

From 2010 to 2019



Bridge Zambia Project Report

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I. INTRODUCTION

The Bridge Zambia Project (the Project) has been implemented jointly between the Korean National Commission for UNESCO (KNCU) and its partners in Zambia since October 2010. In March 2019, KNCU's involvement in the Project will come to an end and Zambia will take over full responsibility for the Project as it goes forward. The Project has supported grassroots activities through the establishment of a Community Learning Centre (CLC), which acts as a hub of community-led development activities in non-formal education. The Project has mobilized and empowered communities and local leadership to take charge of non-formal education programmes with the aim of assisting Zambia to attain UNESCO's Education for All goals and UN Sustainable Development Goal 4 (SDG 4), concerning education quality.

From 2010 to 2013, the Bridge Zambia Project operated through NGOs and saw the placement of young Korean volunteers who worked with the communities involved in the Project.

The Korean National Commission for UNESCO (KNCU) signed a Memorandum of Understanding (MOU) with the Zambia National Commission for UNESCO (ZNCU) on 25th March, 2014. Following this, in 2015, a community learning centre (CLC) was established in Nega-nega, Zambia, expanding Project's ability to work with beneficiary communities.

Education programmes offered in this CLC include not only adult literacy classes but also vocational skills training. This gives beneficiaries of the CLC's education programmes further opportunities to enhance their livelihoods.

II. BACKGROUND

The strategic focus of the education policy of the Government of the Republic of Zambia (GRZ) combines the policy aspirations outlined in the *Education Policy of 1996: Educating Our Future*; in the *Science, Technology and Innovation Policy*; and in *Vision 2030*. An integral part of the GRZ's strategic approach is ensuring the relevance of education at all levels of learning so as to equip learners with skills appropriate to the 21st Century and contribute to national development. All three of these policy documents, and the relevant legislation that underpins them, are currently being updated to reflect broader developments in the education sector, but all three still constitute foundational policy instruments upon which the country's education plans have been formulated.

From independence in 1964 to the 1990s, education in Zambia was provided through four years of early childhood education (ECE), seven years of primary schooling and five years of secondary schooling. The Educating our Future policy of 1996 ushered in a switch to a 4-9-3 structure, comprising four years of ECE, nine years of basic education, and three years of high school education.

While the country's policy stance in *Educating Our Future* reflected a global trend towards provision of basic education, the government confronted substantial challenges in making the shift to the new educational structure that the policy required. With the change of Government in 2011, there was a shift in institutional structure of the education system back to a 4-7-5 (ECE-Primary-Secondary) structure, reverting to a version of the structure that had been in place since independence. Tertiary education has, since independence, required a minimum four years for university degree-level education, with shorter courses being from two to three years.

In 2013, the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) reviewed the education curriculum in order to redefine the teaching content so that relevant knowledge, skills and values were incorporated into the curriculum. The Ministry also introduced a two-tier curriculum for Grades 8 to 12. The two-tier curriculum ensures that learners can opt to pursue either an academic or vocational career pathway at secondary school level.

Decentralisation has been a commitment of the GRZ for many years, with the 7th National Development Plan prioritising acceleration of this process, which has substantial implications for the education sector. The implementation of the National Decentralisation Plan provides for the following in the education sector:

- Devolving ECE, primary education, and youth and adult literacy education (YALE) to local authorities, while retaining central responsibility for secondary and higher education, formulation of national policy and legislation, and oversight and coordination of the operations of statutory bodies and institutions, including education boards and university management structures; and
- Devolving key functions and powers to points of delivery, including fiscal decentralisation, while providing central guidance on such issues as teacher recruitment.

Decentralisation is therefore a core driver of the emerging system development requirements for the education sector.

Another important feature is that in 2011, the Government reviewed its structure and portfolios and this resulted in the merging of the Ministry of Education (MoE) with the Ministry of Science, Technology and Vocational Training (MoSTV) to form the MESVTEE. This was undertaken in order to constitute one single, unified institution to efficiently and effectively handle all issues relating to education and training in Zambia. However, due to non-acceptance of the new reforms by key stakeholders and the overload of work in one ministry, in 2016 the Government again split MESVTEE into two: the current Ministry of General Education (MoGE) and the Ministry of Higher Education (MoHE).

MoGE is responsible for all issues related to ECE, primary education, secondary education, and YALE, while MoHE is responsible for higher education, TEVET (technical education, vocational and entrepreneurship training) and STI (science, technology and innovation). The function of teacher education (both pre-service and in-service) is still the primary responsibility of MoGE, although institutions within the structure of MoHE of course remain important providers of teacher training.

1. Country Overview

The Republic of Zambia is a democratic country located in Southern Africa with its capital city being Lusaka. The country is divided into ten provinces, with over 100 districts. The official national language is English, while seven local languages have an official status as regional languages: Bemba, Nyanja, Lozi, Tonga, Kaonde, Luvale and Lunda. In practice, though, as many as 72 different languages are spoken. The first four regional languages are spoken most commonly, while the last three are spoken mainly in North-Western province.

At independence in 1964, the population was about 3.5 million but the current population is about 16.4 million ¹⁾ with population growth projections being high, at around 2.8% per annum. Census data estimates the child population (18 and younger) at 52.5% of the overall country population. Life expectancy is 58.2 years for men and 62.0 years for women.

The population growth rate has a strong effect on the demand for services, particularly education, and the fertility rate is a major factor affecting population growth. The total fertility rate in Zambia was 5.0 in 2015 ²⁾. Zambia still ranks among the top 12 countries in the world with respect to fertility rates, but the impact of education on fertility rates in Zambia appears strong: according to the 2010 census, the rates were 6.8% for women (aged 15-49) with no education, 7.1% for those with primary education, 4.6% for those with secondary education and 2.8% for those with tertiary education.

Another factor of particular relevance to the provision of services is the density of population. Zambia is a very sparsely populated country at 21.5 people per square kilometre, ranking 201 out of 241 countries surveyed for population density ³⁾. About 40% of the population is in the country's urban areas.

Zambia's economy is performing relatively well in the overall Sub-Saharan African (SSA) context. However, the country's high population growth rate is affecting GDP per capita, where the growth rates are well below those of overall GDP. The current GDP for Zambia ⁴⁾ is slightly above USD 28 billion and GDP per capita is slightly above USD 1,860. From 2011 to 2013, Zambia continued to achieve real annual GDP growth rates of about 6.3%. This was followed by a decline in the next three years.

Zambia's economic performance has largely been driven by growth in construction, transport, communications, the public sector, trading and mining. Mining is the largest economic sector and remains the driver of investment in other sectors, especially construction, transport and energy. Copper is the country's mainstay, contributing about 70% to export earnings. Other significant sectors include agriculture and tourism. Over the last few years the economy has become more diversified and non-traditional exports have grown substantially.

Over the last decade, Zambia sustained a favourable rate of economic growth, which averaged 7.4% between 2005 and 2014. Economic performance in the medium term is expected to remain

strong. Growth was around 4.3% in 2018 and is expected to be around 4.7% in 2019. With regards to public resources, over the past three years, Government revenues have averaged 18% of GDP, a little below the average for SSA ⁵⁾. The 2014 Global Monitoring Report on Education recommends that governments should secure at least 20% from taxes in order to ensure sufficient support for education.

The GRZ's spending on education has been increasing in absolute terms over the period from 2012. Education takes the largest single share of GRZ budget. Education's share of the total Government budget had been increasing until 2015 but has declined since. GRZ projections for 2018 - 2020 indicate that the average share of education in the budget will be 17.2%.

In terms of poverty, according to the 2015 Living Conditions Monitoring Survey, around 54.4% of the population in Zambia could be considered poor, subdivided into extremely poor (40.8%) and moderately poor (13.6%). The poverty rate has, however, declined from 69% in 1996 and 64% in 2006. These improvements have been benefiting mainly urban areas ⁶⁾, since only a quarter of urban dwellers are poor, while three quarters of rural Zambians live in poverty. In absolute numbers, this means that 8.5 million people are living in poverty, with 6.4 million of those living in extreme poverty with insufficient resources to meet their daily minimum food requirements. Poverty in rural areas has a strong impact on all aspects of education, including access, quality and attainment.

In addition to the high levels of poverty, the distribution of wealth in Zambia is highly inequitable. According to the World Bank, Zambia has a Gini coefficient of 57.1, and is ranked fifth in the world in terms of income inequality.

With regards to health and nutrition, Malaria is the most commonly reported illness in both rural (43.7% of reported illnesses) and urban (34.9% of reported illnesses) settings. In addition, the HIV/AIDS epidemic in Zambia is a generalised and mature epidemic within the population (Ministry of Health, 2010). Across the country, HIV/AIDS prevalence is higher for females than males, with urban areas reporting higher rates for both sexes. This epidemic threatens to undermine the delivery and quality of education services in the country given its impact on teachers and children who become orphans.

Levels of malnutrition among young children in Zambia are high, 40% of children under age 5 are stunted, 6% are wasted ⁷⁾ and 15% are underweight according to the most recent Demographic and

1) According to the population projections from the 2010 census conducted by the Central Statistics Office (CSO) for 2017

2) World Bank data

3) Population Density, World Bank Group Data

4) Zambian Economic Indicators (2017)

5) IMF 2016

6) Rasmussen et al., 2014

7) Children are considered stunted when their height for age score is 2 standard deviations below the WHO norm while they are considered wasted when the measurement of weight for height is 2 SD below the norm.

Health Survey. There is improvement: stunting has declined from 46% in 1992 to 40% in 2013-14, though this is still much too high. The survey also found that stunting ranges from a low of 18% when mothers have at least a secondary education to a high of 45% when mothers have no education. There is now considerable international evidence that “large developmental deficits can arise if children do not have adequate access to nutrition, health care, cognitive stimulation and socio-emotional support during their earliest years” (Bruns and Luque, undated).

The devastating impact of the HIV/AIDS epidemic in Zambia does, however, appear to be declining. According to the 2013/14 Demographic and Health Survey, HIV/AIDS prevalence declined from 15.6% between 2001 and 2010 to 13.3% in 2013/14. In addition to this decline, the Zambian response to HIV/AIDS has been aggressive and persistent and knowledge of HIV/AIDS in Zambia is universal: almost all women aged 15-49 and men aged 15-59 have heard of HIV/AIDS and 42% of women and 49% of men have comprehensive knowledge.

Zambia is a member of a number of international organisations, including the United Nations (UN), the African Union, the South African Development Community, the Common Market for Eastern and Southern Africa, and the Commonwealth of Nations.

The UN’s Human Development Indicators show that mean years of schooling and the human development index values for Zambia have steadily improved since 1980, and that after an initial decline, life expectancy at birth was about 20% higher in 2014 than in 1980.

Summary of Socio-economic indicators

Total population (in thousands)	16,591
Annual population growth (%)	3
Population 15-24 years (in thousands)	3,425
Population aged 14 years and younger (in thousands)	7,481
Rural population (% of total population)	58
Total fertility rate (births per woman)	5
Infant mortality rate (per 1,000 live births)	44
Life expectancy at birth (years)	62
Prevalence of HIV (% of population aged 15-49 years)	12.40
Poverty headcount ratio at 3.10 PPP\$ a day (% of population)	78.90
GDP per capita - PPP\$	3,853
Annual GDP growth (%)	4.10
Total debt service (% of GNI)	3.10
GDP in billions - PPP\$	69

PPP\$= purchasing power parity \$

2. Current Situation regarding Education in Zambia

Until 2011, Zambia’s formal education system had a 9-3-4 structure, comprising nine years of basic education, three years of high school education, and four years or more of university education. In addition to universities, other tertiary education institutions have been offering programmes of between two to three years. Transition from lower to higher education levels was determined by national competitive examinations at the end of Grades 7, 9 and 12. The historical arrangement of primary and secondary education, which were offered in separate institutions, changed with the development of the basic education concept in *Educating Our Future*. However, the new structure was not fully adhered to and there were still a small number of schools that offered mixed levels such as Grades 1-12; Grades 1-9; Grades 10-12; and Grades 8 to 12.

In 2011, Zambia adopted the 3-7-5-4 structure, comprising three years of ECE, seven years of primary education, five years of secondary education and four years or more of university education. This shift did not reflect international trends but was consciously made in response to the need to have adequately trained teachers at the secondary level. Currently, due to insufficient numbers of qualified teachers at Grades 8 and 9, in some schools learners are taught by primary school teachers who may not have sufficient subject knowledge, qualifications or experience to teach at secondary level. In addition, at ECE level a critical shortage of qualified teachers has left the sub-sector being handled by untrained caregivers.

Alongside the above structure, the MoGE provides education under the Youth and Adult Literacy Education (YALE) system to youths, young adults and adults who have never been to school or dropped out of school and have since lapsed into illiteracy. YALE provides for both basic literacy skills (reading and writing) and functional skills. The sub-sector, however, does not have its own permanent structures within the MoGE. Currently YALE is offered at adult literacy centres in schools and at Ministry of Community Development and Social Services centres.

In 2014 the Government introduced a two-tier system at secondary education level. This provides for learners at Grade 8 to opt for an academic or vocational skills pathway. Another major change in the curriculum has been the policy to provide instruction in the language of play from ECE through to Grade 4 in primary school, and in English from Grade 5 onwards.

i . Youth and Adult Literacy Education

The Government recognises the importance of youth and adult literacy education and is committed to reducing illiteracy, especially for women. Youth and adult literacy education in Zambia aims to empower the country’s citizens to participate effectively in national development through the

provision of reading, writing, and functional skills. This sub-sector caters for adults/youths that have never been to school and also includes those dropping out. Currently, youth and adult literacy education is offered at adult literacy centres countrywide. Most participants in adult literacy centres are women.

Over the years, literacy among the youth has increased, especially in the urban areas. Nonetheless, illiteracy remains high in rural areas and among women. In 2016, the literacy levels for the 15-49-year age group were estimated at 67% for women and 83% for men. However, youth and adult literacy programmes cover only a small proportion of the illiterate population due to such factors as limited funding; lack of coordination and linkages among relevant stakeholders; unrepresentative statistics; inadequate infrastructure; lack of trained instructors; very narrow curriculum coverage; non availability of teaching and learning materials especially for learners with special education needs; no bursary scheme to support orphans and vulnerable children; poor remuneration for the few instructors; lack of strategies on monitoring and evaluation; and inadequate youth and adult literacy structures in the education system.

There are various YALE providers who offer the programme either as basic or functional literacy. However, there has been no policy to guide this provision; no national curriculum; and a lack of appropriate materials for use in teaching and learning. Another challenge is that most illiterate people are vulnerable and poor, hence unable to afford the tuition fees charged by providers. Bursaries and scholarships are not extended to youth and adult literacy programmes nor does the free basic education policy cater for youth and adult learners.

The assessment of learners and evaluation of youth and adult literacy programmes have not been consistent over the years. Failure to carry out assessment and periodic evaluation of programmes has resulted in lack of accountability concerning the contribution of literacy education to individual, community and national development.

Youth and adult literacy education is not linked to other levels of learning. There are no measures to sustain acquired literacy skills and competences; this leads to relapse into illiteracy, due to lack of reading materials. In addition to the MoGE, youth and adult literacy programmes are offered by various other providers, including the Government ministries responsible for community development and youth and civil society organisations. However, coordination and linkages among the relevant stakeholders are lacking.

Financing of YALE has been a major challenge, leading to limited growth and development of literacy as a sub-sector of education. Over the years, less than one percent of the annual allocation to education has been allocated to YALE. Given the importance of youth and adult literacy education for individual and national development, the sub-sector requires enhanced financing for the benefit of the large numbers of beneficiary youth and illiterate sections of Zambian society, especially women.

The MoGE assumed the portfolio of offering literacy education in 2004. Since then, it has conducted various activities, such as convening a number of stakeholder meetings, establishing the adult literacy technical committees, and training of MoGE staff in adult literacy methodologies, as well as developing teaching and learning materials. It is also developing the National Policy for Adult Literacy Education. Meanwhile, the Curriculum Development Centre (CDC) staff is developing the core curriculum for adult literacy education with accompanying teaching and learning materials.

Most illiterate people are vulnerable and poor, hence, they often fail to pay the little tuition fees demanded by providing institutions. In addition, materials are not distributed to adult learners as is done to learners at primary and secondary school levels. Furthermore, the impact of HIV and AIDS has affected more people who are poorer and illiterate.

Arising from the highlighted challenges and the government's policy aspirations, the following have been the main objectives of YALE:

- (a) To increase access to youth and adult literacy education;**
- (b) To improve the quality of literacy education;**
- (c) To promote efficiency and effectiveness of literacy programmes; and**
- (d) To promote equity in youth and adult literacy programmes.**

To promote equity in the provision of YALE, MoGE has focused on establishing adult literacy classes in the existing Government schools in rural, remote and urban areas. There is provision of both basic and functional literacy through the two-tier education system, with provision of skills training courses in topics such as tailoring and bricklaying to encourage both men and women to enrol for literacy classes. Furthermore, adult literacy classes are established in correctional facilities for inmates to cater further for marginalised groups in society. There are education centres in 34 correctional facilities which have 1913 learners across the country who learn through face-to-face teaching modes.

The MoGE coordinates and promotes the provision of education to out-of-school youths and adults through face-to-face education delivery in order to increase equitable access to education and skills training in Schools for Continuing Education. It also provides flexible education opportunities to every learner through effective implementation of open learning classes, evening classes, General Certificate of Education (GCE) classes/examinations, education for correctional facilities' inmates, transit classes and skills training programmes in the aforementioned Schools for Continuing Education.

MoGE offers skills training to out-of-school youths and adults through the Schools for Continuing Education programme in all provinces except Lusaka and Muchinga. Schools for Continuing Education offer academic and vocational courses in line with the two-tier education system of providing academic education and skills training, which equip citizens with knowledge and skills required for improved productivity. The 13 Schools for Continuing Education have 8,431 learners with 7,629 enrolled in academic programmes and 802 enrolled in skills training programmes such as carpentry, metal fabrication, food production, bricklaying and plastering.

ii. Technical Education, Vocational and Entrepreneurship Training

Technical education, vocational and entrepreneurship training (TEVET) is a term referring to "those aspects of the education process involving, in addition to general education, the study of technologies and related sciences, and acquisition of practical skills, attitudes, understanding and knowledge relative to various sectors of economic and social life." ⁸⁾ Globally, strides have been made to ensure that TEVET takes centre stage as a tool for socio-economic development.

As a result, access to TEVET has become paramount with emphasis on making it inclusive. TEVET should be seen to provide access to a wide and empowering range of knowledge, skills and values to its learners. To enable this, the teaching and learning methods should recognise and accommodate the different starting points, learning rates and previous experiences of the learners.

In the Zambian context, TEVET is conducted formally and non-formally, and plays a critical role in socio-economic development. It provides opportunities for economic and income growth, poverty reduction, employment, greater productivity and human development. The sub-sector also provides a transition for learners from the school system to the world of work. It comprises all service providers under ownership groupings consisting of public, private, community, trusts and non-governmental organisations (NGOs). This also includes Schools for Continuing Education providing skills training under the Ministry of General Education.

Skills development is within the remit of the Ministry of Higher Education and is implemented

8) Technical and Vocational Education and Training for the Twenty First Century: UNESCO and ILO Recommendations (2002), the United Nations, Education and Scientific Organization and the International Labour Organization

through its TEVET programmes. The TEVET system is arranged at three levels: (i) policy level (MoHE and TEVET line ministries such as MoGE, the Ministry of Youth and Sports, and Ministry of Labour and Social Security); (ii) regulatory level, i.e. TEVETA; and (iii) training provision level, i.e. registered TEVET institutions.

The Government has recently implemented a two-tier education system which introduces vocational training at an early stage. Under this system, learners are given an opportunity to undertake technical education training from Grade 8 with emphasis on life skills subjects. This will require reviewing the curriculum for both primary and secondary schools as it is acknowledged that the fundamental skills of reading and mathematics are the building blocks for all further education levels. In addition, as those students proceed through the academic stream into tertiary education, they will also require different skills to prepare themselves for self-employment and the changing labour market demands. Learners whose strength is in non-practical subjects are encouraged to continue with the academic path. This is being done in line with the Constraints Analysis of the TEVET and education system in Zambia conducted by the Millennium Challenge Corporation, which suggested three problems:

- i. Employability of the labour force is limited by skills at many levels due to the challenges faced by the whole education system;**
- ii. Labour productivity, and hence competitiveness and the cost of doing business, depends in part on labour skills; and**
- iii. Self-employment (mainly in the informal sector) depends on skill levels and is crucial for poverty reduction.**

The aspect of access remains cardinal in the TEVET sector. Currently, access to TEVET is very low with capacity and vulnerability acting as major barriers. About a total of 300,000 youths leave the school system every year at Grades 9 and 12. The TEVET system can only enrol or absorb about 14,000 students annually, (i.e., about a 4.6% rate of absorption). With a total youth population estimated at 2,910,297 for the year 2010, total annual enrolment for TEVET and universities was below 50,000, giving a tertiary education Youth Gross Enrolment Ratio of about 2%. This is far below the 2007 respective average figures of 6% for Sub-Saharan Africa and the 26% world average as reported by UNESCO ⁹⁾. Zambia's ratio was in the bottom cluster of Sub-Saharan countries.

9) UNESCO Institute for Statistics, Trends in Tertiary Education: Sub-Saharan Africa -Fact Sheet July 2009 No. 01

The challenge for TEVET is how best to provide opportunities and diversity of training pathways in order to accommodate the increasing number of school-leavers, as well as existing out-of-school youth.

Another important aspect of TEVET relates to demand responsiveness. The 2004-2006 Tracer Study conducted by the Ministry of Science, Technology and Vocational Training ¹⁰⁾ found that 55% of TEVET graduates find employment within six months of graduation, while 34.8% of the graduates find employment between six to twelve months after graduation, suggesting that TEVET institutions are increasingly offering programmes that are responsive to the market demand. In response to labour market demand, elaborate systems for curricula review involving relevant sectors of industry and other stakeholders have been implemented.

The TEVET sub-sector still has some challenges to progression in certain fields in which there are no institutions that offer higher-level qualifications. The absence of institutions offering higher level qualifications hinders interested candidates from upgrading their skills. To address this challenge, the MoHE has embarked on a programme to merge three institutions based in Luanshya district into a polytechnic that would offer higher level qualifications.

As in other sectors, equity considerations are important in TEVET. The number of socially disadvantaged learners almost doubled in the five years to 2008, from 8.5% in 2003 to an estimated 18% in 2008. An increase by 25% of female graduates from TEVET programmes across the board was achieved from 2002 to 2008. As at 2010, however, enrolment by programme and by gender indicated that, in 2009, as many as 19,850 males were enrolled in various programmes, against 13,549 females, revealing remaining equity challenges. Lower-level enrolment amongst female students is particularly prevalent in engineering and technical programmes.

The MoHE also aims to promote the participation of vulnerable persons in TEVET. The sector still faces challenges in the area of unfriendly physical infrastructure for persons with disabilities; inadequate numbers of trained lecturers in special skills for training persons with disabilities; and inadequate financial support for gifted learners who may not be able to pay fees.

Curriculum and human resource development constitute a particularly important pillar in TEVET. In recognition of this fact, the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) is mandated by law to review and develop national curricula for TEVET. TEVETA has been doing this in collaboration with industry; however, financial constraints have slowed down this

10) Ministry of Science, Technology and Vocational Training, A Tracer Study of the Graduates for the Years 2004,2005 and 2006, Lusaka, p.33

process. In addition, the effective implementation of the current curriculum has been constrained by lack of investments in technology, equipment and training materials. Furthermore, the issue of sustainable development has not been addressed in the process, as environmental issues have not been taken into consideration during the development of local and national curricula. There is also a system-wide lack of appreciation of the relationship between skills training and sustainable development.



Nega-nega CLC Entrepreneurship workshop (2017)

There is, therefore, a need to mainstream Education for Sustainable Development in the TEVET system to ensure that the issues of the environment, social protection and economic development are addressed. The sector has also been negatively affected by the high staff turnover mainly on account of the failure of the system to supply and retain qualified and experienced staff because of uncompetitive conditions of service and, in some cases, due to inadequate opportunities for staff development.

With the new two-tier curriculum at secondary level, there is renewed optimism that TEVET will be responsive to labour markets and produce graduates that have the requisite skills to ensure economic growth and prosperity.

The Government policy on TEVET, passed in 1996, aimed to create conditions for the development of an entrepreneurial culture and related skills in response to the country's developmental challenges. The TEVET sub-sector, thus, aims to enhance the ability of the labour force to start and run viable growth-oriented business enterprises as a deliberate career alternative. Skills development remains the Government's priority policy for TEVET in the light of the current challenges within the labour market in Zambia, which include a growing labour force that is not matched by the formal economy's absorptive capacity.

The policy focus has been on the following:

- (a) Improving and expanding facilities for teaching science and technical subjects;**
- (b) Creating schools, colleges and universities dedicated exclusively to science and technical subjects;**
- (c) Enhancing capacity by expanding training programmes for scientists;**
- (d) Promoting collaboration between industry and TEVET institutions;**
- (e) Strengthening the assessment and certification systems in TEVET; and**
- (f) Improving learning outcomes in TEVET institutions.**

The strengthening of the assessment and certification systems in TEVET is considered key. As access increases through the implementation of different modes of training delivery, more candidates demand assessment services that meet the current and future demands of the labour market. The Government has also focused on the provision of alternative training opportunities in both the formal and informal sectors.

There was a major policy reform in TEVET in 1996 resulting in the establishment of TEVETA in 1998. The role of TEVETA is to regulate, coordinate and monitor skills training in consultation with industry employers, workers and other stakeholders. This is done to ensure that TEVET institutions adhere to prescribed quality assurance systems. As part of the reform process, the TEVET system was opened up to private training providers, resulting in a greater number of institutions providing skills development countrywide.

The Zambian TEVET system suffers from a variety of financial shortcomings that prevent the provision of equitable and accessible quality training. Larger TEVET institutions have less difficulty in financing their operational costs from student tuition and other fees because of their economies of scale, but for smaller TEVET institutions, GRZ support remains critical. However, all institutions

experience difficulties finding resources to invest sufficiently in equipment and maintenance.

Like national universities, TEVET institutions have financial autonomy and are run by management boards. The public TEVET institutions are allocated grants that are based on historical trends, but lack clear allocation criteria. TEVET institutions are financed in four main ways: (i) tuition fees paid by students; (ii) monthly grants that are provided directly by the Ministry of Finance, with the level determined by the MoHE; (iii) income-generating activities; and (iv) Intermittent financing by cooperating partners.

In order to improve the financial viability of the TEVET system in Zambia, the Ministry of Finance introduced a Skills Development Fund (SDF) to address the challenges of inadequate skills among craft individuals, artisans, technicians and technologists. The SDF resembles a dedicated stock or flow of financing outside normal GRZ budgetary channels to foster the development of productive skills for work and is funded by a direct levy. The SDF is meant to invest in workshops, laboratories, equipment and other requisites for quality skills training. GRZ has developed the Skills Development Fund Implementation Framework and the Skills Development Implementation Plan, containing the SDF implementation strategy and its operational manual, to guide the implementation of the levy and stipulate its monitoring framework. The levy is expected to provide financing that will be used to enhance the quality and relevance of TEVET, as well as improve the general efficiency in TEVET, and will also provide a basis for increased participation of the private sector in TEVET.

Access to TEVET is hampered by a variety of factors, though four key issues stand out:

- i. Public perception of TEVET is problematic as TEVET is considered to be second choice to university education. This is attributed to the fact that TEVET institutions fail to attract young people because most courses offered are considered to be of low societal status, even though there are shortages of such professionals in Zambia;**
- ii. The current availability of various bursary schemes cannot ensure that many low-income families can afford the tuition fees and other costs of learning. This inability is reinforced by the fact that TEVET providers (especially those offering higher levels of TEVET programmes) are concentrated in urban areas, which increases the costs for students from other parts of the country who require boarding facilities;**
- iii. Access to TEVET is hampered by academic requirements and qualifications offered. Potential students are not accepted because their (non-formal) qualifications are not recognised while for others the**

qualifications offered are too “low” and TEVET offers too few opportunities to advance to university classes;

- iv. TEVET institutions generally lack the physical infrastructure and skilled instructors to accommodate and train students with physical or mental disabilities.

Access to TEVET services by the potential and eligible population is at less than 13%, whereas the average range for middle income economies is between 20% and 30%. To assist skills development, GRZ is committed to increasing the number of learners in TEVET Institutions from 36,124 to 45,000, increasing the completion rate in TEVET programmes from 70% to 80%, upgrading lecturer qualifications, and constructing and rehabilitating TEVET infrastructure.

Training institutions are graded 1 to 3 in accordance with the minimum training standards stipulated by TEVETA. The majority of the institutions are graded 3, which implies that these institutions have a number of challenges in managing training. Next to inequitable access, the quality of skills training provided is of concern in Zambia. This can be attributed to the large number of institutions that are graded 3 according to the Minimum Training Standards. Quality training implies that students are sufficiently equipped with skills that are now, and will in the (near) future be, in demand in the labour market. This requires the right curricula, skilled instructors and proper training equipment and materials for practice.

Currently TEVET curricula are not aligned with technological changes and industry skill requirements. Further, the training institutions lack the required modern training equipment and materials to enable them offer quality training. This has led to the skills mismatch between skills offered by training institutions and those demanded by industry. At the same time, trainers themselves are not familiar with the current industry skills needs. This can be attributed to the lack of opportunity for periodical training in industry to update their skills.

In view of the above, GRZ has put in place various strategies to mitigate the above challenges. These include review of curriculum to meet current industry needs, retraining of lecturers to upgrade their qualifications, equipping institutions with modern training materials and equipment, and improving existing infrastructure. The WBL Framework will also work to reduce the gap between training and industry.

III. OVERVIEW OF THE BRIDGE ZAMBIA PROJECT

1. Introduction to the Bridge Zambia Project

The Bridge Zambia Project has been a part of KNCU’s wider Bridge Africa Programme, aimed at increasing access to education by marginalized communities in various parts of Sub-Saharan Africa. The Project began in 2010 as a collaboration between KNCU and an NGO in Zambia called Peoples’ Action Forum (PAF), focusing on adult literacy and skills development. In 2014, KNCU signed an MOU with the Zambian Government to continue to implement the Project for a five-year period, at which point the Zambia National Commission for UNESCO became KNCU’s major partner in the Project. The Government appreciated the interventions that the Republic of Korea was bringing to Zambia’s education sector, and wished to learn from the Republic of Korea’s experience in developing its education system. In March 2019, the MOU between KNCU and the Government will come to an end, at which point KNCU will cease to be involved, and the Project will be run solely by its stakeholders in Zambia.

The Project’s goal is to improve adult literacy and the skills of the local community, aiming to increase the accessibility and effectiveness of quality technical education and to enhance accessibility to local adult literacy education. The Project is a MoGE adult literacy project under the Directorate of Open and Distance Education (DODE), which is in charge of educational programmes for out-of-school learners in the MoGE.

The Project’s educational programmes are focused on non-formal education and are primarily offered through a dedicated Bridge Community Learning Centre (CLC) in Nega-nega (Mazabuka District), as well as other existing schools and adult literacy centres.

Since 2016, separate Bridge Participation Projects have also been run, to assist with teacher training and the provision of teaching and learning materials.

The Project is overseen by a national committee of stakeholders (the Bridge National Committee), comprising DODE, ZNCU, KNCU (until March 2019), TEVETA, the Ministry of Community Development and Social Welfare, Nega-nega CLC, Kafue, Chongwe and Mazabuka District Education Board Secretary (DEBS) offices, as well as Southern and Lusaka Provincial Governments, giving a total of 14 members.

2. Introduction to the Bridge Community Learning Centre in Zambia

The Nega-nega CLC is operated with the help of four (4) schools, Nega-nega East Primary, Nega-nega Secondary, Kachembele Primary, and Nkumbula Community school. For effective and efficient running of the CLC, there is a management committee, which comprises the head teachers, adult literacy facilitators, and an Education Standards Officer in charge of Open and Distance Learning (ESO-ODL) from Mazabuka DEBS office. The CLC management committee oversees the day to day management of the CLC and is coordinated by the head teacher of Nega-nega Secondary School, who reports to the DEBS office on the activities of the CLC.



Nega-nega people with ESO-ODL

The Nega-nega CLC implemented the 2-tier education system in line with the 2014 government curriculum, in which the learners have the opportunity to learn both academic (literacy) and vocational skills. Vocational skills training courses are offered in Designing, Cutting and Tailoring, and in Bricklaying and Plastering.

The Project has helped in reducing illiteracy levels in Mazabuka District and also empowered citizens with survival skills, through the skills training, contributing to individual, community, national and sustainable development.

Specifically, with the support of the Project, the DODE has implemented basic adult literacy education for youths and adults in 75 schools in Mazabuka, Chongwe and Kafue Districts. This literacy education is a two-year programme in which learners attain literacy skills upon completion of levels 1 and 2, certificates being awarded at the end of each level. The Project has also supported payment of allowances for four adult literacy facilitators and four coordinating head teachers.

The adult literacy learners in Nega-nega CLC have also been given vocational skills training in Designing, Cutting, and Tailoring and Bricklaying and Plastering as a method of empowerment to improve and sustain their livelihood. The Project aimed to enroll and train 10 trainees in Bricklaying and Plastering and 13 in Designing, Cutting, and Tailoring.

The Project will, by 2019, support payment of a Bricklaying and Plastering trainer allowance and Designing, Cutting, and Tailoring trainer allowance, and purchase of materials for the courses. The Project aims to hold three management and review meetings per year. Regular monitoring of educational activities will continue to be conducted in order to secure and sustain the quality of the programmes.

The Project will also share information about Nega-nega CLC and its activities to help Kafue and Chongwe Districts understand the concept of community learning centres and how they assist the provision of both academic and vocational education for adults.

IV. ACHIEVEMENTS

1. History of the Bridge Zambia Project

2010	<ul style="list-style-type: none"> Initiation of Bridge Zambia Project
2011	<ul style="list-style-type: none"> Dispatch of Korean Volunteers to the villages
2012	<ul style="list-style-type: none"> Dispatch of Korean Volunteers to the villages (Kafue)
2014	<ul style="list-style-type: none"> Construction of Chishiko village CLC toilet
2015	<ul style="list-style-type: none"> Secondment of Project Managers to ZNCU Opening of Nega-nega Community Learning Centre
2016	<ul style="list-style-type: none"> Bridge Participation Project (year 1): First Bridge writing festival/awards
2017	<ul style="list-style-type: none"> Bridge Participation Project (year 2): Second Bridge writing festival/awards
2018	<ul style="list-style-type: none"> Bridge Participation Project (year 3)
2019	<ul style="list-style-type: none"> Handover of the first phase of the Bridge Zambia Project

2. Quantitative Outcomes

Quantitative Outcomes of the Bridge Zambia Project

Year	Centre	Access to educational activities		Improvement of quality of education		
		Adult Literacy	TEVET	# of teachers who received training (A/L)	# of teachers who received training (ICT)	# of books printed and distributed
2010	Solobon	1,300	-	4	-	-
2012	Chishiko	200	-	3	-	-
2013	Solobon	100	-	5	-	-
	Nega-nega	30	-	10	-	-
2014	Solobon	120	-	6	-	-
	Chishiko	110	-	6	-	-
2015	Nega-nega	99	19	6	-	-
	A/L Centres (29) in Mazabuka	-	-	58	-	3,575
2016	Nega-nega	83	19	-	-	-
	A/L Centres (29) in Mazabuka	Null	-	-	15	-
	A/L Centres (23) in Chongwe	-	-	46	-	-
2017	Nega-nega	162	64	-	-	-
	A/L Centres in Mazabuka	Null	-	2	24	-
	A/L Centres (23) in Chongwe	339	-	-	23	-
2018	A/L Centres (22) in Kafue	110	-	42	-	-
	Nega-nega	66	23	-	-	-
	A/L Centres (14) in Mazabuka	174	-	-	15	-
	A/L Centres (23) in Chongwe	414	-	-	-	3,495
	A/L Centres (22) in Kafue	197	-	-	21	3,495
Total		3,504	125	188	98	10,565

* Adult Literacy (A/L) Centres in the districts are opened by teachers trained by the Bridge Zambia Project and numbers in () indicate the number of centres operating in the districts.

* Figures for adult literacy learners accessing educational activities in the districts are the total number of learners from all centres in each district.

3. Linkage between the Bridge Zambia Project and the SDGs

At the UN General Assembly in 2015, the international community adopted Agenda 2030: the Sustainable Development Goals (SDGs) as the global development agenda to be achieved by the year 2030. SDG 4 (the Education 2030 agenda) focuses on education. Achieving the sustainable development agenda hinges on the Education 2030 agenda, as education is facilitator for achievement of the rest of the goals. In an attempt to ensure that no one is left behind, Education 2030 employs versatility, emphasizing use of non-formal education to capture those who have been marginalized by the formal education system. It is on this premise that the format of the Bridge Project is critical, in supporting provision of literacy to those left out by the formal schooling system and also providing TEVET skills to the underprivileged in local communities, to empower them with skills that improve their livelihood. This approach sits well in the SDG agenda, with the provision of literacy and skills to local communities helping to accelerating efforts to eradicate poverty, hunger, improve health, sanitation, and gender equality, while efforts to train teachers and provide teaching and learning materials helps improve the quality of education.

A literacy, and later TEVET, skills learner in the Project had this to say, *'After passing level two (2), I bought myself a hand sewing machine. My life has changed because I can afford to buy bread and butter since I am able to raise enough money every day.'* The life of the individual and the entire household in this case has improved, like many others who have acquired TEVET skills.

In another instance, some of the graduates of the Nega-nega CLC were employed at a nearby mining operations company and at a sugar company after acquiring TEVET skills and qualifications from TEVETA. Others have gained the skills to sew products and sell these, allowing them to make money to look after their children. In addition, provision of literacy translates to learners being able to read instructions from hospital and be able to take family planning precautions effectively, in addition to being able to read instructions of how to take medicines, read fliers on how to prevent disease such as malaria, cholera and so forth. Once they acquire literacy skills, issues of safe water and sanitation are better understood by learners and so they are able to reduce incidences of epidemics.

It is important that the Bridge Project targets adults. By providing literacy skills to adults, the Project empowers adults with reading skills which allow them to help their young children in reading at home. Apart from that, when parents are educated, they tend to encourage their children to pursue formal education. The Bridge Project has therefore provided skills for necessary development at individual, community and national level. One DEBS noted this contribution, saying the Project helped in *'Reduction of poverty through survival skills such as tailoring and bricklaying skills'*.

It is therefore clear that the Bridge Zambia Project is interlinked not only with SDG 4 but also other SDGs. The provision of literacy also equips adults with decision-making skills especially with regard to civil engagement in their communities and helps in understanding issues of gender equality at

various levels of society. The Project further provided some 21st century skills to teachers who were facilitators of adult learners by empowering them with information and communications technology (ICT) skills that will benefit learners in formal schooling, as well as adults using the commonly available ICT gadgets such as the mobile phone.

4. Implications

The Bridge Zambia Project has made the following positive contributions to literacy and TEVET work in Zambia.



Bridge Writing Festival (2017)

- i. Access to basic literacy skills has been increased, especially in communities that the Ministry of General Education had not yet reached;
- ii. The TEVET and literacy education offered have given both short-term and long-term benefits to communities, and also have a beneficial multiplier effect, as not only the individual benefits from the acquired skills but also his/her family, community and society at large;

- iii. The Project has given a chance to poor communities to access survival skills despite them missing the chance of formal education. Some of the beneficiaries of the Project have improved their family's economic situation after acquiring skills training from the Project;
- iv. The Project has reduced poverty levels especially in the Nega-nega community because of the skills component;
- v. The Project has served as an example of best practice for its provision of both literacy and TEVET skills, resulting in another international organization replicating the CLC concept in a mining town in Zambia on a larger scale, with not only facilities for learners but also houses for facilitators;
- vi. The Project has brought improvements to the education sector for adult learners in Mazabuka; and
- vii. The Project has offered the empowerment of literacy and skills development to youths and adult in the communities it operates in.

There is need for more support in literacy and TEVET in local communities as this mode of education is strategic in not leaving anyone behind in the development agenda.

5. Outcomes of the CLC and other Literacy Centres with regards to Literacy and TEVET



① Adult literacy teaching methodology workshop in Kafue (2017)
 ② ICT training in Chongwe (2017)
 ③ ICT TEVETA exam in Kafue (2018)

- i. Three beneficiaries of the Project had their skills upgraded in Nega-nega to a level that they are now trainers at their local CLC which will benefit the local community as the trainers are residents of the same community. This is key for sustainability of the CLC training;

- ii. 6,990 adult literacy books for both teachers and learners were printed and distributed;
- iii. Teachers and head teachers were trained in teaching adults and how to manage adult literacy centres and classes. The trained teachers opened adult literacy centres in the government schools where they teach;
- iv. More than 500 learners in Mazabuka district have proceeded with either functional or basic literacy and the Bridge Project has helped fund the training of teachers in adult literacy by the Open and Distance Learning section in the Ministry of General Education at district level;
- v. Acquiring a national certification that is recognized in the Southern region has meant that many graduates certified in bricklaying and tailoring have been able to find employment in cities like Lusaka as well as in international companies such as Ilovo's Zambia Sugar Company;
- vi. The successful implementation of the 2-tier education system within the Youth and Adult Literacy Education (YALE) subsector has assisted the empowerment youths and adults in communities, through literacy and skills development;
- vii. The financial support from the Bridge Project to districts has enhanced teacher skills not only in the field of adult literacy that the Project supported, but also in the field of ICT skills;
- viii. The construction of the CLC at Nega-nega itself provided an opportunity for skills training in bricklaying. The first 19 trainees did bricklaying and construction training on the job to construct the CLC. At the end of this they successfully obtained TEVETA certificates and have been employed by organizations within the district.
- ix. The Project has provided ICT training and mobile phones to facilitators, which have been useful in the delivery of quality education as these facilitators are able to teach adult learners the many functions of a

phone, for instance, which is the most available ICT gadget in a rural community. Further they are able to teach the ICT skills to the young learners in school using a phone.

- x. A tailoring club of so far 12 members has been established by the CLC at Nega-nega



Bricklaying and Plastering practical class and construction workshop (2017)

6. Key Stakeholder Interviews

i. Learners in Nega-nega CLC

INTERVIEWEE 1 _ Misheck Mululu



Q Tell us about yourself (name, age, which class you have been taking in Nega-nega CLC, since when you have taken the class, etc.).

A My name is Misheck Mululu, I am 64 yrs old. From January 2018 to December 2018 I was taking level one (1) in designing, cutting and tailoring.

Q How did you get involved with Nega-nega CLC?

A I applied for a place after seeing an advertisement and seeing the need to become a tailor.

Q What have you learnt from the class? Give us some details.

A I have learnt how to design, cut cloth and tailor. I can make skirts, dresses, bags, shorts and long trousers.

Q What is the most significant change in your daily life by participating in Nega-nega CLC and the Bridge Zambia Project (the Project)?

A After passing level two (2), I bought myself a hand sewing machine. My life has changed because I can afford to buy bread and butter since I am able to raise enough money every day.

Q Please share one successful achievement of Nega-nega CLC and the Project.

A Many people have been certified in bricklaying and tailoring and have used their papers to find employment in big towns like Lusaka and big companies like Zambia Sugar.

Q What challenges did you and your classmates face during the course?

A There are not enough materials and sewing machines, this made some learners have to share machines.

Q Comments for ZNCU, the Ministry of General Education (including Mazabuka DEBS and DODE), and Nega-nega CLC Management Committee about the Project

A There is proper coordination between ZNCU, Ministry of General Education and Nega-nega CLC Management Committee because things are moving on well. Learners are able to sit for TEVETA Skills Exams.

Q Comments and Suggestions for KNCU

A The KNCU has brought development in Nega-nega. On behalf of the community I suggest they extend to baking and welding.

INTERVIEWEE 2 _ Victor Malambo Kayawe



Q Tell us about yourself (name, age, which class you have been taking in Nega-nega CLC, since when you have taken the class, etc.).

A My name is Victor Malambo Kayawe, and I am 25 years old. I was taking the bricklaying and plastering course.

Q How did you get involved with Nega-nega CLC?

A There was an advert then after the interviews.

Q What have you learnt from the class? Give us some details.

A I have learnt how to make pillars and as for now I can stand on my own. [Make my own living]

Q What is the most significant change in your daily life by participating in Nega-nega CLC and Bridge Zambia Project (the Project)?

A When I started I didn't know anything but through this project I am able to practice what I was taught.

Q Please share one successful achievement of Nega-nega CLC and the Project.

A Building of the workshop and bringing in different kinds of tools.

Q What challenges did you and your classmates face during the course?

A The time was limited for us during lessons so we request for more hours next time.

Q Comments for ZNCU, Ministry of General Education (including Mazabuka DEBS and DODE), and Nega-nega CLC Management Committee about the Project

A I can say that this project has done well to our life and we need more skills in the future.

Q Comments and Suggestions for KNCU

A The fees are so affordable because of the KNCU so the community is happy.

INTERVIEWEE 3 _ Sarah Shindu



Q Please share one successful achievement of Nega-nega CLC and the Project.

A Nega-nega CLC motivates me through self-reliance and entrepreneurship

Q What challenges did you and your classmates face during the course?

A Little time for learning, and difficulties to raise tuition fees

Q Comments for ZNCU, Ministry of General Education (including Mazabuka DEBS and DODE), and Nega-nega CLC Management Committee about the Project

A Brilliant innovation to make people busy and giving hope the community

Q Comments and Suggestions for KNCU

A Find an organisation to sponsor the group such as clubs (money and equipment)

Q Tell us about yourself (name, age, which class you have been taking in Nega-nega CLC, since when you have taken the class, etc.).

A I am Sarah Shindu, 61 years old and taking adult literacy level 2.

Q How did you get involved with Nega-nega CLC?

A I got involved through information from people.

Q What have you learnt from the class? Give us some details.

A I have learnt reading and writing especially Chitonga and oral and written English.

Q What is the most significant change in your daily life by participating in Nega-nega CLC and Bridge Zambia Project (the Project)?

A I am able to help children with homework, association and interaction, co- existence, help others in reading and writing and operate a phone.

ii. Facilitators and instructors at Nega-nega CLC

INTERVIEWEE 1 _ Dorothy Kabunda



A So far we have a club for tailoring which involves 12 members.

Q Please share one challenge you encountered during the course?

A Learners are not paying fees in time.

Q What lessons have you learnt from the Project?

A I have learned that to be in a group you can share experiences and the work is easy.

Q Comments for ZNCU, Ministry of General Education (including Mazabuka DEBS and DODE), and Nega-nega CLC Management Committee about the Project

A The above named have supported the project and work together.

Q Comments and Suggestions for KNCU

A The KNCU should continue supporting us so that we escape poverty because we will manage to educate our children from the [money earned from] things which we will be sewing.

Q Tell us about yourself (name, age, which class you have been lecturing in Nega-nega CLC, since when you have lectured, etc.).

A I am Dorothy Kabunda, 52 years old. I have been lecturing at Nega nega CLC since 2016.

Q How did you get involved with Nega-nega CLC?

A I was identified by the community and people from Lusaka who found me sewing.

Q What have you taught to the class? Give us some details.

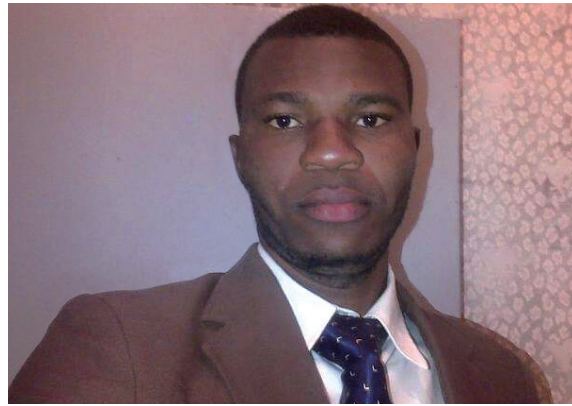
A I am teaching designing, cutting and sewing.

Q What is the most significant effect for you experiencing Nega-nega CLC and the Project?

A The project is good and helpful. The only challenge is learners not paying fees in time.

Q Please share one successful achievement of Nega-nega CLC and the Project.

INTERVIEWEE 2 _ Stallone Mudaala M



Q Please share one successful achievement of Nega-nega CLC and the Project.

A Nega nega CLC has been able to produce 100% pass rate in two consecutive years of TEVETA Exams.

Q Please share one challenge you encountered during the course?

A Handling students of different age groups in one class was a challenge.

Q Tell us about yourself (name, age, which class you have been lecturing in Nega-nega CLC, since when you have lectured, etc.).

A I am Stallone Mudaala M, 28 years old. I taught bricklaying and plastering from October 2017 to December 2018.

Q How did you get involved with Nega-nega CLC?

A Was spotted through interaction with the CLC coordinator who recommended me for the job.

Q What have you taught to the class? Give us some details.

A Taught a lot to the class about brickwork, health and safety, communication skills and basic entrepreneurship skills.

Q What is the most significant effect for you experiencing Nega-nega CLC and the Project?

A It has exposed me to the teaching world and how to handle challenges that come with it and also handling people of different age groups at once.

Q What lessons have you learnt from the Project?

A I have learnt how to handle pressure that comes with research and how to convey technical ideas to non-technical people.

Q Comments for ZNCU, Ministry of General Education (including Mazabuka DEBS and DODE), and Nega-nega CLC Management Committee about the Project

A They should not let the project die a natural death, for it has benefited a lot of youths and developed their lives.

Q Comments and Suggestions for KNCU

A Act on electrifying the premises so as to enable evening classes for working class students and also equip the facility with brick molding equipment and brick cutting tools.

ii. From Facilitators and instructors in Nega-nega CLC

INTERVIEWEE 3 _ Abigail Hamwiiya



Q Please share one successful achievement of Nega-nega CLC and the Project.

A Most of the community members have benefited in reading, writing and skills and this has improved their living. Tailoring and bricklaying learners are awarded with TEVETA certificates.

Q Please share one challenge you encountered during the course?

A Learners have challenges in paying tuition fees.

Q Tell us about yourself (name, age, which class you have been lecturing in Nega-nega CLC, since when you have lectured, etc.).

A I am Abigail Hamwiiya, 39 years old. I have lectured at Nega-nega CLC since 2015.

Q How did you get involved with Nega-nega CLC?

A Among 30 teachers trained in Mazabuka district, one is to facilitate adult literacy. I was the one representing Nega-Nega East Primary and that is where the Nega-nega CLC is.

Q What have you taught to the class? Give us some details.

A Have taught numeracy and literacy level 1 and 2, level one Chitonga.

Q What is the most significant effect for you experiencing Nega-nega CLC and the Project?

A The project has been successful in that Nega-Nega Community was involved from the beginning, that is construction and has been awarded with TEVETA certificates.

Q What lessons have you learnt from the Project?

A I have learnt that reading, writing and skills are important in one's life. I have also learnt teamwork among stakeholders.

Q Comments for ZNCU, Ministry of General Education (including Mazabuka DEBS and DODE), and Nega-nega CLC Management Committee about the Project

A The project is helpful to both Nega-Nega and the outside community. MOE to consider teachers allowances.

Q Comments and Suggestions for KNCU

A KNCU has been so supportive since the project started. We really appreciate the literacy room, skills room, workshop rooms and allowances we have been receiving and we ask KNCU to continue supporting the Centre and built boarding or sleeping rooms because there are people who don't live in Nega-nega but want services offered at Nega-nega CLC.

INTERVIEWEE 4 _ Mweemba Ireen



Q Tell us about yourself (name, age, which class you have been lecturing in Nega-nega CLC, since when you have lectured, etc.).

A I am Mweemba Ireen, 41 years old. I have lectured adult literacy Levels 1 and 2.

Q How did you get involved with Nega-nega CLC?

A We had a workshop for one week where about 30 teachers were trained at Nega-nega CLC as facilitators of adult literacy.

Q What have you taught to the class? Give us some details.

A I am teaching literacy (Chitonga level 1 and English level 2) and numeracy.

Q What is the most significant effect for you experiencing Nega-nega CLC and the Project?

A It has exposed us as teachers to learn more about the community and has promoted team work amongst us.

Q Please share one successful achievement of Nega-nega CLC and the Project.

A A number of adult literacy learners enrolled in the tailoring and bricklaying classes and have graduated with certificates in levels 2 and 3 while others have graduated after knowing how to read.

Q Please share one challenge you encountered during the course?

A Learners find it difficult to pay their tuition fees.

Q What lessons have you learnt from the Project?

A I have learnt team work, [and that] literacy skills are important in one's life.

Q Comments for ZNCU, Ministry of General Education (including Mazabuka DEBS and DODE), and Nega-nega CLC Management Committee about the Project

A To roll out such programmes even to other parts of the country in order to lower the illiterate levels in the country.

Q Comments and Suggestions for KNCU

A We had good time with KNCU and we hope to continue with the project even if KNCU is going or pulling out.

A KNCU also to leave us with some materials / machines which will sustain the project even in their absence.

INTERVIEWEE 5 _ Hamaila Agency



Q Tell us about yourself (name, age, which class you have been lecturing in Nega-nega CLC, since when you have lectured, etc.).

A I am Hamaila Agency, 39 years old. I have taught adult literacy.

Q How did you get involved with Nega-nega CLC?

A I am in charge of mobilizing students and candidates in bricklaying and tailoring.

Q What have you taught to the class? Give us some details.

A I have taught how to read and write plus numeracy

Q What is the most significant effect for you experiencing Nega-nega CLC and the Project?

A It has proved a way for people to develop some skills.

Q Please share one successful achievement of Nega-nega CLC and the Project.

A People both male and female have been acquainted with bricklaying/tailoring skills and certificates (TEVETA).

Q Please share one challenge you encountered during the course?

A Collecting of funds from students or learners is one of the challenges

Q What lessons have you learnt from the Project?

A It is about self-sacrifice and sharing whatever little you have.

Q Comments for ZNCU, Ministry of General Education (including Mazabuka DEBS and DODE), and Nega-nega CLC Management Committee about the Project

A In order for the project to continue operating there is need for continuous support from higher offices.

Q Comments and Suggestions for KNCU

A KNCU has done a tremendous job in removing illiteracy from the community and helping parents acquire skills, which has started earning them a living now.

A Suggestion: How I wish they could continue supporting this project for another two years.

INTERVIEWEE 6 _ Phiri Prisca



Q Tell us about yourself (name, age, which class you have been lecturing in Nega-nega CLC, since when you have lectured, etc.).

A I am Phiri Prisca, 32 years old. I have taught adult literacy level 2 and 1 since 2017

Q How did you get involved with Nega-nega CLC?

A I got involved through adult literacy training conducted by DEBS in Mazabuka.

Q What have you taught to the class? Give us some details.

A I am teaching reading and writing. Adults have managed to start reading and writing. They took part in the essay writing festival over the importance of reading and writing. They were able to read and write with minimal problems.

Q What is the most significant effect for you experiencing Nega-nega CLC and the Project?

A Learners can manage to get to know how to read and write.

A Learners can acquire life skills like sewing and bricklaying.

Q Please share one successful achievement of Nega-nega CLC and the Project.

A Building a training centre which benefits the community.

A Brought parents closer to the school through the project and adult literacy.

A Reduced illiteracy levels in the community.

Q Please share one challenge you encountered during the course?

A Absenteeism by learners and failure to pay tuition fees.

Q What lessons have you learnt from the Project?

A Importance of life skills as reliable skills for life.

Q Comments for ZNCU, Ministry of General Education (incl. Mazabuka DEBS and DODE), and Nega-nega CLC Management Committee about the Project

A Project has been helpful to the community both in life skills and literacy/ numeracy.

Q Comments and Suggestions for KNCU

A To electrify the centre so as to be able to handle night school

A To continue encouraging adults to undergo adult learning and skills training

iii. Chairperson of Nega-nega CLC Management Committee

INTERVIEWEE 1 _ Sarenje Artson



Q Tell us about yourself (name, age, position etc.)

A I am Sarenje Artson, 55 years old, head teacher of Nega-nega Primary/Secondary School, as well as chairperson of Nega-nega CLC Management Committee

Q How was Nega-nega CLC management committee formed? And how did you get involved with Nega-nega CLC, in particular, as chairperson?

A A meeting was convened in which four head teachers, four teachers and a DEBS representative were present and my name was chosen. The Nega-nega CLC committee was formed from four head teachers and four teachers of the four schools in Nega-nega.

Q What is the most significant effect for you experiencing Nega-nega CLC and the Bridge Zambia Project (the Project)?

A [Increased] Interest to improve literacy and skills levels in the community.

A Broadening my scope through meetings held at different levels.

A Improvement in my administrative skills.

Q Please share one successful achievement of Nega-nega CLC and the Project.

A Improvement in literacy levels of registered learners.

A Improvement of skill of registered students.

A Construction of infrastructure and purchase of equipment.

A Encouragement of social intercourse.

Q Please share one challenge you encountered during the Project?

A Payment of fees by students and learners especially from their schools.

Q What lessons have you learnt from the Project?

A Anybody has the potential to learn as long as intrinsic motivation is there.

Q Comments for ZNCU and Ministry of General Education (including Mazabuka DEBS and DODE) about the Project

- Efforts by the Ministry of General Education in general and DODE in particular to uplift the standards of living in Nega-nega is highly appreciated and should continue. As it is an indelible mark in the community.

Q Comments and Suggestions for KNCU

A Teachers/ facilitators' wages should not be the sole responsibility of the CLC Management. As this would [lead to] fail[ure of] the project in days to come.

A Zambian students/ learners need to understand that there is a cost to any study programme.

A KNCU, if possible, should continue supporting the project.

iv. BNC members

INTERVIEWEE 1 _ Brendah Musanya Mudenda



Q Tell us about yourself (name, age, position etc.)

A My name is Brendah Musanya Mudenda, Principal Education Officer - Open Learning in the Directorate of Open and Distance Education at Ministry of general Education (MoGE) Headquarters.

A I am in-charge and have coordinated the Youth and Adult Literacy Education (YALE) sub-sector at national level for the past 14 years since the ministry was given the YALE portfolio.

A I hold a master's degree in literacy and development.

A In the past 14 years of YALE in MoGE I have been instrumental in development of adult literacy books (first ever), training of teachers in adult literacy methodologies, and development of an adult literacy training manual among other things.

Q How was the Bridge National Committee formed? And how did you get involved with Bridge Zambia Project (the Project)?

A The BNC was formed upon realization that

provision of adult literacy education and skills training at the CLC involved different and many services from different structures and organisations and government departments.

A This resulted in creating the national committee with members from ZNCU, which partnered with KNCU in the Project, the Ministry of Community Development (provider of functional literacy since Independence), TEVETA to examine skills training and guide on implementation of skills training and equipment required, DEBS offices in districts where Project activities are taking place, officers in charge of adult literacy at district and provincial level where Project activities are implemented, and officers from DODE, which is implementing department for the Project in the ministry in charge of YALE.

A I got involved in the project by virtue of my position in DODE and the Ministry at large. Automatically I got involved in the Project because I am in charge of YALE programmes in the Ministry. I am in charge of YALE programmes in DODE, which is mandated to implement YALE programmes, where the Project falls.

Q What is the most significant effect for you experiencing the Project?

A The project has empowered Zambian citizens in the districts and communities where it operates with literacy and skills training.

A It has reduced illiteracy levels in communities.

A It has rolled out the implementation of two-tier education to youth and adult literacy education

A Construction of the community Learning

Centre (CLC) as good practice for a suitable learning environment for youths and adults

Q Please share one successful achievement of the Project.

A Empowerment of literacy and skills development to youths and adults in communities. The successful implementation of two-tier education to the YALE subsector.

Q Please share one challenge you encountered during the course?

A With the provision of financial resources and technical support from KNCU and technical guidance from all stakeholders this made the project a success without major challenges.

A However, there was only a challenge of not meeting the targets within the estimated time for printing of books due to government procedures for procurement. With consultation from KNCU and ZNCU patience was exercised until the books were printed.

Q What lessons have you learnt from the Project?

A I have learnt that provision of community learning centres (CLCs) is a good practice because they provide a conducive learning environment for youth and adults. CLC are good initiatives which culminate and promote the idea of Learning Cities because they accord learners an opportunity where different activities are provided in one place.

Q Comments and Suggestions for KNCU

A Need to extend the Bridge project to other places, districts and provinces to have more people empowered with literacy and skills development.

A Need for construction of more CLCs and provision of training equipment required as a project

A The project manager Cecilia is very hard working with good coordinating and public relations. She deserves to be given another chance to coordinate a project.

A Need to construct more community learning centres to promote the concept of learning cities.

INTERVIEWEE 2 _ Kenneth Sichinga



Q Tell us about yourself (name, age, position etc.)

A I am Kenneth Sichinga, 51 years old, Manager - Training Systems development

Q How was the Bridge National Committee formed? And how did you get involved with Bridge Zambia Project (the Project)?

A I was selected by the organization I work for -TEVETA, which is one of the key stakeholders as we are an agent of Government that regulates TEVET in Zambia. Furthermore the provision of skills to disadvantaged, which includes learners that have literacy challenges, falls under my unit in TEVETA

Q What is the most significant effect for you experiencing the Project?

A Giving a chance to poor communities to access survival skills despite them missing the chance of getting educated in the first place. Some of the beneficiaries of the project have had their family economic situation improved after acquiring skills training from the project

Q Please share one successful achievement of the Project.

A Three beneficiaries of the project had their skills upgraded in Nega-nega to a level that they are now trainers at their local CLC which will benefit the local community as the trainers are residents of the same community. We hope this will help make it possible to retain these trainers.

Q Please share one challenge you encountered during the course?

A The local people were not very much willing to contribute financially to the services they are benefiting from at the CLC. This may be a challenge in future in terms of sustaining the activities of the CLC once the project comes to an end.

Q What lessons have you learnt from the Project?

A Sensitizing the local people what the project is able to do and not do (scope of the project)

Q Comments for ZNCU and Ministry of General Education (including DODE and DEBS office - Mazabuka, Chongwe and Kafue) about the Project

A From my view they tried to work together very well but details could come from themselves concerning their challenges and successes

Q Comments and Suggestions for KNCU

A KNCU should note the successes and challenges they faced to help them improve in implementation of similar projects in future elsewhere.

INTERVIEWEE 3 _ Lungu Thomson Henry



Q Tell us about yourself (name, age, position etc.)

A I am Lungu Thomson Henry, 48 years old, and District Education Board Secretary in Mazabuka.

Q How was the Bridge National Committee formed? And how did you get involved with Bridge Zambia Project (the Project)?

A I was involved with the Bridge Zambia Project by being DEBS of Kafue and Mazabuka Districts from 2017 to March 2018.

Q What is the most significant effect for you experiencing the Project?

A The Project provides hope to the community through skills in bricklaying and tailoring, training of adults in literacy with survival skills (functional and basic literacy).

Q Please share one successful achievement of the Project.

A Training of teachers in computer skills

A Reduction of poverty through survival skills such as tailoring and bricklaying skills

Q Please share one challenge you encountered during the course?

A Inadequate period to train learners

Q What lessons have you learnt from the Project?

A There is a need to empower all people through adult literacy and we have to reduce poverty levels and improve living standards of learners.

Q Comments for ZNCU and Ministry of General Education (including DODE and DEBS office - Mazabuka, Chongwe and Kafue) about the Project

A There was a good working relationship and I hope the partnership continues for the benefits for the learners.

Q Comments and Suggestions for KNCU

A The KNCU project should extend its lifespan in Zambia (i.e. Mazabuka, Kafue and Chongwe) for the next five (5) years.

INTERVIEWEE 4 _ Mrs. Felistus Siyomunji Mang'wato



Q Tell us about yourself (name, age, position etc.)

A I am Mrs. Felistus Siyomunji Mang'wato, 46 years old, Education Standards Officer - Open and Distance Learning (ESO-ODL)

Q How was the Bridge National Committee formed? And how did you get involved with Bridge Zambia Project (the Project)?

A How it was formed not sure but I joined the BNC in 2017, 2 years after it was formed.

Q What is the most significant effect for you experiencing the Project?

A It has helped funding the ODL section in the district, training of teachers in adult literacy and more than 500 learners have proceeded with either functional (skills) or basic literacy.

Q Please share one successful achievement of the Project.

A It has improved the education sector for adult learners in Mazabuka.

A It has reduced poverty levels especially in Nega-nega village because of the skills component.

Q Please share one challenge you encountered during the course?

A 3 months training for bricklaying and tailoring was not adequate to prepare learners for the exams.

Q What lessons have you learnt from the Project?

A Skills education is a very vital component of education especially for adults because it yields immediate benefits.

Q Comments for ZNCU and Ministry of General Education (including DODE and DEBS office - Mazabuka, Chongwe and Kafue) about the Project

A These two organisations have worked well in co-ordinating ODL activities in the country in general and in the districts in particular.

Q Comments and Suggestions for KNCU

A KNCU should continue in the country - it may not be in Mazabuka, Kafue and Chongwe but other parts of the country or better skills in other area of the same districts.

INTERVIEWEE 5 _ Ruth CM Phiri



Q Tell us about yourself (name, age, position etc.)

A My name is Ruth CM Phiri, I am 56 years old and District Education Board Secretary of Chongwe District

Q How was the Bridge National Committee formed? And how did you get involved with Bridge Zambia Project (the Project)?

A The Bridge National committee was formed under the Directorate of Open and Distance Learning (DODE)

A I got involved by virtue of being the DEBS who is in charge of all district programmes.

Q What is the most significant effect for you experiencing the Project?

A This project has helped the district by training the adult literacy teachers and also empowering them with ICT skills.

Q Please share one successful achievement of the Project.

A Chongwe District was privileged to have had 23 adult literacy teachers trained in ICT hence

beefing up on the number of ICT teachers in the district.

Q Please share one challenge you encountered during the course?

A Main challenge the district faced was that teachers that were picked to be trained in ICT were not computer literate and had no complete computer background.

Q What lessons have you learnt from the Project?

A To have passion and willingness for the adult literacy programmes.

Q Comments for ZNCU and Ministry of General Education (including DODE and DEBS office - Mazabuka, Chongwe and Kafue) about the Project

A The project really helped the district (Chongwe District) with training 23 teachers in the ICT skill from TEVETA. This has empowered the District with 23 more ICT-trained facilitators in the District. As a District we give thanks to ZNCU and the Ministry of General Education for having awarded Chongwe District with the venture.

Q Comments and Suggestions for KNCU

A Other districts to be empowered in future as well.

A Monitoring of the projects to continue even after the project comes to an end.

INTERVIEWEE 6 _ Teddy Chibwe



Q Tell us about yourself (name, age, position etc.)

A My name is Teddy Chibwe. I am 46 years old and I work for the Ministry of General Education in Zambia. I hold the position of District Education Board Secretary in Kafue District of Lusaka Province. My job entails overlooking the education activities in all schools of the District.

Q How was the Bridge National Committee formed? And how did you get involved with Bridge Zambia Project (the Project)?

A I joined Kafue District at the time when the project had already started and for me it was more like 'plug and play'. So I found myself sitting on the Bridge National Committee by virtue of my office because I am involved with education activities in the District.

Q What is the most significant effect for you experiencing the Project?

A Two aspects have a very significant effect:
(a) As a District, we managed to open 22 Adult Learning Centres which are currently functional;

(b) Twenty two adult learners were trained in ICT skills and 21 successfully managed to sit their Level Three TEVETA examinations: currently awaiting results.

Q Please share one successful achievement of the Project.

A The project successfully trained adult learner facilitators in the district

Q Please share one challenge you encountered during the course?

A The District only has one institution that is registered with TEVETA. This institution has no accommodation facilities and so it was a difficult time for the trainees to attend lessons and examinations well especially that they had to find sleeping spaces in classrooms at times

Q What lessons have you learnt from the Project?

A The lesson is that if we have the resources and facilities, everyone, regardless of age can be productive in society. Offering of education to women and men in the adult literacy centres has resulted in functional literacy skills in these people and this will improve the livelihood of all.

INTERVIEWEE 7 _ Elizabeth Kapasa Banda



Q Tell us about yourself (name, age, position etc.)

A My name is Elizabeth Kapasa Banda, I am 54 years old and I am an education standards officer in charge of open and distance learning (ESO- ODL).

Q How was the Bridge National Committee formed? And how did you get involved with Bridge Zambia Project (the Project)?

A The Bridge National Committee comprises the following officers under the Directorate of Open and Distance Education (DODE):

- Director, Chief and Principal Education Officer. (Ministry Headquarters)
- Senior Education Officer (ESO-ODL From the provincial Education office)
- District Education Board Secretaries (DEBS) Mazabuka, Kafue, Chongwe.
- Education Standards Officers (ESO-ODL), from 3 districts.
- Officer from TAVETA
- Zambia National Commission for UNESCO (ZNCU)

- I found myself there by virtue of my position as ESO-ODL

Q What is the most significant effect for you experiencing the Project?

A This project has especially helped our adult literacy teacher facilitators in training them and empowering them with skills on how to handle adult learners

Q Please share one successful achievement of the Project.

A Kafue district has benefited from the project and trained 22 teacher adult facilitators in the administration and management of adult learners and also in ICT
- Giving food, accommodation and transport

Q Please share one challenge you encountered during the course?

A One challenge I encountered is that the adult learners have not been given the materials which has compromised the quality of teachers and learning.

Q What lessons have you learnt from the Project?

A Some of the lessons learned from the project are that:
(a) Officers from the Zambia National Commission for UNESCO have been so passionate about the project

(b) So consistent in providing information, feedback and prompt responses to queries & clarifications. The project has left an indelible mark on life and work as ESO-ODL

Q Comments for ZNCU and Ministry of General Education (including DODE and DEBS office - Mazabuka, Chongwe and Kafue) about the Project

A ZNCU and the Ministry of General Education have worked collaboratively.

A ZNCU has organized review meetings which have been very interactive and the 3 districts, that is Mazabuka, Kafue, and Chongwe, have benefited a lot.

Q Comments and Suggestions for KNCU

A KNCU has left an indelible mark in my life.

A As earlier alluded a mark has been left in the district. The Adult Literacy teacher facilitators who have been involved in the Project and the district as a whole shall forever remain grateful.

A My suggestion is that KNCU should extend their operations to other districts especially Lusaka.

V. LESSONS LEARNED

There were lessons learnt at different levels, at facilitator level, at coordinator level, at Ministry level as well as the TEVET Authority level.

At facilitator level the facilitators learnt how to teach technical skills to those with no previous expert technical training. In addition, judging from feedback from their learners, they realized how important reading, writing and skills were in a person's life, and the importance of team work. The facilitators also learnt that providing adult literacy to poor communities called for self-sacrifice.

For the chairperson, the lesson learnt was that anybody has the potential to learn as long as intrinsic motivation is there.

At District level, the lessons learnt were that there is a need to empower all people through adult literacy to help reduce poverty levels and improve living standards of learners. Further the Project was said to have had an indelible effect on the life and work of officers at district level, increasing passion and willingness to work for adult literacy programmes.

The lesson is that if we have the resources and facilities, everyone, regardless of age can be productive in society. Offering of education to women and men in the adult literacy centres has resulted in functional literacy skills in these people and this will improve the livelihood of all.

At national level the lesson learnt was that it was important to sensitize the local people what the Project is able to do and not do. Further, it was seen that the provision of community learning centres (CLCs) is a good practice because they provide a conducive learning environment for youth and adults. CLCs were also seen as good initiatives as they promote the idea of learning cities, because they offer learners a space where different learning activities are provided in one place.

In conclusion, the Bridge Zambia Project complemented government efforts to provide adult literacy and skills, reaching areas where the Government had not yet reached. Further, the skills that were acquired by the graduates in adult literacy, coupled with either bricklaying or design and tailoring, improved the livelihoods of many households in rural poor communities. This support responded to the Sustainable Development Agenda of not leaving anyone behind, with benefits at individual level and family level, in that the skills acquired were used to engage in income-generating activities, which increased family income and enabled parents to send their children to school. This therefore also had a beneficial effect at community level.

The key stakeholders in the Project have worked out a sustainability plan to maintain the programmes long after KNCU's involvement in the Project ends. The CLC will come under the responsibility of the Government, like the other skills schools in Zambia, meaning that it will have government support, however small the support may be.

For greater impact, however, the stakeholders in Zambia strongly recommended that, funds permitting, KNCU consider extending the Project to phase 2 of KNCU's wider Bridge Africa Programme, rather than exiting the Project.

VI. ACKNOWLEDGEMENTS

Message from the Zambia National Commission for UNESCO (Dr. Charles Ndakala, Secretary -General)



First and foremost, I would like on behalf of the Zambian people in general, and the Ministry of General Education in particular, to thank the Korean Government for having chosen Zambia to be part of the Bridge Africa Programme. The Bridge Zambia Project has helped both the Ministry of General Education and the Ministry of Higher Education in implementing the two-tier education curriculum that has the academic and vocational pathways, in that it provided an opportunity for the Ministries to provide education by not leaving anyone behind as articulated by the Republican President in many fora.

The Bridge Zambia Project's work in conjunction with the Ministry of General Education (with DODE in particular), through DODE's YALE programmes, whose main objective has been to empower out-of-school Children, youths and adults with basic literacy and functional skills to enable them to effectively participate in community and national development, helped achieve the Government's aspirations.

The Education and Skills Sector Plan (ESSP) for 2019-2021 will sustain the gains made during the Bridge Project and replicate them in other districts and will prioritise the following key strategic areas for YALE to include: continuing with the two-tier education system (literacy and numeracy with skills training); assessing, developing and implementing sustainable cost effective continuing professional development (CPD) for YALE programmes; developing innovative alternative modes of education provision; devising mechanisms to mitigate the growing number of out-of-school children; Increasing awareness of benefits of YALE through the IEC framework; and remove barriers to YALE.

The Bridge Project also supplemented the Zambian TEVET system, which suffers from a variety of financial shortcomings that prevent the provision of equitable and accessible quality skills training. GRZ support remains critical, however, as all institutions experience difficulties finding resources to invest sufficiently in training, equipment and maintenance. Hence, the Project could not have come at a better time as the Project provided the much needed finances, paid for the teachers and provided for capacity building amongst the head teachers, ordinary teachers and even education administrators. In addition, the CLC will remain a source of knowledge to the community as well as a catalyst to poverty reduction and job creation.

Many lessons were learnt at different levels, at facilitator level, at coordinator level, at Ministry level, as well as the TEVET Authority level. Among the many lessons learnt, facilitators learnt practical skills such as how to teach technical ideas to non-technical people, while at various levels of the Project, it was realized how important reading, writing and skills were in one's life: that team work is important in life; that providing adult literacy to poor communities called for self-sacrifice; that anybody has the potential to learn as long as intrinsic motivation is there; there is a need to empower all people through adult literacy to reduce poverty levels and improve living standards of learners; and that if resources and facilities are available, everyone, regardless of age can be productive in society.

A few challenges were encountered such as delays in printing the literacy and numeracy textbooks, difficulties in collecting fees from the learners, and inadequate training time. Nonetheless, the Project was successful, and has seen stakeholders learning the implementation model and replicating it in other parts of the country.

The Ministry will remain indebted to the Korean Government for its support, for the good working relationships and networks that have been created with all the stakeholders and the good leadership from the Project Managers; and indeed to the Ministry Staff (MoGE/MoHE and TEVETA) and all the people that worked tirelessly to see the Project to fruition.

Last but not least, gratitude goes to the traditional leaders and the communities for their unwavering support.

Message from the Korean National Commission for UNESCO (Mr. Kwangho KIM, Secretary-General)

Education is one of the key elements for the development of a country. In this regard, the Bridge Zambia Project has particular importance, as it is designed to give access to education to educationally marginalized people in remote areas in Zambia. I would like to acknowledge the Zambia National Commission for UNESCO (ZNCU)'s achievement in completing this phase of the Bridge Zambia Project in such a successful way. I must express my appreciation for ZNCU's professionalism. The efforts of the Secretary General, Dr. Charles Ndakala, and all the members of ZNCU in this joint project are truly



commendable.

As the MOU between our two National Commissions for UNESCO came to an end, ZNCU will from now on takeover full responsibility for the Project. At this crucial time in life of the Project, I am profoundly grateful to note that the Project's stakeholders in Zambia, including the relevant government authorities and the local communities, have worked hard to develop and implement sustainable measures to ensure the future of the Bridge CLC.

The Bridge Zambia Project is particularly noteworthy for its modality of implementation. The Project relies on cooperation between National Commissions for UNESCO (NatComs). This mechanism of cooperation between NatComs is very much in line with the fundamental purpose and functions of the National Commissions for UNESCO stipulated in Article I, Paragraph 4, of the Charter of National Commissions for UNESCO, which states that "National commissions collaborate with each other ... in fostering regional, subregional and bilateral cooperation in education, the sciences, culture and information, particularly through the joint formulation and execution of programmes."

As clearly recognized in the UNESCO Constitution, NatComs are the principal partner for the coordination, consultation, implementation and evaluation of UNESCO programmes in Member States. NatComs play the role of a bridge between government and civil society, to facilitate the implementation of UNESCO's ideals and tasks in the respective country and area. For these reasons, I am particularly happy to see the successful completion of the joint project between our two NatComs. I sincerely hope that the friendship forged between our two National Commissions for UNESCO through the Bridge Zambia Project will continue to go from strength to strength.

I wish to express once again my sincere gratitude to all stakeholders for all the support that was rendered to the Bridge Zambia Project, and my special thanks to the Zambia National Commission for UNESCO for its strong commitment and hard work in implementing this project since its launching in 2010.

Thank you and my very best wishes for the future. Zikomo Kwambiri, Twalumba.

Annex

1. List of the Bridge Project Volunteers and Managers

Name	Position	Work Period
Ms. Sunhee Park	Project Assistant	October 2010 ~ April 2012
Ms. Jieun Jung	Project Assistant	October 2010 ~ October 2012
Mr. Hojin Im	Project Assistant	October 2010 ~ June 2014
Ms. Gyojin Joo	Project Assistant	August 2013 ~December 2013
Ms. Minji Wang	Project Assistant	May 2013 ~ August 2014
Ms. Hyunjung Choi	Project Manager	April 2015 ~ January 2017
Ms. Yoeun Jung	Project Manager	March 2017 ~ March 2019

2. Interviews

Bridge Project Manager _ Ms. Yoeun Jung



Q Tell me about yourself (name, age, position etc.)

I am Yoeun Jung, 31 years old, have been working as a project manager for about 2 years on the Bridge Zambia Project.

Q How did you get involved with the Bridge Zambia Project?

I studied International Relations in university and graduate school. Between schools, I volunteered in Cambodia and then worked at an NGO specializing in international cooperation and development. After my graduate school, I wanted to get a job related to my study and career path. The Bridge Africa

Programme is the programme that I was particularly interested in, as I had heard about the project

from previous Bridge volunteers and other people connected with it. Especially, the Bridge Zambia Project has a focus on skills training, which I consider a priority, because I thought that skills training would be one of the most powerful ways people can make their life better and empower themselves. I wanted to see and learn how it works as well as contribute my ability to the Project.

Q What do you remember most about your experience working with other national commissions for UNESCO in Africa in managing Bridge Zambia Project?

In the Bridge Zambia Project, with the Zambia National Commission for UNESCO (ZNCU), there are many implementing partners, from relevant bodies in the Zambia Government, such as the Directorate of Open and Distance Education (DODE), the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA), the Ministry of Community Development and Social Welfare (ComDEV), the District Education Boards (DEB) in Mazabuka, Chongwe and Kafue, Mazabuka School for Continuing Education (MASCOE) and so on. Also, the four schools in Nega-nega community organized the Nega-nega CLC Management Committee to manage the centre and implement the Project. All parties have been very active, cooperative with each other, and giving the Project appropriate support within Zambia's government system. By doing so, in my opinion, they gave the Project one of its strengths, in that the Project is designed and operated in close cooperation with the system which already exists. The Project, for example, supported training for public teachers, to show them teaching methodologies for adult literacy. Instead of finding new facilitators, by training public school teachers, the Project was able to use the current existing public school system (e.g. administration and implementation, and in some cases, even finance) in adult literacy class. This makes the Project easier to manage and more sustainable. This happened because all implementing partners have worked in harmony.

Q Please share one successful achievement of the Bridge Zambia Project

There are many achievements in the Project. To elaborate on some of them, one is that the Project is the first case of 2-tier education (both academic and vocational education) in the non-formal education sector. This could be an example of good practice for the other projects or organisations. The example of Nega-nega CLC was showcased at the International Trade Fair in 2017 and International Literacy Day national events in 2017 and 2018.

In addition, the Project helps the people in the local community to improve their economic circumstances in a relatively short time, by providing skills training and opportunities to take national exams. Some of the learners, for example, got a job in a factory after acquiring a national certificate, and others started their own business in the community with their bricklaying or tailoring skills.

Q Comments for ZNCU and the communities in Mazabuka District

I would like to say thank you for ZNCU and Nega-nega community, as well as DODE, TEVETA, ComDEV, DEB Mazabuka, Chongwe and Kafue, and MASCOE. Since we have held several meaningful discussions about the sustainability of Nega-nega CLC, and the other literacy centres in public

schools in Chongwe and Kafue Districts, at central government level, local government level and community level, I truly believe that all centres will sustain and continue the classes. I really appreciate everyone's support and efforts.

Q Comments and suggestions for KNCU

I thank you for giving me this opportunity to work within this project. I have learnt a lot by experience in Zambia. I would really appreciate if there is a chance to gather all the people in the Bridge Africa Programme in one place, so that everyone can share achievements and difficulties, and celebrate the successful closure of phase 1 of the Bridge Africa Programme.

Q Any other additional comments about the Bridge Zambia Project.

Nothing.

Bridge Project Assistant _ Mr. Hojin Im



Q Tell me about yourself (name, age, position etc.)

Hello, I'm Hojin Im. I participated in the Bridge Programme in Zambia from 2010 to early 2014. I am working as an artist and work with 'Modzi arts' in Zambia. Through the Bridge Programme, I came here to Zambia and I've stayed here for 8 years.

Q How did you get involved with the Bridge Zambia Project?

In 2010, the Bridge Zambia Project was a pilot project by KNCU (the Korean National Commission for UNESCO). It sent young people to several African countries, and trained them to become local experts and promote regional development. I applied for the Bridge Programme as I thought it would be helpful to use my practical video-making and animation skills in Africa.

At that time the project was poorly organized, and it operated by having me go to a village where the local NGO made me go and live with the local people in their compound. Also, the types of activities were really different from now.

Even though the types of activities were not fully prepared and different from what I had thought they would be before, still, I remembered it as a good experience that gave me various opportunities.

Q What most reminds you of your experience in managing the Bridge Zambia Project / in establishing Nega-nega Community Learning Centre?

I haven't worked in Nega-nega town, but based on my experience (in Solobon), I remember the programme was meaningful. This is because it provided various opportunities such as getting literacy education and learning techniques which can help people's lives.

Q Please share one successful achievement that the Bridge Zambia Project has brought.

I think the most significant achievement is the CLC provides local people with a place where they can learn and share life skills with others.

Q Comments for ZNCU and the communities in Mazabuka District

I hope you'll put a lot of effort into the management of the centre so that learners can be motivated to study even after the Bridge Programme ends, which eventually might give them a better future.

Q Comments and suggestions for KNCU

Thank you for all your efforts.

Q Any other additional comments about the Bridge Zambia Project.

I don't think this Bridge Programme is a result of one person's effort. I believe that the outcome of the Bridge Programme is achieved not by the efforts of one person but by local multi-agency cooperation, local NGOs, and governmental organizations.