

From 2010 to 2019

Bridge Rwanda Project Report

July 2019



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Students participating in TVET in the Urumuri CLC

I. INTRODUCTION

The Bridge Rwanda Project, conducted between 2010 and 2019, has been a joint project between the Korean National Commission for UNESCO (KNCU) and the Rwanda National Commission for UNESCO (CNRU).

National Commissions for UNESCO constitute a unique network within the United Nations family of agencies. Their function is to act as a bridge between governments and non-governmental actors, to facilitate the deeper involvement of experts and relevant institutions in the multilateral cooperation of the Member States to enrich UNESCO's fields of competences. National Commissions can therefore contribute significantly to UNESCO's impact.

According to UNESCO's Constitution and the Charter of National Commissions, National Commissions should facilitate cooperation between UNESCO, national and local governments, and all relevant national umbrella associations and scientific institutions in their country. It is their obligation to disseminate information on UNESCO activities to the public and implement various programmes and projects of UNESCO on a national scale.

It was in this context that KNCU and CNRU agreed through an MoU in 2010 to combine efforts and resources to work towards the improvement of quality education and the reduction of poverty among Rwandan youth and adults, and so contribute to the implementation of the Global Agenda 2030.

1. Executive Summary

At the World Education Forum (Dakar 2000), the international community adopted the Dakar Framework for Action, which identified six goals for Education for All (EFA) to be met by 2015.

Since then, the EFA initiative has made many contributions to the field of educational development. It has expanded access to primary education, reduced the gender gap in education and increased the number of people receiving literacy and skills education.

In an effort to complement the EFA initiative, KNCU developed the Bridge Africa Programme, the aim of which is to promote field-level efforts that expand access to quality literacy and basic education in sub-Saharan African countries. One important aspect of the programme has been the establishment of community learning centres (CLCs) in a number of developing countries in the sub-saharan region, including Rwanda. These CLCs are intended to act as hubs for promoting local participation in educational activities that benefit the local communities.

In October 2010, with the Rwandan Ministry of Education's approval, CNRU signed a partnership Memorandum of Understanding with KNCU, which was renewed in March 2014. KNCU and CNRU agreed to work hand in hand to contribute to the achievement of UNESCO's educational objectives. In particular, the two parties agreed to work towards the goals of UNESCO's EFA initiative (and later UN Sustainable Development Goal 4) by establishing and operating CLCs accredited by Rwanda's body for national coordination of EFA.

II. BACKGROUND

1. Country Overview

Rwanda is a landlocked country in the Great Lakes region of central Africa, covering roughly 25,000 square kilometers of land and 1,400 square kilometers of water. The political, social and economic context of Rwanda was profoundly affected by the Genocide against the Tutsi people in 1994. Rwandese society is still dealing with the dramatic consequences of these tragic events, but is also highly dedicated to creating a better future for Rwanda's children. The Government supports this idea through the promotion of educational projects and cooperation with various foreign organizations.

Located in East-Central Africa, Rwanda is surrounded by the Democratic Republic of the Congo, Uganda, Tanzania, and Burundi. Steep mountains and deep valleys cover most of the country. Lake Kivu, situated in the northwest, at an altitude of 4,829 ft. (1,472 m), is the highest lake in Africa. Rwanda enjoys a temperate, tropical highland climate, experiencing lower temperatures than other equatorial countries due to its high elevation.

The German Empire colonized Rwanda in 1884 as part of German East Africa, followed by Belgium, which invaded in 1916 during World War I. Rwanda achieved independence in 1962.

2. History of Rwanda's Education System

Historically, Rwanda's traditional education system was characterized by gender imbalances. Women and girls had limited access to education and the education system was characterized by gender stereotypes. Education in Rwanda was informal and delivered largely through the family. Training was also delivered through "Itorero" training schools. These schools provided traditional skills training in military skills, metalwork, poetry, basket making, and so on, as well as sports, life-skills knowledge, cultural values and knowledge of how to be a valuable part of society.

The colonial administration introduced the western school system, under which education was conducted by missionaries. Its objective was to evangelize and to train the administrators of the colonial powers.

After independence, national administrative structures, including a ministry with responsibility for education, were established and diverse laws, securing the general regulation of education, were introduced. The system was marked by adjustments and reforms in 1979 and 1981, which did not achieve the intended goals. Rather than correcting the errors of the colonial era, education remained very discriminatory and was not relevant to Rwandese society, culture or values; this resulted in a society that lost its patriotism. The lack of education was one of the contributing factors to the genocide against the Tutsi in 1994.

After the liberation of the country that ended the genocide in 1994, the UN established an emergency phase which enabled the re-launching of the Rwandan educational system. At present, education, as well as other sectors of national life, must follow the principles set out in Vision 2020, a development plan launched by the Rwandese Government in 2000. Under this vision, education is expected to play a constructive role in the socio-economic development of Rwanda.

The 1948 Universal Declaration of Human Rights states that everyone has the right to education. Education is a fundamental human right and an essential tool to ensure that all Rwandese citizens – women and men, girls and boys – realize their full potential. The major aims of education and training should be:

- (1) To provide all Rwandese people – women and men, girls and boys – with the necessary skills and values to be good citizens.**
- (2) To improve the quality of human life through formal and non-formal education at all levels of the system.**

The development of human resources is one of the principal factors in achieving sustainable economic and social development. Education and training have to be considered as critical lynchpins to achieve development and poverty reduction in Rwanda.

3. Current Situation of Education in the Country

The Government of Rwanda aims to transform Rwanda into a middle-income country by 2020. Achieving Rwanda's social and economic development objectives is largely dependent upon its most valuable resource – its people. Hence, to achieve this goal, the Rwandan people have to be provided with opportunities to develop knowledge, skills and attitudes to compete in the labour market and contribute to the social and political life of their country. The mission of the Ministry of Education is to transform the Rwandan citizen into skilled human capital for the socio-economic development of the country by ensuring equitable access to quality education, focusing on combating illiteracy,

promotion of science and technology, critical thinking, and positive values.

Currently, the Government of National Unity has repeatedly reaffirmed the fundamental importance of education. The Government strongly believes that education contributes to the recreation of values among the youth which have been eroded in the course of the country's recent history, and that now is the time to put into practice education's role in the construction of a united, mutually supportive Rwandan society, which comes together to achieve the well-being of each of its members.

As in other developing countries, the challenges in Rwanda's education sector have been daunting. There are overcrowded classes, insufficient teaching materials, and poorly paid teachers, some of whom are lacking adequate qualifications.

The Government has chosen a decentralizing approach to education as a strategy to empower its citizens. Women and men, girls and boys should participate in the development of those activities and projects that affect them.

Central Government remains responsible for formulating policies, setting standards and norms, conducting monitoring and evaluation, the production of curricula and the approval of educational materials. On the other hand, local government is responsible for the execution of policies, the planning and following up of education activities at district province level and the general administration of schools.

Rwanda is committed to international development targets in education such as Education for All (EFA), narrowing gender disparity in education, and the use of ICT in education. It is also committed to regional goals such as Outcome Based Curriculum, constant Monitoring of Learning Achievement and the development of partnerships with donors and the private sector in education. The role of education and training, in the face of globalization, cannot be over emphasized and Rwanda recognizes the benefits and advantages that it can gain from globalization.

4. Education and Training System in Rwanda

Results from Rwanda's census reports show that the population of Rwanda increased from 11.4 million to 11.9 million between the 2013/2014 Integrated Household Living Conditions Survey (EICV4) and the 2016/2017 Integrated Household Living Conditions Survey (EICV5). Rwanda's population is essentially young, as its median age is currently 18 years and about 71% of it is aged under 30 years old. These numbers illustrate the great significance of education in Rwanda.

The education system in Rwanda is composed of four main levels: Pre-primary, Primary, Secondary, and Higher Education; with a significant TVET stream at both secondary and higher education levels.

Pre-primary Education is gained through nursery schools and lasts for three years, for children aged between 3 and 6.

Primary Education lasts six years, with the official school age at this level being from 7 to 12 years. This stage focuses on core literacy and numeracy skills, as well as preparation for secondary studies. Primary education ends with national examinations, which determine the eligibility for proceeding to lower secondary schools.

Secondary Education also lasts six years, with the official age for this level being from 13 to 18 years. It is subdivided into lower secondary (the first three years) and upper secondary (the last three years) both culminating in national examinations, which respectively determine the eligibility for upper secondary, and secondary graduation or entry into higher education.

At upper secondary level, students choose between continuing in general secondary schools and enrolling in a Technical Secondary School (TSS) or a Teacher Training College (TTC).

At tertiary level, students can pursue their studies in a range of academic directions or opt to enter an array of technical or vocational fields. Undergraduate degrees currently require four years until completion.

i. Early Childhood Care and Development (ECCD)

The Government of Rwanda recognizes the early years of life as an important foundation for human development and lifelong learning. Pre-primary education is received in nursery schools for three years, for children aged between 3 and 6.

The global mission of ECCD is to establish and implement interventions that support effective early childhood development for children until the age of six.

The main objective is to guarantee the improvement of quality and equal access to Early Childhood Development Services by all the intended beneficiaries in a clear, coordinated and sustainable manner. Rwanda's ECD Policy is coordinated by the Ministry of Gender and Family Promotion and implemented by the Social Cluster Ministers (mainly the Ministry of Education, Ministry of Health, Ministry of Local Government, and Ministry of Agriculture) through the National ECD Programme.

Rwanda has around five million children, of whom approximately 17% are beneficiaries of ECD services. According to the Early Childhood Development Policy from 2016, ECD services have until now not succeeded in reaching the population sufficiently.

ii. Adult Literacy Education

Literacy is a human right, at the very core of the right to education. Democratizing education starts by democratizing literacy. Literacy opens the door to autonomous and lifelong learning. The right to literacy includes the right to learn in one's own language.

The Rwandan Government, through the Ministry of Education and its Department in Charge of Adult Education, has decided to implement an Adult Education Policy, in order to harmonize and channel all the efforts of the different actors in this field aimed at achieving the ultimate goal of a fully literate population more efficiently.

Adult basic education constitutes an important pillar for supporting other national programmes such as poverty reduction, good governance, social participation, citizenship building, family planning and local community development, lifelong learning and building a dynamic literate environment, hence, the overarching importance of literacy in nation building.

Overall, the literacy rate for people aged 15 and above was 73% as shown in the report on the results of Rwanda's 2016/2017 Integrated Household Living Conditions Survey (EICV5), published in 2018. Across provinces, Kigali City had the highest literacy rate of 88% while the Western Province had the lowest (69%) literacy rate. A disaggregation by sex shows that the literacy rate for males was 78% and the rate for all females was 69%. However, in the younger age cohort (15-24 years) females registered the highest literacy rate (89% against 84% for males).¹⁾

iii. Technical and Vocational Education and Training (TVET)

The Ministry of Education in Rwanda is responsible for the TVET Policy and Coordination and the Rwanda Workforce Development (WDA) has the overall implementation role.

1) Integrated Household Living Conditions Survey (Enquête Intégrale sur les Conditions de Vie des Ménages) EICV5 Thematic Report Education 2016/2017, December 2018.

TVET provides young and/or unemployed people in Rwanda with skills aimed at enabling them to gain productive employment. It also provides those that are already in employment with an excellent opportunity to improve their skills and abilities.

The TVET institutions consist of Vocational Training Centres (VTCs), Technical Secondary School (TSSs) and Polytechnics. Currently, there are 179 VTCs, 199 TSSs and 16 Polytechnics in Rwanda. It is planned to integrate TSSs into VTCs in a few years. ²⁾

In spite of its rich geographic, economic and demographic diversity, Rwanda is confronted with a number of challenges and issues that are fundamental to improving the quality and relevance of TVET, and thus to gain a competitive edge in the market economy of the 21st century. Rwanda must implement a coherent strategy for human capital development in which TVET plays a key role. However, in order to effectively tackle this problem of TVET enhancement, human resource development plans must figure prominently in and simultaneously be linked to Rwanda's economic development vision.

Traditionally, the enrolment of girls and women into TVET has been limited, due to the social structures of these institutions and the segmentation of the labour market, compounded by social values and beliefs about appropriate roles and expectations, not to mention a range of other barriers to their participation (e.g. lacking qualifications, situational factors, and institutional barriers).

As a result of gender norms that determine socially acceptable activities for women and men, women tend to enroll in less lucrative trades.

Countrywide, the percentage of the population that is enrolled in technical courses decreased from 2.5 points in EICV4 (the 2013/2014 Integrated Household Living Conditions Survey) to 1.8 points in EICV5 (the 2016/2017 survey). A disaggregation at sub national level indicates, that technical and vocational attendance was higher in urban (3%) than in rural areas (1.5%) and higher in Kigali City than elsewhere (3%). The percentage of individuals attending vocational schools dropped moderately in Kigali City from 4% in EICV4 to 3% in EICV5.

Across Rwanda, no significant gender disparity was observed. With regard to age, access to technical/vocational education for younger individuals is still limited (about 2% in both EICVs). While the highest technical/vocational school attendance was registered among people aged between 20 and 24 (4%) there was a decrease among the older cohort including those aged between 25 and 29 years and those older than 30 years (from 5% in EICV4 to 3% in EICV5 and from 3% in EICV4 to 1% in EICV5 respectively). This indicates that access to technical/vocational education was becoming more common among the younger cohort than among the older ones.

2) Rwamasirabo Aimable: Curriculum Development Officer of Workforce Development Authority (5th Sept, 2017) Interview

III. OVERVIEW OF THE BRIDGE RWANDA PROJECT

1. Introduction to the Bridge Rwanda Project

i. Rationale

Literacy and numeracy are fundamental tools not only for communication but also and especially for learning and transmitting knowledge. Consequently, they are an efficient means in the fight against ignorance and poverty. From this perspective, the development of education in all its forms (formal and non-formal) is absolutely crucial to reduce poverty and child mortality, to curb population growth, achieve gender equality and ensure the sustainable development and unity of all Rwandans.

Furthermore, literacy allows for an open mind, easy access to information, acquisition of new knowledge and new technologies of information and communication and a wide openness to the world through reading and writing. Given the many challenges in fighting illiteracy, the Rwandan Government has made literacy campaigns an important pillar for sustainable development. However, the Ministry of Education, in charge of the Adult Literacy Policy, cannot face this issue alone and consequently has to collaborate with partners in order to increase the outreach of its activities and meet requirements.

This is why KNCU's Bridge Africa Programme has played and continues to play an important role in promoting non-formal education and hence development in Rwanda, by establishing a multi-purpose Community Learning Centre (CLC) in a rural area of Rwanda.

The Bridge Africa Programme was launched in 2010 in eight African countries, among them Rwanda. KNCU initiated the programme to contribute to the achievement of the goal of Education for All (and, later, Sustainable Development Goal 4), by improving access to education among vulnerable and marginalized people. The programme focused mainly on three major components of non-formal education: ECD, Adult Literacy and TVET. Stakeholders in the Programme's partner countries, principally the local National Commission for UNESCO, as well as other government officials and local stakeholders, work together with KNCU to run national Bridge Projects. Each Bridge Project,

including the Bridge Rwanda Project, is overseen by a Bridge National Committee, whose members represent the major stakeholders in the project and ensure that the project is in line with national government policy and strategy, and that it fits the local context.

In this context, the main activities of the Bridge Rwanda Project have been the training of teachers and provision of teaching materials, and the construction and equipping of the Urumuri CLC (UCLC) in Mayange Sector of Bugesera District.

The Bridge Rwanda Project fits well with Rwanda's development plan and educational strategy, and is also in line with the Republic of Korea's ODA policies, as Rwanda is among the Republic of Korea's African Strategic Partnership Countries.

ii. Aim

The main objective of the Bridge Rwanda Project is to contribute to the breaking of the vicious cycle of poverty and achieving the development of individuals and the country itself, by contributing to the achievement of the EFA initiative and UN Sustainable Development Goal 4 (the aim of which is to "ensure inclusive and equitable quality education and promote lifeong learning oportities for all"). The project does this by assisting Rwanda's national efforts to provide non-formal education and training through field-level efforts to expand access to non-formal education in Rwanda. It targets both children in their early development, by preparing them to attend Primary schools through ECD Classes, and adults who have not had the chance to access formal education, by providing adult literacy and vocational training classes.

iii. Principles

The Bridge Rwanda Project operates on the principles of sustainability, ownership and self-reliance.

These principles were adopted by the Bridge Africa Programme as a whole at the Bridge Africa Conference, which was held in Lilongwe, Malawi in 2016, and attended by stakeholders from the Bridge Africa Programme's partner countries. In accordance with these principles, CNRU maintains close cooperation with relevant government bodies in running the Bridge Rwanda Project while at the same time adopting a strong community driven approach with regard to the Urumuri Community Learning Centre (UCLC).

Consequently, all activities are planned and implemented in line with Rwanda's national education strategies.

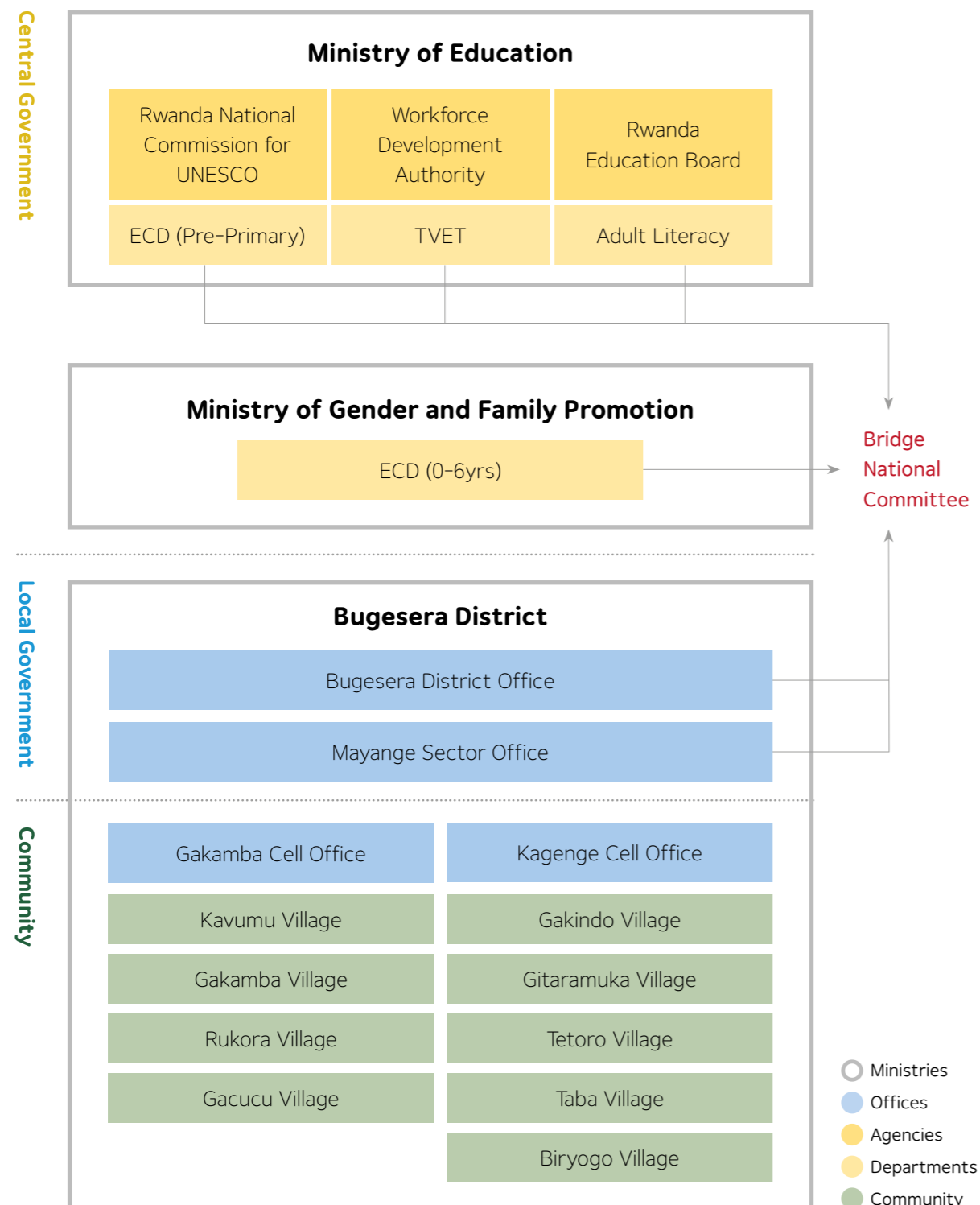
The Bridge Rwanda Project's stakeholders also focus firmly on enhancing the self-reliance of the local community by involving it in the project process at all stages, from the planning to monitoring and evaluation.

iv. Duration

The partnership between KNCU and CNRU began with a Memorandum of Understanding signed by the two National Commissions on 5th October 2010. The main phase of the Bridge Rwanda Project started in March 2014, following extension of the MoU for a five year period, and has been run in accordance with the MoU and, from 2016, in line with the Lilongwe Declaration. KNCU's involvement in the Project came to an end in March 2019 with the expiry of the partnership MoU, and the project is now run by local stakeholders.

2. Structure of the Project

i. Education Structure with BRP Stakeholders Description



| Stakeholders | Roles and Duties | Notes |
|---------------------------------------|--|--|
| Ministry of Education | <ul style="list-style-type: none"> - Provide policy guidance on ECD, TVET and Literacy Education - Facilitate the project implementation - Match with the project implementing partners | |
| National ECD Programme (NECDP) | <ul style="list-style-type: none"> - Provide policy guidance on ECD - Match with the project implementing partners | Under direct supervision of Ministry of Gender and Family Promotion (MIGEPROF) |
| Rwanda Education Board (REB) | <ul style="list-style-type: none"> - Provide policy guidance on Literacy Education - Facilitate the project implementation | |
| Workforce Development Authority (WDA) | <ul style="list-style-type: none"> - Provide policy guidance on TVET - Facilitate the project implementation | |
| Workforce Development Authority (WDA) | <ul style="list-style-type: none"> - Provide policy guidance on TVET - Facilitate the project implementation | |
| Bugesera District Government | <ul style="list-style-type: none"> - Facilitate the Bridge CLC programmes implementation - Take the responsibility of making the sustainable plans to manage and operate CLC | |

3. Introduction to the Bridge Community Learning Centre in Rwanda

The project for the construction of the Urumuri CLC (UCLC) was implemented from 1st January to 31st December 2018, under the title "Construction of the Bridge Rwanda Community Learning Centre and Operation of classes in Early Childhood Care and Education (ECCE), Literacy Education and Technical Vocational Education and Training (TVET)". It targeted the development of Mayange Sector, through a partnership between Bugesera District, CNRU and KNCU. The project was implemented with two main goals: first, to complete the construction and procure equipment for the Urumuri CLC, second to operationalize Urumuri CLC permanently.

i. Main Objectives of the CLC Project

- To prepare the construction of the Bridge model Community Learning Centre (CLC).
- To operate temporary ECD classes before construction of the CLC and to open the Bridge model CLC upon the completion of the construction.
- To strengthen the stakeholders' sense of ownership for the Bridge Project.

ii. Schematic Design and Blueprint of the Model CLC

- Designed by the school of architecture of Hongik University, Rep. of Korea



iii. Opening of a Temporary ECD Centre

Parents from Kavumu Village in Gakamba Cell, Muyange District had previously opened an ECD Centre with poor classrooms and unskilled caregivers. The space was a community-run nursery centre with 25 children attending. Parents had to pay RWF 4,500 per term, to cover the salary of the caregivers. KNCU, CNRU and Bugesera District initially collaborated under the Bridge Rwanda Project to provide financial and human support to this locally run ECD Centre, located in Kavumu Village, making it a temporary Bridge CLC.

The temporary Bridge CLC started effectively on 23rd May 2017 with the mobilization of local stakeholders and parents for a successful implementation.

Based on the results of a needs assessment conducted by the Kavumu Village Committee, a concept note and the budget for the preliminary operation of ECD classes at the temporary Bridge CLC were developed. Following this, the Management Committee for the Bridge CLC was formed in June 2017, and caregivers for the ECD classes were trained in July. The temporary Bridge CLC classes opened in August 2017 with 164 children, and their number increased to 208 children by September 2017.

iv. Temporary Bridge CLC Management Workshop

A workshop was held on 15th June 2017 aimed at forming the management committee of the temporary Bridge CLC. The workshop was facilitated by Mr. Callixte Kalisa (Director of the Department for Education at CNRU) and Mr. Albert Niyigena (Education Officer of Bugesera District) and in total 21 community members from Kavumu village participated. During the workshop, the facilitators explained the purpose of the Bridge CLC and the role of the management committee. After hearing the explanation of the roles of each member of the committee, the participants elected eight committee members with leadership experience and good reputation within the community. The selected committee members decided to hold weekly meetings to discuss the issues arising regarding the temporary Bridge CLC.

The participants agreed on their responsibility in promoting and sustaining the CLC, particularly the ECD classes.

The participants also agreed to inform the community about caregivers' training during village meetings and to select candidates based on their educational background and their reputation within the community.

v. ECD Caregivers Training Workshop

An ECD Caregivers Training Workshop was held from 12th to 14th July 2017 to train and hire the ECD caregivers for the temporary Bridge CLC. With its considerable experience in ECD Programmes, Imbuto Foundation facilitated the training, which was attended by eleven trainees. The training was conducted using two manuals: The Essential Package of Early Child Development, and Family Services: A Parenting Programme: Training Manual, which were developed by Imbuto Foundation, UNICEF and the REB Pre-Primary Curriculum. Following the training, the top six participants were hired as caregivers.

After the temporary Bridge ECD classes had started, the caregivers suggested that a follow up workshop be held, focusing on the REB Pre-Primary Curriculum, as the previous workshop could not cover the subject completely. Therefore, in November 2017, a follow up workshop was conducted for the six caregivers with the support of Imbuto Foundation.

vi. Provision of Basic Equipment and Learning Materials for ECD at the Temporary CLC

When CNRU staff first visited the temporary CLC, 25 children were attending the ECD class with ten desks. Since the village chief had mentioned that he expected to have 80 children at least, we purchased 20 desks for the children and two sets of tables and desks for the teachers. Mr. Eugene Gahamanyi (Education Officer of Mayange Sector) assisted in the procurement of the furniture. Mrs. Immaculee Kayitare (then ECD Technical Assistant of MIGEPROF) compiled a list with essential materials necessary to set up the ECD class at 'ECD Minimum Standard'. Based on this list, KNCU purchased hygiene and sanitation products, reading books, blocks and stationery from an ECD product supplier introduced by Imbuto Foundation.

vii. Provision of the ECD Service

The Bridge provisional ECD programme was launched officially on 14th August 2017, the starting day of the third term in the Rwandan school calendar. The demand was higher than the availability of seats in the classrooms and the purchased equipment. Instead of the expected 80 children, 164 children registered on the opening day, and their number increased to 208 in the following month. The criteria to sign up for ECD at the Urumuri Learning Centre are fair and reasonable: places are first offered to children that are aged between 3 and 6 years and that are from Kavumu Village. Remaining available places are given to children in the same age group but from the

villages nearest to Kavumu. On 22nd November 2017, a review meeting was held, bringing together the caregivers, the parents, and the project managers from CNRU and KNCU. As a result of this discussion, it was decided to limit the number of children to 120, excluding those that under three and above six years old. The parents agreed to provide their children's birth certificates in order to guarantee transparency on the starting day of the 1st term in 2018.

IV. ACHIEVEMENTS

1. Achievements Part I

i. Background of the Bridge Rwanda Project:

Main activities from 2010 - 2019

In 2010, the Bridge Africa Programme began as a pilot project for community development in six countries in Africa: Lesotho, Malawi, Rwanda, South Africa, Rwanda, and Zimbabwe. As the Programme progressed, from 2013 onwards, KNCU started to focus on three areas of support:

- 1) early childhood development,
- 2) literacy education for children, youth, and adults, and
- 3) technical and vocational training.

The main activities included the construction of Community Learning Centres (CLCs), training of literacy facilitators, and distribution of learning materials.

In Rwanda, KNCU has implemented the Bridge Rwanda Project in partnership with CNRU since 2010. In 2016, it was decided to build a CLC in Bugesera District under the project, in order to provide the community with better access to the needed educational support.

Before the construction of the CLC in Bugesera District, the Bridge Rwanda Project worked together with the Association of Pentecostal Churches in Rwanda (ADPR) and the Adventist Development and Relief Agency (ADRA) in the field of adult literacy. In 2015, CNRU, KNCU, and ADRA collaborated with officials from Kiramuruzi Sector on the subject of adult literacy. The project in Kiramuruzi Sector comprised three main phases:

1) Preparatory Meetings

Four meetings were held at ADRA Rwanda headquarters. The meetings were attended by Kiramuruzi sector officials and representatives of CNRU and KNCU. Topics discussed included the training of trainers, the facilities required for successful training and the cost of books to be distributed to trainees.

2) Teacher Training Workshop in Kiramuruzi Sector

With KNCU's financial support, CNRU organized a three week training programme for literacy facilitators from three Districts: Bugesera, Burera and Gisagara Districts. The training was conducted by specialists in adult literacy from the Rwanda Education Board and the Ministry of Education. The training aimed to help adult literacy facilitators to understand the adult literacy curriculum and strategies for its implementation.

153 adult facilitators were trained. Given the high number, CNRU decided to run the training in three separate/successive sessions, for the easier and smoother management of classes. The training took place in Nyamata from 17 to 21 October 2016, in Burera from 24 to 28 October 2016 and in Gisagara from 31 October to 4 November 2016. The timetabled content was the same.

Objectives of the teacher training:

- To provide skills in preparing adult lessons.
- To enable teachers to teach lessons as demonstrated in the learner's manual.
- To enable teachers to equip learners with life skills needed for sustainable development.
- To acquire skills in teaching functional literacy skills for improved agriculture i.e. kitchen gardens, planting crops in lines, selection of improved seeds, crop rotation, mulching, control of soil erosion, the use of manure, and agro forestry.

CNRU and KNCU worked with ADRA to train 21 teachers on Functional Adult Literacy (FAL) and to print 1,800 textbooks (200 textbooks for teachers and 1,600 textbooks for students) created by the Rwanda Education Board (REB).

The teacher training took place over six days: four days of training and two days of review.

The teacher training focused on:

- Health aspects
- Hygiene and sanitation
- Civic life
- Gender aspects
- Elementary technology
- Income generating activities.

Refresher training was organized to provide an opportunity for literacy teachers to experience and apply the questions and activities suggested in the facilitators guide and to enable literacy teachers to use the facilitator's guide effectively. This refresher training also aimed to help literacy teachers plan a class programme using literacy textbooks on FAL and to review lessons learned and to discuss how to teach the students in the class.

3) Distribution of Textbooks

CNRU and KNCU also provided support for the distribution of textbooks, to equip libraries and promote a culture of reading among adult learners. Through these efforts, Kiramuruzi Sector received 700 textbooks for teachers and students. Gatsibo District also received 1,100 textbooks, which were distributed to other sectors. News about the distribution was broadcasted by Radio Izuba, which has an audience in Eastern Province, where Kiramuruzi Sector is located, and other parts of the country.



① Training workshop provided by experts in the education sector
 ② Group discussion during a teacher training workshop at Bugesera District

2. Achievements Part II (Model CLC Construction in Rwanda)

Linkage between the SDGs and the Bridge Rwanda Project

As a cooperative educational project between two National Commissions for UNESCO, it is fitting that the Bridge Rwanda Project focuses on the implementation of **UNESCO's Sustainable Development Goal 4**. SDG 4 seeks to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", an ambitious goal which is subdivided in 10 targets. SDG 4 guarantees, that every person, regardless of their age, gender or where they live, is given the chance to obtain an education and that no one is left behind.

Urumuri CLC's educational activities are divided into three sections. The first pillar focuses on Early Childhood Development, which is our way to attain **SDG 4.2** concerning **early childhood development and universal pre-primary education** in a rural area of Rwanda. Before the construction of the Urumuri CLC, only a modest parents' initiative for ECD operated in Kavumu Village. Only 20 children were given the opportunity to receive basic educational support. For most of the other children of the village, it was too expensive to attend this small, privately run initiative and other possibilities for ECD were too far away. Hence, it was impossible for the village's small children with working parents to attend school on an everyday basis. With the start of the temporary ECD facility in Kavumu Village, we gave over 120 children aged 3 to 6 years the chance to receive not just a warm breakfast every day, but also access to pre-primary education and the possibility to set the foundations for their whole educational life and career. We are very proud and happy to see the great success and popularity of the Urumuri CLC's ECD classes.

The second pillar of Urumuri CLC's education is **SDG target 4.4**, supporting relevant skills for decent work. The newly built Urumuri CLC focuses on this goal with the initiation of weekly TVET classes. KNCU and CNRU conducted an informal survey in Kavumu Village to investigate which kind of TVET is most urgently needed in this area of Rwanda. The villagers told us that tailoring classes would be of great use for them. East African countries, and especially Rwanda, are famous for their beautiful and high quality "Ikitenge". The Government has acknowledged the economic potential of "Ikitenge" and seeks to strengthen the textile and tailoring industries in Rwanda. For a lot of Rwandans, male and female, working as a tailor is a source of great pride. Creating wonderful new and innovative pieces of cloth contributes to the promotion of Rwandan products and arts and will establish "Made in Rwanda" as mark of quality and international renown. After the successful completion of the TVET course at the Urumuri CLC, the graduates have acquired the competence and the skills to find a decent job as a tailor, start their own small business or build a corporation with their classmates.

In accordance with **SDG 4.6**, aimed at ensuring by 2030 "**that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy**", the third part

of Urumuri CLC's educational programme focuses on Adult Literacy. Because of the 1994 Genocide against Tutsis, a large number of young Rwandans were prevented from achieving literacy and numeracy. Instead, they were forced to ensure the survival of their families and hence had neither the time nor the means to receive adequate education. As a result, these men and women are only able to do jobs that do not require reading or writing skills. Trapped in insufficiently paid jobs, they have few chances to find better positions. The lack of education hence prevents them from pursuing their own career wishes and from earning a decent living for their families. The weekly Adult Literacy Classes at Urumuri CLC provide such people with the possibility to acquire basic education skill like reading, writing and numeracy and thus set the basis for further educational achievements and a better living.

All three pillars of the Urumuri Community Learning Centre are open to both genders. In accordance with the very important **SDG 4.5**, our Centre stands for **gender equality and inclusion**. CRNU is very proud to see the fruitful outcomes of our international cooperation with KNCU. We are looking forward to monitoring the development of Urumuri CLC and witnessing the splendid opportunities it offers to the people of Kavumu Village and Bugesera District.

Below are some pictures that were taken during the official opening of Urumuri Community Learning Centre in Bugesera District with different stakeholders:

i. The official opening of Urumuri Learning Centre on 23th October 2018



Official opening of Urumuri CLC by the Ambassador of the Republic of Korea to Rwanda (middle), the Vice-Chancellor of Rwanda Polytechnic, the Secretary General of KNCU (left), the Mayor of Bugesera, and the Secretary General of CNRU (right).

The official opening of Urumuri CLC was honored by the presence of H.E. the Ambassador of the Republic of Korea to Rwanda, Mr KIM Eung-Joong; the Vice-Chancellor of Rwanda Polytechnic and Representative of the Ministry of Education, Prof. GASHUMBA James; the Secretary General of the Korean National Commission for UNESCO, Mr. KIM Kwangho; the Secretary General of the Rwanda National Commission for UNESCO, Mr. MUTESA Albert; and the Mayor of Bugesera District, Mr. MUTABAZI Richard.

H.E. Mr. KIM Eung-Joong stressed the fruitful relations between Rwanda and Korea in his speech, especially in the field of education. Ambassador KIM seized the occasion to highlight the impossibility of a country's developing without "Education for All", as a tool for underserved communities to fight ignorance and improve life standards. Explaining that education has been an essential factor in the development of South Korea, he expressed the wish of the Korean people to share their knowledge with Rwanda. Mr. KIM highlighted the importance of Urumuri CLC's efforts to spread technical skills and knowledge, give children a firm early base for their education, and equip adult learners with reading and writing skills.



- ❶ H.E. Ambassador KIM Eung-Joong addressing his remarks
- ❷ The Secretary General of KNCU Mr. Klim Kwang-ho delivering his speech
- ❸ The Secretary General of CNRU Mr. MUTESA Albert addressing his remarks

Mr. KIM Kwangho, the Secretary General of KNCU, expressed his satisfaction with the fruitful relationship between the two National Commissions for UNESCO. In his speech, he stated his belief that the educational development of a country plays a vital role in the stability and prosperity of the entire country. He expressed hope that the collaboration between KNCU, CNRU, and Bugesera District would continue to contribute not only to expanding learning opportunities for marginalized communities in Rwanda but also to promoting lasting friendship between Rwanda and the Republic of Korea. He underlined that the construction of the Community Learning Centre was the result of a successful partnership and close friendship between these two countries, and expressed KNCU's hopes of continuing to strengthen these ties.

The Secretary General of the Rwanda National Commission for UNESCO, Mr. MUTESA Albert, reminded the audience that the partnership between CNRU and KNCU started in 2010. The long-lasting cooperation has mostly focused on implementing Education for All, as also emphasized in Rwandan national policies. Mr. MUTESA also mentioned that it was from this perspective that the Korean and Rwandan National Commissions combined their efforts to support the education of children and adults who lack reading and writing skills and to offer a place where learners can acquire basic skills. He noted that it was to this end that the Urumuri CLC was built, provided with instructors and materials and now offers an adequate learning space for the 120 registered children. He noted that the school would shortly be equipped with modern electric sewing machines, which will help learners to earn basic skills, supporting them in creating jobs and businesses and hence contributing to the success of 'Made in Rwanda' in the future. Mr. MUTESA noted that the costs of completing the school had been valued at USD 240,000. Mr. MUTESA also highlighted the good governance in Rwanda that prioritizes education, leaving no one behind.

Some local residents lacking reading and writing skills have mentioned that this project serves as a tool to fight ignorance. Some of them are merchants who mentioned their inability to read or write as a barrier to their regular work. Others would like to run for local leadership positions; however their lack of reading and writing skills makes them ineligible. There are 10,824 adults lacking reading or writing skills and only 11 nursery schools in Bugesera.



Dr. GASHUMBA James addressing his remarks to the audience

Therefore, Dr GASHUMBA James, who represented the Minister of Education, congratulated all partners for the great initiative and achievement. He encouraged the local population to take proper care of their Community Learning Centre and make full use of the opportunity it gave them to gain technical skills in tailoring and literacy skills, as well as to practice reading, writing and learning as a culture.

V. PROJECT DESIGN, SUSTAINABILITY AND LESSONS LEARNED

1. Project Organization and Management

As the Urumuri CLC (UCLC) has been handed over to Bugesera District, the local community has established a Bridge Community Learning Centre Management Committee to run the Centre. The UCLC provides ECD classes; it also provides adult literacy classes as well as tailoring classes. All three educational programmes are designed based on the national curriculum and use learning and teaching materials that have been developed by the Ministry of Education. The Urumuri CLC Management Committee holds at least two meetings per term to discuss issues related to the UCLC management and to adopt resolutions to improve its services. Thus, the committee will assure the smooth running of UCLC activities helping to guarantee the sustainability of the Centre's development.

The committee is composed of:

- The chair of the committee
- The co-chair of the committee
- Two parents
- Two advisors
- The centre coordinator
- Two teachers
- Two pupils

There is also an Audit Committee at Urumuri CLC, made up of:

- The sector education officer
- The executive secretary of the local cell
- Two parents
- The centre coordinator

2. Community Engagement, Leadership and Motivation

The community of Mayange, in Bugesera District, was very interested in hosting Urumuri Community Learning Centre. When BRP members first visited Mayange for a field visit assessment, there was only a small building established by Mayange parents for educational activities. According to the community, this building was not of an adequate standard for education activities. To fulfill one of the main requirements for selection of a place for to establish a Bridge Centre, Bugesera District agreed to provide a suitable plot of land for the building of the Centre in Kavumu Village, in Mayange Sector. After that, the community members worked together to sensitize their community to the importance of ECD, adult literacy and TVET and making full use of the opportunity not only to change the Mayange community, but also neighboring communities, for the better. Later, under a tripartite MoU framework, Bugesera District hired a construction company for construction of the CLC buildings at Mayange. Also, CNRU, Bugesera District and the Mayange community organized a community project "Umuganda" for preparation of the construction and greening of the land site, and to start building community awareness and ownership of the Centre.

Thanks to the support of the Bridge Rwanda Project, there are now three rooms for ECD classes, one building for offices, two rooms for Adult Literacy classes, two rooms for TVET/tailoring workshops, two toilets, one playground for ECD and another outdoor area for TVET and Adult Literacy activities. Currently, more than 254 learners come to the Centre. Apart from the teachers, Urumuri CLC has also employed other support staff (as security and cleaning staff, and so on) from villages in Mayange, which helps the Mayange communities contribute to the self-reliance and sustainable development of the Centre.

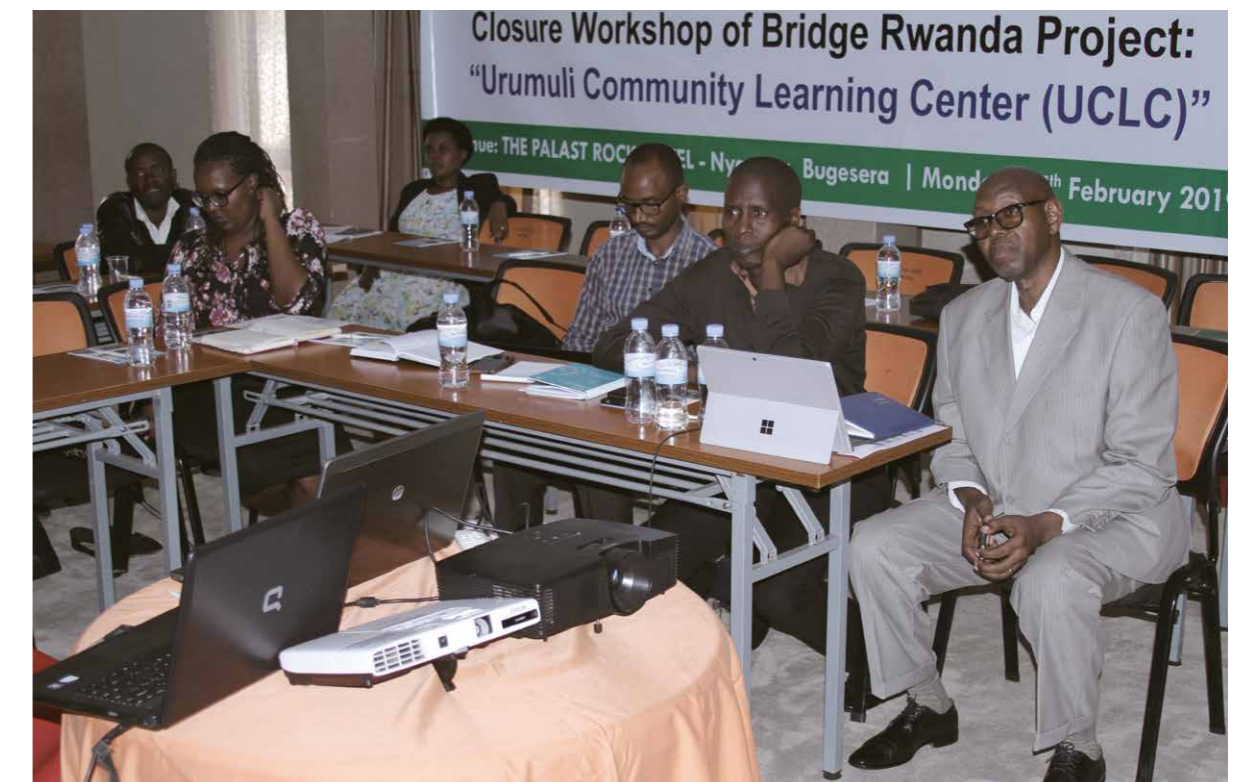
3. North-South Partnership

KNCU initiated the Bridge Africa Programme in 2010 in an effort to contribute to the achievement of the Education for All (EFA) initiative, and later the sustainable development Goals (SDGs), in Africa. The Bridge Africa Programme's aims are to promote field level efforts that expand access to quality non-formal education in sub-Saharan African countries. One important aspect of the programme has been the establishment of Community Learning Centres (CLCs) in the programme's partner countries, as hubs for promoting local participation in educational activities, hence benefiting the communities in which the CLCs are situated. The KNCU Bridge Africa Programme exemplifies the Republic of Korea's policy of widely sharing the key role that education played in the success of its own economic and social transformation. The programme's development of CLCs in various sub-Saharan African countries marks an important contribution to increasing learning opportunities for children, youth and adults.

In October 2010, with the Rwandan Ministry of Education's approval, CNRU signed a partnership MoU with KNCU, which was renewed in March 2014. The two parties agreed to work in partnership to contribute to reaching the goals of UNESCO's EFA programme through, among other things, establishing and operating CLCs accredited by Rwanda's EFA National Coordination.

4. Closure Workshop Outcomes

A Closure Workshop was held on 25 February, 2019 to mark the conclusion of KNCU's involvement in the Bridge Rwanda Project, following the successful establishment of Urumuri CLC by Bugesera District, with the support of CNRU and KNCU. At the workshop, Bugesera District and CNRU officials engaged Mayange community representatives to share their feelings, expectations and experiences as project beneficiaries, encouraging the community to take care of the Centre's infrastructure to maintain quality education delivery and contribute to the sustainable development of the Centre and their community in general.



Participants in a plenary session

In his closing remarks, the Secretary General of CNRU presented his sincere thanks to all participants for their active participation and commitment to ensure long term and sustainable management of Urumuri CLC. He thanked Bugesera District for their collaboration and commitment to the establishment and operation of the centre and called upon the Vice Mayor to officially deliver her closing remarks.



Mr Albert MUTESA,
addressing his remarks to the audience



Mrs Yvette Imanishimwe,
delivering her closing remarks to the audience

In her closing remarks, Mrs IMANISHIMWE Yvette, the Vice Mayor of Bugesera District in charge of Social Affairs, thanked the CNRU for selecting Bugesera as project host for the CLC. She noted that Urumuri CLC would bring added value to the District, helping to improve the provision of good quality education within the District. She expressed the interest of the District in actively ensuring the efficient management of the Centre after the KNCU and CNRU phase out, and she requested the Mayange community to take responsibility for the Centre's daily management. She also highlighted the local community ownership of the Urumuri CLC and invited everybody there to work at making the Centre successful, using the professional skills and knowledge provided by the Centre to enhance the development of the local community.

Suggestions and Recommendations from the Closure Workshop

The Urumuri CLC Management Committee will need to be strengthened by increasing the sensitization and ownership of the whole Mayange Community regarding their involvement in the sustainable management of the Centre.

CNRU will continue to play its advocacy role for the development of Urumuri CLC and will continue to look for further support from partners to accompany the running and management of the Centre. It was recommended that Bugesera District, in collaboration with CNRU and the Mayange communities, conduct a technical survey and mobilize a complementary fund for facilitation and extension of the project, to provide TVET in the areas of carpentry, hairdressing, hotel operations, plumbing and construction.

Considering the good cooperation, the great experience and success story of the Bridge Project in Rwanda, the Korean National Commission for UNESCO will be the first and main partner to be approached for all projects and resources mobilization for the development of the Urumuri CLC.

5. Lessons Learned

The impact of CLCs on learners' lives is more profound if their educational programmes are in accordance with national educational policies.

The Bridge Community Learning Centre provides a huge variety of education programmes for people of all ages, including ECD classes, adult literacy classes and vocational skills training.

The National Commission for UNESCO in a partner country has to identify relevant stakeholders and experts from the education sector, to be invited to join the Bridge National Committee (BNC), which operates as a steering committee of the Project in that country.

The BNC provides vital support to the Centre, such as establishing the curriculum and providing books and training. The BNC members meet regularly and monitor the Bridge Community Learning Centre to make sure the Centre provides quality education services for the community.

The role of the BNC in the country is crucial because it acts as a bridge between the Community Learning Centre and the national education system. When the education programmes of the CLCs are aligned with the national education curriculum, learners benefit more substantially from the programmes because they have greater opportunities to obtain national qualifications and return to the formal education system. The BRP aims at providing literacy education, ECD and TVET to the communities in which it operates and hence, everyone in the community, no matter the age, can attend one of the education programmes.

VI. ACKNOWLEDGEMENTS

1. Message and Evaluation from the Secretary General of CNRU



Mr. Albert MUTESA

First, the Rwanda National Commission for UNESCO / Commission Nationale Rwandaise pour l'UNESCO (CNRU) would like to express its gratefulness for the possibility to work together with the Korean National Commission for UNESCO (KNCU) on such an important project as the Bridge Africa Programme. The fruitful cooperation and partnership between our two National Commissions has existed since 2010. It started with the posting of South Korean volunteers in different educational projects on the village level. In 2005, this was followed by the publication and distribution of 2,600 schoolbooks to different educational institutions in the Gatsibo District, Eastern Province.

In 2016, a new phase of the Bridge Rwanda Project started by signing a bilateral agreement on building a Community Learning Centre (CLC) on the village level in Rwanda. The Rwandese educational system is in the process of extensive changes that aim at focusing more firmly on rural populations. Men, women and especially children in rural areas are in need of our special attention if we want to build a brighter future for them.

In 2017, we decided to build the new CLC at Kavumu Village, a small village in the heart of the District of Bugesera, right at the southern border of Rwanda, neighboring Kigali in the north and Burundi in the south. The new CLC was named "Urumuri Community Learning Centre". "Urumuri" is Kinyarwanda and means "light" or "shine". The name hence illustrates our mission to bring a light to Kavumu and Bugesera, for both children and adults. Faithful to this objective, Urumuri CLC was planned with three classrooms for Early Childhood Development (ECD), one classroom for Adult Literacy and one fully equipped classroom for TVET tailoring classes.

Construction started in February 2018 and the new CLC was inaugurated with a wonderful opening ceremony in October 2018. We were more than delighted, that my dear colleague, the Secretary General of KNCU, decided to honour the opening ceremony of our common centre with his presence. His week-long visit to Rwanda was a fantastic opportunity to deepen our bilateral relationship and discuss the terms of a possible extension of our fruitful cooperation in the future.

While Urumuri CLC was officially opened in autumn 2018, our work on the village level had started already the year before: an operational and temporary centre, with three running ECD classes for over 120 students had been launched already in August 2017. The first adult literacy class with 50 learners started two months after the official opening and the tailoring class with 50 learners began in spring 2019.

The successful partnership between our two National Commissions in particular and our two countries in general is greatly helping to improve the education of the people of Bugesera. It will - I am convinced - have a major impact on their future. We are looking forward to seeing the Urumuri CLC grow, develop and expand and to changing the lives of their attendees for the better. Thus, the bilateral cooperation between KNCU and CNRU is a fantastic concrete example for the benefits of collaboration between different cultures and nations in order to improve education and achieve Sustainable Development Goal (SDG) number 4 and other related SDGs.

I would like to express my appreciation for the engagement and passion of our many volunteers, project managers and partners. The achievement of our common goal of improving future prospects for people from rural areas through education would not have been possible without their commitment and willingness to go the extra mile.

On behalf of the Government and the people of Rwanda, I would like to thank the Korean Government, the Ministry of Education in the Republic of Korea, the Korean National Commission for UNESCO and the people of South Korea for their support to Rwanda and for giving us the chance to work together for the Bridge Africa Programme. It was a marvelous experience, which is not only influencing the lives of the people from Kavumu Village and Bugesera District, but also of those who were and are involved in this wonderful project.

2. Message from the Secretary General of KNCU



Mr. Kwangho Kim

With the aim of expanding inclusive and equitable quality learning opportunities for marginalized people, while contributing to sustainable development and processes of empowerment in the communities which it operates, the Bridge Rwanda Project is very much in line with UNESCO's objectives in the field of education to uphold human rights and dignity.

As the MOU between the National Commissions for UNESCO in Korea and Rwanda comes to an end, Rwanda will take over 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 Rwanda, including the relevant government authorities and the local communities, have worked hard to

develop and implement promising and sustainable measures to ensure the future of the project achievements.

Over the period from 2010 to 2019, 6 Korean project volunteers and 3 project managers have lived together with the Rwanda communities in which the project was implemented until now, to understand the culture and educational needs of the local people. While contributing to the expansion of access to education in rural areas, this project has also allowed us to learn about the people and culture of Rwanda. Since it began, the Bridge Rwanda Project has built bridges between communities and the government, between community and community, and between partner countries. The project has evolved over a period of more than 8 years to date, and will hopefully continue to evolve in the future.

I sincerely hope that Bridge Rwanda Project continues to be a catalyst for further vital educational services for those who have not had access to the education they need. It is also my hope that the friendship forged between our two National Commissions through this joint project will continue to go from strength to strength.

I wish to express my sincere gratitude for all the support that has been rendered to the Bridge Rwanda Project. I would also like to extend my special thanks to the Rwanda National Commission for UNESCO for its strong commitment and hard work in implementing this long-term project.

Thank you and my very best wishes for the future.

Annex

1. List of Project Assistants and Managers

| Name | Position | Work Period |
|---------------------------------------|-----------------------|------------------------------|
| Junkwon Park | Project Assistant | August 2010 ~ March 2011 |
| Jeongah Im | Project Assistant | August 2010 ~ March 2011 |
| Jihee Oh | Project Assistant | August 2010 ~ March 2011 |
| Yeongjin Jeon | Project Assistant | August 2013 ~ December 2013 |
| Eunjeong Kim | Project Assistant | August 2013 ~ December 2013 |
| Yeonhee Sun | Project Manager | May 2014 ~ November 2015 |
| Bobae Lee | Project Manager | April 2016 ~ March 2017 |
| Eunha Kim | Project Manager | March 2017 ~ January 2018 |
| Jeeyoung Moon | Project Manager | January 2018 ~ December 2018 |
| Apollinaire Rubayiza Mpfizi (Rwandan) | Local Project Manager | February 2019 ~ April 2019 |

2. Interviews and Testimonials

i. Interview

Ms. Yeonhee SUN (AKAZUBA)



Q Tell me about yourself

A Muraho! Amakuru yawe? I am Akazuba (Yeonhee SUN). I worked in Rwanda for 2 years from 2014 to 2016 as a volunteer for the Adult Literacy Education. I worked on distributing textbooks and training teachers for the adults in Kiramuruzi Sector, Gatsibo District, Eastern Province.

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

A I had never been abroad before. I was very curious and very interested in other countries around the world. From the KNCU website, I saw that the Bridge Africa Programme was recruiting volunteers. The website mentioned that the Programme involved working in remote villages in some African countries and was looking for volunteers to work on specific tasks in line with education projects in the villages. I got really interested after reading the announcement. In 2014, I applied without hesitation for that programme and got accepted.

Q What most reminds you for your experience in managing the Bridge Rwanda Project?

A The most memorable experience during my time with the Bridge Rwanda Project was with Mr. Kagorora Antoine, an 80-year old Rwandan man. He used to be a driver when he was young but he lost one of his legs because of a car accident. He was studying Kinyarwanda in church every Monday and Saturday. I usually went to the same class because I wanted to improve my Kinyarwanda as well and the church

was just nearby my house. He was always on time for the class but one day I saw him uncomfortably walking on the street far way. I wanted to assist him. I went and asked him, "What's the problem?" He said that he got sick with malaria and that he wanted to go to the hospital to be seen by doctor. I thought to myself, "If I was sick I would not study and just take rest. But he came to study Kinyarwanda." I wondered why it was so important for him to study Kinyarwanda. This man, who worked as a professional driver, didn't go to school while he was still young so he couldn't read anything. This was a big obstacle for his career because driving without being able to read makes him more prone to accidents and caused him to have a lack of self-confidence.

Q Please share one successful achievement of the Bridge Rwanda Project

A One of the most successful achievements of the Bridge Rwanda Project is the change that it brought in the individual lives of the teachers and students in the village. The students, who studied how to read and write in Kinyarwanda, can now send messages to their friends without any help. They can now read instructions and signs on where to go. The teachers who taught adults also learned from their students. They became more motivated in expressing themselves and in speaking confidently in village meetings or elsewhere.

Q Comments for CNRU and the Rwandan communities in Kiramuruzi

A I would like to thank CNRU and the Rwandan communities for their understanding and for their warm hearts. When I first worked in the village, there were many challenges for me. But with the help and encouragement of the people around me, I was able to overcome all the challenges. That's why I feel like Rwanda is my country and why I really love it so much.

Q Other additional comments and suggestions for KNCU

A Thank you for your support for the people of Rwanda. I truly appreciate KNCU for giving me the opportunity to learn from the people I have worked with. I hope that KNCU keeps on working for the Bridge Rwanda Project in 2020 as well. Also, I would like to request KNCU to continue to listen carefully to the local people when they talk about their needs and opportunities. I hope that KNCU will always be a good partner to the citizens of the world.

ii. Interview

Ms. Jeeyoung Moon
Bridge Rwanda Project Manager



Q Tell me about yourself

A My name is Jeeyoung Moon, and I worked as a Bridge Rwanda Project Manager in 2018.

Q How did you get involved with the BRP?

A My academic and professional backgrounds have been focused on the field of international development. Before working for the Bridge Project with KNCU, I did not have experience in working directly with foreign government or within the government system. So working with the Rwanda National Commission for UNESCO and other government stakeholders in implementing the project was a very appealing idea. Also, the fact that I had worked in Rwanda two years ago made me more comfortable working in Rwanda in a different setting.

Q What do you remember most about your experience working with other another National Commission in Africa in managing the BRP?

A Since August 2017, the Early Childhood Development (ECD) class have been operating for more than 200 children aged three to five in Kavumu village, Bugesera District. They were taught the Kinyarwanda and English alphabets, numeracy, music and dancing and this class was very popular and in high demand, as there was very limited number of ECD schools. On a regular basis, we held a meeting with all stakeholders – CNRU, Bugesera District, Kavumu village leaders and parent groups – to monitor implementation of the class, and to discuss and share their suggestion and thoughts. I think this was a very inspiring and encouraging opportunity not only to meet the government stakeholders but also people at the village and field level. In that moment, I truly felt this was OUR project, and we were doing this all together.

Q Please share one successful achievement of the BRP

A KNCU, CNRU and Bugesera District have been working hard for the construction of the Urumuri Community Learning Centre since 2016. Although there was some delay caused by technical issues, construction of the CLC was completed in October 2018. On 23 October 2018, there were approximately 400 people gathered together to celebrate the opening ceremony with the KNCU delegation from Korea, the Ambassador of the Republic of Korea to Rwanda, a representative of the Ministry of Education, the Mayor of Bugesera District, etc. It was a very rewarding experience for me to be a part of from the start, knowing that the construction project would have not been possible without my colleagues' dedication and commitment. I am grateful to be part of this successful project and I am also very proud of my colleagues both in Korea and Rwanda.

Q Comments for CNRU and the communities in Bugesera?

A First of all, I would like to thank all project partners – CNRU, Bugesera District, the Rwandan Ministry of Education, the National ECD Programme, the Rwanda Education Board and the Workforce Development Agency for their cooperation and support for the Bridge Rwanda Project. It was a great experience for me to work with you all, and I have learned a lot while working with you all.

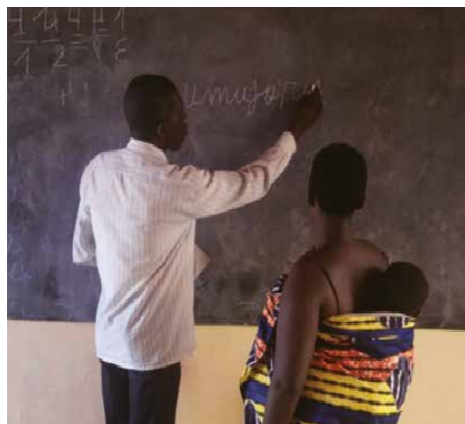
I sincerely hope that the Urumuri Community Learning Centre will truly live up to its name and shine for people in need.

Q Comments and suggestion for KNCU

A The Bridge Africa Programme was launched in 2010, and I believe that the past 9 years of experience will be a strong foundation for the next phase. I hope that KNCU will explore other avenues to expand the degree of cooperation between the two National Commissions.

I would like to thank my colleagues at KNCU for their efforts and support. Your hard work did not go unnoticed, so thank you very much!

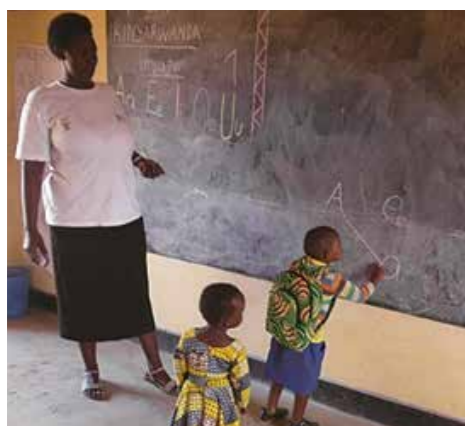
iii. Testimonial of Mr. MUTAGANDA Geoffrey



Mr. MUTAGANDA Geoffrey

Mr. MUTAGANDA Geoffrey is a 42 year old man who attended the adult literacy class at Urumuri CLC. Before the construction of the Centre, Geoffrey had not had any chance to attend school. The opportunity to acquire basic writing and reading skills at Urumuri CLC made Geoffrey very happy. Geoffrey is deeply thankful to the Korean National Commission for UNESCO for the great work they have done for the people of Bugesera District. Thanks to the adult literacy class, Geoffrey can write his name, read and count numbers. Hence, his life has changed dramatically with the creation of Urumuri Community Learning Centre. He would like to thank the BRP very much

iv. Testimonial of Ms. Muzirankoni Delphine



Ms. Muzirankoni Delphine

Ms. MUZIRANKONI Delphine, a teacher of the ECD class at UCLC said: We are very happy and excited about the Bridge Rwanda Project Centre (UCLC) in our village. UCLC will bring huge benefits to our village because it will provide us with a nursery school (ECD), adult literacy and tailoring classes. Children can acquire first skills before they go to school, and women can receive vocational training, which will increase their household income.

v. Testimonial of Ms. MUJAWAMARIYA Aline



Mugisha's mother visiting her son at Urumuri CLC

Ms. MUJAWAMARIYA Aline sends her son MUGISHA Frank to pre-primary school at Urumuri CLC. She is very happy and thankful to KNCU for donating the school to the community. She told us that the lack of a nursery school in the area posed a considerable challenge to the parents. Problems were resolved with the establishment of the CLC. Now, their children can attend pre-primary classes in the immediate vicinity of their home. The parents of Kavumu greatly appreciate the BRP's considerable and generous support.

vi. Testimonial of Mr. Tuyisenge Thomas



Mr. Tuyisenge Thomas

Mr. TUYISENGE Thomas, a teacher at Urumuri CLC, said: "the project started when we were teaching at the old local classroom, which was sub-standard, and then the project came to facilitate teaching in the ECD sector in the Mayange Communities. The Bridge Rwanda Project gives us a wonderful opportunity to work as caregivers for the ECD nursery school". Thomas mentioned the professional training he received, which helped him to pass the recruitment test and to get the job at Urumuri CLC.

Thomas also underlined that the creation of UCLC came at just the right time. He explained that the building used for the old nursery school was so badly constructed that he feared its collapse, endangering the lives of the children and their teachers. Hence, Thomas said: "I would like to thank gratefully CNRU, KNCU and the Bugesera District for their great support. This school provided us with teaching materials, good infrastructure, offices, toys for the kids, and aid learning materials. Most of the needed equipment at UCLC is now available, however the Centre still needs advocates for the introduction of other TVET classes like masonry, construction, and plumbing, which can contribute to improving our community's sustainable development. Partners to the Bridge Rwanda Project should think together about the way forward for the sustainable management and better future of the UCLC. In addition, on behalf of the members of the Management Committee in the community, we are all committed to participating in the management and operational activities of the UCLC. Since the Centre was established for their own benefit, and for the profit of their children, the members of the community strongly believe it is their responsibility to contribute to its success as much as they can. Thank you very much indeed for your contribution!"

vii. Testimonial of Ms. Mukantagara Melanie



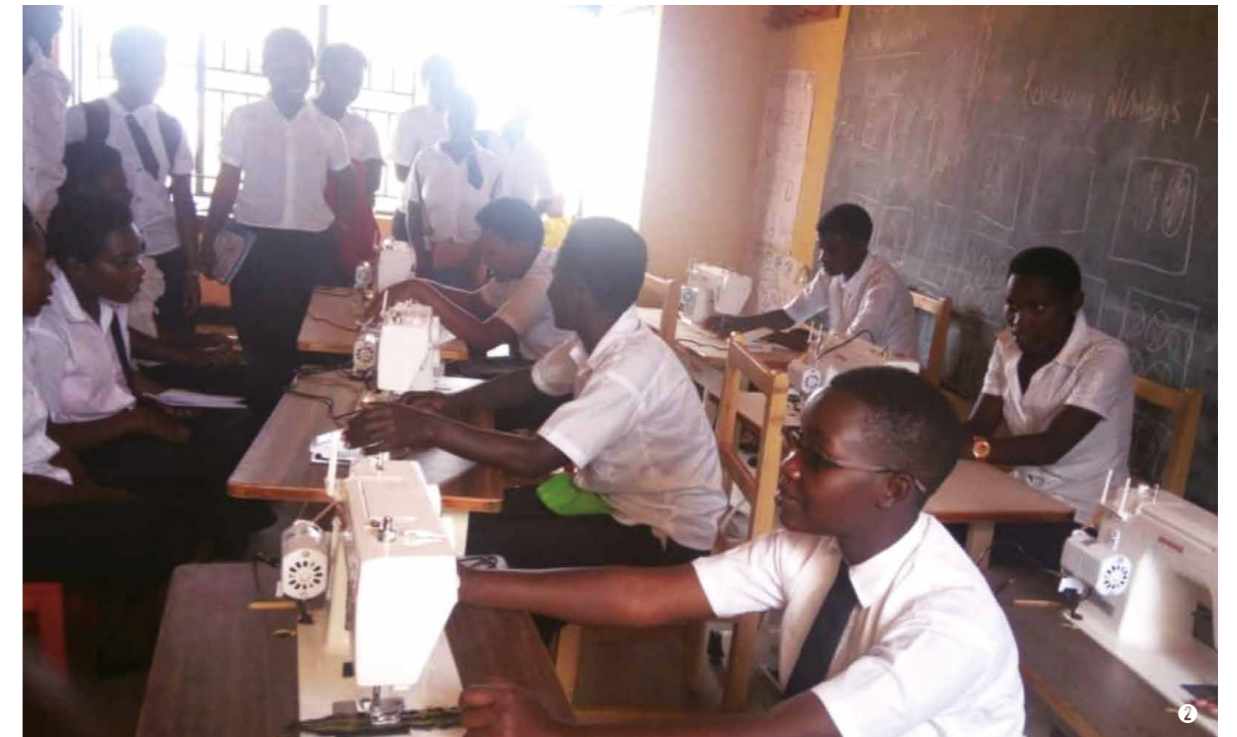
Ms. Mukantagara Melanie

Ms. MUKANTAGARA Melanie is a cleaner at Urumuri CLC, where she started to work in August 2018. When the construction of UCLC started, Melanie participated in the process by helping to carry the construction materials to the site. The project hence helped her and her family by providing her with a better income, which allowed her to pay the school fees for her son RUKUNDO Gilbert. Thanks to her job as a cleaner at UCLC, her family enjoys a life without difficulties: her son goes to school, they do not have to pay for expensive school materials and school fees, and they had enough money to buy a goat and register for health insurance. "Thank you to the Bridge Rwanda Project for your support in developing education!"

viii. Testimonial of Ms. Dusabimana Jeanne

Ms. DUSABIMANA Jeanne is the chairperson of Urumuri CLC in Mayange. This is what she told us: "The Bridge Rwanda Project initiators approached our school and told us how they could support us, in order to improve the teaching and learning of our children in pre-primary education. Indeed, they helped us by moving from an unaffordable place to a suitable building with good classes. Lessons we learned from that project initiative are the love and compassion which were offered to poor people. Our children previously could not join the school, because of the distance and the low incomes of parents, making it difficult to afford the fees. I would wish to see in the coming years the Urumuri CLC expanding its activities and having, for example, a primary school at the same place. Thank you very much for your support."

ix. TVET learners at Urumuri Community Learning Centre in Mayange Sector



- ① Learners in a TVET class at Urumuri Community Learning Centre
- ② Learners in the tailoring class and their families are happy that they can learn useful skills that help them get jobs and make money.



Opening ceremony of the Urumuri-CLC

