

EDUCATORS WITHOUT BORDERS

ANNUAL REPORT
2013



Educators Without Borders (EWB) 2013 Annual Report

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I . Forward

The year of 2013 has already passed. The countries of the world 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 various levels of agencies and individuals on whether the size of resources is appropriate for international development cooperation, the level of effectiveness of projects, and how better to cooperate on improving enforcement systems.

EWB welcomes the seventh anniversary since it was established in 2007. In the meantime, EWB has followed its path in the field of education development cooperation for the goals of reducing poverty through education. GAPA in Burkina Faso, which started as a short-term support project, has grown into a three-year project and has become increasingly solid by collaborating with a variety of agencies such as Gwangmyoung city and Scientists and Engineers Without Borders (SEWB). Additionally, EWB has made significant achievements in the areas of UNDP projects, a validity study on education project in Indonesia, the Kenya educational mission, and international conferences by focusing on development consulting as an organization of educators. EWB has also extended its achievements to various 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 year's projects and research activities, as well as to the donors who make this work possible. I am very proud of the educators who play the main 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
Manager, Business Planning Department, Ilgu JUN
Manager, Cooperation Project Team, SooJung PARK

II. Activities

1. Gwangmyoung City's Participation in the GAPA Project

On March 1st, 2013, in the office of the Ministry of Education, Burkina Faso, EWB and the city of Gwangmyoung concluded a trilateral MOU for promoting and continuing education for adults in Burkina Faso, with the president of EWB, Ki-Seok KIM, Gwangmyoung mayor, Ki-Dae YANG, and Burkina Faso Minister of Education, Koumba Boly Barry in attendance. This contract will last throughout 2014, and the trilateral parties decided to keep mutual exchange and cooperation going in the areas of nurturing adolescents and culture.



Conclusion of the MOU



Groundbreaking Ceremony

The signing of this MOU has been made upon the request of the minister of education, Koumba Boly Barry, who is in charge of education policies in Burkina Faso, for the support of continuing education to Gwangmyoung city through EWB in November last year. The MOU served as a momentum for Gwangmyoung city to participate in the groundbreaking ceremony of the non-formal education center 'Ti-N-Manegdo' in Saaba, Burkina Faso. Gwangmyoung city will provide support with ICT equipment, its know-how such as development of training programs for the existing pork industry and capacity building courses for local leaders, and educational materials.



Equipment provided by Gwangmyoung City

2. Seoul National University Brain Fusion Project on Appropriate Technology (AT) Convergence

1). EWB-SEWB GAPA Working Site Visit

EWB and Scientists and Engineers Without Borders (SEWB) visited the working sites of the GAPA project in Burkina Faso to draw up an integrated development partnership model through the convergence of education and appropriate technology with the support of Seoul National University, from February 1 to 7, 2013.

On February 2, EWB reported on the activities and the vision of the prospective projects of APENF and discussed a visit to the headquarters of APENF in Saaba and a building site for a teacher training program, research on the living environment, and the contents for teacher training and technology training programs. On Feb. 3, two organizations visited the elementary schools in Gando, and on Feb. 4, met with the minister of education, Koumba Boly Barry, and discussed policies concerns regarding literacy education, prospects, and cooperation.



On Feb. 5, EWB and SEWB visited the Environment and Agricultural Research Institute, in order to better understand the real conditions of agricultural research and application, and also visited the Institute for Applied Science and Technology, apprehending the present situation of community development support and scientific technology research development and to look for ways to enhance cooperation. This visit to actual work sites provided a good chance to understand the areas of appropriate scientific technology which need preferential support in Burkina Faso and to make suggestions for technology education that runs parallel with the income generating model for self-reliance enforcement and literacy education.

2) GAPA Monitoring by Prof. Mooyoung HAN, an expert in rainwater

"We can drink free pure water from the sky."

"How do we react, if drinking rainwater?" One might think that rainwater can not be be drinkable because it contains acid, so it needs to be purified. This kind of thinking was corrected by Professor, HAN, a rainwater expert. "Yes, rainwater is acidic, but it has less acidity that orange juice or fruit that we usually have. A long time ago, there were days people used to drink rainwater. We are just letting the pure rainfall. It is the simplest and the most effective way to get and drink rainwater right from the sky." Prof. HAN said.



It is simple enough for anyone who lacks knowledge in science to understand his point. In July 2013, the EWB team, the assistant administrators, Prof. HAN, and his wife visited the working sites of EWB in order to publicize the drinking of rainwater and to conduct a pilot research exercise on rainwater tank installation.

Water management is especially important in Burkina Faso, located as it is in Sub-Saharan Africa. The village people of Worou in Leo, one of the working sites, have a water shortage problem. Women and children spend at least 1 to 2 hours drawing water every day. Men have to migrate with their livestock to Ghana to have them drink water. They are tired of having to move from place to place with this degree of frequency.

Prof. HAN started explaining how to install a water tank, spreading out the banner in front of the Worou villagers. He also explained that it is possible to simply install it at home, giving an example of installing a water tank in an elementary school in Tanzania. The villagers paid more attention to him than at any other time. The principles of installing water tanks are as follows. Rainwater fallen on the slanted tin roof flows into the small pipe through a tube. The pipe has small balls, which block the hole of the pipe, if rainwater containing debris falls into the pipe. In this way, water does not flow into the blocked pipe, and clean water streams in the tank instead. The size of a tank can be either big or small depending on the need. There is a tap under the tank so that villagers can drink clean rainwater.

Additionally, there is a pendulum inside the tank, so they can control the amount of water used depending on the water level. The important thing is the fact that the villagers themselves were taught how to install the water tank. Therefore, it is expected that water tanks will be spread out to other regions as well as at the EWB working sites.



After visiting the sites, Prof. HAN and the EWB team met with Mrs. Boly, the Minister of Education. Prof. HAN explained the principles underpinning the rainwater tanks and suggested that rainwater should be commercialized. Mrs.

Boly commented on the possibility of installing rainwater tanks in the cafeterias of elementary schools in Burkina Faso, and wrapped up the meeting.

3) Agricultural Training for Dr. DAO from Burkina Faso

Dr. Madjelia Dao Some, an agriculture expert in Burkina Faso, who was invited from EWB, undertook the training course of Canaan Farmers School with the support of Seoul National University AT Convergence Project, from August 26th to 31st, 2013.



Agriculture Class



Exercise in the Morning



Completion Ceremony



Presentation on a Project

The training course included classes such as organic agriculture and community development, creating eco-friendly farming compost systems, strategies for creating a New Village Movement, the Canaan Spirit Movement, and a farming practicum. The participants had to get up at 5 am in the morning, starting with exercise and had a hectic daily schedule. Dr. Dao was, however, very positive, actively participated in all the courses, and designed a new project. She is expected to create application plans for farming techniques, putting her abundant knowledge and understanding of agriculture to good use.

3. GAPA Joint Council

1) Mid-term Monitoring of the GAPA Project

The joint council of EWB and APENF was held in the Ghambidi Conference Hall, located in Ouagadougou, over two days. On the first day, each operator from the four areas-Saaba, Boussé, Bobo-Dioulasso, and Leo-where GAPA projects were implemented, had time to orally report on the ongoing projects in the first half-year and describe the strong points and weakness in implementing the projects and areas for improvement. The following problems were pointed out. It was difficult to: hire teachers because of budget restrictions, to operate effective classes due to the absence of permanent educational facilities, and to pursue a better outcome of the project to promote more economic activities due to the lack of public awareness about the literacy and the microcredit programs. However, one positive point to share was that EWB and APENF was able to both perform and communicate better through its strong partnership and the expansion of various financial support.



Joint council



Group discussion

On the second day, each group had time to discuss the problems and improvements brought up on the first day and to give a presentation on solutions and alternatives. The propositions included suggestions that the quality of classes would improve by hiring appropriate teachers qualified as specified in the articles of contract, and an increase in the budget would be considered for

the local groups having difficulty in managing the microcredit program, after an evaluation.

Besides these points, the EWB team in Seoul and Burkina Faso proposed computer training for the operators, a long-term approach to monitor the beneficiaries in each village, and the writing of a case-study presentation of this GAPA project.



Visit to the 'Worou' village



Runing a miscellaneous store with
Micro-credit Program

The joint council of EWB and APENF for the purposes of the mid-term monitoring of the year of 2013 confirmed the the importance of their highly cooperation relationship once again and had time to look into the present and future of the GAPA project. Furthermore, it was meaningful to focus on the management of the micro-credit program, which must be dealt with in the future.

2) The Second half-year Monitoring of the GAPA Project

EWB visited Burkina Faso in order to attend the second half-year joint council of the GAPA project and to visit the working sites from December 10 to 20, 2013. On the first day, the team visited Bobo-Dioulasso. We met the local Operator, talking about the operation of the projects for the year and visited the dam located in a 1 to 2 hours of distance from the project site. From the 1960s, the dam was built with massive aid from France and the U.S. and connected the water pipes to everywhere of the village. Furthermore, a large of sugar cane farm near the village was built with agriculture assistance, and jobs were created by building the factories. The dam manager who guided the EWB team explained the roles and importance of the dam and waterways as passionately as he put his feet inside the dam to show its depth.

We met the vice-representative of the Korean Association in Burkina Faso, Mr. Yun-Seok KIM, who has lived for more than 10 years in Bobo-Dioulasso and has been working hard to educate adolescents and prisoners. He led us to a vegetable garden which he has cultivated himself. After solving the problem of supplying agricultural water by digging a more than 15 meter deep well in each garden, the quality of barren soil has been improved and green vegetables have been freshly grown. Because of the geographical features in the Sub-Saharan area, all soil in Burkina Faso is red. Cabbage, turnips, and other vegetables are grown in the vegetable garden we visited and the soil is far more fertile than that of other areas.



A large sugar cane farm near Bobo-Dioulasso



Dam built in the 1960's



Agricultural water pipe equipped in the 1970's



A well built in vegetable gardens



Agricultural water scooped up from a more than 15 meter deep well



Vegetables cultivated in the vegetable garden



Discussion about how to manage farms

After visiting Bobo-Dioulasso, we returned to Ouagadougou, the capital city, and officially began the joint council. Mr. ANATOLE, the president of APENF, Madame Germaine, the executive secretary, the staff of APENF, the operators of villages, and the staff of the EWB headquarters and local officers had time to report whether the proposals made in the first half-year had been reflected and the progress of the ongoing projects in the second half-year, and to come up with appropriate operational directions and plans for project for the year of 2014.

The head of APENF, Mr. ANATOLE, said that he was impressed by the passion that EWB had shown in our efforts for promoting sustainable growth and development, more than the nation of Burkina Faso itself, and showed his gratitude. He also said that he would try his best in the project operation and management to match EWB's efforts. Madame Germaine and the local operators shared their knowledge by speaking of the good examples of the progress of the project in the first and second half-year, their difficulties, and areas for improvement. Mr. Kyelem Serge, a graduate student of Global Education Development Cooperation at Seoul National University and who also works for the Minstere de l'education Nationale et de l'alphabetisation (MENA) had a chance to explain the project of the National Research Foundation (NRF) which will take place in 2014.

In this joint council, an emphasis was placed on that knowledge gained through literacy education and vocational education could be applied to real life and steadily used, and household income should be increased by means of the transparent micro credit program. The training program for local leaders to reinforce their capacity for operating computer programs should be provided and the demand for the training program will be reflected in the projects of 2014. It was meaningful to realize that the projects are not only for EWB but also for the public good at large.

"I was impress that the Koreans came here to make every effort to improve the education of Burkina Faso for many years. Let's share the good examples and find solutions for the prospective problems by doing our best. We can't depend on EWB forever. Let's go on with GAPA project on our own with a sense of ownership".

-by ANATOLE, the president of APENF, in the second half-year joint council-



Participants in the joint council



Presentation of the 2014 ongoing project by Serge

4. EWB-Seoul National University joint project on ICT Capacity Building and the Opening Ceremony for a computer lab.



As one of the projects in partnership with a university by Korea International Cooperation Agency (KOICA) in 2013, EWB joined the project developed by Seoul National University and Kenyatta University as a consortium for qualified EFA. The project started in December 2012, with the aim of reinforcing teachers' capacities, and focused on ICT utilization abilities on the part of teachers. Using a single site study conducted in Kenya in the first half-year, the opinions of Kenyan teachers, the main beneficiaries of this project, were reflected. Thanks to the efforts of the coordinators sent from the Department of Global Education Development Cooperation at Seoul National University and EWB, classrooms that accommodate up to 45 people were built in the headquarters of the Forum for African Women Educationalists (FAWE) located in downtown Nairobi. In addition, more than 500 elementary and middle school teachers took the ICT courses and the eligibility

for the training course was later expanded to public officials in education.

The training was composed of a basic course teaching how to turn on computers and an advanced course related to ICT application plans in educational settings. Most of the participants were computer illiterate, so the four training programs consisted of three basic courses and one advanced course. The trainees had difficulty moving the mouse and clicking on it, but were very passionate about learning. There was a middle-aged teacher coming for the training starting at 9am., by bus for two hours. After the 3 hour class, most of them stayed and continued to practice what they had learnt. Young teachers who were relatively fast learners helped their colleagues learn. The time for them to learn failed to match their passion.

In November, 2013, Chan-Woo KIM, the Korean Ambassador to Kenya, Mun-Jeong CHOI, the head of KOICA Kenya Office, Kilemi Mwiria, a former vice minister of Education, Peter Miano, the representative of the Kenyan government, Hendrina Doroba, the head of FAWE branch office, Catherine, director of FAWE Kenya Chapter, and Stephen Odit, on behalf of all the Kenyan teachers who took the courses, attended the opening ceremony for the computer education laboratory. Mr. Ki-Seok KIM, the head of EWB, gave a lecture to Kenyan headmasters, education policy makers, and local educational leaders regarding the experience of educational development in Korea, emphasizing the importance of educational development in Kenya as well.





Ambassador, Chan-Woo KIM to Kenya



Mr. Stephen Odit, the representative of the local teachers



Commemorative Photograph



The Training Program in Computer Lab.

Mr. Chan-Woo Kim, the Ambassador to Kenya, talked about the experience of Korea developing through international assistance and cooperation in the past, and emphasized the importance of education once again, wishing for the continuous development of Kenya in the future. Additionally, Hendrina Doroba, the head of the FAWE branch office shared her aspirations for gender equality promotion education using ICT as well as talking about the importance of ICT in Kenya. Mr. Stephen Odit, the representative of the local teachers who attended the training, talked with confidence about how different his life had become through the training. In the opening ceremony starting in the morning, crowds of reporters from the local TV stations attended and drew the locals' attention.

Through steady cooperation with FAWE, EWB will maintain the operation and

management of ICT facilities. We plan to continue educational support after finishing the projects, with the aid of video conference systems

Tuesday, 3 December 2013

Kilemi Mwiria

Development Consultant The Kimkam Foundation

Educators Without Borders (EWB) and Forum for African Women Educationalists (FAWE) Partnership on Teacher Capacity Building in Computer Application.

I was fortunate to be invited to two workshops where EWB and FAWE celebrated the successful launch of the computer-training programme for Kenyan secondary school teachers. The Korean government through its development agency, KOICA, funded this project through a partnership with the Seoul National University. During those two events, I congratulated the two partners and explained the value of the programme for Kenyan teachers, their students and communities at large as follows:

1. This partnership supports the Government of Kenya (GOK) Kenya's Vision 2030. ICT is a key element of this vision. This is why the Kenya government is investing in one laptop for every primary school child starting next year. In addition, every secondary school will have at least one computer laboratory in the next two years or so. GOK is aware that the main difference between the developed countries of the world and developing ones such as Kenya is the digital divide. Likewise, a key difference between rural schools and those for privileged kids in urban areas and their teachers is the same digital divide. By narrowing this divide, we improve every Kenyan young person's chances in life.

2. The Republic of Korea has experienced so much development not only because of investing in education in general, but also more because of exposing Korea's youth to the benefits of ICT early in life. It is in this context that this KOICA initiative will go a long way in supplementing Kenya government efforts in the promotion of ICT and will open up computer skills to teachers and students who would otherwise not have had that opportunity. In fact, the Kenyan students so

exposed could easily profit from employment opportunities in Korea and elsewhere in the developed world if they use this knowledge to adequately prepare themselves for global competition.

3. The project's focus on the teacher is most appropriate given that it is teachers who are best placed to spread the message of the ICT revolution. To do this they must first understand the workings of a computer. This project opened the eyes of participating teachers going by the testimonies that they gave during the closing ceremonies. They are now much more confident of what the computer training has made possible for them.

4. Our students and teachers will find basic knowledge of computers crucial for the learning of virtually all subjects. For example, in English the computer can facilitate grammar and editing skills' improvement. In arts and crafts computer applications enable students to do an infinite number of designs while in science there is much knowledge condensed in relevant science teaching packages. Knowledge of computers also serves to demystify the computer among students and teachers who had never seen one while motivating them to ask more questions.

5. For the participating head teachers, computers will facilitate efficient storage and retrieval of information on pupils and staff as well as records of institutional assets and liabilities. Some of the packages they learned will prove vital teaching aids and will support the preparation of timetables that can be modified depending on changing needs.

6. But they will also realize more personal benefits. They can do their work plans, set examinations and explore business and training opportunities using the knowledge they learned. They can also benefit their neighbours as long as they have access to a computer in either a school or the newly established constituency/village digital centres.

7. Because the schools where the participating teachers come from have

computer laboratories (or will have one soon), there is the additional opportunity to benefit from access to the Internet. Here the idea of the computer as the best equalizer will be apparent because a child in rural Kenya will have access to the same information available to a child in Seoul, Tokyo or New York; and at the same time.

8. Consider too, the possibilities this could open for student inter-institutional exchanges, which reduce inequality that has developed between the rural and urban and/or the private and public schools. Internet facilities to schools delimit the amount of resources available to students as it enables access to global resources on any topic, while further opening them up to the challenges and prospects of a global setting.

9. Moreover, with Internet links (and a possible network of schools), teachers and students of different schools can share limited learning resources, examinations, science experiments and notes on topical issues. For example, a single teacher with a solution to a difficult mathematical sum can share her knowledge with colleagues in many schools.

10. Additionally, networked school administration systems will enhance competence levels in our schools. School heads and staff from different schools who can rarely meet at the present would be a button away from experience sharing on curriculum and related matters, replacing the present over-reliance on hard copy ministry directives.

11. Finally this project was of immense benefit to both EWB and FAWE. For EWB, young Korean researchers were able to learn from Kenya. They have African experience they never had before the project, which is good for their careers. For FAWE, the project helped to enhance the organization's visibility and expanded its network of partners.

I am hoping there will be a larger second phase of this very worthwhile initiative. I am happy I was part of it in one way or the other.

5. The Launch of the Global Education Support Project by the Ministry of Education and the National Research Foundation of Korea

EWB was selected to conduct the educational cooperation project in Burkina Faso in 2013 by the Ministry of Education and National Research Foundation of Korea. This project, launched from November, will go on with the two unit projects. The first unit project includes an educational course for developing and implementing referentials in non formal education, standardization of textbooks, and training programs for teachers. Even though the government of Burkina Faso has made efforts to improve non-formal education, most of the institutions in charge of non-formal education were managed by private organizations and have operated with 24 different curricula. The literacy campaign of both state organizations or private organizations remains unconsolidated, nor standardized, therefore some problems with the campaign for the eradication of illiteracy persist. EWB has developed an integrated education and evaluation process and has created a project to settle a high quality campaign for the eradication of illiteracy by complementing the outline of the standard curriculum, textbooks, and teachers manual with the assistance and cooperation of related organizations and government. Moreover, Mr. Kyelem Serge, a public official of MENA in Burkina Faso, started an in-depth study on the realization of the local reflect method, considering the current situation, and problems in December, 2013.



Interview with the Executive Secretary of APENF

The second unit project includes the development of micro-credit program management and training programs for mid-level managers, with the aim to newly develop after researching and evaluating the improvements of household income through the micro credit program and develop ways to withdraw loans that EWB has implemented for the last three years. Because the procedure of using and managing the micro credit program is quite complicated, it is necessary to educate how to manage it in a transparent and effective way. With this project, it is expected that the manual for managing the micro credit program should be easy to use. By developing an Excel management format and calculation formula for the withdrawal of loan money which is adequately secured, is a management technique that can be advanced with the withdrawal of loan money for reinvestment. Furthermore, through this a virtuous cycle of loan, withdrawal, and reinvestment can be formed. To facilitate its utilization, self-reliance capacity enforcement training will be offered to managers with the cooperation of experts in micro credit programs.

III. EWB News

1. The Dispatch of the EWB Africa Team

1) To Burkina Faso

Two staff members, So-Hyun SUNG and Min-Seo KIM left for Burkina Faso at 9 AM on May 28, 2013, and arrived at 8 PM local time on the same day. They are currently there to coordinate EWB projects, monitor programs, and research data related to community development.



2) To Kenya

Sujin KO, the coordinator of the team Kenya, left for Kenya at 9:20 PM on May 18, 2013, and arrived at 5 AM local time on the same day. She is busy conducting the ICT project since the conclusion of the MOU with Kenyatta University, implementing workshops for teacher training, and building local networks.



2. Participation in UNEP Global South-South Development Expo

From October 28 to November 1, 2013, EWB participated in the Global South-South Development Expo hosted by UNEP (United Nations Environment Programme) in Nairobi, Kenya.

In this expo, held in the format of a 'Solution Exchange Forum', heads of state from all over the world and leaders and executives of development cooperation organizations discussed issues such as the green economy, green industry and technology, agriculture and food security, sustainable development, ICT, environment, women and health, and poverty reduction. EWB actively participated in the expo by managing its own booth. We promoted the Peer Review Project implemented in the three countries of Africa with the support from UNDP and widely advertised the process and effectiveness of the GAPA program (self-reliance capacity building project for rural women) in Burkina Faso which has been run over the past four years. It was a great chance to build development cooperation networks and discuss ways to go into further partnership.



Forum participants



EWB booth in the Expo



Publicity for EWB Projects



Discussion with interested parties

-Appendix 2 . Contents of EWB E-Book distributed in the Expo

BOOK I

Poverty Reduction Project

1. EWB

- (1) The Mission of EWB
- (2) 2012 Annual Report of EWB

2. GAPA

- (1) What is GAPA General Intro
- (2) Movie: Dev of GAPA, 2007-2014

3. KAD

- (1) Why KAD (Korea-Africa Day)
- (2) Korbil's Introductory Note
- (3) Presentation Slides

Plenary Session

- 1. National Development & the Role of Education in the Republic of Korea**
- 2. Role of S&T in Korea's Economic Development: Case of KIST**

Samsung & Korean Vice minister

- 1. Dynamic Korea!: The Past and Future of Education, Science and Technology**
- 2. Impact of ICTs and Innovation in Education**

Session 1

- 1. N I L E(National Institute for Lifelong Education)**
- 2. Empowering the Women in Poverty and HIV/AIDS Vulnerability for Self-reliance in Burkina Faso**

Session 2

- 1. Evolution of Korean Science and Technology Policy**
- 2. The Development of Higher Education in the Republic of Korea**

Session 3

- 1. Development, Achievements and Cases of Vocational Education and Training in Korea**
- 2. Planning and Developing National Policy for ICT in Education**
- 3. Establishment and Development of Educational Broadcasting System in Korea**

Others

- 1. Make Learning for All a reality**

4. Kenya

(1) Concept

(2) Video by Head Teacher Sunny Kim

5. Peer Review for Capacity Development of Educational Leadership in Africa

BOOK II

Formal Education and Development of Korea

1. Selected Writings from *Development and Education*

Dr. Bom Mo CHUNG

(1) From Ashes to Affluence

(2) The Nation

(3) The Power of Education

2. Japanese Colonial Education as a Contested Terrain

Dr. Seong-Cheol OH & Dr. Ki-seok KIM

3. Making World-class Research University at Seoul National University

Dr. Ki-Seok KIM

4. Tertiary Education For All

Dr. Ki-Seok KIM & Dr. Hwanbo PARK

BOOK III

Non-formal Education and Development of Korea

1. The Origins of New Village Movement (NVM)

Dr. Jin Hwan PARK

2. My Lifelong Fight against Extreme Poverty in Korea

Dr. Yong-Ki KIM

(Some photos on Dr. Y K KIM)

3. Adult Education in Canaan Famers' School for Poverty Reduction

Dr. Ki-Seok KIM

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.