

From 2010 to 2018



Bridge
Lesotho
Project Report

September 2018



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I. INTRODUCTION

The Bridge Lesotho Project has been implemented in Lesotho from October 2010 to October 2018. The Project has supported grassroots activities through the establishment of Community Learning Centres (CLCs) which act as a hub of community led development activities in non-formal education with the aim of assisting the country in attainment of the Education for All goals and the Sustainable Development Goal 4 (SDG#4) on Education Quality. The project has mobilized and empowered communities and the leadership at local level to take full charge of non-formal education programmes.

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

The Korean National Commission for UNESCO (KNCU) signed a Memorandum of Understanding (MOU) with the Lesotho National Commission for UNESCO (LNCU) on 23rd October, 2013. Following the MOU, the Bridge Lesotho Project worked directly with beneficiary communities through establishment of CLCs.

Education programmes that are offered in these CLCs include early childhood care and development; adult literacy classes; and vocational skills training.

II. BACKGROUND

1. Country Overview

The Kingdom of Lesotho is a tiny mountainous country completely surrounded by the Republic of South Africa. It is divided into four regions, being Foothills, Senqu Valley, Lowlands and Highlands, and further sub-divided into 10 districts. It attained independence from British rule in 1966. It is a constitutional monarchy, headed by the King as head of state, while the government is headed by the Prime Minister. The government of Lesotho is led by a coalition of four political parties which emerged victorious in the June 3rd, 2017 elections.

Lesotho is classified as a Least Developed Country (LDC). According to the country's 2016 census report, Lesotho has a population of approximately 2,000,000 (two million), and a per capita gross domestic product of \$1,160. According to a 2018 World Bank Report, economic growth in Lesotho for the last three years averaged approximately 3%, driven primarily by textile manufacturing and agriculture. The performance of textile manufacturing was underpinned by Rand/US Dollar depreciation, while agriculture experienced a strong recovery following the severe droughts of 2015 and 2016.

Unemployment, especially graduate and youth unemployment, is a critical challenge that the country faces, standing at 24% to 28%. Other major challenges include inequality and poverty. Estimates for 2016 reveal that 57.8% of the population lives below the poverty line. Lesotho's greatest challenge, however, remains the prevalence of HIV/AIDS and the TB co-epidemic. The HIV prevalence rate remains at 25% in the adult population, the second highest in the world. It is believed that high HIV and TB rates contribute to persistently high inequality and poverty.

2. Current Situation of Education in Lesotho

Early Childhood Care and Development (ECCD)

The Government of Lesotho recognizes the early years of life as an important foundation for human development and lifelong learning. In Lesotho, Early Childhood Care and Development (ECCD) is offered in three categories:

a) Home-based services, where children are taken care of by volunteers in communities.

The government provides teaching and learning materials, in-service training and feeding through the World Food Programme (WFP). There are 57 home-based centres with 744 learners in the country (2018 ECCD);

b) Centre-based pre-schools, which are normally privately owned and partially supported by the government. There are approximately 40,500 children in these centres (ibid.). Some of the centres are supported by the WFP, while the Lesotho Ministry of Education and Training (MoET) offers in-service training for the teachers; and

c) Reception classes, which offer a 1-year course preparing 5 year-old children for lower basic education. The teachers' salaries, class materials, and feeding for the children are supported by the government. There are 245 reception classes with 5,527 children countrywide (ibid.).

The main goal of Lesotho's ECCD policy is to "provide all Basotho children and their parents or guardians with equitable access to comprehensive, continuous, culturally appropriate, high-quality, participatory and sustainable ECCD services from preconception to five years of age to ensure children will be healthy and well nourished, achieve their potential in all development areas, be ready for school, and become productive citizens of the Kingdom of Lesotho" (2013 Integrated Early Childhood Care and Development Policy). Under the policy, the following strategies are to be given priority attention:

Strategy 1

Improve and expand preconception, antenatal and neonatal services for mothers, fathers and infants

Strategy 2

Develop ECCD centres and services, with priority given to children from 0-3 years and their parents to ensure holistic child development

Strategy 3

Ensure vulnerable children with development delays, malnutrition, HIV and AIDS or disabilities receive early childhood intervention service

Strategy 4

Improve and expand preschool service for children 3 to 5 years, and improve transition from home and preschool to primary school

Strategy 5

Promote the rights and protection of children and parents, especially for children in difficult circumstances

Strategy 6

Expand and improve the system for pre- and in-service training for all ECCD services

Strategy 7

Design and implement a structure and plan for policy monitoring, evaluation, action research, and follow-up planning

Strategy 8

Develop and implement annual plans for policy advocacy and social communications

Lesotho's Education Sector Strategic Plan 2005-2015 stipulated that all children from 0 to 6 years of age should have access to integrated early childhood education by the year 2015; however, only 33% of these children are actually enrolled in ECCD, due to limited access to ECCD classes. Disparity in access to ECCD education is wider in rural areas. Also, the quality of education in ECCD classes and a lack of infra-structure and facilities remain challenges. Furthermore, it was revealed that 33% of children under 5 years old were stunted and more than half of children aged 59 months were anaemic in 2014 (UNICEF 2016).

In order to expand and promote ECCD throughout the country, MoET is currently facilitating the registration of all preschools for regulatory purposes. This will enable the government to improve the efficiency of ECCD resource allocations to facilitate the subsidizing of stipends for home-based caregivers, and school feeding of children in rural and mountainous areas. In the meantime, to achieve quality services in ECCD, MoET, in collaboration with UNICEF, provides support for in-service training of teachers on how best to provide care, stimulation and pre-schooling education to children.

Adult Literacy Education (ALE)

Lesotho, like other countries, has embraced the important role played by education in development. This is manifested in the country's constitution, which stipulates among other things that "Lesotho shall endeavour to make education available to all and shall adopt policies aimed at ensuring that: a) education is directed to the full development of the human personality and sense of dignity and strengthening the respect for human rights and fundamental freedoms; b) primary education is compulsory and available to all; c) secondary education, including technical and vocational education, is made generally available and accessible to all by every appropriate means, and in particular, by the progressive introduction of free education; d) higher education is made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular, by the progressive introduction of free education; and e) fundamental education is encouraged or intensified as far as possible for those persons who have not received or completed their primary education" (The Constitution of Lesotho, Section 28).

In Lesotho, adult literacy education is regarded as any activity outside of the established formal education systems to provide learning to subgroups in the population, including youths as well as adults. It is a more environment-based, community-related and learner-centred approach to education. It dates as far back as the arrival of missionaries in 1833 with the purpose of preparing people for white collar jobs. Currently, literacy education is provided by MoET through the Lesotho Distance Teaching Centre (LDTC) as well as other stakeholders in the field of Non-Formal Education.

LDTC is a department under MoET mandated to promote education to disadvantaged youth and adults through an adult literacy programme known as the Learning Post Programme. The Programme is run in a group of villages with fifteen or more learners taught by a Learning Post Administrator (LPA). An LPA is a volunteer elected by community members to facilitate learning.

The Learning Post Programme is financed by the government and development partners. It operates in nine of Lesotho's ten districts, in collaboration with different stakeholders, such as NGOs. In the tenth district, Mokhotlong, a similar programme is run by the Lesotho Association of Non-Formal Education (LANFE). The total number of learners in programmes offered by LDTC and other stakeholders is about 8,002, with more male learners than female learners, particularly in the highlands. According to the UNESCO Institute of Statistics as of the year 2014, literacy rate of population 25-64 years (both sexes) was 75.53%, with literacy rate for female (85.46%) notably higher than the rate (65.06%) of male population.

Enrolment Statistics (EMIS-MOET 2016)

Programme	# of Male Learners	# of Female Learners	Total # of Learners
Literacy and Numeracy	6420	1582	8002

Technical and Vocational Education and Training (TVET)

The Government of Lesotho, through MoET, established the Education Sector Task Force in 1982 to prepare a policy document that would guide the government in planning a sectoral system in education. The Task Force recognized the importance of adopting training policies to produce a labour force with marketable skills that are competitive in both the local and regional markets, and recommended the establishment of the Technical and Vocational Department (TVD) to facilitate such policies.

The TVD is the umbrella regulatory body that spearheads technical and vocational education in Lesotho under the TVT Act of 1984. Its role in the education sector is to improve the quality of technical education through curriculum development; inspection and assessment; accreditation of programmes and institutions; administration of trade tests for Prior Learning Education (PRE); support in terms of provision of workshops and equipment, training of staff at TVET institutions and schools; and continual assessment of skills need. The department has also liaised and collaborated with those in industry (hotels, guesthouses, motor repair workshops) on placement of learners in industrial learning programmes.

Presently there are seven (7) TVET institutions that are examined and inspected by MoET through TVD in Lesotho. These are the Bernarda School of Home Economics, Bishop Allard Vocational School, the Technical Institute of Leloaleng, St. Elizabeth Training Institute, St. Mary's School of Home Economics, Thaba-Tseka Technical Institute, and the Catholic Comprehensive Community College. These institutions offer mainly post-PSLE ¹⁾ and post-JC ²⁾ courses. In addition, Lerotholi Polytechnic School, an autonomous technical and vocational school offers mainly post- LGCSE ³⁾ courses, with a few post-JC courses. An unknown number of private providers exist in the field of technical and vocational training in Lesotho, and informal training in the form of traditional unrecognized apprenticeship also exists.

1) PSLE (Primary School Leaving Examination) is taken after 7 years' schooling, prior to Junior Secondary education.

2) JC (Junior Certificate) is the examination taken at the end of Junior Secondary

3) LGCSE (Lesotho General Certificate of Secondary Education) is an exam taken at the end of secondary education

III. OVERVIEW OF THE BRIDGE LESOTHO PROJECT

1. Introduction to Bridge Lesotho Project

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. As one of the first initiatives in Africa, Bridge Lesotho Project started with its aim to promote field-level efforts that expand access to quality non-formal education in Lesotho. One important aspect of the project has been the establishment of Community Learning Centres (CLCs) in Lesotho, as hubs for promoting local participation in educational activities, so benefiting the communities in which the CLCs are situated. Since its establishment, the project evolved to better fit the context of Lesotho and its communities in which it operated.

When the project 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 project was adjusted accordingly. From 2015 to 2018, Bridge project managers were dispatched to Lesotho instead of volunteers. The major role of each project manager was to design and implement an education project. The Lesotho National Commission for UNESCO provided the project manager with office space in which to work and established a Bridge National Committee in the relevant country to cooperate with the project manager.

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

The Bridge Lesotho Project has been implemented in Lesotho based on a strong partnership between the Korean National Commission for UNESCO (KNCU) and the Lesotho National Commission for UNESCO (LNCU). The overall focus of the Community Learning Centres has been 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 especially from government officials. By cooperating with the governmental departments responsible for education, it became easier to develop education programmes in line with the educational context of Lesotho. Following this rationale and in accordance with to *the Lilongwe Communiqué*, the Bridge National Committee (BNC) was established in Lesotho. It has been also one of the management principles of the Bridge Lesotho Project to have an independent CLC management committee at each centre. The committee consisted of representatives from the local authorities, teachers, and community members. The committee members gathered on a regular basis to tackle any challenges that their CLC is facing regarding its management or the quality of its education programmes.

Rationale

The Bridge Lesotho Project is locally being led by the Lesotho National Commission for UNESCO (LNCU) which is institutionally a part of the Ministry of Education and Training (MoET). Since 2010, LNCU has successfully implemented the Bridge Lesotho Project including three Bridge Community Learning Centres (CLCs) in the country: Liphiring CLC in Molepolole, Ha-Motsu CLC in Thaba-bosiu, and Ha-Teko CLC in Maseru.

The Bridge Lesotho Project is timely addressing some of the key issues on access and quality that the education sector in Lesotho is endeavouring to address. To ensure full success of the project, key government ministries and departments are actively engaged to provide policy oversight and other technical issues.

Aim

The Bridge Lesotho Project aims to contribute to achieving SDG 4 in Lesotho. Its ultimate aim is to expand lifelong learning opportunities at community levels for those excluded from formal education in Lesotho. This has been done through the Bridge CLCs that have been providing learning opportunities to the people in rural villages. The CLCs are operating Early Childhood Care and Development (ECCD), Adult Literacy classes and Technical and Vocational Training classes.

Principles of the Bridge Lesotho Project

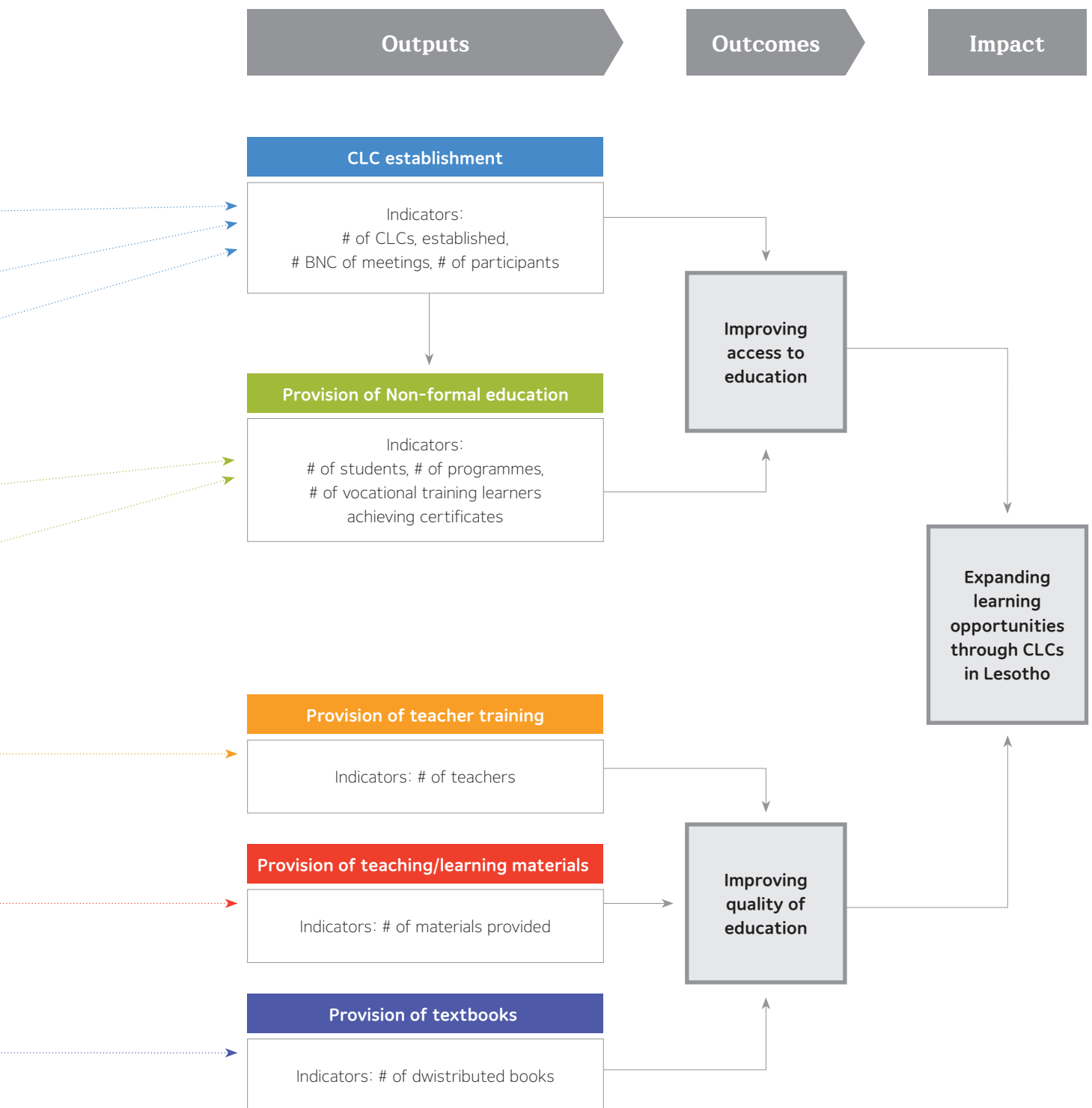
Three principles of the Bridge Africa Programme were adopted during the 2016 Bridge Africa Conference, held in February 2016 in Lilongwe, Malawi: Sustainability, Ownership, and Self-reliance. In order to promote these principles in the implementation of the Bridge Lesotho Project, the Lesotho National Commission for UNESCO (LNCU) maintains close cooperation with the following partner departments in the Lesotho Ministry of Education and Training (MoET): the Early Childhood Care and Development UNIT (ECCD Unit); the Lesotho Distance Training Centre (LDTC); and the Department of Technical and Vocational Training (TVD). These close partnerships with relevant government bodies are vital to sustaining the project in the long-term, particularly after KNCU hands over its role in the project to the stakeholders in Lesotho (see “Duration and Handover of the Bridge Lesotho Project” below). In addition, as a further way to secure the local ownership and self-reliance of the project, an inter-ministerial and inter-sectoral working group, called the Bridge National Committee (BNC), was established for the project in 2016. The BNC works to ensure that the activities of the Bridge Lesotho Project are aligned to Lesotho’s national education strategy and that they fit the local context. Furthermore, the strong community-driven approach of the project has enabled community members take ownership in management and operation of the CLCs.

Duration and Handover of the Bridge Lesotho Project

Upon close partnership between KNCU and LNCU, the Bridge Lesotho Project has been implemented since 2010, based on the Memorandum of Understanding (MoU) between both parties which was signed on 23rd October, 2013. As the MoU itself is valid for a term of five years, the MoU between KNCU and LNCU expires on 22nd October 2018.

Project Model: Theory of Change

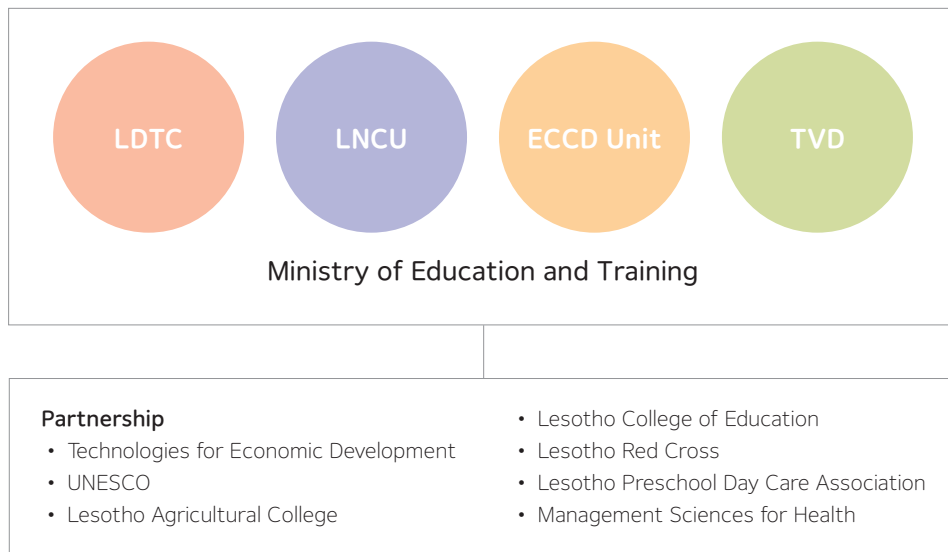




Relationships between Stakeholders

Bridge National Committee

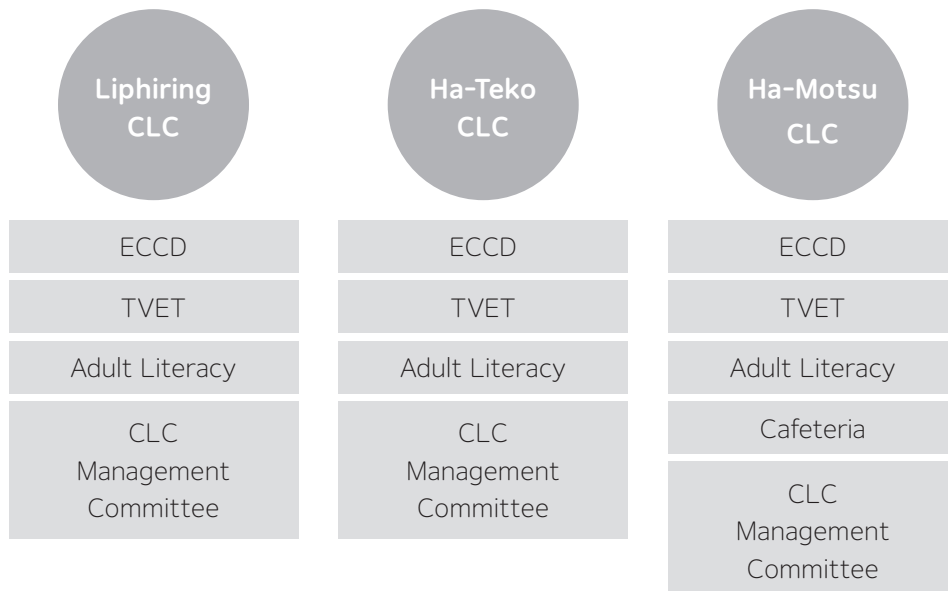
Central Government



Local Government

- Mafeteng Education Office
- Mohele's Hoek Education Office

Community



- * LDTC : Lesotho Distance Teaching Centre, Ministry of Education and Training (MOET)
- * LNCU : Lesotho National Commission for UNESCO, MOET
- * ECCD Unit : Early Childhood Care and Development Unit, MOET
- * TVD : Department of Technical and Vocational Training, MOET
- * TVET : Technical and Vocational Education and Training

2. Introduction to the Bridge Community Learning Centres in Lesotho

The three Bridge Community Learning Centres have been operating with the goal of expanding learning opportunities and reducing illiteracy rate in rural areas and in communities surrounding the centres through the provision of teaching and learning materials, and through trainings to develop the capacities of local leaders, members of the CLCs' management committees, and teachers.

All three Bridge CLCs in Lesotho are active. Ha-Motsu centre, which specializes in education services for children has a cafeteria for its feeding programme. The chief of the village is closely engaged with the committee that runs each centre in its village and listens actively to the local community to ensure that the centre meets its needs. The three centres provide ECCD classes, adult literacy classes, and vocational training classes. Also as part of the endeavour to enhance the sustainability and self-reliance, income generating activities are being developed.

As of August 2018

Category	Liphiring CLC	Ha-Motsu CLC	Ha-Teko CLC
Date of Creation	2012	2013	2015
Location	Liphiring (Mohale's Hoek)	Ha-Motsu (Thaba-bosiu)	Ha-Teko (Maseru)
Village Chief	Ms. Mary Raboroko	Ms. 'Mampesa Motsu	Mr. Sechaba Lerotholi
Programme	# of Male Learners	# of Female Learners	Total # of Learners
# of Local Coordinators	1	1	1
# of ECCD Teachers	1	2	2
# of Literacy Teachers	1	1	1
# of TVET Teachers	2	1	1
# of ECCD Learners	9	46	70
# of Literacy Learners	13	22	7
# of TVET Learners	10	16	13

IV. ACHIEVEMENTS

1. History of the Bridge Lesotho Project : Main Activities from 2010-2018

2010

- Initiation of Bridge Lesotho Project
- Dispatch of Korean Volunteers to the villages

2012

- Opening of Liphiring Community Learning Centre

2013

- Opening of Ha-Motsu Community Learning Centre

2015

- Secondment of Project Managers to LNCU
- Opening of Ha-Teko Community Learning Centre
- Opening of Ha-Motsu Hyundai Greenfood Cafeteria (Feeding Programme)
- Enrollment of ECCD teachers in the government's payroll

2016

- 2016 Bridge Africa Conference (Lilongwe Communiqué)
- Establishment of Bridge National Committee (BNC)

2017

- Linkage of educational activities to National Qualification Framework (Certificates for TVET and Literacy)

2018

- Integration of Bridge CLC's ECCD learners into Government feeding scheme
- Handover of the Bridge Lesotho Project
 - Sustainability of the educational activities provided by the 3 Bridge CLCs secured by Government

2. Quantitative Outcomes

Year	Centre	Access to educational activities			Improvement of quality of education	
		ECCD	Adult literacy	Vocational skills training	# of teachers who received training	# of books printed and distributed
2010	-	NA	5	NA	NA	NA
2011	-	9	70	27	6	56
2012	Liphiring	9	NA	16	3	NA
2013	Liphiring	200			1	NA
	Ha Motsu					
2014	Liphiring	50	20	66	16	2118
	Ha Motsu					
2015	Liphiring	249			9	NA
	Ha Teko					
	Ha Motsu					
2016	Liphiring	155	39	NA	23	-
	Ha Teko					
	Ha Motsu					
2017	Liphiring	147	23	37	17	380
	Ha Teko					
	Ha Motsu					
2018	Liphiring	125	42	29	-	-
	Ha Teko					
	Ha Motsu					
Total		1316			75	2554

3. Linkage between the Bridge Lesotho Project and SDGs, AU Agenda and CESA 16-25

Agenda 2063 is a pan-African long-term set of seven aspirations initiated by the African Union in 2013 to be achieved at the end of the next half-century by the year 2063. It is consistent with the Sustainable Development Goals (SDGs) adopted at the 70th Session of the United Nations General Assembly in September 2015, but it looks at a more long-term view. It emphasizes on the need to harness demographic dividend through integrated investments in youth and women. Agenda 2063 urges African countries to make commitments towards, among others: mobilization of the people and their ownership of continental programmes; the principle of self-reliance and Africa financing its own development; the importance of capable, inclusive and accountable states and institutions at all levels and in all spheres; and holding everyone and governments and institutions accountable for results.

Continental Education Strategy for Africa 2016-2025, (CESA 16-25) is a comprehensive ten-year continental education strategy. It is Africa's response to SDG 4 which reads: "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all. Through CESA 16-25, African countries do not only own the SDG4 Targets, but adapt and make them compatible with Africa's own aspirations. CESA 16-25 seeks to achieve better results than any previous education strategic frameworks. The strategy proposes that all stakeholders and actors be given freedom to act and take positive initiatives proactively.

Bridge Africa Programme has operated under three principles which were adopted during the 2016 Bridge Africa Conference held in Lilongwe under the Lilongwe Communique signed by the Secretaries General of the National Commissions of UNESCO from the participating African countries. These are: Sustainability, Ownership, and Self-reliance. These principles correspond closely with CESA 16-25 and Agenda 2063.

AFRICAN UNION (AU)

AGENDA 2063 - Our Aspirations for the Africa We Want

- 1 A prosperous Africa based on inclusive growth and sustainable development
- 2 An integrated continent, politically united based on the ideals of Pan Africanism and the vision of Africa's Renaissance
- 3 An Africa of good governance, democracy, respect for human rights, justice and the rule of law
- 4 A peaceful and secure Africa
- 5 An Africa with a strong cultural identity, common heritage, values and ethics
- 6 An Africa, whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children
- 7 Africa as a strong, united, resilient and influential global player and partner

The Bridge Lesotho Project works to promote SDG 4, which aims to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all”. Specifically its activities tackle next outcome targets:

ECCD	“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” (SDG 4.2)
Adult Literacy Education	“By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy” (SDG 4.6)
TVET	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 (SDG 4.4).

4. Implications and Outcomes of CLC

The Bridge Africa Programme in Lesotho has contributed immensely to the improvement of education in the rural areas where the projects are being implemented, where government support often does not reach all vulnerable and poor people, denying them their right to education and other basic needs.

Early Childhood Care and Development (ECCD)

One good example of the benefits brought by the Bridge Lesotho Project is in the area of ECCD. Compared to ECCD class enrollment at its initial year, the number have increased substantially in Bridge CLCs and many more children are benefiting. For instance, the enrollment rose from 12 to 70+ at Ha Motsu CLC. This was mainly due to improved facilities for ECCD classes and the establishment of cafeteria that offers free, highly nutritious and balanced meals to learners. The government of Lesotho has been very supportive of ECCD and Bridge Lesotho CLCs are now registered as Centre-based pre-schools receiving partial support from the government. The ECCD teachers are paid by the government and in-service training for the teachers are also offered to ensure quality education in the classes.



❶ Feeding Programme with the support from Hyundai Green Food Company

❷ In-service Programme for ECCD Teachers, 2017 Nov.

- A series of training workshops for CLC ECCD teachers has contributed to improving the quality of education in the classes offered. The workshops helped the teachers improve their teaching skills and class management skills as well as increasing their understanding of issues relating to child disability, child protection, and child health and nutrition.

- In order to make the CLCs more child-friendly, playgrounds were constructed at each of the three CLCs. Water and sanitation facilities were also installed. In addition, materials on the protection of child rights were produced and distributed to the teachers, parents and others in the community.

- Since 2016, the ECCD learners in the Ha-Motsu CLC have been fed with a nutritious breakfast and lunch every day. During 2016 and 2017, this feeding programme was financially supported by Hyundai Green Food. In 2018, the Lesotho Government took over the feeding programme and extended it to all three of Lesotho's Bridge CLCs.

Adult Literacy Education

- Through literacy classes in the three CLCs, many youth and adults, both male and female, have gained basic literacy skills in the local language of Sesotho, and numeracy skills. Meanwhile, in cooperation with the LDTC, training workshops for literacy teachers were held to ensure the provision of quality education. Also, a number of textbooks and learning and teaching materials for the classes were developed and distributed.

- In order to attract more community members to basic literacy and numeracy programme, several public gatherings were held in the villages. CLC literacy teachers and local coordinators also conducted household visits and encouraged prospective learners to attend classes regularly.

- As another way of promoting the literacy programme and to encourage potential learners to register in the programme, the LDTC produced radio programmes which were aired on the national radio station.



3 Adult Literacy class at Ha Motsu CLC

Technical and Vocational Education and Training

The TVET programmes that have been introduced in the areas of sewing and leatherwork have the potential to attract more and more learners. Supporting and enabling learners to acquire relevant certificates is a major factor in high enrollment, as the majority of beneficiaries have never had an opportunity to obtain any form of certificates at any education level, and the TVET programmes offer learners a chance to obtain an official certificate issued by the government under the qualification framework for the country.

- The vocational training classes were started in 2017, following strong demand from the local communities. After surveys to test demand for various types of vocational training in consultation with the TVD, leatherwork classes were introduced in Ha-Motsu and Ha-Teko CLCs, and sewing classes were introduced in Liphiring CLC.

- In order to improve the quality of vocational training, a series of in-service training workshops for the leatherwork trainers and sewing trainers was organized in collaboration with the TVD. Training manuals written in local languages were also produced and distributed for the trainers and trainees in the vocational training classes.

- Learners in the classes can obtain an official certificate in leatherwork or sewing. In 2017, 11 leatherwork and 7 sewing learners passed a trade test examination and gained their certificates. The certificates are issued by the government under the provisional qualifications framework for Lesotho. The certificates are expected to help learners to get better-paid jobs or start their own business.

- The project has worked to eliminate gender disparities in the vocational training classes by making special efforts to encourage women in the communities to participate in the classes. As a result, half of the trainees in the leatherwork classes are women, though leatherwork has traditionally been considered a man's occupation, and most of the trainees in the sewing classes are also women.



4 TVET class learner at Ha Motsu CLC



5 Bridge CLC Learners with Trade Test Certificate issued by Ministry of Education and Training, Lesotho, awarded 2018 Sep.

Key Stakeholder Interviews

ECCD Teacher



My name is Bolelang Khomoatsana. I studied at the Lesotho College of Education and obtained a certificate in Early Childhood Education. Since I graduated from the school in 2015, I have worked as an ECCD teacher at Ha-Teko CLC. I am really happy to teach in this ECCD class because we have more teaching and learning materials than other ECCD schools in the country. I think abundant teaching and learning materials are also a blessing for our ECCD learners. Actually, this is one of the reasons why

many parents in the village want to send their children to our ECCD class although there are two more ECCD schools in the village.

Parents of the ECCD learners are very supportive in operation of the ECCD class. The parents voluntarily clean the centre and made a vegetable garden in the centre to support the government feeding programme. Also, the parents contribute 20 Moloti per month to buy additional class materials and maintain classrooms, such as fixing windows and so on.

The project provided me with opportunities to participate in a number of training workshops. I could greatly improve my teaching and class management skills. I think the workshops enabled me to provide more quality education to the learners. In fact, I often hear from the neighboring primary school teacher that graduates from our ECCD classes are performing very well in the classes. I truly hope our graduates keep doing well in the schools and become teachers, doctors, engineers, and anything they want to be in the future, contributing to our community and this country.

Literacy Teacher



I am Itumeleng Moahloli, and I work as a literacy teacher in the Ha-Teko CLC. I first heard about the Bridge Lesotho Project in 2014 during a community meeting and I decided to volunteer myself for the project's different activities, such as the cultural exchange programme with students

from Chon-nam National University. Later, I was selected to be a teacher of literacy classes in the Ha-Teko CLC. I was very happy for the assignment because I can be a part of contributing to the development of our community, where I was born and raised.

Since I started working as a literacy teacher in the Ha-Teko CLC, the 2016 Bridge Writing Festival was the most meaningful moment for me. During the festival, the literacy learners were asked to write stories on a given topic and 3 learners were finally selected as the best story writers. Their stories were compiled together to make a book. That book was published and launched on a celebration of 2016 International Literacy Day.

Being a literacy teacher has helped me to know more about many things, such as how to work with other people, which makes me very happy. I would like to thank the Bridge Lesotho Project because it has changed my life for the better.

Key Stakeholder Interviews

Literacy Learner



I am Mabohlokoa Molelelki and I am 31 years old now. I have been attending the literacy class in the Ha-Teko CLC since March 2018. When I was young my family was not well-off. So, although I wanted to study further, I was not allowed

to continue my study after grade six. I always wanted to study further even after marriage, but it was very difficult as I have to take care of my children and do house chores. Thanks to the night literacy class in the Ha-Teko CLC, I could resume my studies. Since I started attending the class, I have noticed many changes in my daily life. Now, I can easily read and write even some difficult Sesotho words. I can also talk to my friends in English more fluently and confidently. Also, the basic numeracy skills I gained in the class are very useful for counting money when I buy things in the market.

I really believe this literacy class will be a stepping stone to further studies. I found out that there is a course for the Junior Certificate and Lesotho General Certificate of Secondary Education qualification for learners like me. I think I can apply for these courses and get qualifications to let me get a better job in the future

Vocational Training Trainer



My name is Motsamai Ntsebe and I work as a leatherwork trainer for the Ha-Motsu CLC and the Ha-Teko CLC. I studied leatherwork at Thaba-Tseka Technical Institute. My teacher there, who found a great passion in me for teaching, recommended me to the TVD as a leatherwork trainer for the Bridge Lesotho Project. I was so fortunate to become a leatherwork trainer for the project. I really like teaching learners in the class with my leatherwork skills. It is great joy to see them so passionate about improving their leatherwork skills.

Most of the leatherwork learners are youths, but they do not have the sort of jobs they need to live. So they want to start their own business selling leatherwork products once they have the skills to do so. Actually, we are already selling the leatherwork products made in the classes at the market and reinvesting the profits to buy class materials and tools.

I was very happy when 11 learners in my classes obtained an official certificate in leatherwork last December. Indeed, all the leatherwork learners who applied for the certificate passed the test. It was the most moving moment since I began teaching in the leatherwork classes. I was also glad to be able to improve my skills in leatherwork and teaching through the various training workshops organized by the project. In particular, I have great memories of the 2017 Bridge National Workshop, where all the CLC teachers and BNC members gathered together to share our experiences and discuss how to improve the project. My dream is that someday I and the learners will open a leatherwork shop and that it becomes an international company selling traditional Lesotho leatherwork products to different countries.

Key Stakeholder Interviews

Vocational Training Learner



I am letse'leha Makhetha and I am 24 years old now. I have participated in the sewing class since March 2017. After graduating from high school, I could not find a job, so I just helped with the housework at home. In fact, there are many young people in the community here who just stay at home without jobs like me. It is very difficult to get a

decent job without appropriate skills. I think the sewing classes have helped many young people in my village to get out of house and learn and do some productive work. I was very happy and excited when I heard that the sewing class would open at the CLC in my village because my dream is to be a fashion designer and to open my own shop selling different clothes and accessories. My village is very cold during the winter because it is located in a mountainous area. But, although some learners do not come to the class in winter, I always do my best to attend the class.

Last December, I obtained an official certificate in sewing. It was the best moment since I joined the class. When I heard the news that I passed the test, I was really happy and proud of myself. I hope I can enter a college and study fashion design in the future. I think the certificate will be a big advantage when I apply for college. I really believe my dream will come true thanks to the sewing class at the CLC.

Community Chief



I am Mampesa Motsu, chief of Ha-Motsu community. Since the CLC was established in the village, I have noticed how education has been changing people's lives in the community. Many local people are now able to read and write because of the literacy class, and a lot of young people in the community, who previously just stayed at home without a job, are participating in the leatherwork class to give themselves a better future. I think that the Bridge Lesotho Project is a lot more than

just education activities. Thanks to the project, the government and other development organizations have become aware of our community and have supported the development of the community. The Red Cross installed a water system in the village and the government improved the road that leads from the main road to the village. The government also gave us 100 peach trees. Now, we are planning to request the local government to install electricity in the villages so that the CLC can function better.

I am happy that our community members have a strong sense of ownership of the operation of the CLC. A group of parents of the ECCD learners voluntarily manage a vegetable garden to help the feeding programme, and members of the community clean the CLC and maintain its facilities. I have found that the project has strengthened cooperation among the members of our community. It is sad to hear that KNCU's involvement in the Bridge Lesotho Project will end this October, but I promise I and the other members of our community will do our best to sustain the CLC.

Key Stakeholder Interviews

CLC Local Coordinator



I am Moletsane Sebasa, the local coordinator at Ha-Motsu CLC. I studied Consumer Sciences at the National University of Lesotho. I first heard about the Bridge Lesotho Project when I was called for interview with other candidates for the position of coordinating the educational activities in the CLC and the feeding programme for the ECCD learners. One great change I have observed over the period of

1.5 years that I have served as a coordinator at Ha-Motsu CLC is the constantly increasing number of both TVET and Literacy learners. This has only been achieved through proper management, organization and coordination of the CLC, which has attracted people to the centres. It has also been wonderful to see not just older people but also young people participate in the everyday educational activities in the CLC. This has helped keep the community peaceful, and perhaps even helped avoid the sort of crime that the youth might have been tempted to get involved in if they were bored at home.

The Bridge Lesotho Project has, in different ways, been a pillar, a boat and an anchor for the community by supporting the essential educational needs of residents, whether in ECCD, literacy and TVET. So in this regard, I personally want to pass on my sincere thanks to the Bridge Project. In fact, I think that this is crucial moment where we need the help of the project more than ever because the CLC is growing even bigger than expected. So, as the CLC management, we will work even harder to maintain the CLC forever.

BNC member



My name is Nomsa Mpalami. I work as a Non-Formal Education Officer at Lesotho Distance Teaching Centre. My main duties are to develop literacy materials, to train literacy teachers and to produce radio programmes on literacy and functional literacy.

In September 2015, I was a participant in a training workshop in South Korea. I had a chance to visit the KNCU team. Fortunately, during our discussion, I was asked to assist with the monitoring of the three CLCs in Lesotho. I was really happy about this assignment.

I joined my colleague, who was already a member of the Bridge Project. Since that time, the BNC has been very supportive, financially and otherwise. The implementation of activities such as monitoring, building the capacities of literacy teachers through training workshops, and provision of learning materials which enhance learning would not be easy without the provision of funds from the KNCU. Working together with other stakeholders has led to mutual friendship and improved working relationships amongst the members. We now know how other institutions operate and we are able to advise our friends and the communities around us to use these institutions to help their development.

Key Stakeholder Interviews

In 2016 we had a very meaningful moment when the literacy learners were invited to participate in a writing festival. They were asked to write stories on a given topic. About six learners were selected as the best story writers. Their stories were compiled together to make a book. That book was launched on the 7th of October 2016 during the International Literacy Day (ILD) celebration. Another important moment was the introduction of a two tier programme, which was also a good idea that enhanced the reading and writing skills of the learners. The formation of the committees in the CLCs has nurtured a sense of ownership in the sense that the members have various responsibilities such as overseeing the buildings in the CLCs, making sure that classes are

conducted on set days, and supporting the teachers in the recruitment of potential learners. They also support the literacy teachers by facilitating activities such as public gatherings, campaigns, and other activities done at the centres to create awareness of literacy programme. These activities helped people to work together effectively. I hope this move will also help the sustainability of the project. The BNC is looking forward to the time when the community feels that this initiative is their baby, whom they must take care of, and whose development they must work towards. The communities around the CLCs will always benefit from these structures and I hope they will never forget the love shown by KNCU through this project.

V. LESSONS LEARNED

Strong Community Ownership

Communities' strong ownership is the key to successful implementation of the Bridge Lesotho Project. At the initial stages of the project, the chiefs of each community provided the land to establish the CLCs, and many community members happily supported the construction of CLC buildings. The communities also voluntarily clean and maintain the CLC classrooms and facilities.

Establishment of CLC management committees in each village has been an important factor in promoting a strong sense of ownership of the CLCs. Each committee, consisting of the village chief, community members and teachers, regularly meets and discusses how the communities can contribute to the CLCs. The chiefs and representatives of the communities, along with CLC teachers, participate in the planning of the project's annual activities during the Bridge National Workshops.



Chief (speaking) and councilor (middle) of Liphiring village at Bridge Lesotho Handover Workshop, Sep. 2018

In all three communities, parents of ECCD learners donate 20 Rand every month. The money is used to buy additional class materials and to maintain classrooms. The communities also plant vegetables at their CLC to help the feeding programme. In 2017, one of the BNC members, from Technologies for Economic Development (TED), helped the Ha-Motsu and Ha-Teko communities to receive peach trees from the government. When the trees bear fruit, it will be used to help feed ECCD learners.

Strong Commitment of BNC



Bridge National Committee Meeting

The BNC plays a key role in the effective implementation of the Bridge Lesotho Project. The Lesotho BNC consists of 16 members drawn from relevant government ministries and other partner organizations in the ECCD, non-formal education and TVET sectors. The BNC members meet on a regular basis to discuss how to improve the quality of the education programmes in the CLCs, as well as to expand the project's impact on the community. Since the Lesotho BNC was organized in 2015, 9 meetings were held quarterly. The BNC members also regularly conduct monitoring visits to the CLCs in order to make sure the centres provide a quality education service to the community.

The role of the BNC is crucial because it acts as a bridge between Bridge education programmes and the national education system. When the education programmes of the CLCs are aligned to the national education system, learners benefit more from the programmes. For instance, leatherwork and sewing were selected as subjects for the vocational training classes in the CLCs in close consultation with TVD so that the learners who finish the courses can apply for the relevant existing national certificate test. Furthermore, thanks to the efforts of BNC members from the ECCD Unit, the ECCD classes have been registered in the government system. The ECCD learners have also benefited through the government feeding scheme.

The BNC also provides vital support to ensure the quality of education programmes in the CLCs by organizing a number of training workshops for CLC teachers and stakeholders. With strong expertise in each area, the BNC members engage in designing the programmes, hiring competent trainers, and facilitating the workshops with the trainers. The members also support the development of textbooks and learning and teaching materials, as well as teaching CLC teachers how to effectively utilize them. In addition, the BNC members encourage the community people to participate in the education programmes at the CLCs and engage in the management of the centres through public gatherings and any chance of monitoring visits to the CLCs.

Integral Approach in ECCD

ECCD is not merely about educating children, but also includes care, development, and child health. Every child has the right to learn and play in a safe and secure environment. This view led the Bridge Lesotho Project to adopt integral approach in ECCD.

Toilets were constructed in Ha-Motsu and Ha-Teko CLCs and water facilities were also installed in each CLC for the sake of children's health and hygiene. Meanwhile, from 2016 to 2017, the Bridge Lesotho Project engaged with a private company (Hyundai Green Food) to run the feeding programme at Ha-Motsu Centre. The programme, which is now run in conjunction with the Lesotho government, provides daily nutritious food for breakfast and lunch every day to ECCD learners.

Parents of ECCD learners are very happy to see that their children have become healthier and more energetic since the feeding programme started. Furthermore, parents of Ha-Motsu ECCD learners also have benefited from educational programmes on how to make balanced nutritious food for their children through the Food and Nutrition Workshop organized in cooperation with the ECCD Unit.

Moreover, in order to make the centres more child-friendly, playgrounds were installed in all three CLCs. The playground helps children develop not only physically but also emotionally, through playing and interacting with classmates. Story books on child rights were also distributed to increase awareness to teachers and parents.

Exchange of Knowledge and Experience among CLCs

Bridge National Workshops are held annually to enhance mutual learning among stakeholders. The workshop brings together all teachers, chiefs, representatives of the communities and CLC local coordinators and allows them to share their knowledge and experiences in CLC operation.

In September 2018, the 4th Bridge National Workshop was held over three days. During the workshop, 23 participants from Liphiring, Ha-Motsu and Ha-Teko CLCs shared their achievements and the challenges they have encountered in operation of CLCs, and established community-level action plans.

To expand opportunities for mutual learning, local coordinators of each CLCs conducted peer learning visits to other centres. The coordinators participated in classes and had meetings with CLC stakeholders. After the peer learning visit, Ha-Teko and Liphiring communities each made a vegetable garden at their CLC to support the government feeding programme, following the practice of Ha-Motsu CLC.



The 4th Bridge National Workshop, Sep. 2018

VI. ACKNOWLEDGEMENTS

Message and Evaluation from the Lesotho National Commission for UNESCO (Ms. Palesa Montsi, Secretary General)



On behalf of the people of the Kingdom of Lesotho, and on my own behalf, I wish to seize this opportunity to express my profound excitement and appreciation to the people of the Republic of Korea through the Korean National Commission for UNESCO (KNCU) and Korean Ministry of Education for having provided seed money for the Bridge Africa Programme (BAP). The Bridge Lesotho Project was introduced in Lesotho in 2010 through our good and long standing bilateral relations which witnessed the signing of a Memorandum of Understanding. The MOU was renewed again in 2016.

Although the MOU comes to an end in 2018, our heads are held up high that a number of overarching goals especially in the education sector have been achieved. In Lesotho for instance, the programme did not only give birth to the establishment of Community Learning Centres which are meant to advance literacy but it also addressed a number UN and UNESCO's priorities. Through efforts towards achieving Education for All since the year 2010, the Bridge Lesotho Project has yielded unprecedented progress in Lesotho and I am glad to announce that Lesotho did considerably well in goal number one: "Expanding and improving comprehensive early care and education, especially for the most vulnerable and disadvantaged children". It is therefore befitting to say that initiatives such as BAP have without a shadow of doubt contributed towards the achievement of this important goal in Lesotho.

Currently, the BAP can be directly linked to the attainment of Sustainable Development Goal 4 which aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

With BAP coming to an end, the question that arises is the sustainability of Bridge beyond 2018. I wish to state categorically that the Lesotho government has already taken measures to incorporate all Bridge projects into the government system through the Ministry of Education and Training. For instance, the ECCD classes have now been incorporated in to the government system as ECCD teachers in the three centres are now paid by the government. Secondly upon the end of Hyundai cafeteria project at Ha Motsu CLC, the government took over the feeding of the children not only at Ha Motsu but to the other two centres of Ha Teko and Liphiring. Lastly, the Ministry of Education provides periodical refresher training courses for ECCD teachers. We only remain hopeful that due assistance will be granted to Literacy and TVET alike. It therefore suffices to say, although the financial and physical touch of South Korean assistance will be gone, Bridge projects impact to the disadvantaged communities of Lesotho will yet to stand the test of time.

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

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 Lesotho 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 Lesotho comes to an end, Lesotho 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 Lesotho, 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 centres.

Over the period from 2010 to 2018, 8 Korean project volunteers and project managers have lived together with the Lesotho 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 the rural areas, this project has also allowed us to learn about the people and culture of Lesotho. Since it began, the Bridge Lesotho Project has built bridges between communities and the government, between community and community, and between partner countries. The project has evolved throughout 8 years to date, and will hopefully continue to evolve in the future.

I sincerely hope that Bridge Lesotho 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 was rendered to the Bridge Lesotho Project. I would also like to extend my special thanks to the Lesotho 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. Ke a leboha!



1. List of the Bridge Project Volunteers and Managers

Name	Position	Work Period
Moon-ju KIM	Volunteer, Project Manager	October 2010 ~ March 2016
Kwon Hyuk KO	Volunteer	October 2010 ~ October 2012
Yoo Sun KIM	Volunteer	October 2010 ~ November 2011
Sang Il LEE	Volunteer	March 2012 ~ October 2012
Da Hyun KIM	Volunteer	March 2014 ~ December 2014
Gyo-jin JOO	Volunteer	March 2014 ~ December 2015
Seul Gi CHOI	Project Manager	April 2016 ~ January 2017
Sangsun KWON	Project Manager	March 2017 ~ October 2018

2. Bridge Project Volunteers / Managers Interview

Ms. Moon-ju KIM



My name is Moon-ju Kim and, while in Lesotho, I was also given the name of 'Lineo' (meaning 'Gifts'). I worked as a Project Manager for the Bridge Lesotho Project from October 2010 to April 2016.

I joined the Korean National Commission for UNESCO as a volunteer (Project Assistant) for the Bridge Africa Project in 2010, just after I completed my studies at university. During my first two years as a volunteer, my role was to identify local resources for community development and initiate educational programmes.

In 2013, I was appointed as a Project Coordinator for the same project and in 2014 I became Project Manager, with an expanded role, establishing new project sites, supervising volunteers' activities, building three Community Learning Centres and organizing

stakeholder meetings as well as leadership training and literacy teacher training workshops in Liphiring, Ha-Motsu and Ha-Teko villages.

As the first Korean representative for the Bridge Africa Project, I had the opportunity to play an essential role in fostering global citizenship for community members in Lesotho. The projects we have initiated have made tangible improvement in education and the quality of life of communities we worked in. Through the great partnership of the communities in Lesotho, I learned that rural communities in developing countries can play a vital role in helping to achieve sustainable and significant improvements and development. This led me to stay in Lesotho for 6 years, to see the long-term sustainable relationships built under the project, and its development plans.

One of the successful achievements was to get all the Community Learning Centres registered under the government of Lesotho. This means that teachers' salaries, school feeding programmes, and training workshops were provided by the government through the targeted intervention, support and engagement. Whilst the projects in Lesotho showed that rural communities could achieve sustainable and significant improvement through their own initiatives, it also taught us about significant role of its government support in enabling the local community to sustain their own projects.

Developing initiatives between two different organizations towards a single goal was not always easy. However, by having mutual understanding and respect between partners made collaboration smoother and more effective, which was a unique point of the Bridge Africa Project compared to other international development projects. I still believe that it is always important to focus on "bottom-up and collaborative" approaches to bring the most successful sustainable development.

Comments for LNCU and the Lesotho community

Kea leboha bo mme le bo ntate ka lerato leo le ileng la mponentsa lona. Ke ntse ke hopotse Lesotho haholo. Ke ithutile li ntho tse ngata ha ke sebeditse le lona litabeng tsa tsoelopele ea Lesotho. Ke tla thabela ho tseba ho re le ntse le sebeta hantle ho ntlafatsa thuto ea bana le sechaba sa Basotho.

Mr. Sangsun Kwon

I am Sangsun Kwon and I have worked as a project manager of the Bridge Lesotho Project since March 2017.

As suggested by my Sesotho name 'Letsatsi', which means the sun, I always wanted my life bring light to those who are vulnerable and marginalized. I found I could do this through working for the Bridge Lesotho Project. In addition, I thought my previous work experiences in other African countries and in the field of international development would be an asset in working for this project.

As a project manager, I was primarily in charge of the



technical, financial and administrative management of the Bridge Lesotho Project. In the meantime, I played a leading role in planning, coordination and implementation of project activities in close cooperation with partners from the government, NGOs, and local communities.

I contributed to improving the quality of education in the CLCs by organizing a series of training workshops for teachers, local coordinators and CLC management committees. I also implemented a number of activities to improve the learning environment of the CLCs. This included the production of textbooks and teaching and learning materials, and upgrade of classrooms and other facilities, such as installation of playgrounds at all three CLCs. Meanwhile, I kept in close consultation with BNC members from the government to align the learning programmes of the CLCs with the national education policy, frameworks, and curriculums. One of the results of this was that learners in the vocational training classes became able to apply for national certification tests.

During recent BNC meetings, the issue of the sustainability of the project was always at the top of the agenda. I and all other BNC members put our heads together to develop every possible measure to strengthen sustainability of the CLCs. I also had countless individual meetings with the BNC members and other stakeholders involved in the project to discuss the sustainability issue. Sometimes things did not go as smoothly as we expected; however, we have succeeded in making remarkable progress.

First of all, the ECCD class, which was already registered in the government system, will be managed on an ongoing basis by the government. In addition, the government took over Hyundai Green Food's feeding programme, which was completed in December 2017, and has since provided daily meals to child learners in all three CLCs. Furthermore, during the last meeting of senior officials of the Lesotho Ministry of Education and Training, the officials positively discussed incorporating the literacy classes and the vocational training classes into the government system.

I believe the many accomplishments of the Bridge Lesotho Project would not have been possible without strong support of Ms. Palesa Montsi, the Secretary General of the LNCU and Mr. Tieho Rankhone, the Bridge Programme Officer. I also sincerely wish to thank Ms. Malehlohonolo Mashapa, the Chair of the BNC and all of the BNC members for their passion for, and commitment to the project. I am also thankful for the hard work of the teachers and local coordinators of the CLCs as well as chiefs and CLC Management Committee of the three villages. Last but not least, I would like to express my appreciation to my colleagues at the KNCU. It was a great privilege to work with you all. Kea leboha!

