiopia, and a number of international conferences. It has done so by focusing on development consulting as an organization of educators. EWB has also extended its achievements to various other areas such as involvement in teacher training programs.

Finally, in this annual report, I would like to express my deep gratitude to all the workers of our office for this projects and research activities which we have conducted, as well as to the donors who make all this work possible. I am very proud of our educators who play such an important role in reducing the world's poverty through education, based on EWB's efforts and constant support.

Chairman & Chief Field-working Officer, Ki-Seok KIM

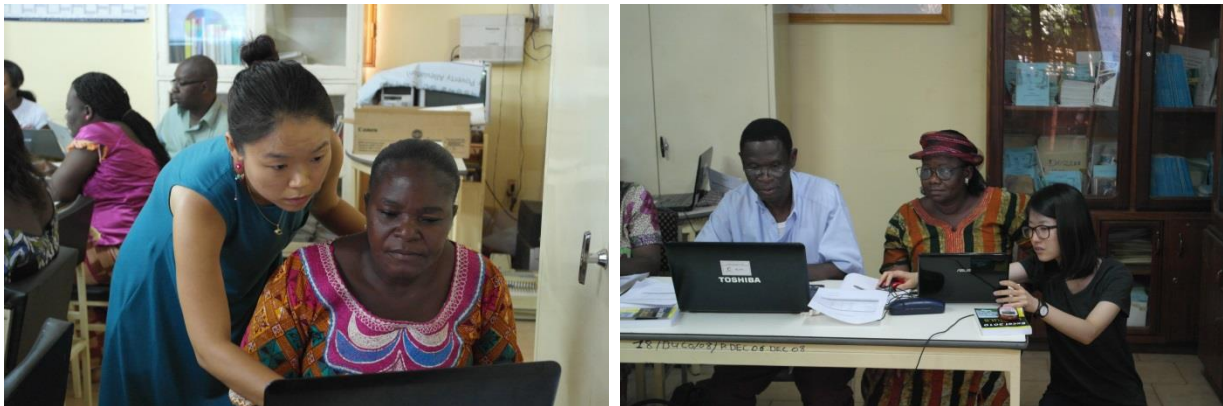
II. Activities

1. GAPA

A. Local Partner Capacity Building Training in Burkina Faso

Cooperation Project Team provided middle management capacity building training which aimed at the OP, which are composed of the local partner organization APENF(The Association for the promotion of Non-formal Education). This involves leaders and village managers receiving training twice in April and July. This project was initiated to solve some problems which needed to be improved while working on the project over the past few years. This arose through the need to be more accurate and efficient in managing microcredit, there were some difficulties with respect to the microcredit report format which showed some variance across different communities.

Through this training, we standardized the report format by using the Excel program which enabled easier and more accurate input of information. The training session was conducted into two courses: in the basic course, trainees learned how to use the basic functions of excel, and in the intensive course, trainees learned how to enter and apply the information, reflecting actual reports used in business.



The Capacity building training workshop basic course in action

The basic excel course was held in April over two-days, from 9 am to 3 pm, targeting a total of 15 leaders and middle managers. In the basic course, trainees practiced using the menus, tabs, and input and edited equations. Additionally, with the instructor's explanations and examples, they had time to make simple spread sheets such as household accounts and contacts. Although it took some time to become familiar with the new functions and concepts, the participants were very excited and enthusiastic about this program.

On the second day, we provided exercises to check the level of participants' understanding and had a question and answer session. Many participants stayed in the classroom and continued to practice what they learned after class. According to the satisfaction survey data completed after the training, the overall program satisfaction was 77 percent. This showed that participants were very satisfied with the program. The most common comments were that two-day training was not enough and that additional training was required. In addition, we saw that the demand for Power Point training was quite high.



Capacity building training workshop intensive course in action



Coordinator, Sang-soo LEE who worked as a teaching assistant



Excel program training for managing micro-credit



For the intensive training course in July, we added not only Excel but also Power Point training courses. We explained the basic structure of and important elements in Power Point presentations, and allowed trainees to practice and experiment with the program by themselves. Previously, they simply used Word to produce and share documents, and make presentations. However, through this training program, they were able to learn a new presentation tool and method.

It increased participants' interests to create a new slide, add pictures, videos, tables and so on, and learning slide design and animations. They took their photos and made slide directly, and lots of them especially very liked to add typewriter or applause sound on the slide.

All participants enthusiastically took part in the training, and the teaching assistances looked after each of them so that no one got left behind. As in the first training session, the participants stayed on in the classroom and practiced what they learned, and showed tremendous enthusiasm to learn more. The next day, the intensive training course began with a review of the basic training course which was held in April. Based on what they learned in the basic training course, the intensive training course aimed to enable them to enter formulae and accurate data and make calculations on the real microcredit managing spreadsheet and emphasized how it can be managed effectively at work. Unlike the highly enjoyable first training session and Power Point training session, all participants this time were seriously focused on learning the targeted functions. After finishing all the training sessions, we conducted a satisfaction survey, which showed that the overall satisfaction was 84.5%, and although the training was somewhat difficult, it was both enjoyable and useful. Monique, who participated in both basic and intensive training course, said that he was happy to learn about capacity building at work. In particular, she was delighted to learn about Power Point, which she had always wanted to learn how to use. Another trainee, Osmane, indicated a strong interest in further capacity building training and was hoping that such training would cover Internet training, such as learning how to send an e-mail.

B. The Symposium for Commemoration of Foundation

- Event Name: <Reinventing Ilga Bokmin Movement for Poverty Reduction in Asia&Africa>
- Date: May 23, 2014
- Place: The Main Conference Room in the professors' Office Building of Seoul National University
- Host: Ilga, EWB
- Subject: Global Eradication of Poverty



A Commemorative photograph of speakers at the conference

The conference on Reinventing the Ilga Bokmin Movement for 'poverty Reduction in Asia&Africa' was held on May 23, 2014 at the Main Conference Room in the Professors' Office Building of Seoul National University, and was co-hosted by the Ilga Foundation and EWB. This event was aimed celebrating the spirit of Ilga Yong-Ki Kim who had dedicated his entire life to serving ordinary people and his country, and also sought to confirm the progress on the strategic pathways to realizing globalization.

This meeting was comprised of four sessions. Professor Oh Myung-Do of Seoul National University presided over the first session with an opening address by the CEO of EWB, Ki-Seok Kim and a welcome address by the Director of Ilga, Bong-Ho Son, and a congratulatory address by the principal of the Canaan Farmhand School, Bum-Il Kim.

In the next session, which reviewed Asian cases studies, the principal of the Philippines Canaan Farmhand School, Kwan-Soo Lee, and Professor of Phnom Penh International University, Kwang-Lae Rho, each gave a presentation each on the Philippine and Cambodian examples while the president of Good Farmers, Kyung-Kuk Jang took the chair. Subsequently, Il-Joo Lee, Director of the Darby Breeding Company, gave a presentation on regard the case of supplying expert-training courses to the pork industry in Vietnam. Finally, Professor Wang-Bae Kim of Yonsei University and Hyun-Ju Cho, the Secretary General of Global Civic Sharing summarized the presentation and chaired a discussion session.

The third part of the conference was led by Professor Hyang-kyu Lee, of Hanyang University. Germaine Ouedraogo, the secretary general of APENF, presented on the subject of 'Canaan reclamation in Burkina Faso' and Sang-Young Park, CEO of KOA-AFRICA provided development cooperation examples in Kenya. The team manager of EWB, Soo-Jung Park, gave a presentation in respect to the Poverty elimination project that EWB has conducted. After a series of presentations, Dr. Hwan-Bo Park of the Korea Education Development Institute and Professor Il-Byung Chung from the business group of the Environment-friendly livestock industry companies, deliberated upon the information dealt with in this session and led the discussions.

At the end of the event, the participants took part in a round table conference under the theme of Reinventing the Ilga Bokmin Movement. Professor Jung-Hye Rho of SNU, who belongs to the Ilga foundation committee, presided over the final session, while Professor Ogawa Keiichi of Kobe University, gave a presentation on the meaning of the Ilga Bokmin Movement from a global perspective. Subsequently, Ki-Seok Kim gave the declaration on the future vision entitled 'ICC (Ilga Canaan Center) 2014', which was a joint Ilga and EWB cooperation. This project is expected to realize the spirit of Ilga and to foster farmers fighting against absolute poverty for the purpose of raising leaders who are themselves able to help eradicate poverty through the establishment of new Ilga Canaan Centers, either in Korea or internationally. In order to accomplish this apparent objective, EWB will proceed with building the Ilga Canaan Center within the Education Training Institute for the Eradication of Illiteracy in collaboration with APENF.

Afterwards, a video which included a review of the 7 years of EWB's existence was screened, and this was followed by a banquet in honor of Sun-Geun Baek, the director of KEDI with a discussion about poverty eradication and international development cooperation. This international conference encouraged participants to share each other's thoughts and visions regarding Global Poverty Elimination. Meanwhile, the specialists of various sectors had a chance to improve their knowledge and networks by means of active interaction.

C. Visit to Gwangmyeong City Lifelong Learning Center

In May 23, Germaine Ouegraogo, executive director, and Yonaba Abdoulaye, coordinator from APENF(Association for the Promotion of Non-formal Education) which is a cooperation organization of GAPA Project, visited Korea to attend the Global Conference organized by Ilga and EWB.

In May 26, 2014, EWB visited the Lifelong Learning Center in Gwangmyeong city and attended a

briefing on the progress of the projects operated by the Lifelong Learning Center. Under the banner of "Gwangmyeong builds a beautiful learning community where everyone learns and shares a social life without isolation through learning", the Lifelong Learning Center was established to create an environment in which citizens' learning is part of their lives. Currently, the Lifelong Learning Center is working on a project building a lifelong learning village in East Timor, and Burkina Faso in Africa, to pass on knowledge and experience to strengthen the capacity of these countries and to contribute to international poverty reduction.

First, there was a brief introduction from Lee, Jongwha, network team manager, on the 3rd floor conference room. Park, Soojung, cooperation project team manager, and Lee, Sangsoo, business planning team coordinator from EWB, Serge Kyelem, a Ministry of Basic Literacy official in Burkina Faso and a student at the Global Educational Cooperation Program at Seoul National University. Also in attendance from Gwangmyeong city, were the Lifelong Learning Center officials, Kim, Yongyeon, the deputy mayor of Gwangmyeong city, and practical committee officials well as Son, Yoonrak, Professor of Dong-guk University, who participated as a translator.

Shin, Minsun, Chief at the Lifelong Learning Center, introduced the project work which had been undertaken in Burkina Faso, and signed an MOU, established a teacher training school, supported learning materials, a microcredit scheme, and so on. In 2014, a leaders' capacity building project, village improvement plans, and other projects were initiated.

Next, there were words of encouragement from the Deputy Mayor, Kim, Yongyeon. He emphasized the importance of lifelong learning, and hoped that building a lifelong learning village project in progress in Burkina Faso would become a cornerstone for the development of the country. Then, there was a business report by on-site practitioner, Germaine. APENF mentioned that their goal was to enhance the status of informal education and to promote funding. APENF also stated that due to meeting between EWB and Gwangmyeong, more than 1,000 people in five villages were now benefiting from his collaboration. In March of 2013, the Mayor of Gwangmyeong city visited Burkina Faso, met the Ministers and Prime Minister of Burkina Faso and signed an MOU. There was also a training center signboard delivery ceremony which formed the cornerstone of building the training center. Since this project was officially conducted under license from the country, expectations were very high for the project. With the support of Gwangmyeong city, educational materials were purchased, and administrative staff was trained in the use of the Excel computer program as well. As a result, skill levels have increased, and imbalances in abilities imbalance have eased.



The joint EWB&APENF team who attended the briefing on the progress of the projects for the Lifelong Learning Center

Presently now five villages in CPAF have been renovated and through improvements being made to the education environment and its facilities, the aim is to increase satisfaction program to more than 85%.



Germaine Ouegraogo, Executive Director of APENF and Soojung Park, CooperationPproject team manager of EWB, who are presenting a briefing on the current status of projects

After the briefing session, there was time for an interview with the Mayor of Gwangmyeong Yang, Kidae. He expected the development of Burkina Faso as a city of learning, and wanted to keep up the valuable relationship with Burkina Faso. He also hoped that this would not be only a one-time event.

Over dinner, showing a great interest in the Lifelong Learning Center and the center's operational structure and curriculum, he further expressed the hope that non-formal education centers which

will be established in Saba and literacy centers in each village in Burkina Faso, will become an independent operational educational institute for all and serve as models for the Lifelong Learning Center. Additionally, he stated that he wanted to institute some form of benchmarking.

D. The EWB GAPA Working Site Visit

EWB visited the working sites of the GAPA project in Burkina Faso to participate in Joint Council and to check the status of projects on the micro-credit program, technology education and literacy education. Ki-seok KIM, President of EWB, Manager Soo-jung PARK, Coordinator sang-soo Lee have since departed with Kyung Sung University Prof. Hee-bok Kim. The current EWB Coordinator in Burkina Faso, Da-young Lee and the coordinator of APENF, Yonaba, worked together and assisted in the visits to the villages as well.

On July 9, they visited Bousse village where a recipe for peanut cookies had been part of a technology education exercise. Christine Ouedraogo, who is one of the beneficiaries in this village, said that she was trained in soap making, beekeeping, farming etc. and now is being trained in how to make peanut cookies. She is also earning an income through the micro-credit program. One unique thing is that men have shown a lot of interest in these projects and apply themselves actively. Pipi who is one such man in this village, mentioned that this has a positive effect as his mother and his wife were beneficiaries and have learnt much. He said that if he gets the opportunity, he would like to learn more about farming. After interviews, everyone watched a play performance. The play compared those husbands who support woman's activities actively with those who do not. The entire village watched this play. The EWB team also conducted an evaluation of the raising of lambs and goats through the micro-credit program as a part of the GAPA Project. CPAF sponsored construction is also progressing smoothly.

The next day, the team visited Saaba village which is implementing technology education. In this area, the people gathered and had finished preparations to welcome a group of visitors. Sweet young friends danced and sang excitedly at the visit of EWB and expressed their delight. During the interview, someone recommended tasting some beer made with a local beer recipe. It tasted like tea and was thick and tart. The beneficiary, Kabore, is farming pigs through the micro-credit program; and he expressed concern about dying of pigs. If there a more pigsties to construct, it costs a great deal of money. Because pigs are raised in the same pigsty, there has been a major problem in raising pigs. The visitors visited one of the houses of the beneficiaries; and the beneficiary were amused to show the stored goods for sale purchased through the micro-credit program, as well as the goods she had made by herself through the technology education she had received.



Interview with the beneficiaries



Performance of a play for encouraging the participation of women in education

On July 11, they headed to Leo which is 3 hours from Ouagadougou. In the afternoon, they visited Worou village. In this area, income levels for lamb farming are increasing and soap recipe education through micro-credit program is underway. In an interview, local residents said that they were able to create income through technology education and especially expressed thanks for not having to sleep on the ground any more with the help of linoleum making technology. Visitors have implemented interviews with the local operator Diallo, play staff and literacy education teachers. According to this interview, the womens' own consciousness and way of life were changed greatly after the literacy education. At first, they just did as they were told but gradually, they learned how to think more critically and engaged in active communication with each other.

Also through the play, through the messages regarding the advantages of literacy education, AIDA and early marriage, the interviewees understood the benefits of the literacy program, and they fully understand the message given by the play. All the beneficiaries were satisfied with the education they have received until now. They were able to confirm that the women who leave the village to earn money are growing fewer, and those who stay in the village to receive an education are increasing in number.



Monitoring the construction of CPAF



Coordinator, Dayoung LEE with the village children



EWB and APENF, who sharing the results of the village monitoring exercise

On the next day, July 12, the EWB team visited Wan. Both the residents and, also the overall atmosphere were very lively. A school building and technology education building were well equipped when compared with other villages. Additionally, by sharing the systems of Wan village project, we were able to help create a public farm which cultivates the ability of local residents to work together. Through this, they are earning a profit for the entire village. In the interview, Benon, who is the village elder, said that he was thrilled at the prospect of one of his hopes coming and that he would become part of this wonderful process. In Burkina Faso, 'family' means literally the wish that to keep a deep connection. Both visitors and local residents, all hope for this. Through interviews, Wangara said he wants to become a literacy education teacher. He also noted that literacy education and technology gave many things to the village. Everyone was satisfied with this education, but because of a lack of cooperation from the men, the women are struggling to take part in their activities. Visitors could confirm that there is urgent need to fully support, those women, to improve the participation, the awareness and cooperation of men.

In the village, the beneficiaries were satisfied with the benefits to their own lives from literacy education, technology education and the micro-credit program. They were especially, pleased with

falling into a habit of entrepreneurial thinking and income creation. They also showed a desire to view education more widely and became interested in other classes, such as French class, farming, breeding technology etc. However, due to a lack of tools and technical support, they asked for more such support.

On July 16, 17, the first half-year Joint Council of all the participating organizations and partners related to the GAPA Project was held. Village operators and APENF staff discussed the overall work such as the progress of literacy education and technology education, future projects and progress reports. They reported on the micro-credit program management and several requirements for Excel and PowerPoint education and talked about how to develop these programs. It was very useful to be informed about new policies and to share views freely on behalf of each village.

During the rest of the visit, the visitors conducted some local work and engaged in an interim report work. Following this, they finished their business trip in Burkina Faso. This visit was a good chance to check on what is actually needed by hearing the direct voices of local residents and to confirm progress of projects in Burkina Faso and advance support for these operations. Additionally, through the Joint Council and discussions with local partners, EWB was able to conduct important work for the future and to give direction to our projects. By engaging in dialogue with local partners and capacity building education, we could more deeply understand ongoing progress of the project in local. It was a very meaningful visit to see the progress, direction and vision of our projects at close quarters.

E. The APENF General Meeting

On November 14 and 15, 2014, there was a general meeting of the Association for the Promotion of Non-Formal Education (APENF) in Ouagadougou, Burkina Faso. A total of 300 people attended the meeting. EWB Burkina Faso chapter coordinator, Dayoung Lee, attended the meeting as a member of the APENF partners, and local Ministry of National Education and Literacy (MENA) officials, representatives of the funding organizations of APENF and Burkina Faso regions partner organization officials attended the meeting as well. Burkina Faso broadcaster RTB also came to conduct interviews and report on the event.

The APENF general meeting is a biennial event, and APENF's funding partner and direct implementation partners all meet to report on project progress and engage in discussions, share suggestions and propose future directions.



Hold regular general meeting of APENF in Burkina Faso

Non-formal education refers to education conducted in literacy centers for those who could not attend primary school and aims to give literacy opportunities for all ages as well as women.

Since there are more than 60 local languages and Burkina Faso faces many financial difficulties, public education has not been adequately funded. Therefore non-formal education was developed as an alternative. EWB is also conducting a project in non-formal education referred to as GAPA (Global Alliance for Poverty Alleviation), and has opened five centers in four provinces through APENF. GAPA is conducting local language and skills training, microcredit training, and other activities to help develop women's economic independence through economic oriented education.

At the November 14 opening, Niameogo Anatole gave a presentation on APENF activities in 2012-2014, and Dayoung Lee, coordinator of EWB, read the congratulatory address in French on behalf of Kiseok Kim, chairman of EWB. Kiseok Kim thanked EWB and her companion organization since 2007, APENF, and said that he was proud of the experience and hard work to be knighted in Burkina Faso and receive the UNESCO King Sejong Literacy Prize. In particular, he expressed his wish to support teacher's capacity-building projects in Senegal and Burkina Faso as well as APENF official's cross-visits, as well as the chance to be part of the future of the APENF, an organization which pursues self-rehabilitation.

In particular, through partnership with APENF, he noted that Burkina Faso and West Africa have become better known of in Korea, and he also mentioned that he feels a strong identity as a Burkina himself. This speech drew applause from the audience. He also encouraged partners by citing the announcement by Kumba Boly, minister of national education and literacy of Burkina Faso that "Korea did, Burkina Faso also can do", and said that he received a great deal of personal satisfaction through the Burkina Faso project and associated financial aid. The audience applauded, and the following explanation of the relationship between EWB and APENF by the president and the secretary-general of APENF, helped the attendees to be more aware of the role of EWB.



Dayoung Lee, coordinator of EWB, giving the congratulatory address on behalf of EWB



Commemoration event for The UNESCO King Sejong Literacy Prize

The next program consisted of presentations on project and financial reports by partners, discussions of problems, a question and answer session, and the proposal of alternatives.

Despite the program running from 8 am to 6 pm, the participants enthusiastically participated in the discussions, and did not hesitate to share their opinions and ideas for the future development of non-formal education. The subjects of discussion consisted of partnerships with non-formal educational ministries and related departments, APENF level administrative management problems, partnerships from the perspective of field managers involved in direct delivery of education services, and so on, and the presentation of alternative approaches to existing problems.

The event lasted longer than expected, however it was a good opportunity to refocus our attention on partnerships with non-formal education organizations through the eyes of individual business unit executives.

On the second day, there was a chance to introduce the UNESCO King Sejong Literacy Prize to all partners. The president of APENF spoke of the day when EWB and the minister of the education department of Burkina Faso attended and accepted the prize on his behalf in Dhaka, Bangladesh. He then announced the winner of the awards and gave a prize to all partners who had worked so hard for the common goals of APENF.

The President of APENF, Anatole, then made a joke, saying that 'it is hard to keep my position as president position in the face of all these of young people'. What he meant was that young leaders in non-formal education had engaged in the discussions with such tremendous confidence. Above all, the events closed successful for all attendance in attendance who were here to listen to the various opinions regarding the future development of the organization. The development of APENF and the pace of cooperation with our partners is something we are very much looking to in the near future.

2. The Peer Review for Capacity Building of Educational Leadership in Africa

Educators Without Borders has been conducting a peer review for capacity building in policy performance with the ministry of education in 3 countries, in cooperation with ADEA over the last 3 years under the support of UNDP from 2012. The Peer Review aims to strengthen the building of self-leadership which can lead to the development of education for national development, and also aims to suggest and administer educational reform policies for the achievement of EFA goals (Education For All) and MDGs(Millennium Development Goals) through the participating nation diagnosing problems with education policy and related systems and then re-evaluating the results from an international perspective.

From July 20, 2014 to August 2, 2014, Educators Without Borders conducted a feasibility study in Brazzaville, Congo, as a part of a UNDP project. The purpose of the feasibility study was to confirm and complete the study in order to improve educational capacity building in Congo. For this study, the team was organized by education experts from nations such as Senegal, Burkina Faso, Mali, Guinea etc. Heo-Hyeong, a former professor of Chung-Ang University attended as an expert. Professor Heo visited the Ministry of Education of Congo twice, and discussed the national internal self-evaluation report and visited teacher training centers for pre, elementary, secondary school and met with the leaders of the National Education Institute to exchange-ideas and strategies. In particular, this feasibility study focused on the country's efforts and elementary teacher training to achieve the goals of EFA / MDG.



Heo Hyeong, former professor of Chung-Ang University
who visited Brazzaville, Congo as an expert of Korea

In Burkina Faso, the self-evaluation was conducted by domestic education experts under the wholehearted cooperation of Kumba_Boly, the minister of national education and literacy of Burkina Faso. In July, an international expert team was formed. The domestic and international team met together and shared the results of evaluations of the education policy and system in Burkina Faso. Additionally, they had a chance to seek suggestions for future work. Ki-Seok KIM, the president of EWB and Soojung Park, the manager of EWBs also attended as Korean experts. Compared with other countries, non-formal education rates are higher than formal education and is a wide spread characteristic in Burkina Faso, where there are various assessments of non-formal education. Many challenges in job skills training, correlation of education curriculum and teacher training etc. were identified.

From December 10, a workshop was held again in Ouagadougou, Burkina Faso, for 3 days. It was an excellent opportunity to discuss again the challenges identified by domestic and foreign experts and to share suggestions from who participated in this project. Based on research from Congo and Burkina Faso, the draft of the National Peer-Review Report was completed and the final plan will be published in the first half of 2015.



Participation in the workshop held in Ouagadougou, Burkina Faso

3. The Senegal Capacity Building Exercise for Learning in

Math and Science

The president of EWB, Ki-seok KIM, and the manager of EWB, Soo-jung Park, visited Senegal for a session on Senegal teachers and student's capacity building for learning in math and sciences from November 2 to 11, 2014. This project has been selected by NPO, a supporting project of the Ministry of Security and Public Administration, and aims to stimulate interest in math and sciences. A computer lab to support ICT facilities in the GSTS BAAL School in Guédiawaye, Dakar, Senegal was prepared and we held a capacity building workshop for use of Open Education Resources; (OER) to Senegal teachers. Additionally for students, we provided them with a field trip to gain experience with science labs at the University level.

Five days of teacher training was implemented during this business trip, and EWB also announced the introduction of an education development cooperation project and a summary of Korea's current teacher development policies. EWB was able to learn that there is a huge interest in Korea's teacher development policy, and the training session and education system from Senegal teachers was also very popular.

For the purpose of teacher training, the experts as partner from various countries of the world including the UK (TESSA; Teacher Education in Sub-Saharan Africa), France (Apreli@; Association pour la Promotion des Ressources Educatives Livres Africaines), Togo (RELET) etc. participated and developed lesson plans and teaching methods by using OER (Open Education Resources). They also conducted various activities like discussions, and presentations to more than 30 Senegal field teachers. TESSA is leading the development, dissemination, and an application of OER as a professional organization, and their work raises the quality of teacher education and the capacities of teachers for sub-Saharan Africa. Currently, OER can be downloaded for free and is freely available. It can be also modified and applied depending on each individual country, the culture, and the subjects and teaching material can be localization and shared. The teaching material was made in 4 foreign languages and now it is being used in about 10 countries.



The opening ceremony of teacher training



A presentation in progress using OER

In the opening and closing ceremonies, various domestic and foreign dignitaries such as the Senegal department of Education, ADEA (the Association for the Development of Education in Africa), UNESCO officials and Chong-Weon SHIN, Ambassador of the Republic of Korea in Senegal, attended the ceremonies. Papy, educational leaders of GSTS BAAL, which is a partner, have appealed actively for the sharing and teaching of the Korea education experience to Ki-seok KIM, the president of EWB, who spoke of the Korea education experience in the talk "ADEA Triennale: Korea-Africa Day" hosted by ADEA in Ouagadougou, Burkina Faso, in 2012. This project started through field investigation and for the last 2 years has had an important meaning to both organizations. In particular, it was reported on in by the Senegal national broadcaster as well as in newspaper reports. There has been a great deal of attention of paid to this by the Senegal local press.



Chong-Weon SHIN, Ambassador of the Republic of Korea in Senegal giving an interview to the Senegal local press



Participants holding a small group discussion



A view of a partnership school 'GSTS BAAL'



Presentation ceremony of award certificates

After the workshop, there was a certificate ceremony for participants. In this ceremony, school security guards, sound staff, cleaning staff, and students, in fact, everyone who had participated, were recognized for their input. It was one of the highlights of the workshop to see the smiles on the faces of teachers, students, employees, and project staff. EWB also sponsored the provision of laptop, printer, projector, screen and other ICT facilities. The presidents of both organizations who had promised to meet in 2012 have now fulfilled their promise and have met again in Senegal and led the equipment delivery ceremony.



Ki-seok KIM, the president of EWB and Papy, educational leaders of GSTS BAAL
in the ICT equipment delivery ceremony.

Apart from this, through this visit, we had the chance to discuss future cooperation methods with FAS (Femmes Africa Solidarité), which is an organization dealing with gender, peace, and security issues. This organization also held discussions with the Ambassador on the subject of the visit of the Korean ambassador in Senegal and took time out to listen to voices from the field regarding Senegal's school education by a meeting with KOICA persons and an education field advisory group. We expect that this and similar projects will develop and expand through cooperation with our various partners in Senegal which is becoming more and more successful in building good governance practices.

4. Education Support in Pakistan

Looking back on 1 year of supporting education in a Pakistani school

The KOICA Pakistan Office Education ODA former Expert
JooHoon KIM

As of 7 February 2015, I'm back home in Korea after finishing my work as an Education ODA Expert at the KOICA Pakistan Office, which lasted for 1 year. I engaged in many kinds of project related to Official Development Assistance in Pakistan, and now I would love to introduce school education support project in Pakistan that I took a special, personal interest in for 1 year. I would also like to ask for your support.

1. Supporting public schools in Pakistan

I have a great deal of interest in ODA, I have participated in conferences related to ODA and in research related to ODA at every opportunity, beginning 5 years ago. I also thought that I have to be prepared in my own way, by participating in training for the educators who visited Korea with the help of the Korean ODA Program of Korea. However after I saw the reality of schools in Pakistan, I realized that the research which focused on theory and statistics is meaningless. Before my departure, Prof. Ki-seok KIM said that be prepare several handkerchief. I realized that what that mean after visiting school.

In Rohtas public elementary school in Punjab, Pakistan, which I visited first, I was shocked by the scene of school education which was too painful to watch, such as the scene of the students in a class with an old palm-sized blackboard which is difficult to write on with chalk, of students studying sitting on the floor of the classroom due to the lack of desks and chairs, of students using papyrus notes made from boards due to the lack of notebooks or paper. In the early 1960s, I was an elementary school student in Mireuk-rim, Chungcheongbuk-do. At that time, there were no students who did not have their own the desk and chair. In Pakistan, and not only at Rohtas school, most public schools still lack desks and chairs.

Therefore, I started a Facebook page entitled 'Supporting Education in Pakistan School (<https://www.facebook.com/groups/139116188782912>)' to help those school. In the first half-year, the support fund which was collected through this facebook page was used to support public schools in Pakistan.

2. Supporting Afghan refugee camp schools

I passed the Afghan Islamabad refugee camp by chance. I expected that education conditions

would be more difficult than in Pakistan. Therefore, I looked around several schools in this area. 2,000 students are here, but even though 4 schools are educating 610 students, there are still 1,400 students who cannot go to school.

Today, there are two Renaissance schools, one All Neighbor school and one Madrassah school. The condition of those schools is very poor, and much worse than other public schools in Pakistan.



Some students sit on a chair and study in the three tiny classrooms of the Renaissance school.



In the All Neighbors school classrooms, the roof and partitions are made of only fabric. There are no desks and chairs nor textbooks.



There is no roof, textbooks, blackboards, or whiteboards in Madrassah school. There is only a concrete or brick wall.

Public schools in Pakistan can receive support from the Pakistani Government but Afghan refugee schools cannot receive such support from neither the Pakistan Government, nor the Afghan Government. This support is only possible with NGO support; therefore, I decided to focus on

Afghan refugee schools, and the collection of the second half-year was conducted in support of them. Therefore, notebooks, pencils, white-boards, teaching aids and textbooks were offered to this school. Renaissance school received special attention, and we provided a copy machine because they needed a copy machine to make portfolios of students. To the All Neighbor school, we provided computers and printers for ICT education. To the Madrassah School, we put roofs on the school. For roofs, many sources were needed. Therefore, one third of the roof was completed, and the rest can only be completed with the support of another benefactor.



Purchased textbooks



Delivery ceremony of textbooks



The childrens giving thanks for our support

Since the amount of funds available is a little over 8 million Won for 1 year, there was a limit to the support despite of so many demands. Therefore, we had no choice but to base our decisions on those priorities which were most essential. If more schools are built besides this school, I hope that up to 1,400 students who currently have no chance to go to school will avoid illiteracy. I'm worried about what to do if I can't achieve my goals.

Even though I have now left Pakistan, I will continue to support the people there. The biggest problem is to how we should raise the money which we need to support them because there are limits to the amounts of money we can raise through charities in Korea. I will spread the word about the difficult situation of education in Pakistan and collect articles on facebook into manuscript form. I also have a plan to invest money to support schools in Afghan refugee camps in Pakistan with the royalties raised by this book.

I'd like to take this opportunity to thank all of the people who have supported and encouraged us in our work. Even though the amount of money is relatively small in Korea, it is worth 100 times, 100 times this amount in this country. I hope that many of you will participate in supporting education in Afghan refugee camp schools in Pakistan.

The method supporting for education in Pakistan

The people who want to support the difficult situation of education in Pakistan can support us by making a deposit to the following accounts:

(Nonghyup 301-0099-2095-71, depositor: Educators Without Borders, EWB) or CMS. (Call 02- 885-6422, EWB) Income tax deductions receipts can be issued for these donations.

5. The Theory and Practice of International Education

Development Cooperation, 2014

EWB conducted a teacher training exercise, <The Theory and Practice of International Education Development Cooperation > from 28th to 30th of July, 2014. The three-day training program was composed of three topics: 'Understanding', 'Practice' and 'Application'. On the first day, Dr. Hwan-Bo Park's lecture <What is International Education Development Cooperation?> started the teacher training program under the theme of 'Understanding International Education Development Cooperation'. Ki-Seok KIM, the CEO of EWB, led the next session with a lecture entitled "South Korea's Education and Role in International Society" after which Soo-Jung Park, the manager of the Cooperation Department, delivered a presentation with regard to EWB's oversea activities. The participants took some of time to select those photos that were the most representative of the definition of International Education Development Cooperation, and they learned and shared.



The elementary school teachers in Seoul who participated in the International Education Development Cooperation teacher training program

The next day, Dr. Ji-Soon Jang began the day with a lecture on the theme of < International Development Cooperation Organization and International Trends>

Following this, Hye-Jin Jeong, who worked in 2012 in Burkina Faso, presented a lecture entitled <The International Cooperation Cases of Burkina Faso>. A teacher of Yaksan elementary school in Incheon, Seung-Cheon HA, wrapped up the second day by vividly expressing what he had experienced and felt while he worked in Ethiopia. The overall course proved to be very valuable

since the various instructors delivered lectures based on their practical experience and shared these experiences with trainees with respect to the central topic of the day, the 'Practice of International Education Development'.



Seung-Cheon HA, a teacher of Yaksan elementary school in Incheon, and Ki-seok KIM, the president of EWB in the course of their respective lectures

On the closing day of the training, a teacher from Seowon elementary school in Seoul, Ae-Kyung Park, had a class entitled 'Examples of Application to Schools by an Inservice Teacher' by telling of her own experience to have taught the students about Education Development Cooperation. Subsequently, the trainees were then divided into several groups for the purpose of a discussion on the lectures that they had listened to and also engaged in an in-depth discussion about what they had just learned about International Education Development Cooperation and how to apply that knowledge to the chalk face. The training was rounded off with the enthusiasm interactions with both the earnest trainees and the outstanding lecturers. Afterwards, the participants, including lecturers, staff, and trainees shared dinner together and decided to organize a regular follow-up meeting.

Once more, we appreciate all of the participants, including the instructors, the passionate trainees, support staff and ask for your continuous interest in the follow-up teacher training aimed at fostering the next generation of educators.

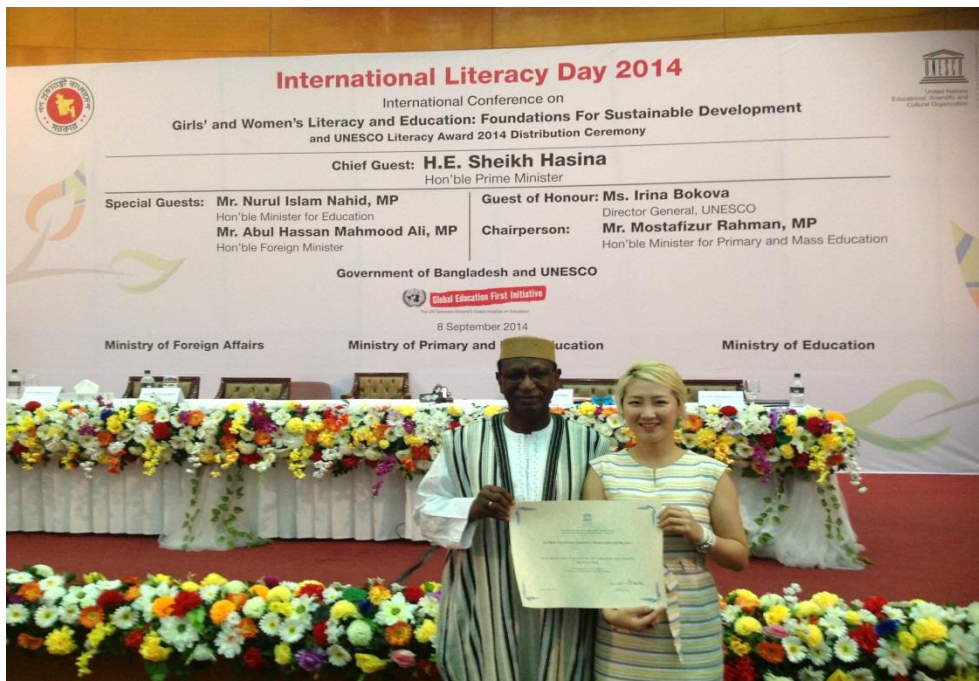
III. EWB News

1. The UNESCO King Sejong Literacy Prize

**'The first time, in 25 years since its enactment'
that a domestic organization leading a project is awarded the UNESCO King
Sejong Literacy Prize**

Every September 8th is 'International Literacy Day', an event which was promulgated by UNESCO in 1965. To commemorate this day, UNESCO has been awarding an International Literacy Prize to those individuals and organizations who have contributed to the eradication of illiteracy.

Our government enacted the 'UNESCO King Sejong Literacy Prize' in 1989 to introduce the inventive spirit represented by the Hangeul alphabet created by King Sejong to the whole world and to contribute to the eradication of illiteracy. This prize has been awarded from 1990, and the Association for Promoting Non-Formal Education; APENF, in Burkina Faso and The Ministry of Education Ecuador were selected as this year's winners.

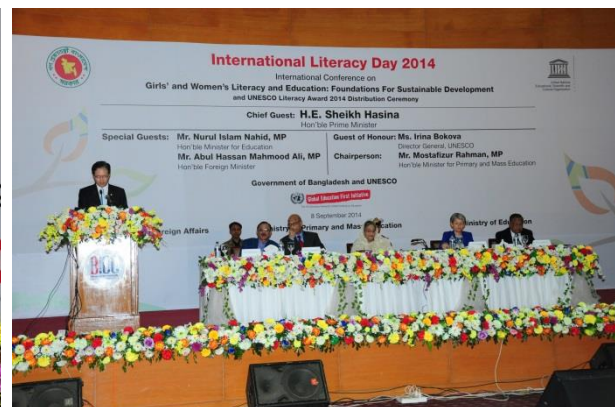


Participation in International Literacy Day in Dhaka, Bangladesh, Amado_Azim_Karbalyee, the deputy minister of education, being awarded the King Sejong Literacy Prize and Soojung Park, the cooperation project team manager of EWB

APENF is a NGO which was established in 1997 and has been campaigning for the eradication of illiteracy for the destitute and poor in Burkina Faso. From 2009, they created the program 'Empowering women in poverty for self-sufficiency in Burkina Faso' with EWB, Educators Without Borders. Through this program, which is offered in 5 native languages in 5 different regions, good work has been done for the health, sustainable economic development and education of the treated populations. EWB is working with Gwangmyeong City Lifelong Community Center, Gyeonggi-do and National Research Foundation of Korea; and the NRF as a business cooperation partner. This award of the UNESCO King Sejong Literacy Prize can be said represent a splendid feat of partnership, and was the first achievement as a domestic organization. Through this project, about 1,800 women benefitted from our efforts at eradicating poverty, the prevention of forest destruction and pollution control education. APENF was selected as this year's winners, its work having been very highly commended.



Amadou_Azim_Karbalyee, the deputy minister of education, who gave the award acceptance speech



Yun-young Lee, Ambassador of the Republic of Korea in Bangladesh who delivered the opening address

The Ministry of Education of Ecuador has started a 'Basic Education Program for young people and adults' for the benefit of native people from 2011. Not only do they receive education in reading and writing their native language but they also receive Global Civic Education, classes on public health, and basic nutrition education for children. Through this program, about 325,000 people have benefitted from the training they have received. The Ministry of Education of Ecuador was selected as a winner, having been judged over their outstanding contributions. This example is a successful case of how a project which started at government level has contributed to eradicating illiteracy of those native people, especially women, who have long suffered from educational disadvantages.

This year's award ceremony of the UNESCO International Literacy prize was held at the 'International Conference on Women's literacy and education' in the Bangabandhu International

Conference Center, Dhaka, Bangladesh on September 8th 2014. Not only was the Bangladeshi Prime Minister in attendance, Ministry of Foreign Affairs, the Minister of Education and various national ambassadors were also present. The Minister of Education of Ecuador and Amadou_Azim_Karbalyee, the deputy minister of education in place of Anatole, the president of APENF, who were absent due to personal reasons, all they enjoyed the honor of receiving the award during the ceremony. Soo-jung PARK, the manager of the Cooperation Project team of EWB, also attended.

2. Participation in The GSSD 2014 EXPO

From November 17 to 21, 2014, the 'Global South-South Development Expo 2014' was held for 5 days at the Organization of American States; OAS in Washington, D.C., USA. EWB participated in this expo for the second time after our involvement last year in Nairobi. Many programs focused on the issue of 'Scaling up South-South and Triangular Cooperation for Sustainable Development'. Advance registration reached out to more than 500 people and various government organizations and educational institutions, NPOs from all over the world discussed issues such as building cooperation relationships and creating solutions for Sustainable Development. Additionally, forum and workshop sessions were held to discuss such issues as ways of confronting Ebola as a development crisis, food security, Public-Private Partnerships, green technology transfer, green economy and health, among others.



Soojung Park, cooperation project team manager of EWB and Hunjun Lee, a student in the doctoral course at Seoul National University who participated in the EXPO

In this expo, officials from organizations such as Ministry of Science, ICT and Future Planning of Korea, Science and Technology Policy Institute, Seoul National University TEMEP, Institute for health and society Hanyang University, Gwangju institute of Science and Technology, Jeju International Training Center, Asia Pacific Women's Information Network Center Sookmyung Women's University participated together. During this expo, lasting 5 days, it was possible to share

ideas on the development cooperation experience and how to focus more on science technology in Korea. Apart from the Expo, there was also themed workshop sessions hosted by UNDP, Ministry of Science, ICT and Future Planning of Korea, Science and Technology Policy Institute together. Science Technology and Innovation (STI) Strategy Workshop; STI as an Important Driver for Achieving the Post-2015 Development Agenda, which were attended by activists, and scholars from Nigeria, Nepal, Philippine, Laos, Indonesia, and Vietnam attended. Through this work, it was possible to confirm what activities each project is actually engaged in, and how best to applying the science-technology know-how of Korea.

On the third day of the Expo, there was a discussion on the secondary preparation of the Korea-UNDP (United Nations Development Programme) cooperation project. In this session, the Performance Analysis and current affairs were discussed in regards to the first Korea-UNDP (United Nations Development Programme) cooperation project which has been in operation since 2012. Furthermore, a discussion on the directions for the improvement of the secondary project was also held. Opinions on the overall direction of the project were concretely decided upon in ways which reflected the national characteristics of Korea. At the same time, we have to strengthen the connectivity of the cooperation project with similar international multilateral organizations. In this session, developing country participants participated in discussions and analyzed the needs of each country. They discussed the possibility of connecting our work with related global issues and problems as well as opportunities for funding and the improvement of, compliance rates.



The Cooperation workshop session with the Ministry of Science, ICT and Future Planning and UNDP



Closing ceremony for the EXPO

Yiping_Zhou, who is the director general of UNOSSC (the United Nations Office for South-South Cooperation), participated in the dinner party. He said that the development experience of Korea

serves as a vivid living example and is a way of motivating many developing countries to do the same, and thanked the Korean institution officials at the dinner. He suggested that Korea's special developmental history could serve as a competitive example and case study for other countries to follow.

3. College Capacity Building Project Consultation in Laos

From mid-September to mid-October, for about 1 month, Ki-seok KIM, the President of EWB, worked on the College Capacity Building Project, upon the invitation of Higher Education of Laos Department of Education.

Recently, the Laos Government is conducting a Strengthening Higher Education Project: SHEP, ADB Grant No.1066-Lao, using aid funds provided by Japan Government (\$ 3,500 in ADB) and as a part of this project, the Laos Government asked Ki-seok KIM, the President of EWB and Kobe University Professor Ogawa Keiichi, who is cooperating with Ki-seok Kim for help with the research proposals and the writing of a research paper. The presidents of EWB, Ki-Seok KIM and professor Ogawa agreed to this request, and have given advice about the research proposals and the writing of the paper. Additionally, they have helped publish an English academic journal in Souphanouvong University, Champasack University (CU) and National University of Lao (NUoL).

The field researchers who received help from two both professors will submit the research proposals to the ADB, and if those proposals are selected, they will be supported with a research grant and will then progress with the research. After the end of the research, if they submit the paper, it will appear in a respected academic journal through the prescribed formalities.

7 years ago, our government provided a loan by the export-import bank to build SU University; and several local universities are dedicated to supporting it on a subject basis. KOICA established a job training institution in the field for free and also dormitory type secondary schools. This year, a feasibility study was conducted by KOICA in order to develop locally based organizations on the Saemaeul movement in those two local governments. Next year, they will support a Saemaeul movement in Laos for 4 years, by investing about \$ 1,400.

In addition, apart from this consulting work, an academic dialogue meeting on the theme of sharing the Educational Development experience is continuing after consultations with the Laos Department of Education. There are plans to hold a 'Korea-Africa Day' in Asia which will be held in Burkina Faso, and this was originally enacted by EWB-ADEA in 2012. At that time, African scholars and Korea experts talked about educational policy, basic education, lifelong education, science and technology policy, vocational education and training, higher education, a grassroots eradication poverty movement by EWB, a bridge building project of Korean National Commission for UNESCO, amongst other projects. By extending this to Laos, we will explore the possibility of our education experience being further shared on the Asian continent.

4. The Dispatch of EWB's Africa Team to Burkina Faso

Staff member, Da-young LEE left for Burkina Faso on March 17, 2014. She is currently there to coordinate EWB projects, monitor programs, and research data related to community development.



Dayoung Lee, coordinator
leaving for the GAPA Project

IV. Introduction of EWB



Educators Without Borders (EWB)

Educators Without Borders (EWB) is a non-profit organization, established by Korean educators, whose aim is to cooperate with the international community to aid educational development in developing countries. We seek to consolidate various support activities for educational cooperation with developing countries.

Our main activities are summarized below.

- Projects for Educational Development in Developing Countries
- Research Activities for International Educational Cooperation
- Training for Future International Education Specialists and Activists

Support and Inquiry

1. Bank Account: Nong-Hyup 079-01-468104.
2. Visit Our Website : <http://www.ewb.or.kr>
3. Donation and Others : Call +822-885-6422 or email to ewb@ewb.or.kr

Should you have any questions about sponsorship and donation, feel free to contact us.