

From 2016 to 2020

# Bridge Botswana Project Report

December 2020



United Nations  
Educational, Scientific and  
Cultural Organization



Botswana  
National Commission  
for UNESCO



Korean  
National Commission  
for UNESCO

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## **List of Abbreviations and Acronyms**

|             |   |
|-------------|---|
| <b>ABEP</b> | Adult Basic Education Programme                 |
| <b>BEAR</b> | Better Education for Africa's Rise              |
| <b>BNC</b>  | Bridge National Committee                       |
| <b>BNCU</b> | Botswana National Commission for UNESCO         |
| <b>CLCs</b> | Community Learning Centres                      |
| <b>ECD</b>  | Early Childhood Development                     |
| <b>KNCU</b> | Korean National Commission for UNESCO           |
| <b>MOU</b>  | Memorandum of Understanding                     |
| <b>OSEC</b> | Out of School Education for Children            |
| <b>OSET</b> | Out of School Education and Training            |
| <b>PSLE</b> | Primary School Leaving Examination              |
| <b>SDGs</b> | Sustainable Development Goals                   |
| <b>STP</b>  | Skills Training Programme                       |
| <b>TVET</b> | Technical and Vocational Education and Training |
| <b>UIL</b>  | UNESCO Institute for Lifelong Learning          |
| <b>UIS</b>  | UNESCO Institute for Statistics                 |



## I. INTRODUCTION

The Bridge Botswana Project (the Project) has been implemented from 2016 to 2020 aiming to improve lifelong learning opportunities for educationally marginalised communities and empower them to be self-sufficient.

The Botswana National Commission for UNESCO (BNCU) has implemented the project since the signing of a five-year Memorandum of Understanding (MOU) with the Korean National Commission for UNESCO (KNCU) in February 2016 at Lilongwe, Malawi.

The purpose of the MOU was to establish a framework of cooperation between the two National Commissions for the development and implementation of the Bridge Botswana Project for a period of five years, between February 2016 and February 2021. The MOU also set out clear roles and responsibilities to be undertaken by each party in the process of providing technical, financial and human resources. Based on the MOU, BNCU committed to providing administrative and technical support for the implementation of the project, including support for KNCU personnel who were dispatched to Botswana as Bridge Project Manager to ensure effective implementation of project activities.

The Project has supported educational activities at grassroots level through the establishment of Community Learning Centres (CLCs), which act as hubs of community-led development activities in the context of non-formal education. Through education programmes at CLCs, learners are given opportunities to enhance their livelihoods. The Project has also mobilized and empowered local communities and their leadership to take accountability for non-formal education programmes in order to achieve UNESCO's Education for All goals and Sustainable Development Goal 4.

## II. BACKGROUND

### 1. Country Overview

Botswana is a flat landlocked country covering about 581,730 km<sup>2</sup> with a very sparse population of just above two million. The country, which consists mainly of the Kalahari Desert, is bordered by South Africa to the south and southeast, Namibia to the west and north, Zambia to the north and Zimbabwe to the northeast. Botswana is politically stable, operating through a multi-party democratic political system. Its GDP Per Capita at independence in 1966 was around 80USD. However, Botswana has since been able to grow her economy to that of an upper middle-income country.

The majority of Botswana's revenue is generated from mineral extraction, which is dominated by diamond mining, though tourism also plays an important role in the country's revenue collection. Due to the country's conservation practices, the abundance of natural resources including mineral wealth, good governance and prudent economic management, Botswana has been able to maintain her strong and stable economic growth to date. As a result of the country's economic standing, the living conditions of the people of Botswana have significantly improved. Despite this positive development, youth unemployment is an emerging challenge for the country, including educated unemployed youth, with youth unemployment rates standing above 20%. Similarly, the current COVID-19 pandemic is expected to put a strain on the country's economic growth.

In order to reduce her dependence on mineral resources for income generation, Botswana has developed a transformative agenda (Vision 2036, Achieving Prosperity for All) the main goal of which is to transform the country from a middle income to a high-income country by 2036. This is hoped to be achieved by investing in the country's human resources, which will then lead to a shift from a resource-based economy to a knowledge-based economy.

### 2. Current Situation regarding Education in Botswana

Education and skills training are recognized as a fundamental element of human resource development in Botswana. As such, education is to a large extent free but not compulsory. However, the Children's Act of 2009 identified education as a right and consequently set out clear punitive measures to deal with anyone who may be seen to be denying children of their right to education.



The Government of the Republic of Botswana is committed to providing inclusive and universal access to a ten-year basic education to all children of school-going age. In addition, the government has recently introduced pre-school in government primary schools to help stimulate and develop children's intellectual, emotional and motor skills, in preparation for formal education. Despite all these efforts, an estimated 7% of Botswana children are still not accessing education.

The structure of education in Botswana is similar to that of the United Kingdom. It covers seven (7) years of primary, three (3) years of Junior Secondary and two (2) years of Senior Secondary education. Primary education runs from Standard 1 to Standard 7 while secondary education runs from Form 1 to Form 5. At the end of every level, learners sit for an examination prior to proceeding to the next level. Though there is a 100% transition from primary to junior secondary, transition from Junior Secondary to Senior Secondary follows a process of academic selection. Similarly, the government has ensured the inclusion of prevocational programmes into the junior and senior secondary education curriculum for purposes of equipping learners with life skills and to stimulate their interest for vocational skills. At tertiary level, the Government is providing financial support through the Grant-loan Scheme. The scheme covers both tuition and living expenses of tertiary education learners registered at institutes of higher learning.

### **i. Early Childhood Development (ECD)**

Early Childhood Development (ECD) is a fundamental aspect of education that boosts children's overall development and prepares them for active participation in learning. In Botswana, ECD is not accessible for all the eligible children. Over the years it has become apparent that there is a need to focus more on access to quality pre-primary education. It has been proven that once a child gets the foundation right, the subsequent levels of education become easier to deal with.

The government of Botswana has made a commitment to introducing the ECD programme in public schools. This is being introduced on a gradual basis and is not yet available in all the schools. Public schools are also not available in all areas, which leaves a number of children not accessing the programme, especially those in remote areas.

Considering the benefits of ECD in preparing children for academic participation and their future integration into the community, the government of Botswana conducted a pilot of pre-school education in six (6) government primary schools in 2013 and rolled out the programme to at least 80% of schools in phases from 2014. To date, pre-school education has been rolled-out to 613 out of 755 public primary schools.

As per the table below, enrolments in pre-primary education in 2019 stood at 42,440. From this total, 20,772 (48.9%) constituted males while 21,668 (51.1%) constituted females, which indicates that Botswana has achieved gender parity in pre-primary education (Ministry of Basic Education, 2019).

## 2019 Pre-primary Schools Enrolments (ages from 0-6) <sup>1)</sup>

| District     | No. of Centres | No. Council | No. Church | No. Community | No. VDC   | No. NGO   | No. Private | No. Enrolled Boys | No. Enrolled Girls | Total Enrolment |
|--------------|----------------|-------------|------------|---------------|-----------|-----------|-------------|-------------------|--------------------|-----------------|
| Kweneng      | 154            | 0           | 8          | 1             | 2         | 6         | 137         | 3147              | 3227               | 6374            |
| Sowa Town    | 4              | 1           | 0          | 0             | 1         | 0         | 2           | 103               | 100                | 203             |
| Chobe        | 8              | 0           | 0          | 1             | 0         | 0         | 7           | 154               | 131                | 285             |
| Kgalagadi    | 21             | 1           | 1          | 0             | 7         | 0         | 12          | 290               | 275                | 565             |
| North-east   | 43             | 1           | 2          | 0             | 19        | 2         | 19          | 720               | 773                | 1493            |
| Lobatse      | 23             | 5           | 2          | 0             | 0         | 1         | 15          | 534               | 569                | 1103            |
| Francistown  | 68             | 0           | 6          | 2             | 0         | 6         | 54          | 1486              | 1863               | 3349            |
| Kgatleng     | 34             | 0           | 2          | 1             | 1         | 2         | 28          | 566               | 593                | 1159            |
| Ghanzi       | 30             | 1           | 2          | 0             | 12        | 3         | 8           | 576               | 590                | 1166            |
| Jwaneng      | 14             | 2           | 1          | 0             | 0         | 1         | 10          | 428               | 464                | 892             |
| Southern     | 73             | 1           | 5          | 1             | 4         | 3         | 53          | 1201              | 1136               | 2337            |
| North-west   | 130            | 0           | 5          | 1             | 16        | 2         | 39          | 2432              | 2480               | 1093            |
| Central      | 143            | 1           | 9          | 9             | 3         | 10        | 111         | 3524              | 3498               | 7184            |
| South East   | 38             | 4           | 1          | 1             | 0         | 2         | 30          | 1146              | 1245               | 2391            |
| S/Phikwe     | 27             | 1           | 2          | 0             | 0         | 2         | 22          | 612               | 682                | 1294            |
| Gaborone     | 122            | 1           | 5          | 0             | 3         | 8         | 96          | 3853              | 4042               | 8023            |
| <b>TOTAL</b> | <b>932</b>     | <b>19</b>   | <b>51</b>  | <b>17</b>     | <b>68</b> | <b>48</b> | <b>643</b>  | <b>20772</b>      | <b>21668</b>       | <b>42440</b>    |

1) Ministry of Basic Education, (2019). Unpublished

## **ii. Out of School Education and Training (OSET)**

A critical component of Basic Education in Botswana, the Out of School Education and Training (OSET) is a complementary form of education that creates access to education for members of the community who could not access formal education due to one reason or another. It is an integrated and comprehensive programme comprising the Adult Basic Education Programme (ABEP), Out of School Education for Children (OSEC) and the Skills Training Programme (STP). ABEP is designed to open access to education for out of school youth and adults. Its main goal is to increase literacy rates. With support from the UNESCO Institute for Lifelong Learning (UIL), the ABEP curriculum is designed in such a way that it provides beneficiaries with the level of education that is equivalent to standard seven.

OSEC is designed specifically to create access for children of school-going age who are not accessing education, so that they do not miss out. The STP on the other hand is to empower local communities with skills that they can use to generate funds to improve their socio-economic lifestyles. Using the needs-based approach to learning, the STP offers training in a wide range of practical and pre-vocational skills. Its main purpose is to ensure that beneficiaries are able to effectively contribute to the socio-economic development of their families, communities and that of the nation at large.

OSET is designed as a modularized and an outcome based educational programme. This is to enable beneficiaries to enjoy flexibility, choice, access and mobility in the programme, as their participation is in most cases affected by socio-economic activities. As a result of Out of School Education and Training and its predecessor, the National Literacy Programme, Botswana has been able to register a literacy rate of 95% as of 2014 (Statistics Botswana, 2016). <sup>2)</sup>

## **iii. Technical and Vocational Education and Training (TVET)**

Technical and Vocational Education and Training (TVET) in Botswana is offered at the technical and the vocational levels. Technical education is offered through technical colleges whose main focus is on the theory behind the skill to be learnt, while vocational skills training is offered through vocational institutions or brigades. The focus of vocational institutions is to equip learners with the skill to do the job rather than the theory behind the skill. The main purpose of the vocational institutions is to address the unemployment of school leavers who could not progress academically to higher levels of

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2) Statistics Botswana. (2016). National Literacy Survey 2014, Gaborone

education. As such, they are trained as artisans at trade certificate level.

When the Bridge Botswana Project started in 2016, the Government of the Republic of Botswana decided not to include technical education in the project, as support for improvements to TVET had been given by the Republic of Korea to Botswana through the Better Education for Africa's Rise (BEAR) from 2012 to 2016. In order to ensure that Botswana did not lose out on the support offered for the development of TVET, the Bridge Botswana Project then redirected the TVET support to non-formal skills training, which is a component of the Out of School Education and Training. The purpose was to ensure that disadvantaged communities without formal education are empowered with skills and knowledge that can improve their livelihoods. Through the National Qualifications Framework, beneficiaries of the non-formal skills training are assessed for recognition and accreditation by the Botswana Qualifications Authority.

# III. OVERVIEW OF THE BRIDGE BOTSWANA PROJECT

## 1. Introduction to the Bridge Botswana Project

Botswana started implementing the Bridge Botswana Project after the signing of a five-year Memorandum of Understanding (MOU) between the Korean National Commission for UNESCO (KNCU) and the Botswana National Commission for UNESCO (BNCU) in February 2016 at Lilongwe, Malawi. The purpose of the MOU was to establish a framework of cooperation between the two National Commissions for the development and implementation of the Bridge Africa Programme in Botswana, via the Bridge Botswana Project, for a period of five years from February 2016 to February 2021.

### i. Rationale

Education has been identified as a global development priority, to be advanced through the achievement of UN Sustainable Development Goal 4 (SDG 4), which calls on countries to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. However, statistical evidence indicates that access to quality education is still a challenge despite efforts made by different countries, including Botswana. Through the Jomtien Declaration on Universal Access to Education in 1990 and the Dakar Framework on Education for All in 2000, the international community established that everyone has a right to a quality education and that countries should aim to provide access to such education for all their people. However, the UNESCO Institute for Statistics (UIS) (2016)<sup>3</sup> estimated that about 263 million children, adolescents and youth worldwide are still not accessing education, with more than 93 million of these children estimated to be in sub-Saharan Africa. In Botswana, an estimated 7% of school-going age children are not accessing education. As such, it is crucial to make a commitment to increasing access to equitable quality education towards achieving SDG 4 by 2030.

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3) UNESCO Institute for Statistics (UIS). (2016). 263 Million Children and Youth Are Out of School

KNCU initiated the Bridge Africa Programme in an effort to provide support for the achievement of SDG 4 in Sub-Saharan Africa. The programme is centered around the core principle of the UN Sustainable Development Goals, of *'living no one behind'*. Under the Bridge Africa Programme, the Republic of Korea, through its National Commission for UNESCO, supports partner countries to increase access to quality education, particularly for disadvantaged communities. Botswana is one of the partner countries that has benefited from this flagship programme aimed at empowering local communities to be self-sufficient through education-based initiatives.

## **ii. Aim**

The aim of the Bridge Botswana Project is to reduce inequalities brought about by lack of access to equitable quality education. It uses a community-driven model aimed at strengthening the capacities of local communities to eradicate extreme poverty through education-based initiatives. It targets people at grassroots level and empowers them to be self-sufficient through literacy and skills training programmes. It achieves this by providing financial support for the implementation of non-formal educational activities aimed at improving the quality of education of local communities in remote areas.

## **iii. Principles**

The Bridge Botswana Project provides quality education to learners with limited access to public education. It focuses the support on three thematic areas of education: Early Childhood Education, Literacy Education and Technical and Vocational Education and Training. Its main modalities of support include the construction and operation of Community Learning Centres, capacity building for teachers and procurement of teaching and learning materials.

Project funding is initiated by the submission of a proposal for funding, indicating the activities to be implemented for a particular year, together with a budget estimate for the proposed activities (construction of a CLC, capacity building for teachers and procurement of teaching and learning materials). At the end of the year, an annual report giving detailed content (both narrative and financial) is submitted to KNCU, indicating how the funds were utilized. This is to ensure accountability on the side of the implementing country and effective monitoring and evaluation by the donor. A Project Manager is also dispatched by KNCU to Botswana to help ensure effective implementation of project activities.



Construction of Community Learning Centres to serve as learning hubs in communities where there are no public schools



Provision of teaching and learning materials to support curriculum delivery



Capacity building for teachers to enable them to deliver quality education programmes

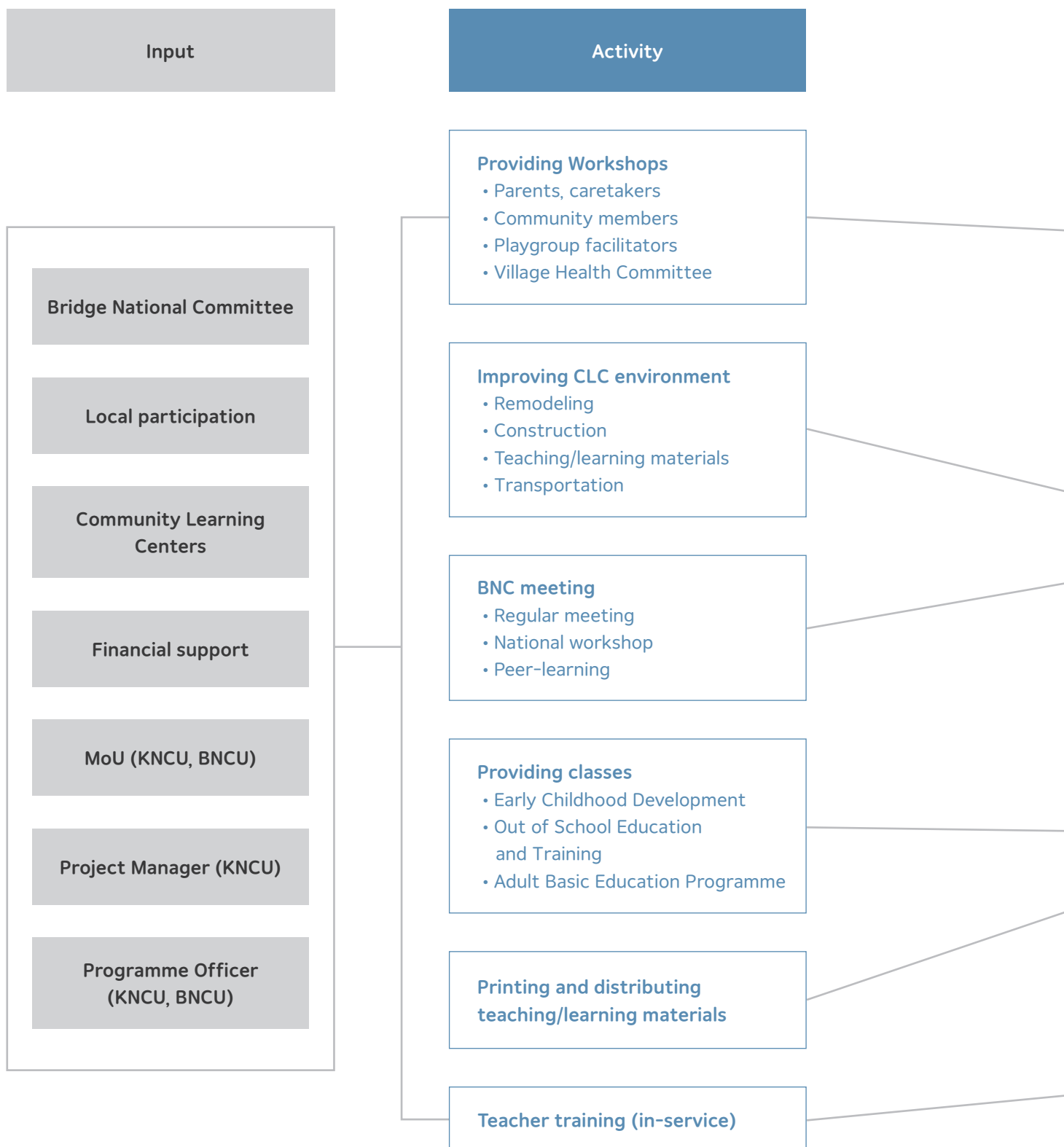
Focus Areas of the Bridge Botswana Project

#### **iv. Duration**

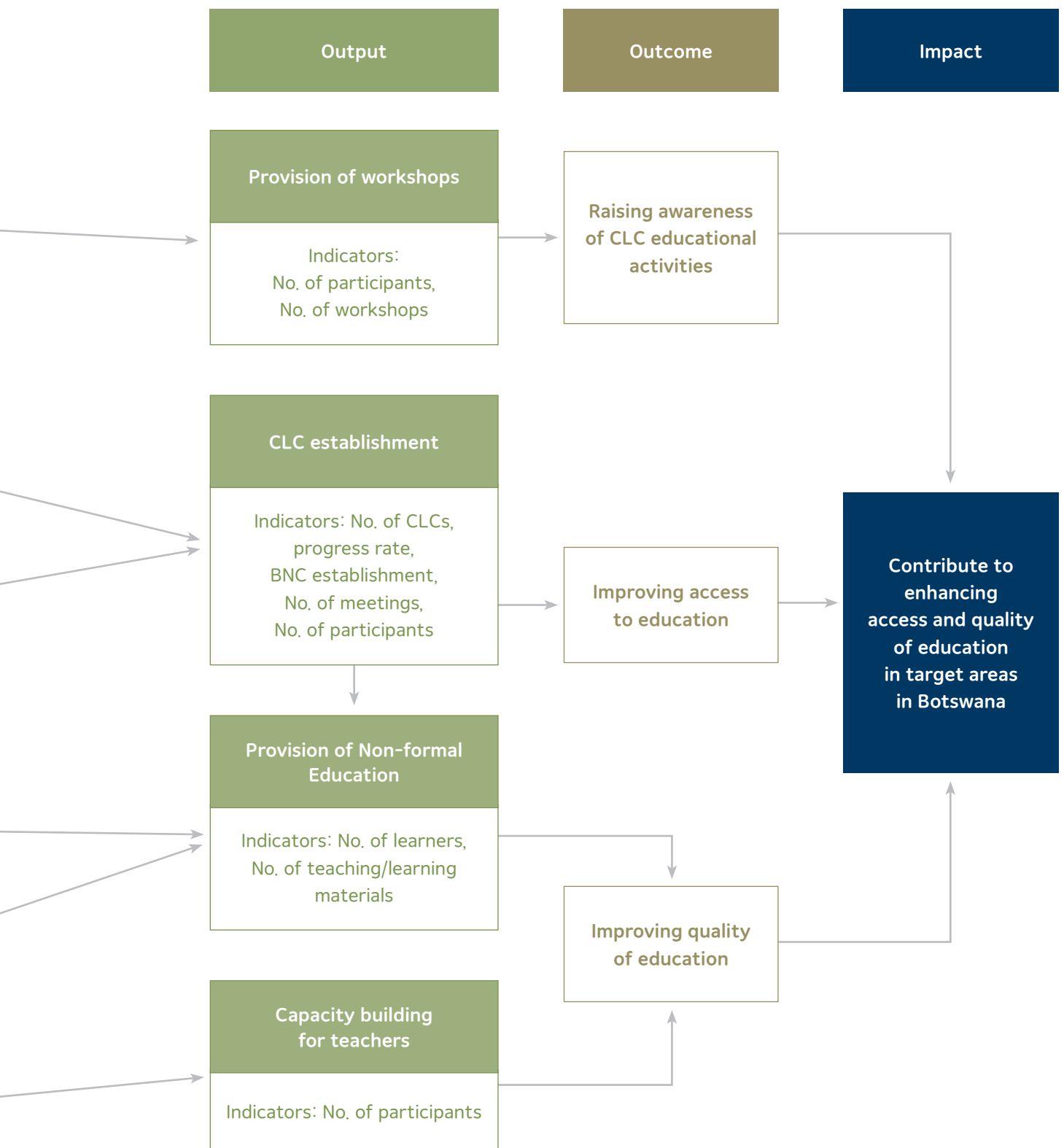
Botswana started implementing the Bridge Africa Programme after the signing of a five-year Memorandum of Understanding (MOU) between the Korean National Commission for UNESCO (KNCU) and the Botswana National Commission for UNESCO (BNCU) in February 2016 at Lilongwe, Malawi. The Bridge Botswana Project is a five-year project running from February 2016 to February 2021.

## 2. Structure of the Bridge Botswana Project

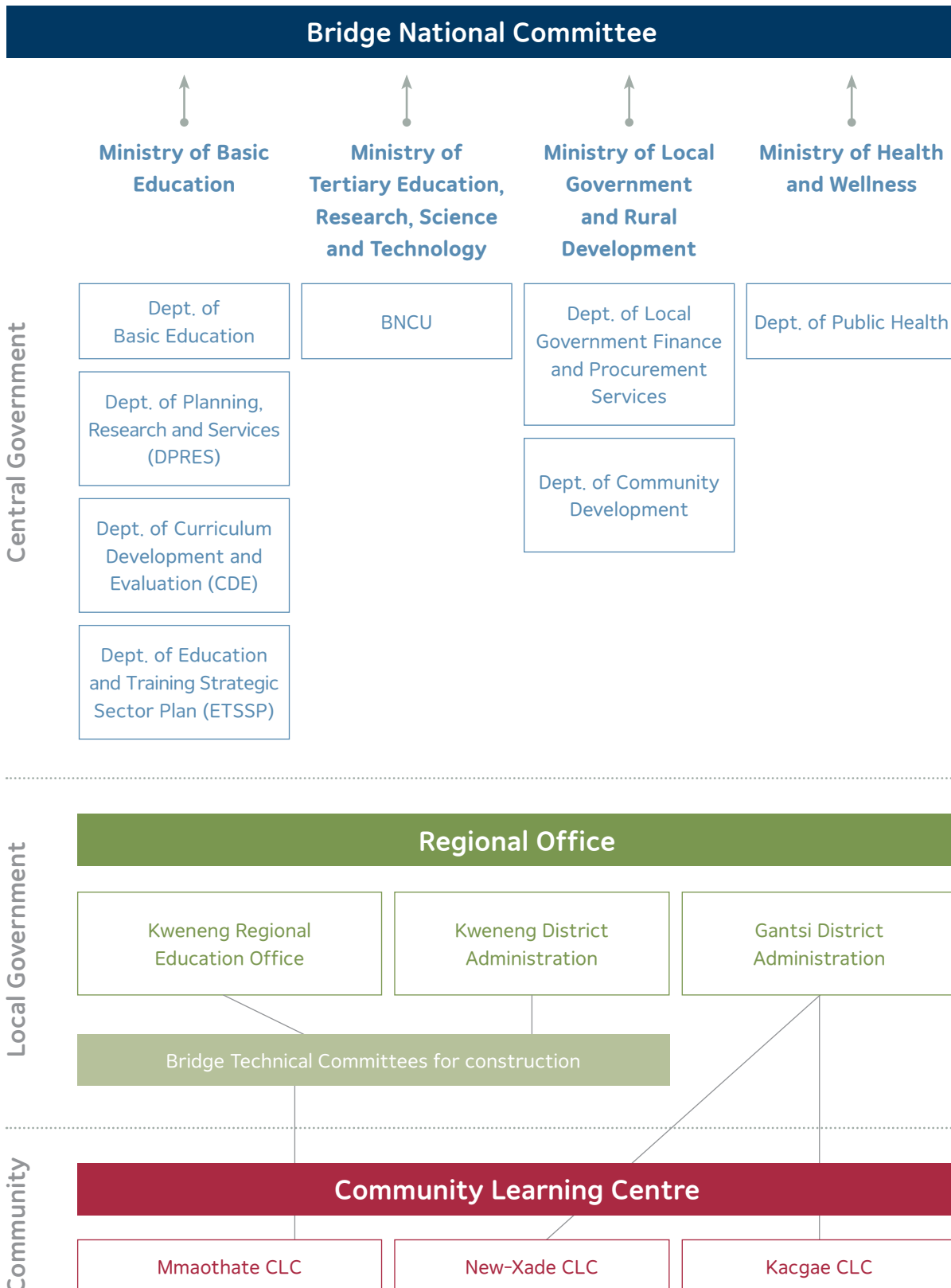
### i. Project Model: Theory of Change







**ii. Project Stakeholders**



| Partner  | Roles and Duties   |
|--|--|
| Minister - Ministry of Tertiary Education, Research, Science, and Technology   | To promote political support for the Bridge Botswana Project   |
| Permanent Secretary - Ministry of Education  | To provide technical, financial and human resources for implementation of the Bridge Botswana Project  |
| Botswana National Commission for UNESCO  | To coordinate the activities of the Bridge Botswana Project  |
| Bridge National Committee  | To provide policy and strategic guidance to the Bridge Botswana Project  |
| Bridge Project Manager and the Bridge Project Assistant  | To direct the day to day activities of the Bridge Botswana Project   |
| Department of Basic Education (DBE), Ministry of Local Government and Rural Development, Ministry of Health and Wellness | To implement the activities of the Bridge Botswana Project under the leadership of the Director of the DBE   |
| Kweneng District Council   | To provide technical support for construction of Mmaothate Community Learning Centre and resources for implementation of the Bridge Botswana Project |
| Kweneng Region   | To provide curriculum guidance and supervision of the Bridge Botswana Project  |
| Gantsi Region  | To provide curriculum guidance and supervision of the Bridge Botswana Project  |

### 3. Introduction to the Bridge Community Learning Centres in Botswana

The Bridge Africa Programme is implemented in three disadvantaged communities - Kacgae, Mmaothate and New Xade. These communities were identified based on the results of a needs assessment conducted by the Bridge National Committee from April to May 2016. The purpose of the needs assessment was to ensure that support was prioritized to communities with existing needs within the Bridge Africa Programme line of activities.

Therefore, the communities were each selected for a specific reason. Mmaothate as the principal project site was selected due to its recognized passion for education and the ability for the community to engage in educational activities with very little support from the government. Being the principal project site, Mmaothate also qualified to be the first community to have a Community Learning Centre constructed in it. Kacgae and New Xade were identified as secondary project sites. This was because they already had existing Community Learning Centres provided by the government. As a result, they benefited through education-based community mobilization, procurement of teaching and learning materials and capacity building of teachers and facilitators.

In general, Community Learning Centres (CLCs) have proven to be an effective and alternative strategy to increase access to education for disadvantaged communities. Due to their inclusive nature, CLCs further improve service delivery and enable maximum utilization of resources as they allow different education programmes and services to be conducted in the integrated facility.

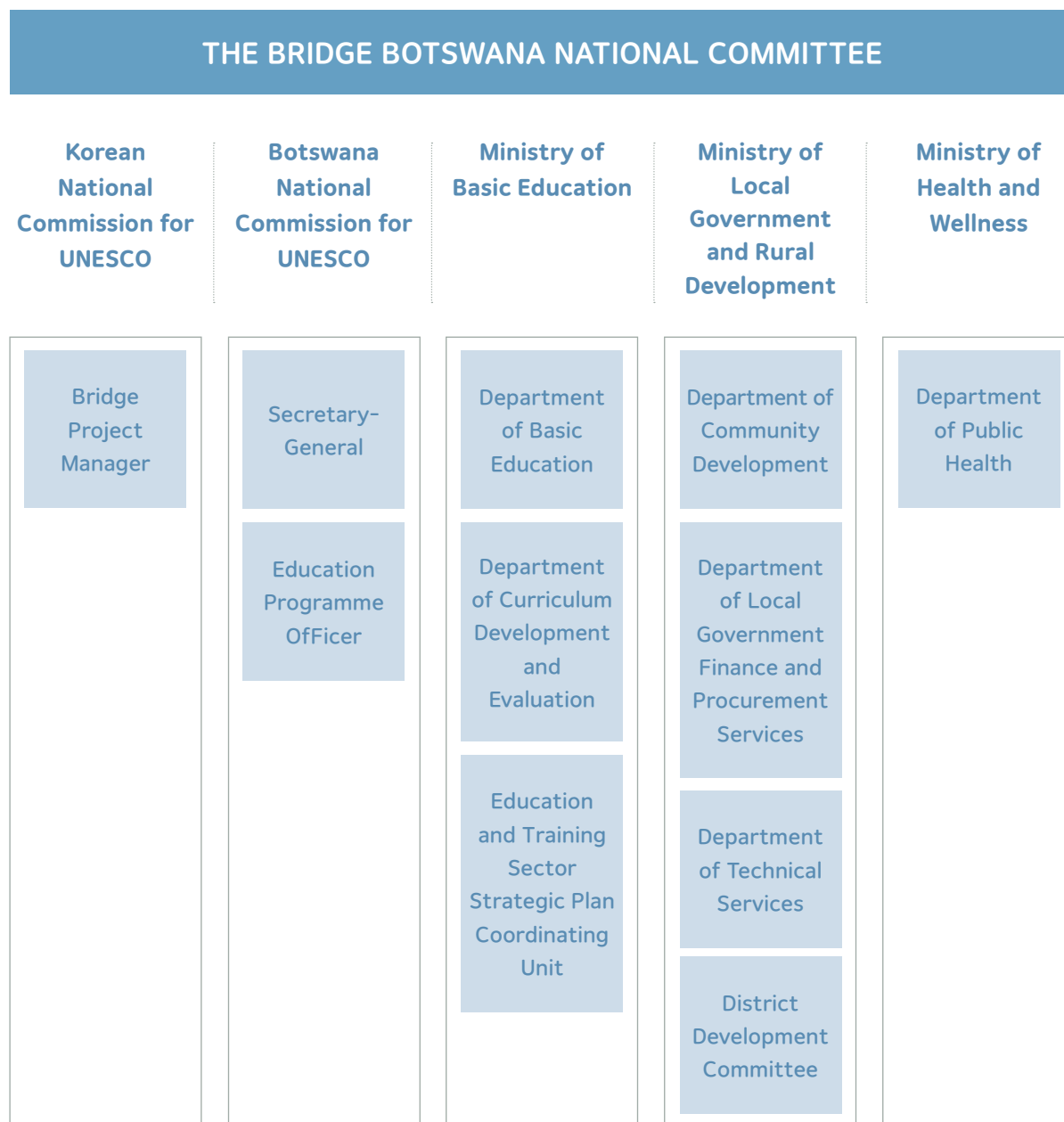


❶ Mmaothate Community Learning Centre was constructed in 2019 through the funds raised from the charity concert of Sumi Jo, a world-famous South Korean soprano and a UNESCO Artist for Peace.

❷ The opening ceremony of Mmaothate Community Learning Centre (2019)

## 4. Introduction to the Bridge National Committee in Botswana

The Bridge National Committee (BNC) is made up of key stakeholders in the implementation of the Bridge Botswana Project, as per the structure below.



Structure of the Bridge Botswana National Committee

The main purpose of the Botswana Bridge National Committee is to build a system that ensures sustainability, ownership and self-reliance of the Bridge Botswana Project. To realize this purpose, the role of the Committee is to:

- 1) Ensure that all the activities of the Bridge Botswana Project are aligned with Botswana's education strategy and fit Botswana's local context by promoting collaboration among different stakeholders based on their experience and expertise;
- 2) Promote collaboration among different stakeholders by organizing a "Bridge National Workshop", consisting of all stakeholders in the Bridge Botswana Project, including those from the local government and the community, at least once a year;
- 3) Design an annual action plan and produce an annual report (National Annual Report) for the Bridge Botswana Project;
- 4) Give policy direction to the Bridge Botswana Project including in relation to the construction, management, handover of the Bridge Botswana Community Learning Centres, and oversee and review the implementation process of the agreed action plan for the project;
- 5) Facilitate the mobilization of human and material resources for Bridge Botswana Project activities; and
- 6) Maintain, increase and diffuse knowledge and information in relation to the Bridge Botswana Project and the Bridge Africa Programme across the nation.

## IV. ACHIEVEMENTS

### 1. History of the Bridge Botswana Project: Main Activities from 2016-2020

2016

- 
- Initiation of the Bridge Botswana Project
  - Beginning of secondment of Korean Project Managers to BNCU
  - Conducting needs assessment for project sites
  - Establishment of Bridge National Committee (BNC)
  - Bridge Participation Project (year1)
- 

2017

- Bridge Participation Project (year2)
  - Establishment of Bridge Technical Committee
- 

2018

- Bridge Participation Project (year3)
  - Peer learning between Botswana and Eswatini National Commission for UNESCO
- 

2018

- Peer learning between Botswana, Eswatini and Zambia National Commissions for UNESCO
  - Construction of CLC at Mmaothate
- 

2020

- Handover of the Bridge Botswana Project
- 

History of the Bridge Botswana Project (2016-2020)

## 2. Quantitative Outcomes

### Quantitative Outcomes of the Bridge Botswana Project (2016-2020)

| Year         | Centre    | Access to educational activities (by KNCU) |   |                                    | Improvement of quality of education (by KNCU) |  |  | Enrolment of CLCs (by BNCU)       |   |  |
|--------------|-----------|--|---|------------------------------------|---|--|--|-----------------------------------|---|--|
|              |           | Early Childhood Development (ECD)          | Out of School Education and Training (OSET) | ABEP/ Functional Literacy Training | No. of teachers who received training         | No. of teaching and learning materials distributed | No. of Beneficiaries from improving learning environment | Early Childhood Development (ECD) | Out of School Education for Children (OSEC) | Adult Basic Education Programme (ABEP) |
| 2016         | Mmaothate | 25   | 19  | 30                                 | 19  | -  | 120  | 19                                | 59  | 10                                     |
|              | New Xade  | -  | 46  | -                                  | -   | -  | 100  | -                                 | -   | 45                                     |
|              | Kacgae    | -  | -   | -                                  | -   | -  | 200  | -                                 | -   | 30                                     |
| 2017         | Mmaothate | 60   | -   | -                                  | -   | 160  | -  | 32                                | 64  | 19                                     |
|              | New Xade  | -  | -   | -                                  | 120   | -  | -  | -                                 | 12  | 17                                     |
|              | Kacgae    | -  | -   | -                                  | -   | -  | -  | -                                 | -   | 9                                      |
| 2018         | Mmaothate | 77   | -   | 55                                 | -   | -  | 75   | 38                                | 67  | 19                                     |
|              | New Xade  | -  | -   | 59                                 | 38  | -  | -  | -                                 | 17  | 55                                     |
|              | Kacgae    | -  | -   | -                                  | -   | -  | -  | -                                 | -   | 10                                     |
| 2019         | Mmaothate | 124  | -   | 18                                 | -   | -  | 180  | 30                                | 73  | 19                                     |
|              | New Xade  | -  | -   | 43                                 | 36  | -  | -  | -                                 | 15  | 15                                     |
|              | Kacgae    | 104  | -   | 15                                 | -   | -  | -  | -                                 | -   | 11                                     |
| 2020         | Mmaothate | 28   | -   | 17                                 | -   | 917  | 180  | 60                                | 50  | 22                                     |
|              | New Xade  | -  | -   | 21                                 | 10  | -  | 24   | -                                 | TBD   | TBD                                    |
|              | Kacgae    | -  | -   | 7                                  | -   | -  | -  | -                                 | -   | TBD                                    |
| <b>Total</b> |           | <b>418</b>                                 | <b>65</b>                                   | <b>265</b>                         | <b>223</b>                                    | <b>1077</b>  | <b>879</b>   | <b>179</b>                        | <b>357</b>                                  | <b>281</b>                             |

\* Due to the early production date of the project report, the results for the year 2020 indicate the expected outcomes according to the project proposal for the 2020 Bridge Botswana Project.

Source:

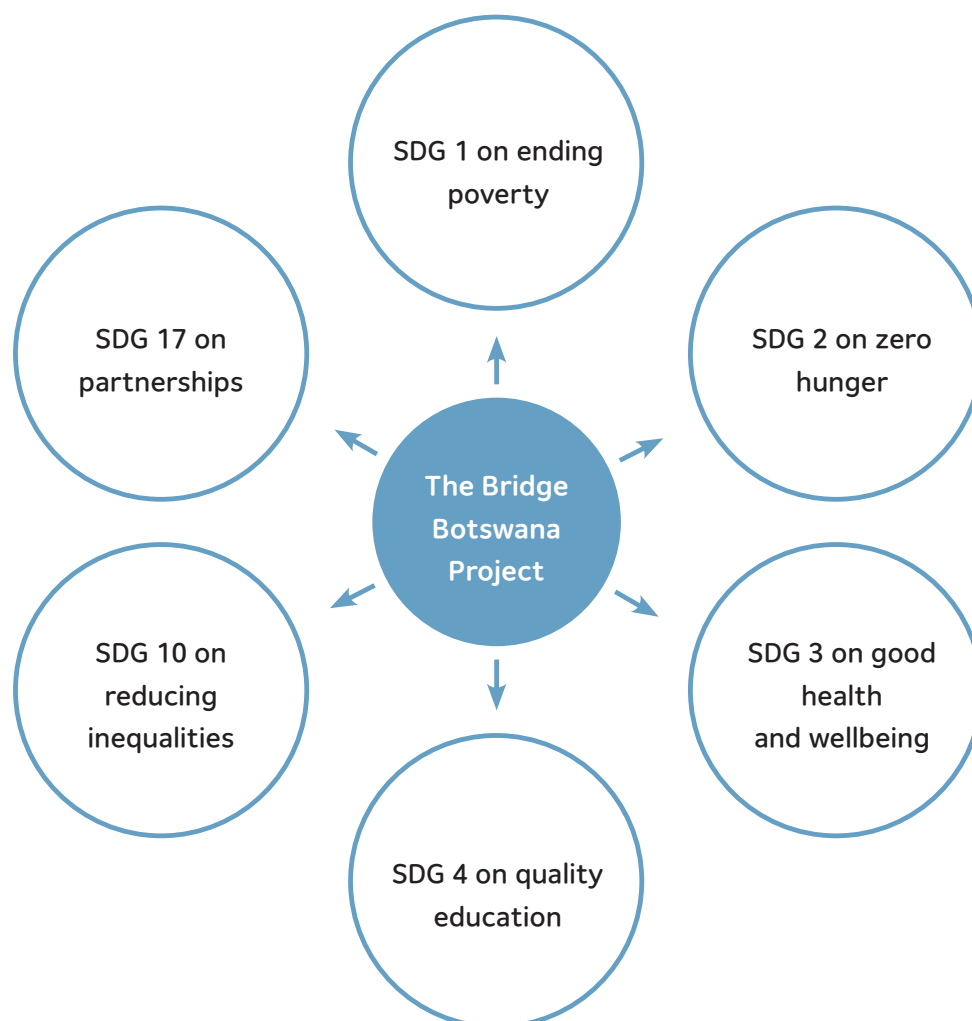
Annual Narrative Report of the Bridge Botswana Project (2016-2019)

Final Evaluation Report of the 2016-17 Bridge Participation Project

Statistics on CLC enrolment provided by BNCU (2016-2020)



### 3. Linkages between the Bridge Botswana Project and the SDGs



### 4. Implications and Outcomes of CLCs

The Bridge Botswana Project contributed enormously to the provision of quality education in Botswana. The results that have been realized are, to a large extent, credited to the mainstreaming of the Bridge Botswana Project activities into the existing education policies and programmes. This was to ensure that the resources provided by the government towards the implementation of such existing policies and programmes are rationalized towards effective implementation of the Bridge Botswana Project activities. As a result of this mainstreaming, the Bridge Botswana Project activities were implemented as part of the Out of School Education and Training (OSET), the Early Childhood Development (ECD) and the Health and Wellness Programmes.

Similarly, the Bridge Botswana Project brought another ray of hope to local communities as it provided them with an opportunity for Community-Based Learning where access to education programmes is increased due to their proximity. The use of Community Learning Centres (CLCs) has proven to be an effective and alternative strategy to increase access to education. Due to their inclusive nature, CLCs further improve service delivery and enable maximum utilization of resources as they allow different community programmes and services to be conducted in one facility and by a limited number of human resources. Based on the above, the Bridge Botswana National Committee recommends the use of CLCs in areas where the government is not able to provide fully fledged public schools, as they will speed up the process towards achieving an inclusive and equitable quality education by 2030.



Mmaothate Community Learning Centre (2019)

Furthermore, feedback from the beneficiaries and service providers suggests the positive impact of the Bridge Africa Programme in Botswana. Notable impacts include:

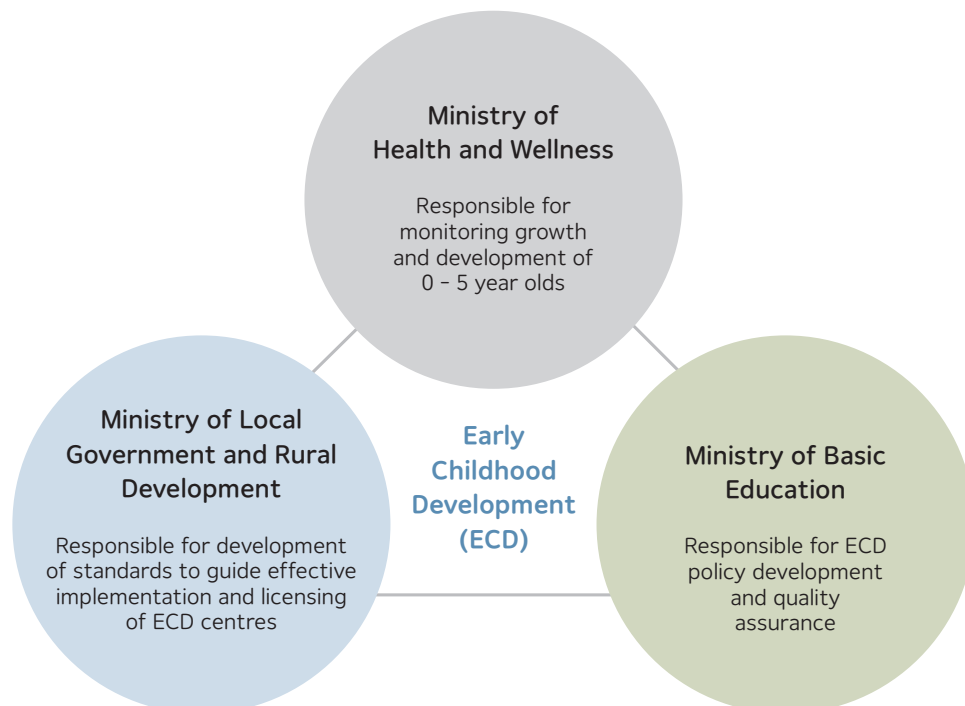
- Improved livelihoods due to the substantive income raised from the sale of products made using the skills acquired from the functional literacy programmes.
- A substantial increase in learner participation in ECD.
- Increased access to quality education by local communities due to the capacity building of ECD teachers and adult facilitators.

- Increased opportunities for local communities to access government funding and other services.
- Reducing inequalities as communities are able to read for themselves and engage in projects that sustain their livelihoods.
- Community ownership and participation strengthened.
- Improved service delivery.
- Increased participation due to localization of services.
- Optimum utilization of resources (physical, financial, and human resources).
- Increased access to public information.

### **i) Early Childhood Development (ECD)**

The Early Childhood Development programme comprises the education, care and growth and development of children aged between zero (0) and six (6) years. As such, the mandate is spread across the three ministries in Botswana, namely the Ministry of Basic Education, the Ministry of Health and Wellness and the Ministry of Local Government and Rural Development.

#### **Roles played by different Ministries in the implementation of ECD**





- ❶ ECD lesson in progress (2018)
- ❷ ECD Learners playing with educational toys, Mmaothate (2017)
- ❸ ECD learner practicing good hygiene (2018)

## **ii) Out of School Education and Training (OSET)**

The mandate of the OSET programme is to develop literacy programmes and skills training. It delivers its mandate through three critical areas that are relevant to the Bridge Botswana Project. These areas include the Out of School Education for Children (OSEC), Adult Basic Education Programme (ABEP) and the Skills Training Programme. The main focus of the Adult Basic Education programme is to create access to education for adults and youth. The programme also aims at assisting out of school children and adults and Primary School Leaving Examination (PSLE) underachievers, with an opportunity to complete their studies.

### **Out of School Education and Training (OSET) Programme**

#### **Adult Basic Education Programme (ABEP)**

Provides functional literacy to out of school youth and adults through non-formal settings

#### **Skills Development**

Provides skills training to youth and adults so that they can improve their socio economic status

#### **Out of School Education for Children (OSEC)**

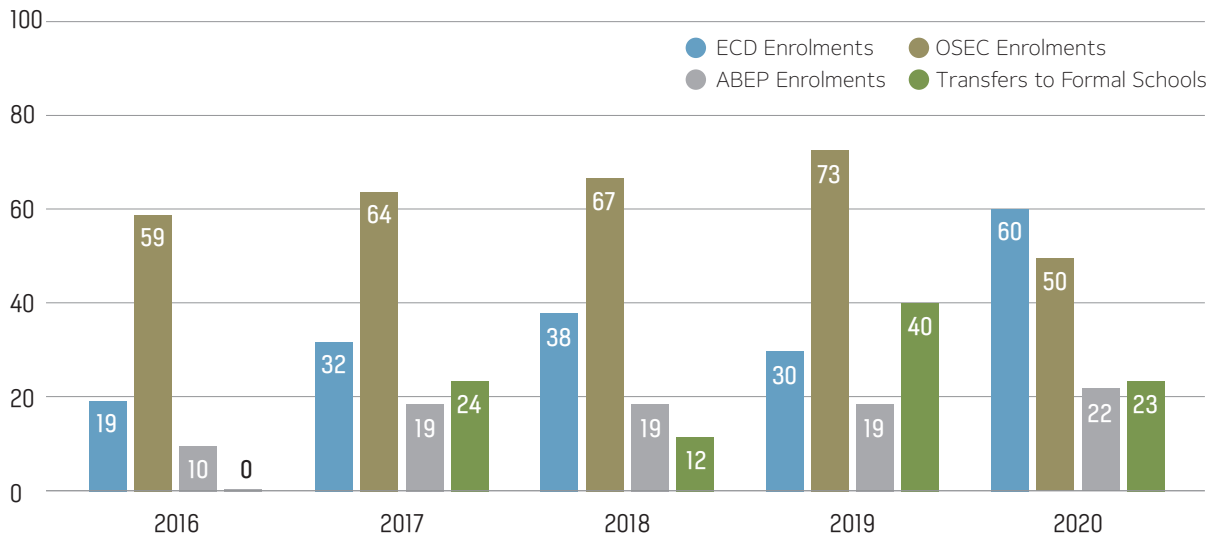
Provides functional literacy to children of school going age who are unable to access formal education for various reasons

Components of the OSET Programme



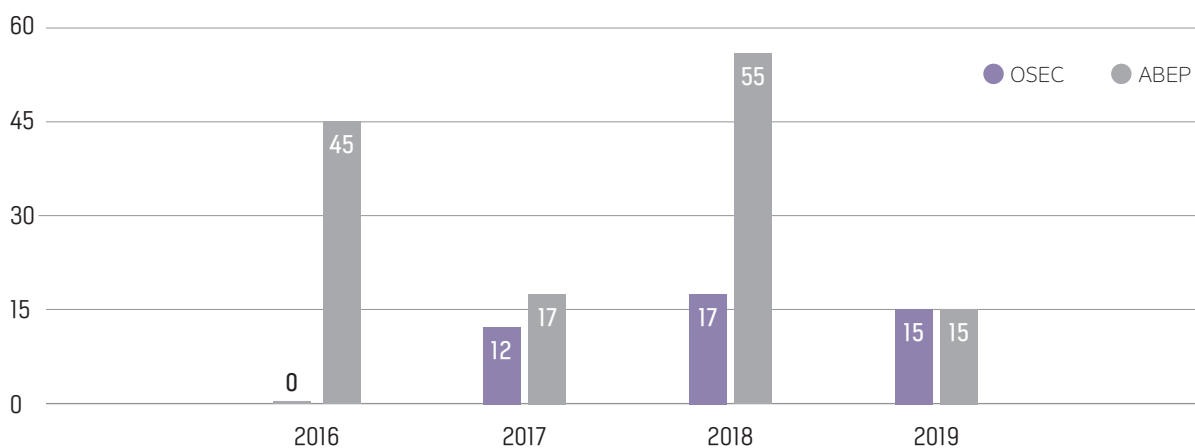
Procurement of ABEP materials, Mmaothate CLC (2017)

### Enrolments at Mmaothate CLC by Year



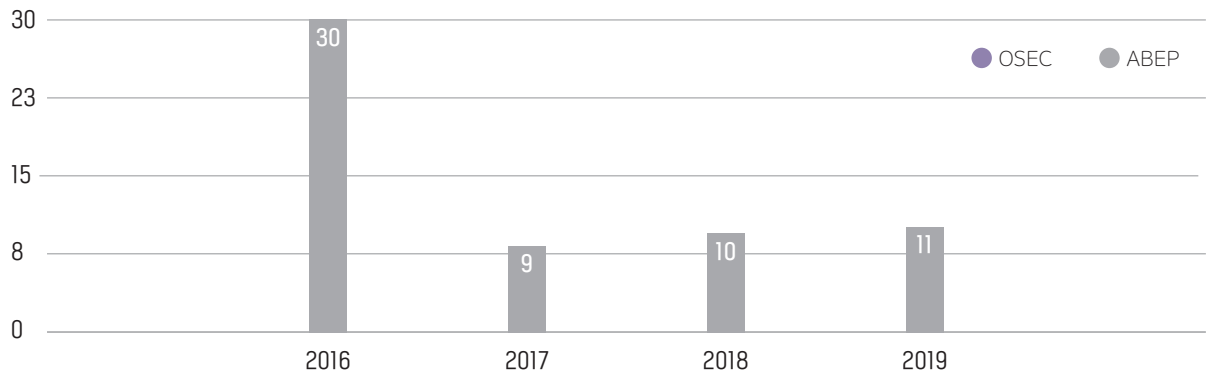
As parents' understanding of the value of education increased, their participation and support for their children's education also increased correspondingly. As a result of this increased participation, a number of parents started transferring their children from the CLCs to formal schools.

### Enrolments at New Xade CLC by year



Enrolment into ABEP is seasonal depending on the level of engagement of the community in other economic activities, hence the decline in enrolment in 2017 and 2019.

Enrolments at Kacgae CLC by year

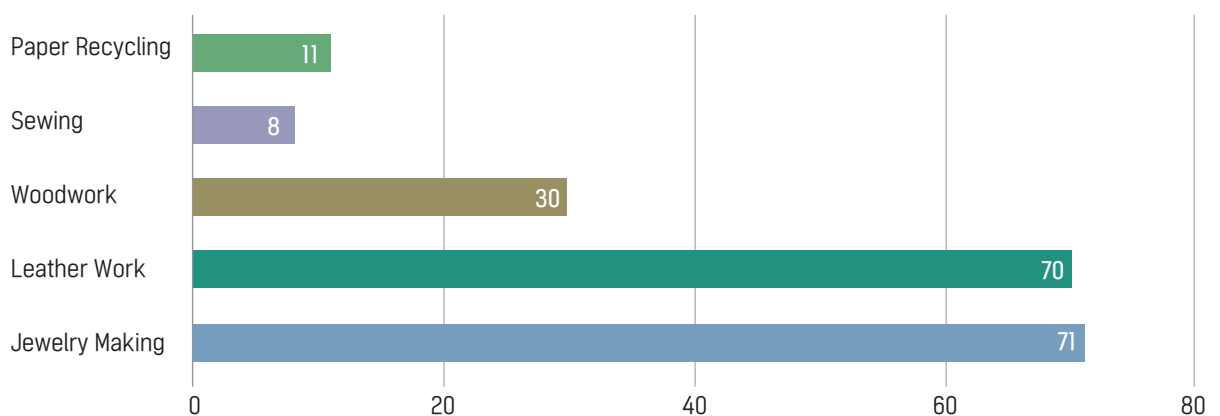


Kacgae CLC did not register any OSEC learners from 2016 - 2019 because the CLC is very close to Kacgae Primary School. However, the large volume of the 2016 enrolments for ABEP was due to the community mobilization campaign which was conducted specifically to attract possible ABEP learners.

### **iii) Technical and Vocational Education and Training (TVET)**

The TVET component of the Bridge Botswana Project is focused on the provision of non-formal skills training (functional literacy training), which is a component of the Out of School Education and Training programme. The purpose is to ensure that disadvantaged communities, deprived of formal education, are empowered with skills and knowledge that can improve their livelihoods.

Functional Literacy Training by Number of Beneficiaries (2018-2019)



## 5. Key Stakeholder Interviews

### i. Learners at Mmaothate CLC



**Kefilwe Modingwana**

My name is Kefilwe Modingwana, an adult learner aged 67 in Mmaothate. I started my lessons in 2012 and from the project, I am able to read and do mathematics and I am even able to monitor my bank account. I am able to read short messages sent through my phone. We are also learning English, though it is ongoing, and I am able to understand some English words. These days I am able to read messages written in English, and though some words are difficult, I am able to understand the messages. I have also benefited from the skills training and I have been trained in knitting where we learnt to make woollen dresses and hats, beadwork where we learnt to make jewellery, and bakery where we learnt to bake scones and cakes. I appreciated the course on bakery very much because before I used to crave for scones but due to lack of knowledge, I would not prepare them for

myself but these days, I prepare them as and when I need. We were trained in our different areas of needs, so some were trained in leather tanning and others on paper recycling.

We later agreed to come together as a team with varying skills so that we can learn the skills from each other. We are dedicated to having a specific day for production and on this day, we produce different products using the acquired skills and later we sell the products to members of the community. Our plan is to open up a bakery but the situation with the COVID-19 pandemic has put our plans on halt, but all is not lost as we were able to make an outdoor oven for our bakery. The bakery was financially sponsored by ABSA Botswana. We have opened a bank account where we save our money and with the money and we are also able to pay our salaries and to procure materials to continue producing the products that we sell.

There is a big difference between where we started and where we are currently and I really thank the people of Korea for supporting us through the Bridge Botswana Project. We learnt a lot through the project and I have all my certificates of training. I, therefore, want to thank the Koreans and to encourage them to continue giving a helping hand to others in need. I wish them all the best and I always pray for the Republic of Korea for their support. I know that it is through God that they built a CLC for us. I thank them indeed and pray that God bless them and I also pray that God protects them and all of us from the coronavirus.





**Mmamiso Baitsadi**

My name is Mmamiso Baitsadi, an adult learner aged 49 in Mmaothate. I started my lessons in 2011 where I learnt the basic literacy covering reading and writing in both Setswana and English. Currently, I am able to read and write and I am also able to

read short messages sent to my phone though I am still struggling with reading English messages. I have also benefited from the skills training where I learned to recycle paper to produce other items. Through the programme I learnt that trash can be reused to produce other usable materials as a result, we no longer throw away trash like paper, plastic and other used items. I realised that if I had not registered for the literacy programme, I could have missed out on a number of things. I want to pass on the message to others that used paper is valuable and that they should not take it lightly. In conclusion, I want to thank the Koreans and those that they were working within Botswana for their support. I encourage them to continue supporting us so that we can pass on the knowledge to others.

## ii. Teachers and Instructors at Mmaothate CLC



Moroba Ntheetsang

My name is Moroba Ntheetsang aged 53, and I am an adult facilitator in Mmaothate CLC. I teach OSEC classes. I first became an adult facilitator in 2011, when I was first employed under the Adult Basic Education Programme (ABEP). I was encouraged to take this job because of the challenges I encountered when I first embarked into farming in 2011. When I first came to Mmaothate, I was nominated to be a member of the Mmaothate Village Development Committee and it is through that engagement that I noticed that a lot of people in Mmaothate were illiterate as a majority of them were unable to write but instead made a cross where they were supposed to write their names or even sign the forms. This really pained me so much that I started to think of ways in which these people could be helped.

In my investigation of ways to assist my fellow members of the committee, I got to Letlhakeng Sub District where I discussed the issue with officers

in the Out of School Education and Training Unit. Immediately, I was enrolled to train as an adult facilitator so that I could start facilitating lessons in Mmaothate. The training was conducted in blocks from 2011 to 2014. As time went by, I noticed also that there were children of school-going age who were not accessing education. As such, I talked to their parents and asked them to always bring them to the centre where I will provide some basic literacy skills for them for free. I was volunteering my services out of a passion for the development of Mmaothate. I brought some foodstuffs from home to feed them because some would come to the centre on an empty stomach.

I started with eight (8) adult learners and in the second year, the numbers grew to fourteen (14). So, the numbers kept on growing annually and as the initiative grew big, the government then realized that there were some children who were disadvantaged in Mmaothate. Amongst these learners were herd boys who also needed literacy training. I then organized a separate programme for them so that they could start their lessons after letting out the cattle to graze. I also came up with a strategy to maintain them by setting up a football team as a strategy to motivate them to attend the lessons in large numbers. Though I knew nothing about football, I had to do it and this really helped as a good number of them registered for the lessons. So, at the end of every lesson, we would go to the ground and play football. This also prevented them from using drugs and other behaviour-modifying substances.

The team grew and participated in Constituency League Tournaments and in most cases, they won

the league and were given some prize money which then motivated them even more. However, I continued to sponsor them with food to eat during the tournament and the transport to take them to where the tournament was held. I would stay with them for the entire period of the tournament. When we started, they didn't even have a kit to play with. I would then borrow from other teams so that they could qualify to participate. I also had to borrow a tent for them to sleep in during the tournament. So, the team grew big and now they are on their own and I am happy that they are now able to read and write.

In 2016, we received some support from the Republic of Korea through the Bridge Africa Programme. The purpose of the programme is to provide education based support. Through the project, we were provided with transport to ferry children to and from the CLC which then helped our enrolments to grow. On an annual basis, we have learners who are transferred from the CLC to formal schools as their parents begin to realize the value of education. In January 2020, we had 34 learners transferring to formal schools. We enrol children from the age of two (2) years into the Early Childhood Development programme and those from six (6) years into the Out of School Education for Children (OSEC) programme. For the young ones, we start with the development of their fine motor skills and before long you will notice a difference in their growth and development. We also provide them with nutritious food to enable their proper growth and development. The programme also provides play equipment to help children to exercise their bodies through the jungle gym and other play equipment.

I want to indicate that before the support of the Bridge Botswana Project, we were struggling with equipment, which also affected teaching and learning. In most cases, we had to provide from

our own pockets and I thank God that even when new facilitators were engaged for Mmaothate CLC, they had the same spirit of giving. In most cases, we would contribute from our pockets to close an existing gap for the benefit of the learners in Mmaothate CLC. The structures we were using were also very small to accommodate all the learners we had.

We also contributed some food stuffs to feed the children who were enrolled in the CLC. The community also provided support to augment what we the facilitators would have provided. Whenever there was lack, we would call a community meeting to inform them of whatever challenges we were experiencing and the contributions we ourselves had made and they would go all out to provide whatever they had. By then, we did not have cooks in the centre so we would combine teaching with cooking for our learners so that at the time of feeding, food will be ready for them. Mmaothate does not have any supply of fresh water so we would get water supplied by the community in jerry cans. We also had to hire donkey carts to ferry children from the farm settlements to the CLC and we each contributed about 50.00USD from our salaries each towards paying for the donkey cart on a monthly basis.

However, the Bridge Botswana Project assisted us with the procurement of teaching and learning materials, children and teachers' furniture, provision of transport for learners. Without this transport, children are unable to come to lessons because the settlements are far from the centre. However, the vehicle provided is not enough to cater for all the learners that could be served by Mmaothate CLC as our area is divided into four wards so it gets filled up before reaching other wards. As such, we are unable to reach out to other areas due to transport limitations but these children whom we are unable to reach are in large numbers.

Similarly, a CLC comprising a two (2) classrooms block with six (6) water system toilets was constructed for us as part of the project support.

Before this support, we were using adult pit latrine toilets whose seats were too high for children. However, when the project started, we were supplied with flushable mobile toilets but because these are standard toilets, they are only used by adults as their seats are high. Therefore, we devised a strategy for children to be able to use the adult toilets by making an opening in the foundation of the pit latrine and fitted a junior toilet seat with the help of a Non-Governmental Organization called the Dialogue Group. The adult learners are still taking part in the lessons because they are also empowered with different skills and as a result, they are now responsible citizens who are able to take care of their lives and those of their families. They have generated a lot of money that they have kept securely in their bank accounts.

In conclusion, I want to thank the Republic of Korea for supporting us through the Bridge Botswana Project and I pray for God to bless the people of Korea so that they continue to be a blessing to others who are in need. I pray that they continue to remember us as we still need support.

The Koreans are a very good nation because they are not only providing support to Botswana, but also to other countries that are in need. I also thank the Government of the Republic of Botswana because, without the partnership between Botswana and the Korean National Commissions for UNESCO, we could not have been able to get this support.

I have realized that indeed as the Bible says that 'blessed is the hand that gives than the one that receives', we have been blessed because we also gave to others who were in need in 2012. During that year, the community of Mmaothate was blessed with so much harvest that all of us harvested more than 100 bags of grain and we all agreed with one accord that we should give out to those in need as our harvest was a gift from God. Therefore, we contributed some bags of grain that we gave to our government as our contribution to the people of Somalia. We then gave out some of the grain to needy Botswana in the Kweneng District. As such, we believe the support we received from the people of Korea is a result of our giving to others who were in need and as such, we received double of what we gave to others. I urge Botswana to realize that giving has gotten its own benefits when you give to others, you are in a way storing blessings for yourself.



**Khumoetsile Ntheetsang**

My name is Khumoetsile Ntheetsang. I am an adult facilitator aged 30 in Mmaothate Community Learning Centre. I also facilitate lessons for OSEC learners aged between 6 and 14 years. I started working in this centre in 2014 after hearing my colleague Ms Moroba Ntheetsang telling me of the challenges she was experiencing in the centre as she was teaching a mixed class of OSEC and ABEP learners in one class. OSEC by then was sponsored by UNICEF to create access for disadvantaged children of school-going age who were not accessing education. After realizing that Letlhakeng Sub District, under which Mmaothate is, had a number of school-going age children who were not accessing education, we were taken for a two week block training at Kang to be given basic training on how to teach a class. These children comprised school drop-outs and those who never enrolled in school. The training was therefore meant to empower us on how to groom them and help them focus on their education.

When we started the programme, we had learners aged 12 to 19 years. As time went by, we realised that there were even younger children in the farm settlements who had dropped out of school. We

also had to cater to them in our lessons. In 2015, we embarked on a mission to go through the farms in the four wards of Mmaothate (Dikgonyane, Diphofu, Matsuke and Mmaothate), looking for other children who were not registered to add on the numbers that we had. Our lessons comprise all the subjects that are taught in the primary curriculum (Mathematics, English, Setswana, Moral Education, Cultural Studies, and Environmental Science etc.).

When the Bridge Botswana Project started in 2016, we had a shortage of resources ranging from teaching and learning materials (books and stationery) to structural (classrooms and toilets), and food stuffs. As such, we (teachers and members of the community) had to contribute some supplies towards the running of the CLC. So, the Bridge Botswana Project assisted us with transport to ferry children to and from the centre. Through the project, we were also provided with training on how to better facilitate lessons. We also had a CLC constructed for us comprising six (6) flush toilets for ECD, OSEC and ABEP learners.

Our learners have really developed because when they started, they could not properly hold a pen. Despite their age, we started with the basics of the ECD lessons where we focus attention on exercising their motor skills, which is a bit challenging for grown-ups. So we start with beads and we teach them to run a string through the beads as a strategy to exercise their fingers to be able to hold a pen. Our children have, in turn, developed the love for school even when they are not feeling well, they will still want to come to the CLC. We also allow our learners to transfer to formal schools, and since 2014 we have had children transferring to formal schools. In 2020, we had more than 30 children transferring to formal schools.

In conclusion, I really want to thank the Republic of Korea for the support they have been giving

us since 2016. When we started, we had so many challenges that even affected us as facilitators but ever since we received support through the Bridge Botswana Project, we have grown so much as a centre and are able to compete with other centres in Botswana. I really pray for God to bless the people of Korea and to increase their resources so

that they can be of benefit to other communities in need. I also want to say to them that they should not in any way forget about us but they should continue encouraging us in one way or the other.



**Keanole Kubuetsile**

My name is Keanole Kubuetsile. I am a facilitator aged 35 and responsible for the ECD class comprising learners aged 4½ to 6 years. I joined Mmaothate CLC in 2018 and as a resident of Mmaothate, I saw it fit to contribute to the development of Mmaothate through facilitating lessons in the centre. I was moved by seeing some children who could have been in school just staying in the farm settlements and not accessing education.

As time went by, some of the facilitators who were already engaged, shared with me some of the challenges they experienced in the CLC and as such I decided to also pledge my services. Ever since I started with this work, I noticed that a lot of children in Mmaothate are illiterate. So, we start them by ECD activities to exercise their motor skills and we also teach them to read and write. Children who have transferred from Mmaothate CLC to formal schools do well in their studies. We always receive feedback from our feeder schools and they are pleased with the performance of our learners. Our lessons comprise letter shaping and how to write their names. I want to thank the people of Korea for the CLC they constructed for us together with their assistance with the provision of transport. We want to encourage them to continue supporting us.

### iii. Chairperson of Mmaothate CLC Management Committee



**Wabobedi Phale Otukile**

My name is Wabobedi Phale Otukile. I am the Chairperson of the Mmaothate Action Committee. Our committee was appointed in 2017 with the mandate to coordinate all the activities geared towards the development of the community. As the Chairperson, it is my responsibility to ensure that the community is provided with all the necessary services and to ensure that the community is able to benefit from government services. Mmaothate CLC has brought some improvements to the community of Mmaothate particularly with reference to the rooms that were used as a classroom. They were extremely small to accommodate all the learners but the current structure has really resolved the crowding that we had in our classes. Today they are receiving lessons in a dignified structure. This then encourages them in their lessons as the learning environment is conducive.

My experience with the CLC is that CLCs are able to increase access to education especially in areas

where there are no formal schools. The CLC is a strategy to bring services closer to the people and it caters for all age brackets (ECD, primary and adult learners) including skills training. I wish that the government could consider constructing CLCs in areas where there are no schools so that every Motswana is able to benefit from education. However, in Mmaothate we experience challenges especially with bringing these learners to the CLC due to lack of transport. As such, there is a need to address the transport issue in one way or the other even if we use donkey carts. So far, that is the only challenge that we are currently facing. I want to acknowledge that through the Bridge Botswana Project, we have been provided with transport. However, one vehicle is not enough to cover all the four wards of Mmaothate. Going forward, transport needs to be provided based on its coverage.

In conclusion, I want to thank the people of South Korea for the support they have given to the community of Mmaothate and Botswana in general because Mmaothate is part of Botswana and I want to encourage them to continue extending a helping hand to those in need. We are so appreciative of their support. Through them, Mmaothate is known even at faraway places and they have left us with a very precious gift that no one can take away from us because education is the greatest gift one can give to the other. Similarly, education is a lifetime experience that can never be affected by economic challenges including recession. As such, I want to thank the people of Korea and those that they were partnering with, towards supporting Mmaothate.

#### **iv. Members of the Bridge National Committee (BNC)**



**Delic Goitseone Sehunwe**

My name is Delic Goitseone Sehunwe, I am the Co-chair of the Bridge Botswana National Committee. I work for the Ministry of Local Government and Rural Development (MLGRD) as Acting Director for the Department of Community Development. The ministry is responsible for early childhood development, remote area development, infrastructure development for primary education and supply of school materials and equipment. The ministry is also responsible for governance structures at district level, being Village Development Committees, District Development Committees etc. These are structures that ensure that all Botswana receive services and uptake programmes that uplift their livelihoods.

The Bridge National Committee was established in April 2016 consisting of ministries that are key players in the provision of basic education and human development. The main objective of the Bridge Botswana Project is to bridge knowledge

and skills gaps in disadvantaged communities and to ensure inclusive education and multi-layered cooperation. The three ministries in the Bridge National Committee are the Ministry of Basic Education, Ministry of Health and Wellness and Ministry of Local Government and Rural Development (MLGRD). MLGRD is represented in the Bridge Botswana National Committee by the Department of Community Development, Department of Local Government Finance and Procurement Services and the Department of Technical Services.

The significant experience I had with the Bridge Botswana Project is its focus on the ideals of the Sustainable Development Goals of leaving no one behind. As such, inclusivity is the key as we develop our communities. It has also kept us alive to our country's vision 2036 which aspires for prosperity for all. This is witnessed by the successful projects in the three vulnerable communities of Mmaothate, Kacgae and New Xade.

One great success story is the construction of the Mmaothate Community Learning Centre though during the process we experienced challenges relating to project coordination and project management, which led to delayed completion of the structure. Despite these challenges, I am of the view that the Government needs partnerships to achieve the 2030 Agenda for Sustainable Development. As such, projects like the Bridge Botswana Project will go a long way in improving the livelihoods of Botswana.

I, therefore, recommend that the Botswana National Commission for UNESCO should continue looking



for opportunities for partnerships regionally and globally for the benefit of Botswana and that the relevant Ministries should continue to support and monitor the project. My message to KNCU is that they should continue supporting developing countries in order for the SDGs to be realized.



**Malebogo Lechiile**

My name is Malebogo Lechiile. I am the Chief Adult Education Officer responsible for Out of School Education and Training in the Ministry of Basic Education. I got involved with the Bridge Botswana Project in 2017 when the Bridge Botswana National Committee was organizing the official handing over of teaching and learning materials procured through the Bridge Botswana Project funds. My involvement was mainly because the Out of School Education and Training Unit was one of the beneficiaries to receive the procured materials. In general, the Bridge Botswana Project has impacted significantly on the lives of literacy learners, particularly in Mmaothate, where a CLC was constructed because prior to that, literacy classes were conducted in

Similarly, there is a need for capacity building of implementers, especially in project management concepts as well as in KNCU operations because procurement and budgeting systems differ from one country to the other.

undignified places including under the trees. As such, the CLC boosted learners' morale and in turn, increased their participation and enabled rapid skills training.

However, inadequate funding for skills training is still a challenge because training alone is not enough as there is a need to provide trainees with funding for start-ups so that they can be fully empowered to sustain their livelihoods. Other than that, the project gave learners a second chance to benefit from education. As a result, the majority of OSEC learners were reintegrated into the formal education system. Considering the benefits of the Bridge Botswana Project, I would recommend its replication to other parts of the country and that KNCU should consider extending the project period so that other communities can also benefit.

## V. Lessons Learned

### Community Ownership and Participation

From KNCU and BNCU's engagement with the communities of Mmaothate, Kacgae and New Xade, it is clear that communities are passionate about their development and practice self-reliance. However, there is a need for proper consultation to get them fully involved, so that they understand why something is done and what role they are expected to play. Once this is clarified, then they will own the project and come up with initiatives to make it a success. With reference to Mmaothate CLC, there was a great sense of local ownership and the community always pledged its services to show their commitment to the project. When the CLC was constructed, there was an omission in the project proposal which led to us not having funds to erect a boundary fence around the CLC. When this issue was brought to the attention of the community, it pledged to contribute labour and materials towards the enclosure of the CLC. Similarly, the same discussion was held at the Letlhakeng Sub District Council which then provided fencing for the CLC. This is a sign that, in every development that is done for the people, there is a need for proper and intense consultation. We need to allow them to ask questions so that issues are clarified in advance and that a consensus is reached. In this way the community will own the project including its unforeseen challenges and help in developing strategies to overcome such challenges.

### The commitment of the BNC

The Bridge Botswana National Committee comprises government ministries and departments that have a relationship with the mandate of the Bridge Botswana Project. As such, their selection was based on the areas that were covered by the result areas of the Bridge Africa Programme. This allowed for proper mainstreaming of the Bridge Botswana Project activities into the existing policies and programmes of the participating ministries. The lesson we learned from this strategy is that the project should not be addressed as a stand-alone activity, so that it can benefit from government resources (financial, material and human). As a result, BNC members were able to use other government resources for activities that were not sponsored through the project funds, such as transportation and Daily Subsistence Allowances of officers on missions to monitor project implementation. Similarly, the participation of members in BNC activities was never a challenge as the activities were in line with their departmental and ministry mandates.

### Benefits of the CLC

One other lesson we learned from the project is that the CLC improves service delivery as it enables different services to be provided to different groups of people within the same structure. It also increases community participation due to its ability to bring services closer to the beneficiaries and allows for partnerships amongst service providers and rationalization of resources. Similarly, CLCs are a great model for expanding access to education for disadvantaged communities, in a cheaper and more effective way. Through them, mobile communities can continue benefiting from education.

## VI. ACKNOWLEDGEMENTS

### Message from the Botswana National Commission for UNESCO



**Ms. Dineo Bosa  
Modimakwane,  
Secretary-General**

My name is Dineo Bosa Modimakwane, and I am Secretary-General of the Botswana National Commission for UNESCO.

On behalf of the Botswana National Commission for UNESCO, I wish to thank the Korean National Commission for UNESCO for initiating a partnership with us for their flagship programme, the Bridge Africa Programme.

The programme, whose main goal is to empower local communities to be self-sufficient through education based initiatives, has brought a life-changing difference in the communities of Mmaothate, Kacgae and New Xade. When the project started in 2016, community education was greatly challenged as a result of financial, material and structural limitations. Due to inadequate teaching and learning materials, limited and uncondusive learning facilities, as well as the limited capacity for the facilitators to address some of the needs

of their learners, and the long distances learners walked to and from the CLC, a lot of learners were not motivated to enrol for lessons offered through the CLC.

However, through the support received from the Korean National Commission for UNESCO through the Bridge Botswana Project, the project started attracting more and more learners to the extent that the transport procured was no longer enough to cater for all the prospective beneficiaries. To date, 179 learners have been registered under the Early Childhood Development programme, 359 under the Out of School Education for Children, and 281 under the Adult Basic Education Programme, from 2016 to 2020. Similarly, 80 learners were trained in different skills. As a result, the project has brought some positive and traceable changes in the lives of the benefiting communities. Similarly, construction of the CLC has boosted the morale of the project beneficiaries which led to an increase in enrolments especially for Mmaothate CLC, as it enabled for different educational services to be brought closer to them.

As such, we thank the Korean National Commission for UNESCO and the people of Korea for their generous support. The Bridge Botswana Project ideals are an eye-opener for all those who interacted with the project as we learnt from the project that the CLC model is the best in bridging the educational gaps. We, therefore, look forward to yet another partnership with the Korean National Commission for UNESCO.

## Message from the Korean National Commission for UNESCO



**Mr. Kwangho Kim,  
Secretary-General**

With the aim of expanding inclusive quality learning opportunities for marginalised people, the Bridge Botswana Project is very much in line with UNESCO's objectives in the field of education to achieve Sustainable Development Goal 4 and Education for All.

The MoU between the National Commissions for UNESCO in South Korea and Botswana is now coming to an end, and I am very thankful that the project has been completed successfully, as a result of the great commitment of the Botswana National Commission for UNESCO, the relevant government authorities and the local communities. I would like especially to extend my appreciation to all involved for their hard work in implementing the 2020 Bridge Botswana Project despite all the difficulties with COVID-19.

Over the period from 2016 to 2020, our Bridge Project Managers who have been dispatched to Botswana from KNCU made meaningful connections with the Botswana communities in which the project was implemented, working to understand the culture and finding out the educational needs of the local people. While contributing to the expansion of access to quality education in the disadvantaged communities, the Bridge Botswana Project has built bridges between communities and the government, between community and community, and between partner countries in the overall Bridge Africa Programme. The project has evolved effectively throughout the five years of project duration, and will hopefully continue to prosper in the future with promising measures to ensure the sustainability of the Bridge Community Learning Centres.

Once again, I wish to convey my deepest gratitude for all the support that has been rendered to the Bridge Botswana Project. I would also like to extend my special thanks to the Botswana National Commission for UNESCO for its strong commitment and dedication in implementing this meaningful project.

I sincerely hope that Bridge Botswana Project continues to be a catalyst for further educational services for those who have been deprived of education they need. It is also my hope that the friendship forged between our two National Commissions will remain strong through this joint project.

Thank you and my very best wishes for the future. Ke a leboga.

# Annex

## 1. List of the Bridge Project Managers dispatched by KNCU

| Name            | Position        | Work Period                  |
|-----------------|-----------------|------------------------------|
| Ms. Moonju Kim  | Project Manager | April 2016 ~ March 2017      |
| Ms. Suyoung Kim | Project Manager | March 2017 ~ February 2018   |
| Ms. Jungwon Lee | Project Manager | January 2018 ~ December 2019 |

## 2. Interview



I am Sunae YUN, a programme specialist in the Division of Bridge Programme at KNCU. I am in charge of the management of the 2020 Bridge Botswana Project, mainly supporting this five-year project to be brought to a successful conclusion. As I have working experience and an academic background in the field of education and international development, it has been very meaningful for me to have the opportunity to work with the Botswana National Commission for UNESCO and other government stakeholders to improve the educational system, especially for disadvantaged people in Botswana.

### **KNCU Programme Specialist: Ms. Sunae YUN**

There have been many changes in the last year of the project. As the secondment of project managers from KNCU was ceased from this year, a local project assistant has taken over the role of project manager and participated in the project with enthusiasm. I kept in close touch with local staff and with Ms. Dineo Bosa Modimakwane, the Secretary-General of BNCU, communicating on a frequent basis in order to strengthen the project management. With years of experience, BNCU has ensured stable management and self-reliance of the project implementation without the support of a project manager from KNCU.

We have experienced setbacks in implementing project activities since the outbreak of COVID-19. Due to the occasional national lockdown and the COVID-19 restrictions, it was difficult to continue some educational programmes as CLCs closed down. During this testing time, we put our heads together to overcome challenges in project implementation and find measures to ensure education continuity for the

most vulnerable people. Despite all the difficulties due to the pandemic, I am grateful that BNCU did their best to ensure the sustainability of the educational activities of the CLCs, going forward with a sense of ownership.

My most memorable experience during the management of the project was having a video interview with Ms. Dineo Bosa Modimakwane, the Secretary-General of BNCU, for a documentary film celebrating the 70th anniversary of South Korea's accession to UNESCO. Through the interview, I found out that the Bridge Project has been of great significance in Botswana given the fact that it is viewed as an effort to assist the country in working towards the achievement of SDG 4. The documentary film was also a meaningful opportunity to inform the public in South Korea about the Bridge Project and how it fits with UNESCO's mandate and activities.

I would like to thank BNCU and the Botswana communities for their sincere commitment and dedication in making a success of the Bridge Botswana Project. I hope their passion for education ensures that educational programmes at the CLCs remain sustainable and continue to improve the quality of life for marginalised people in the long-term.



Project meeting with the Secretary-General of BNCU, Ms. Dineo Bosa Modimakwane (2020)



