



# Bridge Africa Programme Monitoring Report 2018

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EDUCATION



유네스코브릿지  
UNESCO Bridge of Korea

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Learning Centre in Malawi (2015), © KNCU, MNCU

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#### Abbreviations and Acronyms

BAC	Bridge Africa Conference
BAP	Bridge Africa Programme
BMR	Bridge Africa Programme Monitoring Report
BNC	Bridge National Committee
BNCU	Botswana National Commission for UNESCO
CLC	Community Learning Centre
CNRU	Commission Nationale Rwandaise pour l'UNESCO Rwanda National Commission for UNESCO
ECD	Early Childhood Development
ICT	Information and Communications Technology
KNCU	Korean National Commission for UNESCO
LNCU	Lesotho National Commission for UNESCO
MDGs	Millenium Development Goals
MNCU	Malawi National Commission for UNESCO
MoU	Memorandum of Understanding
NfSE	Non-formal Secondary Education
ODA	Official Development Assistance
SDGs	Sustainable Development Goals
SNCU	Swaziland National Commission for UNESCO
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
ZNCU	Zambia National Commission for UNESCO

# Foreword



**Mr. Kwangho Kim**  
Secretary-General,  
Korean National  
Commission for UNESCO

## Republic of Korea

In May 2015, at the World Education Forum held in Incheon, Republic of Korea, the Education 2030 Framework for Action was adopted, in continuation of the Education for All (EFA) movement and the UN's development initiatives on education such as the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs). Lifelong learning was recognized as one of the main principles of the Education 2030 Framework for Action. As a result, the scope of global development priorities for education has expanded, from learners in primary education to learners of all age groups, including adults.

The Bridge Africa Programme (BAP) was established in 2010 to tackle literacy issues in Sub-Saharan Africa. The programme has involved eight partner countries to date: Botswana, Lesotho, Malawi, Rwanda, South Africa, Swaziland, Zambia, and Zimbabwe. Since the BAP's establishment, its focus has evolved together with global priorities, and depending on the education policies and context in each partner country. Currently, the BAP covers a variety of education sectors, including Early Childhood Development (ECD) education, adult literacy education, vocational skills training, and non-formal secondary education.

Since it began, the BAP has been building bridges between communities and the government, between community and community, and between partner countries. Over the period from 2010 to 2017, around 60 project volunteers and project managers have spent time living together with the communities in which the programme is being implemented, to understand the culture and educational needs of the local people. Some communities were marginalized from the education system. In such cases, campaigns and workshops to raise awareness of the importance of education became primary activities for the BAP. Other communities were eager from the start to expand their educational opportunities as much as possible. Today, 13 Bridge Community Learning Centres (CLCs) are active in six countries.

The programme has already evolved, and will continue to evolve in the future. Nonetheless, the ongoing goal of the BAP is to meet the needs of marginalized people by expanding access to education, as well as improving the quality of education, based on cooperation with partner countries and local communities.

The primary purpose of this first BAP monitoring report is to enable Bridge partner countries to learn from each other by sharing experiences and knowledge among themselves, as well as with other international readers. The creation of this report has in itself been a great opportunity for the Bridge partner countries to cooperate and learn together. We hope that, by sharing the BAP's achievements and challenges through this report, the programme can continue to improve, and we can encourage further sharing of ideas, feedback, and knowledge by readers and potential partners in the future.





**Ms. Dineo Bosa Modimakwane**  
Secretary-General,  
Botswana National  
Commission for UNESCO

## Botswana

It is a great honour for Botswana to participate in the Bridge Africa Programme. The collaboration between the Botswana National Commission for UNESCO (BNCU) and the Korean National Commission for UNESCO has yielded fruits that will continue to transform many lives in years to come. The partnership has brought a new ray of light and hope to the community of Mmaothate, which has not been able to benefit fully from the educational services that the Government of the Republic of Botswana has been rendering to its people.

For a long time, policy-related challenges have affected provision of educational services to potential learners in Mmaothate. As a result, the majority of them have been subjected to various forms of abuse in their efforts to access educational services from the nearby schools of Monwane and Thebephatshwa. Hence, many of them drop out of school before they complete a full primary education programme.

As such, the BNCU acknowledges the effort made by the Bridge Africa Programme in trying to close access gaps that may be seen to be pushing potential learners out of school. We note that provision of educational services to the underprivileged communities is a positive step towards empowering them to find solutions to their life challenges as well as a strategy to liberate them from extreme poverty. Therefore, the BNCU commits to ensuring the success of the Bridge Botswana Project as it aligns to the ideals of the 2030 agenda for sustainable development.



**Ms. Palesa Montsi**  
Secretary-General,  
Lesotho National  
Commission for UNESCO

## Lesotho

The government and the people of Lesotho wish to convey their appreciation to the Korean National Commission for UNESCO (KNCU) and the Korean Ministry of Education for extending financial support to assist the most vulnerable and poor people of Lesotho with their educational needs.

In 2010, the National Commissions for UNESCO of Korea and Lesotho entered into partnership by signing an MoU, which led to projects being implemented in three remote, rural communities of Lesotho. As a result many Lesotho people have benefited both educationally and in other ways.

For instance, one community leader, Mrs. Mampesa Motsu of Ha Motsu in Thaba Bosiu will never forget her once-in-a-lifetime experience when she travelled to Malawi in an airplane to attend the Bridge Africa Conference held in Malawi in 2016.

The beneficiary communities of Liphiring, Ha Motsu and Ha Teko have achieved many visible and tangible results in the area of education thanks to the Bridge Lesotho Project. With the financial assistance from the KNCU, many learning centres have been built, contributing significantly to the education of community members through ECD, adult literacy, and TVET classes, and helping to ensure that no one is left behind. This will certainly help Lesotho to achieve SDG 4 and eradicate extreme poverty from the country.





**Mr. Emmanuel Kondowe**

Acting Executive Secretary,  
Malawi National  
Commission for UNESCO

## Malawi

The Bridge Africa Programme is a very innovative and promising programme for attaining SDG 4. It is also an effective strategy for attainment of SDG 1 (Ending poverty) and SDG 5 (Achieving gender equality and empowering all women and girls). In the years since the Bridge Malawi Project was introduced, we have witnessed communities transforming from passive recipients of development aid to active participants, initiators, and committed conscious developers of their communities in the areas of education, leadership, community mobilization, use of information and communication technologies, proposal development, ECD, afterschool lessons for primary school children, literacy skills for adults, and vocational skills training. The work of the Bridge volunteers, project managers, and all young Koreans who have stayed in the villages, towns, and cities of Malawi working with communities and stakeholders has left an indelible impression on the Malawi people.

In my view, the Bridge Africa Programme is the best and most promising example of how National Commissions for UNESCO can work together in addressing the SDGs and in advancing the work of UNESCO.



**Mr. Eliphaz Bahizi**

Secretary-General,  
Rwanda National  
Commission for UNESCO

## Rwanda

I wish to express my gratitude to the Ministry of Education, to the staff of Rwanda National Commission for UNESCO (CNRU), to Korean National Commission for UNESCO (KNCU), to Bugesera District and to all Bridge National Commission (BNC) Members who have contributed to the success of the Bridge Rwanda Project.

The Economic Development and Poverty Reduction Strategy (ESSP), as the way ahead for education development in Rwanda, urges all stakeholders and partners to consider how we all can support activities in this very significant sector and achieve our goal of equitable access to quality education for all Rwandans.

The basic education programme is a cornerstone for the ESSP. The vision is to give every child access to nine years of quality basic education. The programme includes ECD, primary education, and secondary education including TVET and adult literacy. Investing in the early years of a child's life impacts significantly on his or her success not only in education, but also in his or her future career. This is why the partnership with KNCU in this area is greatly appreciated.



**Ms. Hazel Zungu**

Secretary-General,  
Swaziland National  
Commission for UNESCO

## Swaziland

The Bridge Africa Programme has brought a lot of hope to the Swazi people. Many underprivileged people of all ages who had not been able to access education for different reasons have been given a second chance to access not just education, but quality education through the Bridge Swaziland Project (BSP). The BSP has enabled the availability of learning materials and facilities and the training of teachers in Swaziland and thus has helped the teaching and learning process to deliver the desired outcomes.

The biggest benefit that Swaziland has had from the BSP has been the provision of Non-formal Secondary Education (NfSE) at CLCs, which became possible as the KNCU kindly accepted our request to add a fourth component to the BSP. This has been conducive to addressing the serious gap in education in Swaziland, where there has been a high dropout rate.

Swaziland is already confident of the sustainability of CLCs after 2020, due to the active involvement of the communities in construction and running of the centres, and the commitment made by the government to support the Bridge National Committee (BNC)'s ongoing active involvement. The BNC is exceptional in its commitment to ensure the successful implementation of BSP and the project's link to the government. The project has also increased the visibility of UNESCO in the country.

I extend my greatest appreciation to the KNCU and the people of the Republic of Korea for affording to the people of Swaziland this rare opportunity to ensure education and sustainable development for all.



**Dr. Charles Ndakala**  
Secretary-General,  
Zambia National  
Commission for UNESCO

## Zambia

During Zambia's National Implementation Framework III period (2011–2017), one of the broad education objectives has been to increase adult literacy levels. However, this has been a challenge to Zambia due to inadequate financing for education in the country. Youth and adult literacy education in Zambia aims to empower its citizens to effectively participate in national development by teaching reading, writing, and functional skills, especially to those who have never been to school and school dropouts.

The Korean National Commission for UNESCO, which is financing the Bridge Africa Programme (BAP), has offered help at the right time, when Zambia is endeavouring to meet SDG4 while faced with financial challenges. The BAP in Zambia is a collaborative initiative, with the Zambian National Commission for UNESCO being the main partner that facilitates cooperation between various stakeholders, ranging from the government and local authorities to civil society groups.

It is expected that the project will contribute greatly to ensuring inclusive and equitable quality education, as well as promoting lifelong learning opportunities for all, especially by increasing efficiency and accessibility of quality technical education and enhancing access to local adult literacy education to improve adult literacy and the skills of the local community.

The project is helping the government implement a 2-tier education system in which learners receive both academic education, and vocational education (skills training) in the fields of design, cutting, tailoring, bricklaying, and plastering, as well ICT training for adult literacy facilitators. This is being done in rural areas which most service providers shun, hence the need to commend the KNCU for supporting this noble cause.



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# I Executive Summary

● A teacher and students at Naphini CLC in Malawi, © KNCU, MNCU







# Executive Summary


The Bridge Africa Programme (BAP) began as a community development programme in 2010, and has since evolved into a non-formal education programme focusing on the Early Childhood Development (ECD), literacy and vocational skills training. It is funded by the Korean Ministry of Education, private corporates and individual donors. Over the last seven years, the BAP has been implemented in collaboration with eight partner countries: Botswana, Lesotho, Malawi, Rwanda, South Africa, Swaziland, Zambia and Zimbabwe. Currently, the BAP supports 13 Community Learning Centres (CLCs) in Botswana, Lesotho, Malawi, Rwanda, Swaziland and Zambia.

By establishing the CLCs in remote areas of partner countries, the BAP has helped to expand learning opportunities for marginalized communities. Most Bridge CLCs are in villages where few or no schools or other educational institutions previously existed, and therefore, the community had a high rate of illiteracy and relatively poor educational attainment. The BAP encourages the local community to be actively engaged in management and implementation of the education programmes provided by each CLC, so that the

community has a sense of ownership over the CLC and sees it as something for the community to take care of. In many cases, communities provide land to build the CLC and/or labor for construction and maintenance.

The BAP focuses on three types of education: ECD, literacy and vocational skills training. However, in some CLCs, additional education programmes are provided, depending on the needs of the community. In particular, the subjects of the vocational skills training programmes are decided based on the market needs of the target areas and the needs of the community. When a particular educational issue exists in a partner country, the Bridge CLCs may offer programmes to address this. In Swaziland, for instance, there is a high dropout rate from secondary education, so the local CLC provides classes for out of school learners to prepare to take the national qualification exam at secondary education level. Sometimes the CLCs' programmes reflect the needs of a special group of learners. At Naphini CLC in Malawi, for example, literacy classes and tailoring classes are provided to learners with disabilities.





To improve the quality of education, the BAP also provides teacher training and distributes books to learners. At some CLCs, such as Nega-nega CLC in Zambia, public school teachers in the village play a crucial role in providing education programmes. In other cases, government funds part-time educators teaching the classes. The BAP has provided various types of training to teachers, including both school teachers and part-time educators, depending on the needs, training facilities, and experience of teachers in each community. The BAP has also given funding to national institutions to print and distribute textbooks, especially in the non-formal education sector. For instance, every English literacy center in Malawi has received literacy books.

Since 2010, around 20 local communities have taken part in the BAP; however, because not all CLCs have had sufficient capacity or need to collect and store data about learners over the course of that time, it has been impossible to collect data for all of the last eight years for the purposes of this report. Instead, partner countries have collected relevant data for 2017 to compose this first monitoring report. According to this data, in 2017 about 2,000 learners were enrolled in 13 CLCs in six countries, around 200 teachers have participated in teacher training, and more than 12,000 books have been printed and distributed.

To achieve those outcomes, a great deal of effort has been made by each community involved in the BAP and by the government in each partner country. At national level, the Bridge National Committees (BNCs) have been established in each partner country, consisting of

education specialists, officials from central and local government and the National Commission for UNESCO in the relevant partner country. Each BNC plays a wide range of roles in the BAP, from selecting target villages and CLCs, providing information on education programmes and the national curriculum, and providing textbooks, to encourage community members to participate in education programmes. At community level, a management committee has been established for each CLC, the members of which include community leaders, parents, teachers, and learners. These CLC management committees decide how to operate their CLCs and manage the education programmes.

Besides the measured outcomes, the BAP has also led to other changes in communities and in the lives of learners. Details of specific cases can be found in the following sections of the report, as can details of the difficulties and challenges that have arisen during implementation of the programme. The specific achievements and difficulties reflect each community's unique cultural context and circumstances. However, a general statement can be made: the BAP achieved greater success when the voices of communities as well as various stakeholders were reflected in a local-context sensitive manner.









# Overview of the Bridge Africa Programme

• An adult learner in a literacy education class  
at Emhlangeni CLC in Swaziland, © KNCU, SNCU







## Overview of the Bridge Africa Programme

The Korean National Commission for UNESCO (KNCU) initiated the Bridge Africa Programme (BAP) 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 aim of the BAP is 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 BAP's partner countries, as hubs for promoting local participation in educational activities, so benefiting the communities in which the CLCs are situated. To date, CLCs have been established under the BAP in Botswana, Lesotho, Malawi, Rwanda, South Africa, Swaziland, Zambia, and Zimbabwe.

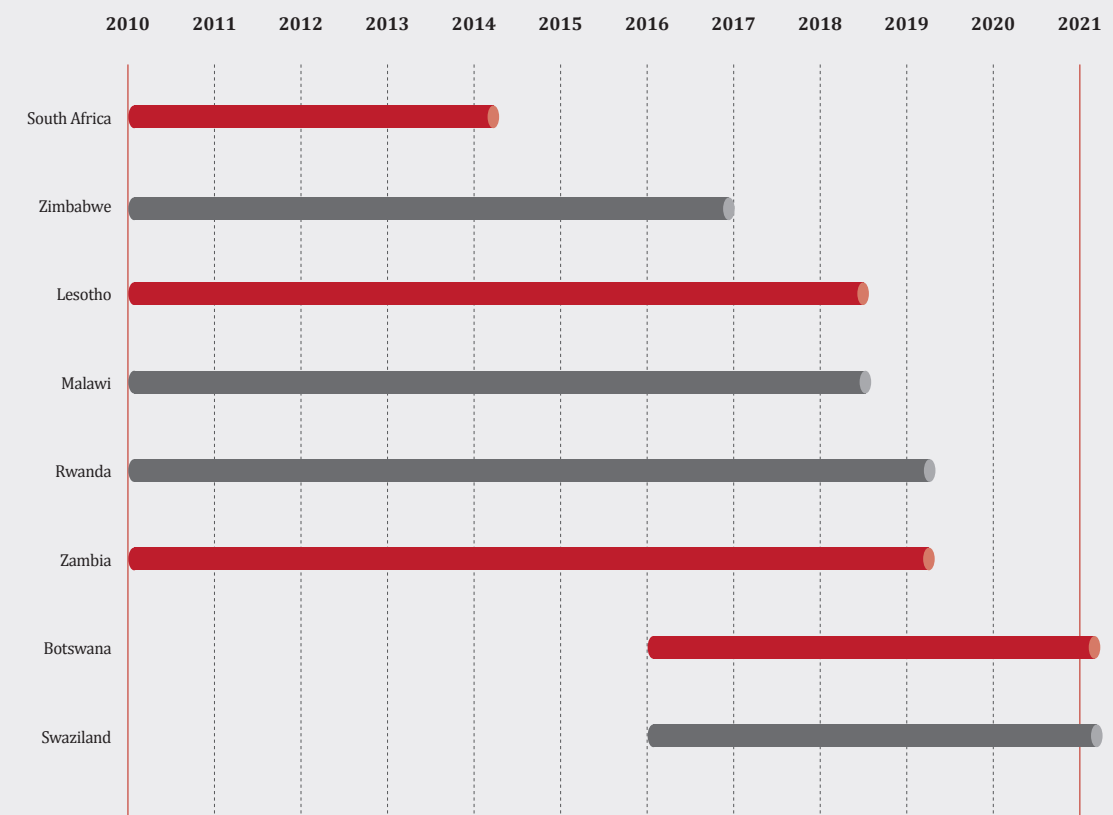
Since its establishment, the BAP has evolved to better fit the context of each of the partner countries in which it operates. When the programme started in 2010, Bridge project volunteers were seconded to the partner countries. One of the major missions of the volunteers was to design and implement literacy classes together with the community. However, without knowing the culture and needs of the community, it was not possible

for the volunteers to start the literacy classes. Therefore, they needed to spend a couple of years, on average, living in the relevant community in order to understand the local lifestyle, culture, and educational needs.

Having spent several years living with the local communities, the Bridge volunteers accumulated sufficient knowledge and experience to be able to start an education project, and the programme was adjusted accordingly. Since 2015, Bridge project managers have been dispatched to the relevant country instead of volunteers. The major role of each project manager has been to design and implement an education project. The National Commission for UNESCO in each partner country provides the project manager with office space in which to work and has established a Bridge National Committee (BNC) in the relevant country to cooperate with the project manager.

A total of eight partner countries have been involved in the BAP since it began in 2010. The duration - including expected future duration - of the project in each country is shown below:

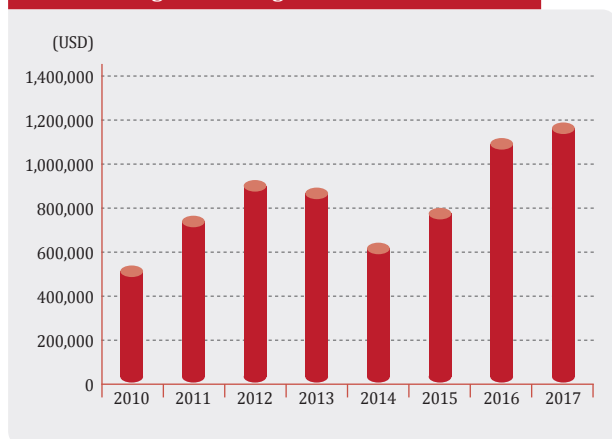
Figure 1. Timeline of the Bridge Africa Programme



In February 2016, the first Bridge Africa Conference was held in Lilongwe, Malawi. Various stakeholders from all eight partner countries participated to share experiences and knowledge that they had gained in past years while implementing their Bridge projects. As a result of the conference, an outcome document - *the Lilongwe Communiqué* - was signed in which all partner countries reaffirmed their shared responsibilities and agreed on eight Strategic Direction for the BAP.

The budget for the programme has gradually increased since 2010. It consists of Official Development Assistance (ODA) from the Korean Ministry of Education as well as donations from Korean individuals, schools, organizations, and companies.

**Figure 2. Annual Budget for the Bridge Africa Programme 2010 - 2017**



The BAP has been implemented in the eight partner countries based on a strong partnership between the Korean National Commission for UNESCO (KNCU) and the National Commissions for UNESCO in each of the relevant countries. Each project has a unique background and context against which educational activities have been developed. Some CLCs are managed by the government of the relevant partner country, some by local public schools, and some by the local community. Some centres specialize in basic literacy classes and some focus more on vocational training classes. However, the overall focus of the CLCs is to provide non-formal education to marginalized communities, with an emphasis on: (1) Early Childhood Development (ECD), (2) literacy, and (3) vocational skills training.

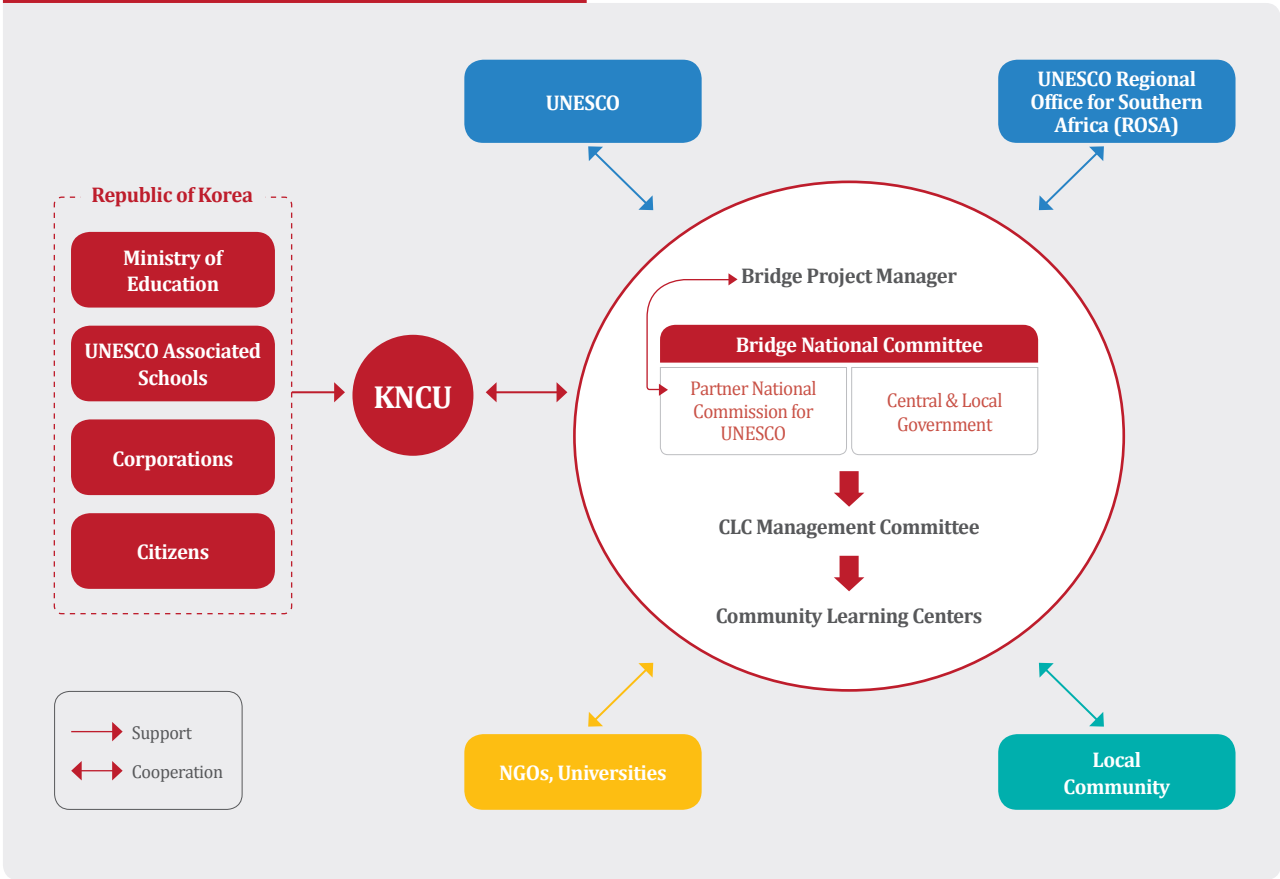
Because the educational programmes that the CLCs provide cover a wide spectrum, it has been necessary to involve relevant educational expertise in their design, especially from government officials. By cooperating with the governmental departments responsible for education, it has become easier to develop education programmes in line with the educational context of the respective countries.

Following this rationale and in accordance with to *the Lilongwe Communiqué*, the Bridge National Committee (BNC) has been established in each partner country. Each BNC consists of government personnel and others with expertise in ECD, literacy and vocational skills training, representatives from the partner National Commission for UNESCO, community members, and other relevant stakeholders.



It is also one of the management principles of the BAP to have an independent CLC management committee at each centre. The committee consists of representatives from the local authorities, teachers, and community members. The committee members gather on a regular basis to tackle any challenges that their CLC is facing regarding its management or the quality of its education programmes.

Figure 4. Overall Structure of the Bridge Africa Programme



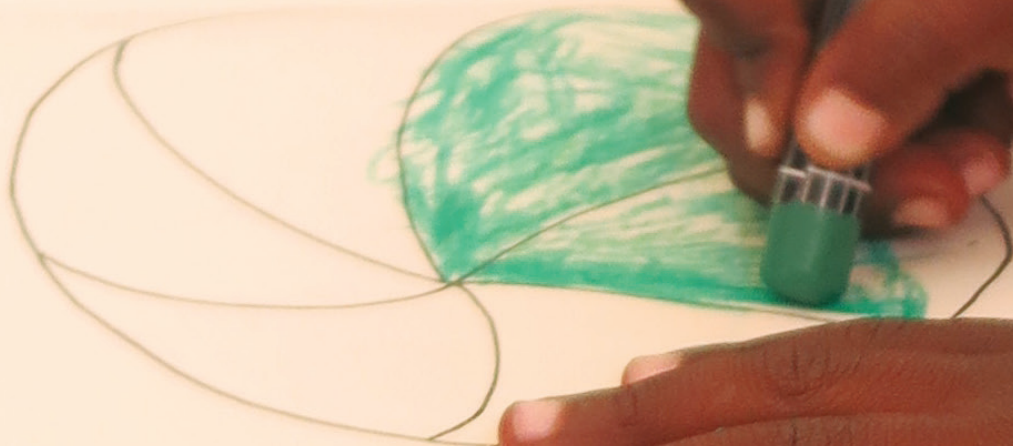


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fish

bolo







# Monitoring Framework

Children receiving early childhood  
care and education at Liphiring  
CLC in Lesotho, © KNCU, LNCU



## Monitoring Framework

The Education 2030 Framework for Action highlights the importance of mobilizing partnerships and developing new data sources, where necessary, to ensure monitoring of education policies and programmes that facilitates the drawing of meaningful lessons and stimulates evidence-based decisions.

In accordance with this and also with Strategic Direction 4-(4) of the *Lilongwe Communiqué* adopted in 2016, a participatory monitoring and evaluation mechanism is being developed for the programme, to allow more effective learning and sharing of unique experiences and outcomes of respective projects within the BAP.

Figure 5 shows the results framework for the BAP. Through the BAP, partner countries aim to expand quality learning opportunities for marginalized people by improving both access to education and quality of education, and by enhancing capacity of managing the project. Education activities are implemented through the BAP's CLCs to achieve those educational outcomes. Access to education is expanded mainly by providing education programmes at the CLCs and improving the learning environment of CLCs. To improve the

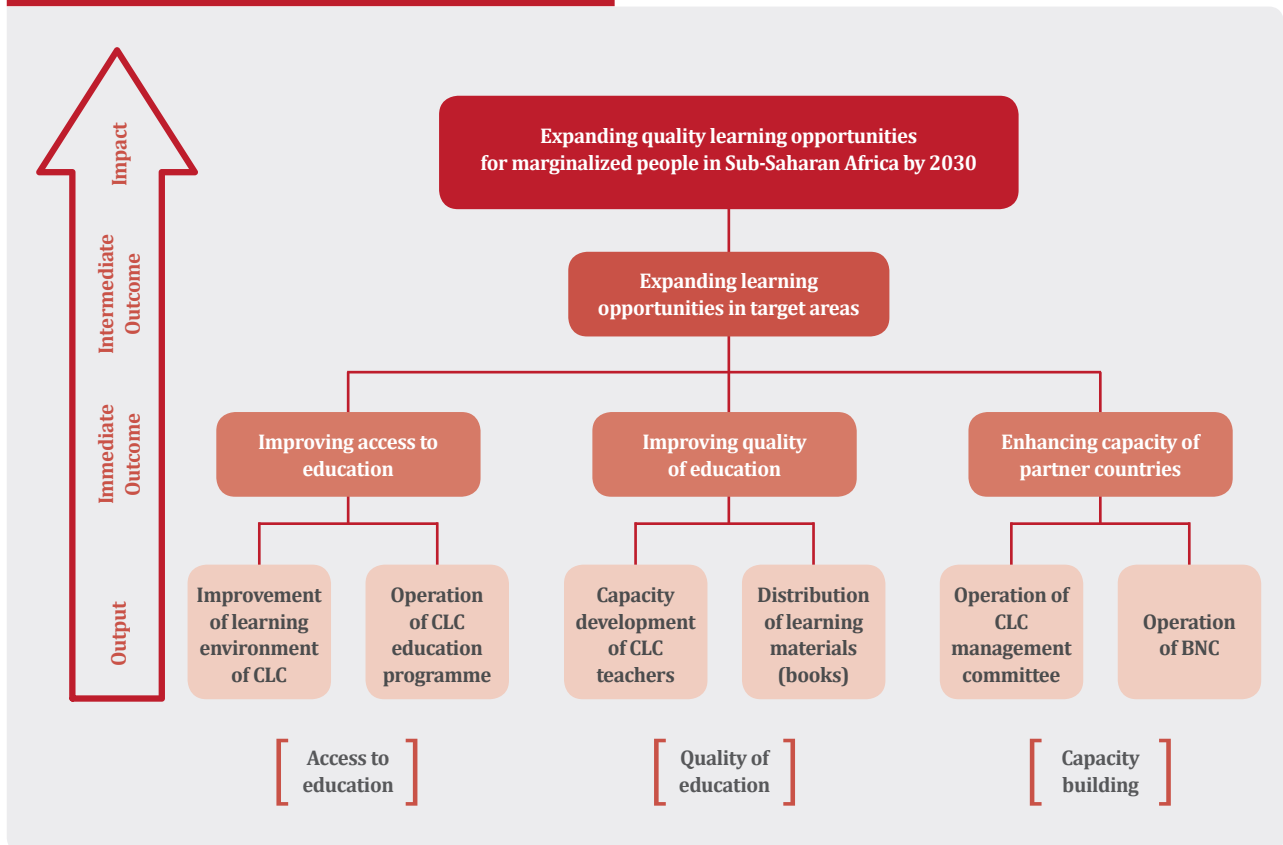
quality of education, the BAP supports the training of teachers as well as the printing and distribution of learning materials to CLCs. BNCs and CLC management committees are also established, which contribute to effective implementation of the project, and help to develop capacities in partner countries.

Individual partner countries' Bridge projects are implemented and monitored based on the Theory of Change (ToC). The ToC is a monitoring and evaluation tool that helps to explain the process of change in a logical and chronological way. The ToC for each Bridge project has been developed retrospectively in 2017 based on documents relating to the project and interviews with stakeholders. Figure 6 shows an example of the ToC as applied to the Bridge Swaziland project. The ToC visualizes various educational and management activities, and how they are linked to achieve the agreed outcomes and impact of the project.

Once key indicators have been set to measure the outputs and outcomes of each project, relevant data is collected by partner National Commissions. Indicators for the first outcome, expanding access to education,



Figure 5. Results Framework of the Bridge Africa Programme



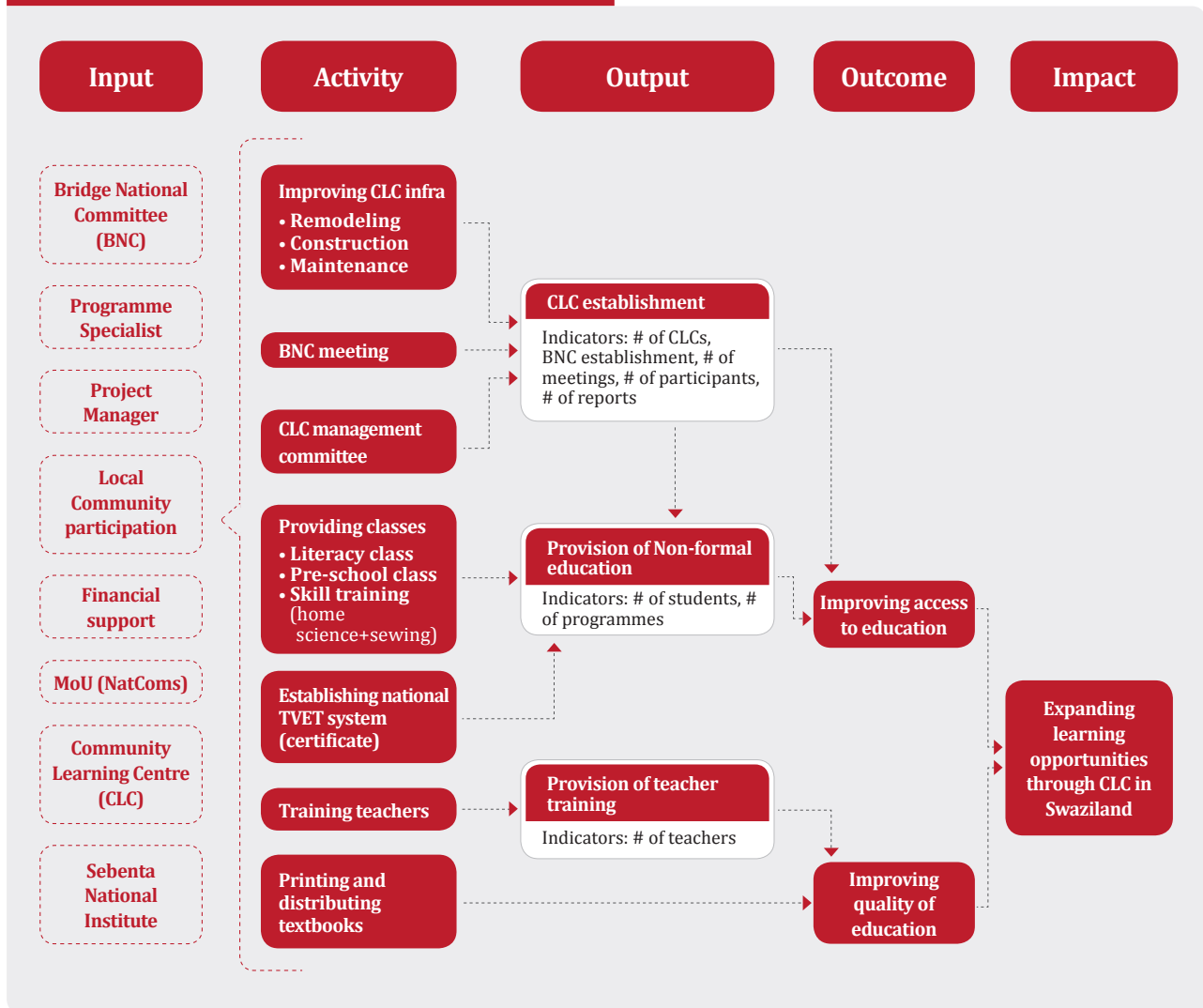
consist of the number of enrolled learners in each education programme and the number of learners who complete the course. The indicators for the second outcome, improving quality education, are the number of teachers who participate in training and the number of books that have been printed and distributed.

The BAP has been implemented since 2010, but the need for systematic results-based monitoring of the programme was recognized as ongoing among partner countries in 2016 at the Bridge Africa Conference (BAC). The previous lack of such monitoring means that there

are severe limitations to the scope and reliability of the data in this report. After recognizing the importance of recording and documenting relevant data, the Bridge partner countries have started to monitor key indicators for each project since 2017.

This first BAP Monitoring Report is based on data collected for the National Annual Report (NAR) by each of the partner countries and on interviews with relevant stakeholders. The NAR is an annual monitoring report that each partner country agreed to provide to the KNCU under *the Lilongwe Communiqué*. The NAR

Figure 6. Theory of Change for the Bridge Swaziland Project



includes 19 indicators which are used to measure two outcomes: (1) access to education and (2) quality of education. However, as this is the first year that results-based monitoring and evaluation has been used for the BAP, there are limitations in the data available to fully measure the changes and impact made by the project.

The Bridge Africa Programme Monitoring Report (BMR) consists of two parts: the first is the monitoring report for the BAP as a whole, and the second relates to each


respective country project. Although eight partner countries have participated in the BAP at various times since 2010, the BMR covers six projects that are currently being implemented: those in Botswana, Lesotho, Malawi, Rwanda, Swaziland, and Zambia. The report covers the distinctive achievements of each project; however, it should be noted that some data provided and reviewed by partner countries may lack statistical rigor.



# Outcome and Impact



**Zambia**  
Nega-nega



**Botswana**  
Mmaothate  
New-Xade  
Kacgae



**Lesotho**  
Liphiring  
Ha Teko  
Ha Motsu



**Rwanda**  
Urumuri



**Malawi**  
Mwera  
Naphini  
Namiyango



**Swaziland**  
KuGeza  
Emhlaneni



# IV

## Outcome and Impact

### 1. Programme Achievements

(Data collection period: Jan. - Oct. 2017)

Country	Name of CLC	Established Year	Access to educational activities				Improvement of quality of education	
			ECD	Literacy	Vocational skills training	Etc. (OSEC learners, afterschool learners and NfSE learners)	# of Trained teachers who participate in the training	# of printed and distributed books
Botswana	Mmaothate	2016	33	39	-	87	61	-
	New-Xade	2016						
	Kacgae	2016						
Lesotho	Liphiring	2012	146	17	32	-	10	180
	Ha Teko	2015						
	Ha Motsu	2013						
Malawi	Mwera	2014	170	93	20	786	20	11,000
	Naphini	2011						
	Namiyango	2013						
Rwanda	Urumuri	2016	164	-	-	6	-	829
Swaziland	KuGeza	2016	64	38	41	96	30	-
	Emhlaneni	2016						
Zambia	Nega-nega	2015	-	57	51	-	45	-
			<b>577</b>	<b>244</b>	<b>144</b>	<b>975</b>	<b>166</b>	<b>12,009</b>

- In most of the Bridge partner countries, both private and public learning centres exist at community level, though some countries like Malawi have more than 20,000 centres while some others have only 30. Compared to other kinds of CLCs, however, the Bridge CLC is unique in that it provides various education programmes, including ECD classes, literacy classes, and vocational training classes, at one centre. In some cases, like the Naphini centre in Malawi, afterschool classes are also provided while the CLCs in Swaziland have been providing non-formal secondary education classes since 2016. Most of the partner countries have recognized this diversity of classes as a success factor for the strong engagement of the community, because it meets the educational needs of all generations, from children under 5 to illiterate adults of all ages.
- The achievements of the BAP's activities vary depending on the national education policies and context in each partner country. For example, unlike in other countries, Lesotho places a strong emphasis on the development of ECD education. In line with this political will, the government trains and hires ECD teachers and trainers and provides a relevant curriculum, as well as teaching and learning materials. Therefore, the number of learners enrolled in ECD classes is relatively higher than the number enrolled in other education programmes, when compared to other countries.
- In order to achieve the measured outcomes shown above, a great deal of effort has been made by each community and the government in each partner country. At the community level, CLC management committees have been established to run the CLCs based on the needs of community members. At the national level, a BNC has been established in each partner country to implement the project. (For a detailed explanation of the CLC management committees and the BNCs, please refer to page 16-17.)
- Besides the measured outcomes, the BAP has also led to other changes in communities and in the lives of learners. For example, as a result of the BAP's literacy classes, the learners have not only learned to read and write but have also begun to widen their horizons, dreaming of studying further, so that they can go to university or follow their desired profession. As a result of the BAP's vocational training classes, learners obtain national qualifications, which helps them to get better jobs and start their own business. In some communities, the Bridge CLC is the first and the only education facility. Because such outcomes and impacts cannot be captured and described in numbers, stories and narratives are introduced in the next section of the report.



## 2. Project Outcomes

### BOTSWANA

#### Summary of Outcomes

##### a. Brief introduction to the project

The Bridge Botswana Project is a five year project that is being implemented from 2016 to 2020. Since the project's beginning in 2016, Botswana has benefited from a number of initiatives geared towards provision of quality and relevant ECD education and Out-of-School Education and Training (OSET) to learners in some of the most disadvantaged areas of Botswana, including the area of Mmaothate.

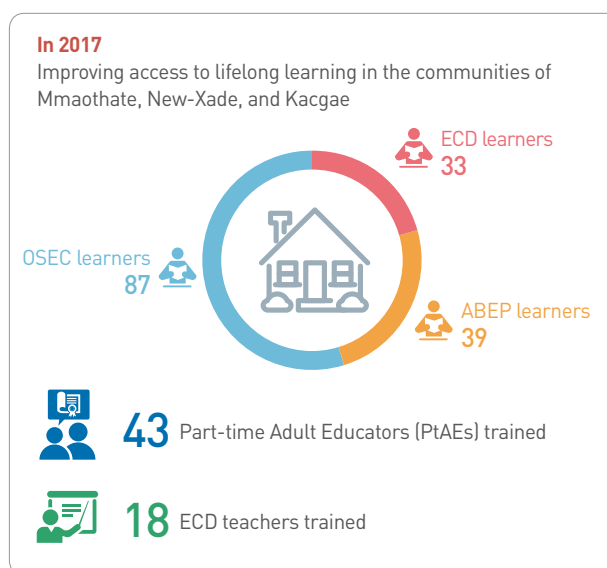
The Mmaothate centre in particular, despite its lack of buildings appropriate for educational and health and wellness services, has been a symbol of the community's self-help initiative, something that presents a positive outlook for project sustainability. The community has managed to run the centre with no help from either central or local government, and has also been able to attract learners at all levels of basic education, including ECD. As such there has been a significant growth in its enrolments since its establishment.

##### b. Introduction to Botswana's three centres: Mmaothate, New-Xade, and Kacgae

The three Bridge CLCs, in Mmaothate, New-Xade, and Kacgae, are located in remote areas where few educational services are available. The Mmaothate centre is the only educational facility in the community;

therefore, its classes are important for children who are not yet at schooling age. The centre also allows out-of-school children and adolescents to go back to education, and illiterate adults to learn how to read and write. The New-Xade and Kacgae centres were established for the Basarwa community (known as Bushmen), one of Botswana's ethnic minorities.

Among the three centres, the Mmaothate centre is notable in terms of the size of the project as well as the commitment of the community. At first, only an adult literacy class was offered, but later classes for out-of-school children were added. Now the centre offers: (1) an ECD programme, (2) an Adult Basic Education Programme (ABEP), and (3) Out-of-School Education for Children (OSEC). Diverse members of the community, from young children to elderly residents, engage with the centre. Learners come from all five settlements in Mmaothate. In March 2017, the Ministry of Basic Education signed an agreement to provide four acres of land to the community to build new premises for the community learning centre.



## Learning by Sharing: Successful Achievements

### a. Expanding access to education

Under Botswana's settlement policy, the government provides educational services to a community when the number of residents exceeds 500. The Bridge Botswana Project, therefore, decided to support existing local educational activities in communities that had little support from the Botswana government. Since the Mmaothate community has only 350 residents, no schools or other educational facilities have been provided there by the government. When Ms. Moroba Ntheetseng, a local woman, established a centre in 2011, it was the first place where the people of the community could go for learning.

“ In the 5 settlements around here, including Diphofu, Batsetsing, Dikgonnyane, Katswane, and Masuke Mmaothate Central, we have no school. The nearest school is 12 km away from here. Because of the Bridge project,

many things changed. We built a water tank, two mobile toilets and bought teaching and learning materials. This year, 5 minutes away from this centre, we will have a new centre, which is approved by the government. It is such a big improvement in our community and we think God has answered our prayers. ”

(Ms. Moroba Ntheetseng, teacher)

In 2017, 19 learners are enrolled in ECD classes, 39 in ABEP, and 87 in OSEC. The community is trying hard to expand learning opportunities through the centre to as many people as possible. In July, two learners from Mmaothate who trained in baking through the centre obtained a qualification authorized by the Botswana Qualification Authority.

### b. Strong commitment and partnership among stakeholders

The Bridge Botswana Project involves diverse stakeholders, ranging from the government to members of the local community. The government, the Botswana

• Handing-over ceremony of Mmaothate Community Learning Centre in Botswana, © KNCU, BNCU



National Commission for UNESCO (BNCU), and the Mmaothate community are the main players and have shown strong commitment to making the project successful. Each has played its own unique role, with the government providing land to the community for the new learning centre, the BNCU providing matching funds to the project to help meet the needs of the community, and the people of the community making every effort to sustain the centre properly.

“ *Teachers voluntarily run a donkey cart every morning to pick up children who live far away from the centre. Thanks to this, 32 more children were able to come to the centre this year, but there are still more kids out there. I wish we could have more carts to bring them to the centre.* ”

*(Ms. Moroba Ntheetseng, teacher)*

In addition, members of the community will take part in the construction of the new Mmaothate centre. Because the centre is for their own benefit, and for the benefit of their children, they believe it is their duty to contribute as much as they can.



• A donkey cart taking children to a Community Learning Centre in Botswana, © KNCU, BNCU

### **c. Improving the quality of teachers through training**

The quality of education cannot go beyond the quality of teachers. In line with this belief, the Bridge Botswana Project not only provides educational activities but also assists the capacity development of teachers in rural areas through its CLCs.

In 2017, 43 Part-time Adult Educators (PtAEs) were trained by the Department of Out of School Education and Training (OSET) and 18 of them were supported by the Bridge Project. There are currently 1,196 PtAEs in Botswana, trained to teach adult basic education programmes. Part of the purpose of the training is to equip PtAEs with English reading skills, which are vital because English is the medium of instruction for all subjects except Setswana.

“ *This is the first training I’ve ever participated in. I learned how to plan lessons. I now come with all things needed for class and know how to compose a constructive teaching plan. I also learned about phonics, so I will be able to teach students how to pronounce words properly. I was able to learn from the instructor how to interact with students in an active way, like how to encourage students’ attention and participation, and how to conduct exercises or games for fun learning.* ”

*(Boitumelo Xukuri, teacher at New Xade CLC)*



## LESOTHO

### Summary of Outcomes

#### a. Brief introduction to the project

The Bridge Africa Programme has existed in Lesotho since 2010. It has contributed immensely to the improvement of education in the country, particularly in the rural areas where the projects are implemented, as government support often fails to reach vulnerable and poor people in these areas, denying their right to education and other basic needs. One good example of the benefits that have come with the Bridge Programme is in the area of ECD. With the initiation of the Bridge Lesotho Project, ECD enrollments rose from 12 to over 70 at Ha Motsu, allowing many more children to benefit. This was mainly due to the improved facilities for ECD classes and the provision of a cafeteria that offers a free, highly nutritious and balanced diet to the learners. At the moment, however, the centre is not able to accommodate all the children in the vicinity.

The TVET programmes that have recently been introduced for sewing and leatherwork also have the potential to attract more learners. Offering certificates to learners upon completion of classes is another factor motivating high enrollment, as the majority of beneficiaries have never previously had an opportunity to obtain any form of certificates at any education level.

Currently, the stakeholders of Bridge Project are working tirelessly to find ways to sustain the project, as the financial support that the KNCU has been providing will come to an end in 2018.

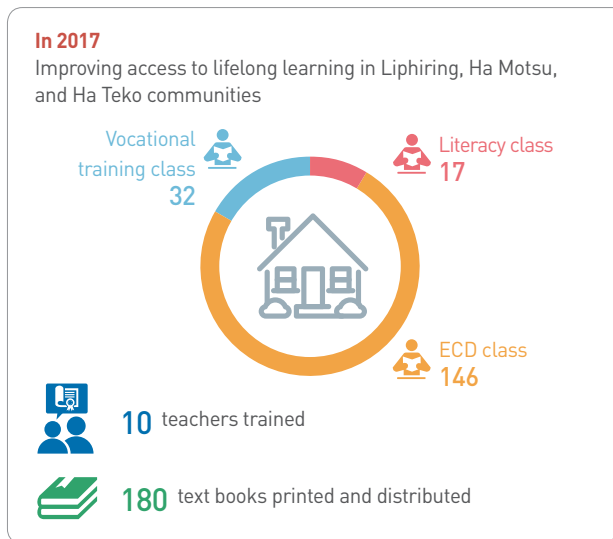
#### b. Introduction to the three centres in Lesotho: Liphiring, Ha Motsu, and Ha Teko

The Liphiring centre is the oldest Bridge centre in Lesotho. It was established in 2012, followed by Ha Motsu in 2013, and Ha Teko in 2015. The three centres provide ECD classes, literacy classes, and vocational training classes. Among the three types of classes, the ECD classes are the most actively used and successful.

In 2017, 145 children come to the three Bridge centres for ECD classes. In Ha Motsu, more than 60 children come to these classes. The number is well over the population under the age of 6 in Ha Motsu, showing that children from neighboring villages also come to the Bridge CLC. The government of Lesotho is very supportive of ECD, and all registered ECD teachers are paid by the government.

Leatherwork classes are held at the Ha Motsu and Ha Teko centres, with 14 and 24 learners respectively. Since the national qualification framework has not yet been fully developed in Lesotho, learners cannot yet obtain an official qualification. However, the skills they acquire are still very useful for them to get better-paid jobs.

At the Liphiring centre, 14 learners are taking sewing classes. Thanks to community support, principals of three neighboring primary schools have agreed to have the Liphiring centre supply the school uniforms for their schools.



**Learning by Sharing:  
Successful Achievements**

**d. Impact of the feeding programme for children**

The ECD is not merely about educating children, but also includes care, development, and child health. This



• Ha Motsu Community Learning Centre in Lesotho, © KNCU, LNCU

led the Bridge Lesotho Project to provide a feeding programme as one of its ECD components.

Since 2016, the Bridge Lesotho project has engaged with a private company (Hyundai Green Food) to run the feeding programme at Ha Motsu centre. The centre provides nutritious food for breakfast and lunch every day to every child coming to the centre for ECD classes. In 2017, 68 children come to the ECD classes. As the approximate population of children under the age of 6 in Ha Motsu is 30, more than half of the enrolled children are coming outside Ha Motsu. The community is very committed to this feeding programme.

“ There are three other pre-schools in this area. They are about 3 to 5 km away from here. At our centre, we have about 70 children, ranging from year 2 to 5. They come from all seven villages in Ha Motsu. I think the number of children is constantly growing because of the feeding programme and the free education at the Ha Motsu centre. ”  
(Ms. Mamoletsane Chale, ECD teacher)

“ Generally, it is difficult for us to feed our children nutritious meals in our village. People in our community are not well-off. Some kids are fed only once a day because of a lack of food. Now every kid that comes to our centre looks very healthy and energetic. I can see with my own eyes how much stronger and taller they have become after the feeding programme started. We are really happy to have this support. Parents, including me, who send their kids to the centre have started to contribute 20 Rand per month since this January. This will be used to maintain our centre, such as fixing windows and so on. ”  
(Ms. Matholang Mpatoba, parent)

According to the chief of Ha Motsu, Ms. Mampesa Motsu, the community is expecting the Bridge CLC to become



a school one day. As schools are currently located too far away for children to walk to, many children from the community cannot finish primary education.

### e. Strong community ownership

In Ha Motsu, the community is fully engaged in sustaining the centre. The chief of the community provided the land to establish the centre and the parents donate 20 Rand every month for the maintenance of the building. The Ha Motsu centre also has a vegetable garden, which is run by members of the

community on a voluntary basis to help with the feeding programme. 100 peach trees have also been planted recently around the centre for the same purpose as the vegetable garden.

In addition to Ha Motsu, people in the Ha Teko and Liphiring communities have also decided to contribute 20 Rand per month to maintain their centres independently. When the community of Liphiring makes profit from selling jam, muffins, and Vaseline lotion, all of which are made by the community, they also donate some proceeds to their centre.

• Children taking part in early childhood development education at Ha Motsu Community Learning Centre in Lesotho, © KNCU, LNCU





## MALAWI

### Summary of Outcomes

#### a. Brief introduction to the project

The Bridge Malawi Project began in 2010 with the aim of establishing Community Learning Centres (CLCs) to enhance access to quality education as a means to reduce poverty. The Project has supported the establishment of three CLCs in Mwera (in Lilongwe), Naphini (in Zomba), and Namiyango (in Blantyre).

The centres have promoted education activities in the surrounding communities through the provision of learning materials, and through training to develop the capacities of local leaders, members of the CLC's management committees, and teachers. Partnerships have been established between the CLCs and key stakeholders such as the Malawi Institute of Education, the relevant District Councils, the National Centre for Literacy and Adult Education, and the National Library Service which has helped to set up a library at Naphini CLC. The Project has also supported the setting up of an inter-ministerial policy body at national level, the Bridge National Committee, which has been instrumental in mobilising relevant line ministries and institutions in providing policy direction and guidance for the project.

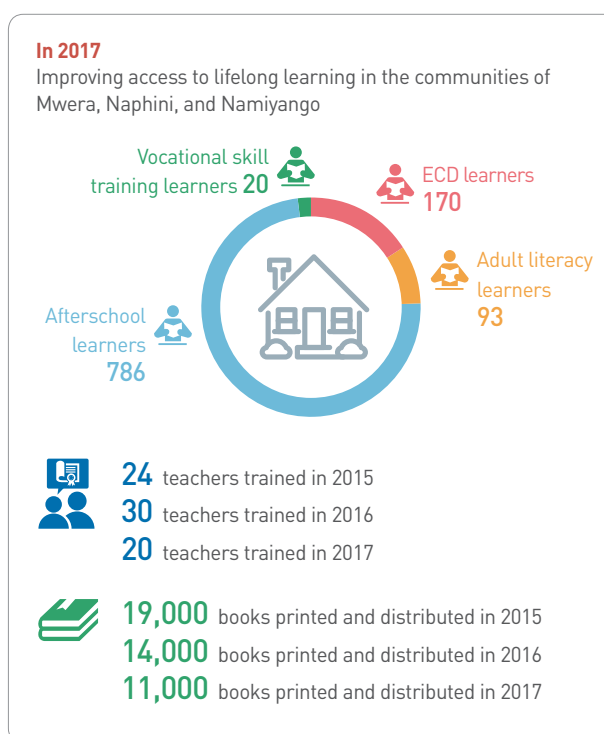
#### b. Introduction of the three centres in Mwera, Naphini, and Namiyango

All three Bridge CLCs in Malawi are active. Mwera and Naphini centres provide education programmes for adult literacy (both Chichewa and English), Early Childhood Development (ECD), and afterschool

classes. Namiyango centre, which specializes in education services for people with disabilities, provides afterschool classes and vocational training.

The Naphini and Mwera centres stand out in Malawi as being managed and run by the community. In each case, the chief of the village is closely engaged with the committee that runs the centre and listens actively to the local community to ensure that the centre meets its needs.

More than 20,000 community learning centres exist in Malawi; however, most of them only focus on adult literacy or ECD, and utilize classrooms in public schools. Because the Bridge CLCs provide diverse educational services for both children and adults, they engage more easily with a greater part of the local community.



## Learning by Sharing: Successful Achievements

### a. Alignment with local context

Besides supporting three Bridge CLCs, in 2015 the Bridge Malawi Project contributed \$40,000 to the National Centre for Literacy and Adult Education in Malawi to print 19,000 English and Chichewa literacy textbooks and teachers' guides. There are 8,000 Chichewa literacy centres and 1,633 English literacy centres in Malawi, and in 2016, 14,000 books printed with support from the Bridge project were distributed nationwide to all 1,633 English literacy centres. As the lack of teaching and learning materials is a serious challenge for the non-formal education sector in Malawi, the Bridge Project's support was both timely and essential.

“ We were able to print and distribute English literacy books to teachers and learners, and all 1,633 English literacy centres in Malawi have benefited. We have finished distributing level 1 book 1 and by the end of this August level 1 book 2 will also be distributed all over the country. ”

*(Mr. Aubet Mkwawira, Chief National Volunteer of the National Centre for Literacy and Adult Education)*

The Namiyango centre is another example of the Bridge project meeting the special needs of the local community. The Namiyango centre is located in Bangwe township in Blantyre. This township has one of the highest percentages of disabled residents in Malawi. Currently there are 129 active learners coming to the centre, ranging from 10 to 35 years old. The centre

• Literacy book handover ceremony at Namiyango Community Learning Centre in Malawi, © KNCU, MNCU







• Learners at Namiyango Community Learning Centre in Malawi, © KNCU, MNCU

provides afterschool classes, and also a vocational skill training programme offering tailoring classes. Thanks to the efforts of the Bridge Project and the BNC in Malawi, TEVETA (the national institute for vocational training in Malawi) developed an adjusted curriculum for the learners with disabilities at Namiyango centre, allowing them to take a national exam and obtain a qualification.

Figure 10. Map of local villages near Naphini CLC



“ Normally disabled people stay home doing nothing. They have to depend solely on their family members. Learners in the tailoring class and their families are happy that they can do something to make money. ”  
 (Mr. Rex T. Kalima, Director of Namiyango centre)

### b. Community ownership

Naphini centre was established in 2010 in Zomba. When villagers were told about the Bridge project, they were happy to participate and contribute anything that they could. Chief Mlima, the chief of the community, donated land for a summer hut, classrooms and toilets to be built. He also provided some land for the community to grow soya, groundnuts and maize to make money to maintain the centre. The community members voluntarily participated in the construction process. In 2017, 516 learners have been coming to the centre, from 17 surrounding villages as shown Figure 10. The centre provides adult literacy classes, after school classes, and early childhood development classes. The centre also runs a library, which has a stock of 643 books and is recognized as part of the National Library Services.

Throughout the last 7 years, with the support of the Bridge project, the centre has made tremendous improvements. Community members from young children to the elderly receive education there, meaning that the entire community is benefiting from the centre. The 17 chiefs of the surrounding villages gather every other week to discuss how to sustain the centre and expand the educational services that it provides to the community.



“ *The Bridge project is unique because it is a community-led initiative. The community leadership took the major responsibility for running the centre. Also it is unique because three different learning programmes, including adult literacy, ECD, and afterschool vocational training classes, are run at one centre. When a mother comes to the centre to learn how to read and write, she brings her children, so the children can also attend the ECD or afterschool classes. In this way, every generation can come to the centre to learn something.* ”

*(Mr. David Mulera, Acting Deputy Executive Secretary, Malawi National Commission for UNESCO)*

### c. Governance

#### In 2017

Management Committee members have been trained in leadership, management, group dynamics, record keeping, and reporting.



**12** Management Committee members have been trained in use of Information and Communication Technology (ICT) and project proposal writing.



**2** CLCs (Naphini and Mwera) were given support to develop their constitutions, register as community-based organizations, and open a bank account in the community.

“ *With this training, we are now able to appreciate our role as Management Committee members and develop our plans. We are beginning to understand how to submit budget expenditure reports with supporting documents. We had challenges at first, as we didn't know what kind of reports we were supposed to produce.* ”

*(Mr. Richard Segula, Chairperson of Mwera Community Learning Centre)*

• CLC Management Committee Meeting at Naphini Centre in Malawi, © KNCU, MNCU



## Rwanda

### Summary of Outcomes

#### a. Brief introduction to the project

In October 2010, with the Rwandan Ministry of Education's approval, the Rwanda NatCom signed a partnership MoU with the 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 EFA National Coordination.

Bridge volunteers were first seconded to Rwanda in 2010, followed later by Bridge Project Managers. In 2015, KNCU worked with ADRA Rwanda to print and

distribute 2,800 books in Gatsibo district, while the full-fledged partnership between the KNCU and CNRU began in 2016. With the cooperation of the local government and the approval of the Ministry of Education, a Bridge CLC, called Urumuri (meaning shine), is currently being built in Kavumu village. It is expected to become operational in 2018, and will provide ECD classes, literacy classes, and tailoring classes.

#### b. Introduction to the Urumuri Centre in Kavumu village

While the Urumuri centre is still under construction, the local community has established a Bridge CLC management committee to run a temporary centre. The temporary centre has been providing ECD classes since August 2017, and 164 children between the ages of 3 and 6 have registered and attended the classes.



• Adult learners in literacy classes in Kavumu village, Rwanda. © KNCU, CNRU



The centre uses the Competence Based Curriculum developed by the Rwanda Education Board and UNICEF in 2015. Running from 7:30 a.m. to 11:40 a.m. each weekday, the children's classes cover six areas: (1) discovery of the world, (2) numeracy, (3) language and literacy, (4) creative arts and culture, (5) physical and health development, and (6) social emotional development.

“ We are excited about the Bridge centre in our village. It will bring huge benefits to our village because it will provide nursery, literacy, and tailoring classes. The children can be educated before they go to school, and the women can attend vocational training, which will increase household income. ”

(Ms. Ntawuhashira Augusto, village chief)

#### In 2017

Improving access to lifelong learning in the community of Kavumu



164 ECD classes learners



6 Caregivers



2,629 books printed and distributed in 2015 and 2017

## Learning by Sharing: Successful Achievements

### a. Increasing learning opportunities for the community

Before the establishment of the Bridge centre, there were no nursery centres, and no primary or secondary schools in Kavumu village, which is home to 1,284 people. The nearest school is 1.2 km away. There is one

private ECD nursery in Kavumu and one community nursery centre in a neighboring village, in Gakamba cell, but because parents have to pay fees to send their children to the private nursery, lower-income families could not afford to send their children there.

“ I appreciate having the Bridge centre in our village. Despite the huge number of children here, not that many children could attend the ECD centre due to the burden of tuition fees. Even the children who could attend could not get a quality education because children from 3 to 6 years old had to study together in one classroom. However, since the Bridge centre opened, the children have been able to learn in different classrooms according to their ages. Also, we are more excited that we will have spacious and better-equipped classrooms with varied teaching and learning materials after finishing the construction of the Bridge CLC. ”

(Mr. Thomas Tuyisenge, ECD Caregiver)

The community is expecting the Urumuri centre to be opened soon. In addition to ECD classes, it will provide adult literacy classes as well as tailoring classes. All three education programmes will be designed based on the national curriculum and will use learning and teaching materials that have been developed by the Ministry of Education. In Kavumu village, 246 learners are expected to enroll (164 in ECD classes, 25 in literacy classes, and 57 in tailoring classes), and more people from neighboring villages are also expected to benefit from the centre in the long term.

### b. Ownership of the community and local government

The Bridge CLC management committee, consisting of village leaders, has a strong sense of ownership of



the centre. The committee holds weekly meetings to discuss issues related to the CLC, and adopt resolutions to improve its services. For example, the committee raised funds within the community to install doors and windows at the temporary centre before the opening of the CLC. They have also repaired the toilet and all parents agreed to purchase uniforms to reinforce their children's sense of belonging to the centre. In addition, the community agreed to contribute their labour to prepare the land before the construction of the Bridge CLC.

Bugesera District, in which the Bridge CLC is situated, has been playing a leading role in the entire process of construction of the CLC, including opening the tender for construction and concluding a contract with a feasibility study contractor.

“ When the temporary CLC concept was proposed, I, as a member of BNC, contacted the village chief to assess the need for ECD services and find an available space to use for the CLC. I also mobilized community members to form the centre management committee and provided guidance for their regular meetings. At the same time, I collaborated with the community members to select the prospective ECD caregivers for the temporary Bridge CLC. ”

(Mr. Gahamanyi Eugene, Mayange Sector Education Officer)



## SWAZILAND

### Summary of Outcomes

#### a. Brief introduction to the project

The Swaziland National Commission for UNESCO (SNCU) and KNCU sealed their partnership in February 2016 when the two NatComs signed an MoU valid until December 2020. In order to implement the Bridge project in Swaziland, a Bridge National Committee (BNC) was constituted there, consisting of experienced people from a variety of government departments and institutions relating to the three focus areas of the Bridge Africa Programme. The BNC has eleven members in total, and its role is to guide the Bridge Swaziland Project toward success and sustainability.

The Bridge Swaziland Project currently operates through two CLCs, one in Hhohho region (KuGeza) and one in Manzini region (Emhlangeni). These became Bridge CLCs after two suitable existing centres were identified through a field assessment. In September 2017, a third centre was identified in Shiselweni region (Nkhungwini).

Classrooms have been constructed at the KuGeza Community Learning Centre and have attracted people from the community and beyond to access ECD classes, sewing classes, basic literacy classes and Non-formal Secondary Education (NfSE) with dramatically improved structures. Two more classrooms are being constructed from October 2017. The Emhlangeni Centre had two classrooms renovated and is offering ECD education, basic literacy classes and NfSE, with sewing classes starting in November 2017. Construction of one new classroom in Emhlangeni has been underway

since October 2017. The NfSE is currently being offered at the nearest high schools through a separate Bridge Participation Project (BPP), but will be conducted at the centres under the main project from 2018.

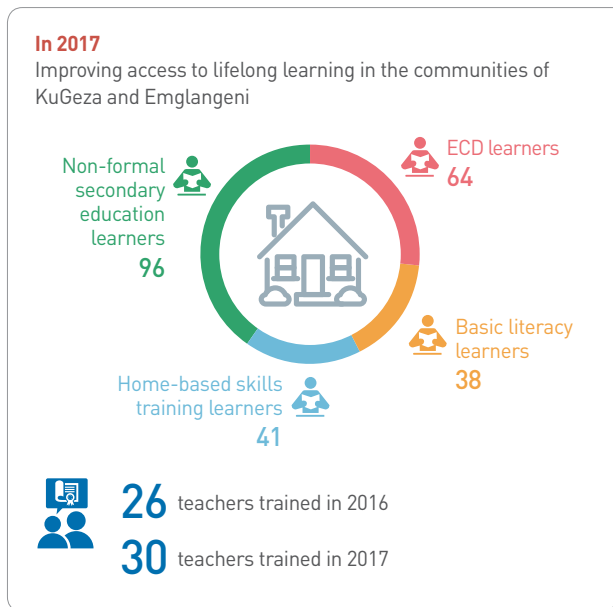
#### b. Introduction to two of Swaziland's Bridge centres: KuGeza and Emhlangeni

In 2016, while designing the project, the Swaziland BNC came up with systematic and innovative ways to support operation of Swaziland's CLCs. Against this backdrop, they planned to select four existing centres, one in each of its four provinces, and to support the empowerment of these centres.

The locations for the first two Bridge centres in Swaziland were selected in September 2016, based on certain criteria set by the Swaziland BNC. In September 2017, the location for the third Bridge centre, in Shiselweni region, was decided. The location for the fourth and final Bridge centre will be selected within Lubombo region at a later date.

At both KuGeza and Emhlangeni centres, there are four educational programs: (1) ECD, (2) basic literacy, (3) home-based skills training and sewing classes, and (4) Non-formal Secondary Education (NfSE). The NfSE programme was designed and implemented in 2017 through the BPP in accordance with the needs of Swazi out-of-school children, adolescents, and adults. Learners in the basic literacy classes take a literacy test held every year at Sebenta National Institute (responsible for basic, non-formal education and vocational skills).





Project. The BNC of Swaziland is composed of members of the Swaziland National Commission for UNESCO, representatives from the ECD, TVET, adult and non-formal education sectors, Sebenta National Institute, and the Bridge Project Manager seconded from KNCU. The eleven members of the BNC are very committed to the success of the Bridge Swaziland Project.

*“ We distribute tasks based on expertise; therefore, we realize each one of us has a unique role within the committee. Every time we have meetings, members attend almost 100%. Each member is really busy with his/her own tasks; however, they are happy to dedicate their time and energy to this project without getting any financial reward. I can tell you that this project is one of the most successful of the many that I’m currently involved with. ”*  
(Mr. Earnest Simelane, Chairperson of the BNC, Senior Inspector of the Pre-Vocational Department of the Ministry of Education and Training)

**Learning by Sharing:  
Successful Achievements**

**a. Strong commitment of the BNC**

The strong commitment of Swaziland’s BNC has been the key to successful implementation of the Bridge Swaziland

Every time a new site is to be selected as a Bridge CLC, the BNC members visit all candidate centres to make the assessment. In September 2017, the BNC visited 6 centres in order to select the third centre, in Nkhungwini community.

**b. Community engagement and ownership**

The community of KuGeza was very eager to be selected as one of the Bridge centres. When the BNC first visited KuGeza for the field assessment, there was no proper place for educational activities. According to the community, a heavy storm in 2005 had destroyed the centre that used to exist there. After hearing from the BNC that one of the requirements for selection as a Bridge centre was to have at least one structure



• Members of the Swaziland Bridge National Committee, © KNCU, SNCU



suitable and available for use as an education facility, the community members worked together to construct a small classroom. When the BNC visited the community again two weeks later, they saw that a new building had been constructed.

With the support of the Bridge Swaziland Project, there are now 3 classrooms, 1 office room, 2 toilets, and a playground for learners at the KuGeza centre. Currently more than 90 learners come to the centre, and people from many different age-groups in the community, from 2-year-old children to 50-year-old women, have a great interest in the centre.

“ People in our community are very serious about the centre. We opened a bank account and collected some money from each household for the maintenance of the centre. They are asked to contribute 33 Emalangi per month and I think more than 70% of the households regularly pay the fee. We dream of our centre becoming a huge educational institution one day and providing skills training classes. This centre does not only change the KuGeza community, but also affects neighboring communities. We believe that, thanks to this centre, our children will go to university one day. ”  
(Mr. Ginindza Mphumelelo, Bucopho)

• KuGeza Community Learning Centre in Swaziland, © KNCU, SNCU





### c. Sensitivity to the local needs

Even though the Non-formal Secondary Education (NfSE) is not one of the focus areas of the Bridge Africa Programme, the BNC of Swaziland decided to open classes for those who have dropped out of secondary school, through the support of a Bridge Participation Project. High dropout rates from secondary education are a serious issue in Swaziland; however, there was previously only one institute in the entire country providing the NfSE.

Together with the Sebenta National Institute, two of Swaziland's Bridge centres have opened classes for the NfSE. Learners are taught by experienced public high-school teachers from near the centres. In 2017, there are 75 learners at the KuGeza centre and 21 learners at the Emhlangeni centre. After attending the classes, learners can take the external examinations for the Junior Certificate and Swaziland General Certificate of Secondary Education. When they pass the exam in 6 subjects, they can apply for tertiary education, including

university. The community is very happy with this NfSE programme and many people are waiting to register for the classes in the upcoming year.

“ It is such a great opportunity for our community to have a non-formal secondary education programme. In Swaziland, there are many people who have dropped out of school, for many reasons, including early marriage and financial problems. Learners in these non-formal classes are very serious and try much harder than those I teach at the public high school. ”

(Ms. Zandile Mamba, teacher at Inyandza High school)

“ I had to quit school in Grade 3 because my dad passed away and I got pregnant in that year. I have worked as a cashier in many places, but it was hard to get a better position without education. I'm really happy now to be back at school. Once I finish the courses and pass the exam, I will apply for medical school in Taiwan to become a doctor. Our teachers are always there for us and they are really supportive. ”

(Ms. Winile Lukhele, learner in the NfSE class)

• A non-formal secondary education class in Swaziland, © KNCU, SNCU



## ZAMBIA

### Summary of Outcomes

#### a. Brief introduction to the project

The Bridge project in Zambia started in 2010 and will be implemented until March 2019. The project has been supplementing government efforts in the provision of Adult Literacy coupled with TVET skills for adults in areas that have not yet been reached by government.

The partners of the Bridge Zambia Project are the Korea National Commission for UNESCO, the Ministry of General Education's Directorate of Open and Distance Education (DODE), the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA), the Mazabuka and Chongwe District Education Boards, Nega-nega Community, and the Zambia National Commission for UNESCO

The Nega-nega CLC is of significant importance and value to the Nega-nega community as it provides a two-pronged approach, empowering learners with literacy and numeracy skills. This two-tier system has seen 19 community members who worked on the construction of the Nega-nega centre acquire TEVETA certificates in bricklaying and plastering at the end of the construction project. These are not the only people who have acquired skills and qualifications; over 26 female adult learners have acquired tailoring and design skills and a certificate for the same after acquiring literacy and numeracy skills.

In addition to operation of the Nega-nega CLC, the Bridge Zambia Project provides training on adult literacy methodologies and ICT for public school



• Teachers participating in an ICT training workshop in Zambia, © KNCU, ZNCU

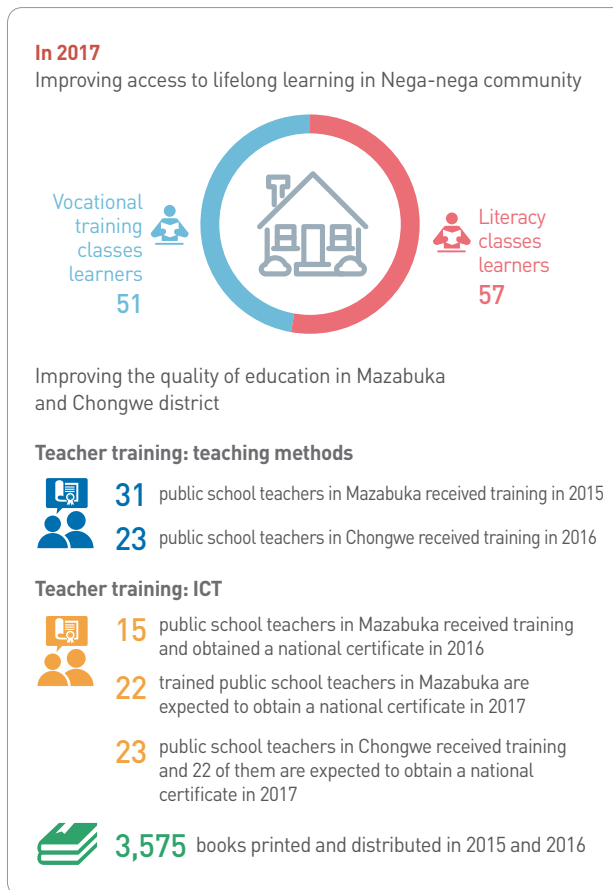
teachers in three districts, aiming to develop their capacity as literacy facilitators

#### b. Introduction to the Nega-nega centre

The Bridge Zambia Project piloted a two-tier approach linking adult literacy and TVET in Nega-nega CLC. The Nega-nega centre was established in 2015 to serve the local community by providing: (1) adult literacy classes, (2) designing, cutting, and tailoring classes, and (3) bricklaying and plastering classes. It is located next to the Nega-nega East Primary School in Mazabuka district. As a part of the Bridge project, the first group of participants in the bricklaying and plastering class learned skills by participating in the construction of the Nega-nega centre itself.

In 2017, the centre has 57 literacy learners, taught by trained public school teachers, and 51 learners are expected to obtain a Zambian national qualification in tailoring or bricklaying and plastering. TEVETA, one of the members of Zambia's BNC, has provided a nationally respected skills development curriculum for the exam and arranged for learners at the Nega-nega centre to take the qualification exam at the centre where they have trained.





As the centre provides learners with the opportunity to take the national exam, the graduates have a greater chance of getting a better job in the related market.

## Learning by Sharing: Successful Achievements

### a. Alignment with the formal education system

In Zambia, most literacy programmes take place at public schools, with public school teachers running the classes after school hours. Therefore, it is very important to train those public school teachers how to teach adults. As part

of the Bridge project, 54 teachers have been trained in Mazabuka district, in which Nega-nega is located.

“ In December of 2015, I had a chance to take part in training provided by DODE (funded by KNCU) on teaching methodology. I learned how to teach adults. It was really interesting. It has helped me to continue teaching adults at the centre, and the learners are really eager to know how to read and write. ”

(Ms. Abigail Hamwiya, teacher at Nega-nega East Primary School)

By training not only the teachers at the Nega-nega centre but also teachers from 23 schools in Mazabuka district, more adult learners benefit from quality teachers. In addition, it is efficient to train and hire public school teachers for the adult literacy programme because most of them are already qualified and understand the national education system. The adult literacy class at the Nega-nega centre uses the national curriculum for adult literacy education developed by the Zambian government and UNESCO.

“ Adults learn faster than kids and the content for teaching adults is also very different from teaching children. Together with UNESCO, therefore, we developed an adult literacy curriculum consisting of levels 1 and 2. It is different from the primary school curriculum. After finishing level 2, if the learner is at school age, she/he can go straight back to primary school to join grade 5. However, when the learner is not at school age, they can still continue their learning outside of the school system; we call it open learning. Going further, learners can take national examinations at grade 7, 9, and 12. When they pass the final one at grade 12, they receive a GCE (General Certificate of Education) which is equivalent to a high school diploma. After receiving a GCE, they can enter university. To pass the GCE, learners need to pass a minimum of 5 subjects. ”

*(Ms. Brenda Musanya Mudenda, Ministry of General Education's Directorate of Open and Distance Education)*  
 Because learners at the Nega-nega centre are taught based on the national curriculum, after finishing level 2 of the literacy programme, learners can easily go back into the Zambian public education system and pursue further learning.

### **b. BNC participation (TEVETA)**

The BNC enables the relevant government ministries and other stakeholders in the Bridge project to meet on a regular basis to discuss how to improve the quality of the Bridge education programmes, as well as to expand the project's impact on the community. As one of the national institutes participating in the BNC, TEVETA arranged accreditation for the Nega-nega centre in order for learners at the centre to take national qualification exams there.

“ *Nega-nega centre is playing a very important role in our community. This is the only centre that provides*

*adults with opportunities to learn how to read and write and get skills training. Last year we had bricklaying classes and 19 students participated. Four of them are now working at a Chinese company in Lusaka. They said that the national certificate was really helpful to get a good job. Two of them are now receiving further training courses at the Trades Training Institute in Choma. Three are in Mazabuka for work, two in Delta Farm, and the rest are staying in our community and making money with the skills they learned. ”*

*(Mr. Micheck Mululu, learner from the tailoring class at Nega-nega centre)*

This year, 51 learners are expected to obtain a national qualification. In August 2017, 20 trainees from the designing, cutting, and tailoring course and nine trainees from the bricklaying and plastering course took the national exams. In November and December, there will be another exam and 22 more trainees from the Nega-nega centre plan to take it to obtain certificates.

• TEVETA Programme at Nega-nega Community Learning Centre in Zambia, © KNCU, ZNCU







2016 Bridge Writing Festival



WERA LEARNING CENTRE  
ESTABLISHED IN 2011

**Vision**  
Empower as many people as possible to eradicate illiteracy

**Activities**

Write Things  
EXAM

- 1
- 2
- 3
- 4
- 5

2016 Bridge Writing Festival





## Lessons Learned

• Learners presenting poems they have written at the 2016 Bridge Writing Festival in Malawi, © KNCU, MNCU

2016 Bridge Writing Festival

2016 Bridge Writing Festival







## Lessons Learned

### **a. Strong commitment and engagement of communities is a success factor in enhancing the sustainability of educational activities at the CLCs.**

Before dispatching project managers to the partner countries, KNCU seconded 55 Bridge project volunteers to marginalized villages in six African countries from 2010 to 2014, to facilitate community mobilization.

The role of these volunteers was to become part of the community by living in the village and to encourage the community to think about and discuss their educational needs. The CLC management committees were also established, consisting of local authorities, village chiefs, teachers, and parents. The committees, which were established for most of the Bridge CLCs, have played a crucial role in strengthening local ownership of Bridge project activities.

When a CLC is recognized by the community as its own property, the villagers take greater responsibility for its management, as well as for the quality of its educational programmes. In some cases, the CLCs have been constructed by the community, and such centres are the most active among all the Bridge CLCs. These include

the CLCs in Naphini (Malawi), Ha Motsu (Lesotho), and KuGeza (Swaziland). In Ha Motsu in Lesotho, parents and teachers donate their time and money to the activities of the CLC. Meals are provided twice a day to the children attending ECD classes at the Ha Motsu centre, and parents donate money and plant vegetables at the centre to help the feeding programme.

### **b. The impact of the CLCs on learners' lives is greater when their education programmes are aligned to national educational policies.**

The Bridge CLCs provide a wide variety of education programmes for people of all ages, including ECD, literacy, vocational skills training, afterschool classes, and non-formal secondary education. Once the National Commission for UNESCO in a partner country has identified the relevant stakeholders and experts from the relevant education sectors, it invites them to join the Bridge National Committee (BNC) in that country. The BNC provides vital support to the centres, such as establishing the curriculum and providing books and training.

The BNC members meet regularly and monitor the Bridge CLCs to make sure the centres provide quality education services to the community. In 2017, the BNCs in each partner country held 2-3 meetings on average every quarter. Each BNC also engages with the CLCs in its country by hosting an annual national workshop to reflect on the achievements and lessons learned and to put together the annual project plans for the Bridge project in the relevant country.

The role of the BNC in each country is crucial because it acts as a bridge between CLCs and the national education system. When the education programmes of the CLCs are aligned to the national education curriculum, learners benefit more from the programmes because they have greater opportunities to obtain national qualifications and return to the formal education system.

**c. It is important to have diversity in CLC education programmes to effectively engage the entire community.**

In its initial stage, the BAP aimed to provide literacy education to the communities in which it operated. However, in implementing the programme, the BAP encountered different local needs and so gradually adjusted the main project activities to cater for these. In many partner countries, most CLCs that are not part of the Bridge Africa Programme, whether run by the public sector or the private sector, emphasize either literacy education or ECD education.

In the case of Malawi, there are more than 20,000 centres managed by the government. However, around 10,000 of these centres only provide literacy classes in public schools, while the rest focus on ECD. It has

proven hard to engage the local community in the learning activities provided by these centres, or to use the centres to help integrate the community, because the centres are not community-owned, though they borrow public facilities for some hours a week. Therefore, it was very important for the Bridge centres to be located in the community and managed by the community.

When the Bridge volunteers at first provided literacy classes to the community, they found that it was difficult for adult learners to participate in classes during the daytime, since they had to give up work to do so. In addition, when women came to centres to learn, they normally had to find someone to take care of their children during the classes.

To meet the variety of the community's learning needs, the Bridge centres have expanded their scope to include ECD, literacy, vocational skills training, afterschool classes, special education, and non-formal secondary education. As a result, everyone in the community can attend one of the education programmes.

**d. Promotion by NatComs of intersectoral cooperation in project design and implementation is important for enhancing the effectiveness of the project**

As many stakeholders are involved in a partner country's Bridge project, each playing a unique role, it is essential to maintain healthy partnerships in order to successfully implement activities. Therefore, the duties and responsibilities of each partner (including KNCU, the partner national commission, the project manager, the project officer, the local government, and the local community) should be well defined and recognized so that all parties can work harmoniously together.



To implement the project effectively, it is crucial to identify the relevant stakeholders in each partner country and mobilize their expertise and resources in a common project structure. The NatCom in each partner country, as the main partner for the project, plays a vital role in identifying the relevant stakeholders for the implementation of the project.

In the case of Botswana, the Ministry of Education is divided into the Ministry of Basic Education and the Ministry of Higher Education. Although the Botswana National Commission for UNESCO is part of the Ministry of Higher Education, the National Commission invited the Ministry of Basic Education to be part of Botswana's BNC because the education programmes offered by the Mmaothate centre include ECD classes, as well as adult basic education classes, which are part of the remit of the Ministry of Basic Education.

**e. The exchange of knowledge and experience among CLCs, as well as among partner countries, helps to make the project more efficient and effective.**



• A participant sharing his Bridge project experience at the Bridge Africa Conference, Lilongwe, Malawi, 17–19 Feb. 2016, © KNCU, MNCU

To enhance mutual learning among stakeholders, members of some of the CLC management committees have conducted peer learning visits to other centres within their country. The visiting members participated in classes and shared best practices in CLC operation, including knowledge and experience relating to financial and administrative management. In the case of Malawi, one of the CLCs has shared its knowledge of legislation relevant to the CLCs, such as the regulations relating to the official registration and constitution of the centres in Malawi.

In February 2016, eight Bridge partner countries met at the Bridge Africa Conference held in Lilongwe, Malawi, and shared and exchanged experiences and knowledge. 109 stakeholders from Botswana, Lesotho, Malawi, South Africa, Swaziland, Zambia, Zimbabwe, and South Korea participated in the conference, which was the first time that all partner countries were able to meet together. The participants shared their achievements and the challenges they have encountered in implementing the programme, and signed a communiqué reaffirming the partnership among the countries participating in the BAP.

As most of the programme's partner countries are geographically very close to each other, government officials who have been involved with the programme have naturally been interested in neighboring countries' education policies and any differences in their education systems. To expand opportunities for mutual learning, partner countries and their CLCs are encouraged to arrange exchange visits to learn from each other in the future.

# Sustainable Development Goal 4 and its targets

- SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Sustainable Development Goal 4 has 10 targets encompassing many different aspects of education. There are seven targets which are expected outcomes and three targets which are means of achieving these targets.

## Seven Outcome Targets



### 4.1 Universal primary and secondary education

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes



### 4.2 Early childhood development and universal pre-primary education

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education



### 4.3 Equal access to technical/vocational and higher education

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university



### 4.4 Relevant skills for decent work

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship



### 4.5 Gender equality and inclusion

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations



### 4.6 Universal youth literacy

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy



### 4.7 Education for sustainable development and global citizenship

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development  
Read more on Learning to live together sustainably: Trends and progress

## Three means of implementation



### 4.a Effective learning environments

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all



### 4.b Scholarships

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries



### 4.c Teachers and educators

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States



United Nations  
Educational, Scientific and  
Cultural Organization



Botswana  
National Commission  
for UNESCO



Korean  
National Commission  
for UNESCO



Lesotho  
National Commission  
for UNESCO



Malawi  
National Commission  
for UNESCO



Rwanda  
National Commission  
for UNESCO



Swaziland  
National Commission  
for UNESCO



Zambia  
National Commission  
for UNESCO