

REPORT

2016

BRIDGE AFRICA Conference

“ Sharing experiences,
paving the way forward ”



SUNBIRD CAPITAL HOTEL, LILONGWE, MALAWI
17-19 FEBRUARY 2016

BRIDGE AFRICA PROGRAMME is initiated by the Korean National Commission for UNESCO and sponsored by the Korean Ministry of Education and the individual donors in Korea. The Programme aims to empower the most vulnerable group through provision of better access to quality education in eight partner countries – Botswana, Lesotho, Malawi, Rwanda, South Africa, Swaziland, Zambia, and Zimbabwe. The three areas of support are early childhood education (ECE), literacy education, and technical and vocational education and training (TVET). The modality of the Programme includes improvement of educational environment, capacity development for teachers, and provision of teaching and learning materials.

CONFERENCE PHOTO



Show of solidarity after the signing of the Lilongwe Communiqué



Group photograph after the official opening of the conference

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TABLE OF CONTENTS	PAGE
Acknowledgements.....	7
Glossary.....	8
BACKGROUND AND EXECUTIVE SUMMARY.....	9
1.0 INTRODUCTION.....	10
1.1 Theme of the Conference.....	10
1.2 Objectives of the Conference.....	10
1.3 Outcomes of the Conference.....	10
1.4 Participants in the Conference.....	11
DAY ONE: 17th February 2016.....	11
2.0 EXHIBITIONS.....	11
3.0 OPENING CEREMONY.....	13
3.1 Remarks by Mr. Dong-seok Min, Secretary-General of the Korean National Commission for UNESCO.....	13
3.2 Remarks by Prof. Hubert Gijzen, Director of the UNESCO Regional Office for Southern Africa.....	15
3.3 Remarks by the Honourable Patricia Kaliati M.P. Minister of Gender, Children, Disability and Social Welfare, Republic of Malawi....	16
3.4 Opening Speech by Guest of Honour, the Honourable Dr. Emmanuel Fabiano M.P. Minister of Education, Science and Technology, Republic of Malawi.....	17
4.0 CONFERENCE PROCEEDINGS.....	19
4.1 Keynote Speech: <i>The Sustainable Development Goals (SDGs) and the Bridge Africa Programme</i> by Prof. Hubert Gijzen, Director of the UNESCO Regional Office for Southern Africa.....	19

4.2	<i>A New Framework for the Bridge Africa Programme</i> by Mr. Dong-seok Min, Secretary-General of the Korean National Commission for UNESCO.....	20
4.3	MOU Signing Ceremony.....	21
4.4	Country Presentations.....	22
5.0	THEMATIC DISCUSSION: <i>CHALLENGES AND OPPORTUNITIES FACING THE BRIDGE AFRICA PROGRAMME</i>	30
DAY TWO: 18th February 2016		31
5.1	Reports on Thematic Discussions.....	31
6.0	CLC CASE STUDY PRESENTATIONS: THE MALAWI CLCs	36
6.1	Mwera CLC.....	36
6.2	Namiyango CLC.....	37
6.3	Naphini CLC.....	39
6.4	Feedback on CLC presentations.....	40
7.0	FRAMING AND DEVELOPING INDICATORS TO MEASURE THE PROGRESS OF THE BRIDGE AFRICA PROGRAMME	41
8.0	COUNTRY PRESENTATIONS: <i>SUSTAINABILITY OF CLCs AND WORK PLAN FOR 2016/2017</i>	42
8.1	Swaziland.....	42
8.2	Botswana and South Africa.....	43
8.3	Zambia.....	43
8.4	Lesotho.....	44
8.5	Zimbabwe.....	44
8.6	Malawi.....	45
8.7	Feedback on country presentations.....	47

DAY THREE: 19th February 2016.....	47
9.0 SIGNING OF FRAMEWORK AGREEMENTS AND THE LILONGWE COMMUNIQUE.....	47
9.1 Framework Agreements.....	47
9.2 The Lilongwe Communiqué.....	48
10.0 CLOSING CEREMONY.....	50
10.1 Remarks by Mr. Dong-seok Min, Secretary-General of the Korean National Commission for UNESCO.....	50
10.2 Remarks by Prof. Hubert Gijzen, Director of the UNESCO Regional Office for Southern Africa.....	51
10.3 Remarks by the Honourable Patricia Kaliati, M.P. Minister of Gender, Children, Disability and Social Welfare, Republic of Malawi....	52
11.0 SUMMARY.....	53
APPENDICES.....	54
A. THE LILONGWE COMMUNIQUE.....	54
B. PROGRAMME.....	58
C. SPEECHES.....	60
D. LIST OF PARTICIPANTS.....	83
E. COUNTRY PROFILE.....	97

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Glossary

ALOZ	Adult Literacy Organisation of Zimbabwe
BNC	Bridge National Committee
BPP	Bridge Participation Programme
CLC	Community Learning Centre
CONGOMA	Council for Non-Governmental Organisations in Malawi
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
EFA	Education for All
KNCU	Korean National Commission for UNESCO
MOGCDSW	Ministry of Gender, Children, Disability and Social Welfare
MNCU	Malawi National Commission for UNESCO
MOEST	Ministry of Education, Science and Technology
MOU	Memorandum of Understanding
NATCOM	National Commission (for UNESCO)
NCLAE	National Centre for Literacy and Adult Education
NESP	National Education Sector Plan
NGO	Non-Governmental Organisation
ROSA	UNESCO Regional Office for Southern Africa
SAM	Scouts Association of Malawi
SDGs	Sustainable Development Goals
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation

BACKGROUND AND EXECUTIVE SUMMARY

At the World Education Forum (Dakar, 2000), the international community adopted the Dakar Framework for Action, which identified six goals for Education for All (EFA) to be met by 2015. Since then, the EFA initiative has made many contributions to the field of educational development. It has expanded access to primary education, reduced the gender gap in education and increased the number of people receiving literacy and skills education.

In an effort to complement the EFA initiative, the Korean National Commission for UNESCO (KNCU) developed the Bridge Africa Programme, the aim of which is to promote field-level efforts that expand access to quality literacy and basic education in Sub-Saharan Africa countries. One important aspect of the programme has been the establishment of Community Learning Centres (CLCs) in Lesotho, Malawi, Rwanda, South Africa, Zambia and Zimbabwe as hubs for promoting both local participation in educational activities benefiting the communities.

Following these isolated country efforts, KNCU saw the need to promote South-South cooperation among countries participating in the Bridge Africa Programme in order to increase the practical and incremental learning effects for all the participants and stakeholders in the programme. The result of the decision to initiate such South-South co-operation was the 2016 Bridge Africa Conference, which was held from 17th to 19th February 2016, at the Sunbird Capital Hotel in Lilongwe, Malawi.

After 3 days of sharing ideas, intense debate and discussion, the delegates agreed on a comprehensive communiqué that will guide and support the implementation of the Bridge Africa Programme in future. This Lilongwe Communiqué was adopted by all countries participating in the conference and therefore reflects the common vision of the Bridge partner countries for future programming.

1.0 INTRODUCTION

This report records the proceedings of the 2016 Bridge Africa Conference, which was held from Wednesday 17th February 2016 to Friday 19th February 2016 at the Sunbird Capital Hotel, Lilongwe, Malawi. The conference was organised by the Korean National Commission for UNESCO (KNCU) and the Malawi National Commission for UNESCO (MNCU) with the support of the Ministries of Gender, Children, Disability and Social Welfare; Education, Science and Technology; and Labour, Youth and Manpower Development of the Republic of Malawi.

1.1 Theme of the Conference

The theme of the conference was “*Sharing experiences, paving the way forward*”. It was selected to reflect the main aim of the conference, which was to facilitate South-South cooperation in order to produce practical and incremental learning effects for all the participants and stakeholders in the Bridge Africa Programme through the sharing of good practices appropriate to different local circumstances. In addition, the conference was intended to provide participants with a practical opportunity to better understand the concept and practices of the Bridge Africa Programme, to form new partnerships and to develop innovative models for Community Learning Centres (CLCs).

1.2 Objectives of the Conference

The conference had three main objectives which were:

- To establish a common goal and platform among Bridge Africa Programme partners
- To share and evaluate good practices in relation to CLCs
- To form new partnerships to develop innovative models for the Bridge Africa Programme

1.3 Outcomes of the Conference

The conference achieved the following:

- International exchange of expertise and good practices in relation to CLCs
- Appropriate modification of good practices in the context of different countries in the region
- Networking and solidarity beyond national boundaries between national stakeholders for the Bridge Africa Programme

- The creation and adoption of a ‘Lilongwe Communiqué’ among participating partners, reflecting the common vision of the Bridge Africa Programme partners.

1.4 Participants in the Conference

There were 109 participants in the conference, drawn mainly from various institutions in the Bridge Africa partner countries: Botswana, Lesotho, Malawi, South Africa, Swaziland, Zambia and Zimbabwe. The participants included Ministers, Principal Secretaries, Directors, Programme Officers, and other government officials in fields relevant to CLCs, Early Childhood Care and Development (ECCD), literacy education and Technical and Vocational Education and Training (TVET), traditional leaders, Community Learning Centre members and community representatives, representatives from UNESCO, staff from National Commissions for UNESCO, experts and facilitators.

DAY ONE: 17th February 2016

2.0 EXHIBITIONS

Upon arrival, the Guest of Honour, Dr. Emmanuel Fabiano M.P., the Minister of Education, Science and Technology of the Republic of Malawi, viewed various exhibitions of the activities being implemented through the Bridge Africa Programme and provided encouragement and inspiration to project implementers.

The exhibitions included:

- stand banners depicting Bridge activities in participating countries;
- a summary of Bridge activities being implemented in Malawi;
- a summary of Bridge activities being implemented in Lesotho;
- a display of activities and materials relating to Bridge Projects being implemented at the Community Learning Centres (CLCs) of Mwera, Naphini and Namiyango in Malawi, including a live ECD class from Mwera CLC; and
- a display on the activities of the Bridge Zambia Project.



Dr. Emmanuel Fabiano, the Minister of Education, Science and Technology of the Republic of Malawi, Mrs. Patricia Kaliati, the Minister of Gender, Children, Disability and Social Welfare of the Republic of Malawi, Mr. Dong-seok Min, Secretary-General of the Korean National Commission for UNESCO, and other officials viewing exhibitions on the activities of the Bridge Africa Programme



Bridge Africa Programme Roll-Up Banner Stands designed and prepared by KNCU



Learning Materials displayed by Bridge Partner Countries

3.0 OPENING CEREMONY

3.1 Remarks by Mr. Dong-seok Min, Secretary-General of the Korean National Commission for UNESCO

Mr. Dong-seok Min, Secretary-General of the Korean National Commission for UNESCO (KNCU) said the conference was intended to give participants an opportunity to share experiences, and he acknowledged the important role that village chiefs have played in the success of Community Learning Centres (CLCs) to date, by leading communities in participating in CLC activities.

Mentioning the Republic of Korea's rise in recent decades from a net aid recipient to a donor country, Mr. Min said Korea was indebted to UNESCO for providing emergency assistance when Korea was still a very poor country and had just emerged from war, in part by helping Korea establish a printing factory to provide textbooks for primary schools. Through that assistance, Korea was able to go on to create an education infrastructure that produced children who grew up to be world leaders, such as UN Secretary-General Mr. Ban Ki-moon. Mr. Min stated that, thanks to its investment in education, Korea is now the 14th largest economy in the world.



**“Korea is confident that the only way to eradicate the vicious circle of extreme poverty is through education.”
- Secretary-General of the Korean National Commission for UNESCO, Mr. Dong-seok Min**

Mr. Min stated that Korea launched the Bridge Africa Programme in 2010 as a way of showing gratitude for UNESCO’s assistance and drawing attention to the importance of education. The programme was focused on countries in Sub-Saharan Africa where the education sector is still underdeveloped, and was launched first in Lesotho, Malawi, Rwanda, South Africa, Zambia, and Zimbabwe. Through the participation of Bridge volunteers, communities have been assisted through the establishment of Community Learning Centres (CLCs), the setting up of infrastructure for the centres, and the provision of teaching and learning materials in order to provide children and others with accessible learning opportunities.

Mr. Min noted that the resources that have been devoted to education have sometimes been inadequate and the number of children who go to school in developing countries, in Africa and elsewhere, is limited. This he argued, has led to the vicious circle of poverty. By paying greater and sustained attention to education, he said, the Bridge Africa Programme can help such countries to give greater attention to education and thereby eradicate the circle of poverty. He said that, in this context, the conference was important as it would provide the first platform for interaction among Bridge Africa Programme leaders.

Mr. Min also revealed that KNCU had developed a new framework for cooperation under the Bridge Africa Programme and hoped that the Lilongwe Communiqué would promote collaboration among participants and strengthen south-south cooperation.

3.2 Remarks by Prof. Hubert Gijzen, Director of the UNESCO Regional Office for Southern Africa

Prof. Hubert Gijzen, Director of the UNESCO Regional Office for Southern Africa (ROSA), began by saying that Malawi is a model for the initiation of the community colleges programme, which is an innovative way of transmitting skills to the country's youth.



**“The Bridge Africa Programme is about building bridges through horizontal cooperation.”
- Director of the UNESCO ROSA, Prof. Hubert Gijzen**

He observed that the conference had come at the end of the period set for the Millennium Development Goals and the start of the ambitious and more comprehensive commitment in the form of the Sustainable Development Goals (SDGs) and is thus an example of a concrete action towards implementing the SDGs on education and participation. The Bridge Africa Programme, he said, is about building bridges through horizontal cooperation, and follows the historic World

Education Forum that took place in May 2015 in Korea, which promoted a comprehensive vision on education through Sustainable Development Goal No. 4.

Quoting statistics to underline the importance of education, Prof. Gijzen said that UNESCO estimates that one dollar spent on a child's education contributes an additional 15% to that child's income later in life, and that a child born to an educated mother has a 60% greater chance of living past the age of five. He noted that the Bridge Africa Programme is based on inclusive partnerships with the involvement of communities so as to build community ownership as an integral part of the architecture of the Bridge Africa Projects in the eight participating countries.

He described Community Learning Centres as flexible learning models, which in some countries are an integral part of the education system. He said the Malawi Community Colleges are an innovative concept, which other countries in Sub-Saharan Africa can learn from, and was of the view that the Conference would contribute to the recognition of CLCs and community colleges as important approaches to development.

3.3 Remarks by the Honourable Patricia Kaliati, M.P., Minister of Gender, Children, Disability and Social Welfare of the Republic of Malawi

Before the Hon. Patricia Kaliati gave her remarks, Dr. Mary Shawa, Principal Secretary for Gender, Children, Disability and Social Welfare, observed that the conference was a turning point in the cooperation between the Republic of Korea and the countries participating in the Bridge Africa Programme.

In her remarks, the Hon. Minister observed that the implementation of the Bridge Africa programme has gone from strength to strength over the last five years in the participating countries. She said that the relationship between Korea and Malawi had grown in this time from small scale interventions to government involvement, and that the programme has galvanized the participation of the communities involved. She cited Naphini Centre as a good example of how communities can be involved in activities for their own development.

The Minister stated that education was important in countering various negative issues that citizens, especially women, encounter. She said that adult literacy learning should also cover issues of gender-based violence and knowledge about the various pieces of legislation that the country now has.



“The relationship between Korea and Malawi has grown from small scale interventions to Government involvement.” - Minister of Gender, Children, Disability and Social Welfare, the Hon. Patricia Kaliati

She also observed that there was a need to strategise on how programme activities can be sustained beyond the current assistance from the Korean National Commission for UNESCO and called upon the private sector in Malawi to emulate the private sector in Korea in its support for literacy education and ECD.

3.4 Opening Speech by the Guest of Honour, the Honourable Dr. Emmanuel Fabiano M.P., Minister of Education, Science and Technology of the Republic of Malawi

In his speech the Honourable Minister referred to the SGDs that were adopted by the UN last year, observing that SDG goal 4 calls for inclusive and equitable quality education and life-long learning for all. He said that, though the Ministry of Education’s focus is on the formal education system, it works closely with the Ministry of Labour in relation to technical education, and with the Ministry of Gender in relation to pre-school and adult education, in school and out of school. He added that a close working relationship between the Education and Child Welfare Ministries on out of school programmes would make the Bridge Africa Programme even more successful and increase the possibility of achieving SDG 4 before 2030.



“There has been mixed performance in the attainment of EFA goals because of the business as usual approach.” - Minister of Education, Science and Technology, the Honourable Dr. Emmanuel Fabiano

The Minister stated, however, that the ‘business as usual’ attitude was a big hurdle to the attainment of the SDGs. Nonetheless, he was of the view that the approach adopted by the Bridge Africa Programme had the potential to harness the energies of the communities involved as they enthusiastically take on and participate in activities that benefit them. He noted that communities have not, to date, been fully engaged in teaching and learning processes in both formal and informal settings.

He said that parents and guardians should actively follow what happens in the education of their societies. Parents must be adequately educated to appreciate, be interested in and assist their children’s learning.

The Minister said there is a cross-section of learners who need to be targeted, including young and adult learners, learners with disabilities and those in formal education. In that context he observed that there had been a mixed performance in the attainment of the EFA goals in the past fifteen years because of the ‘business as usual’ approach. He emphasized the need to abandon that approach and observed that the attainment of goal 4 of the SDGs by 2030 requires sustainable collaborative approaches that are innovative and where sharing experiences is prioritised.

He expressed satisfaction that in Malawi the Bridge Africa Programme approach was in tandem with human capital development through community colleges aimed at building skills to empower youth for self-employment and creation of jobs.

He observed that assistance to schools has often been through provision of learning materials without engaging the relevant communities. He said the Bridge Africa Programme's approach was a departure from that practice in that it has demonstrated the involvement of communities in actively engaging them in the provision of education opportunities for their children.

The Minister expressed his concern that adult literacy learners who are interested in continuing their learning often face a language barrier. He said this was the reason why there was a drive towards teaching the English language to adult literacy learners, which is meant to link adult literacy to formal education.

4.0 CONFERENCE PROCEEDINGS

4.1 Keynote Speech:

The Sustainable Development Goals (SDGs) and the Bridge Africa Programme

by Prof. Hubert Gijzen,

Director of the UNESCO Regional Office for Southern Africa

Professor Gijzen's speech started by drawing attention to the fact that there are two big imbalances in the world, namely that between people and the planet and that between people and people. In the case of the former, the imbalance has led to massive pollution, biodiversity loss, environmental damage, overfishing, pollution, acidification, a rise in sea levels and over-extraction of environmental resources. As regards the latter, 50% of the poorest people in the world own 1% of the world's income while the richest 1% owns 40% of the world's income. Women earn only 10% of the world's income; millions die of curable diseases; Europe destroys millions of dollars' worth of food and yet millions die of hunger in other parts of the world.

Prof. Gijzen observed that water, most of which is used for agriculture, is a critical development factor. Tackling global challenges such as poverty eradication, inequalities, population growth, urbanization, food insecurity and sustainability needs innovative approaches which do not focus on the specific but rather look at the bigger picture. In that connection, he said that by zooming in on the SDGs, the Bridge Africa Programme is already addressing the goals on Education and Partnerships.

He argued that the challenges were inter-connected and complex, such that the food-water-energy nexus relates to climate change, environmental sustainability, poverty and inequality and ultimately also to peace and security. There should be transformative shifts that can deliver new energy, new water and new food as well as a new humanism.

Prof. Gijzen ended by proposing a *Vision 2050*, a long-term vision of a sustainable world in which, by mid-century, all people live a reasonable form of life. He hoped for the integration of renewable energy in schools and communities through creation of green energy facilities and curriculums, as well as the help of communities and business to provide technical assistance.

4.1.1 Reflections by participants

- Crisis of energy and water- participants showed interest in the idea of harnessing the energy and enthusiasm of young children to work toward sustainable use of renewable resources and energy.
- Participants noted that, while we know what needs to be done, we lack the will to do it. We need to generate the will to implement what we need to do.

4.2 *A New Framework for the Bridge Africa Programme* by Mr. Dong-seok Min, Secretary-General of the Korean National Commission for UNESCO

Mr. Dong-seok Min presented the new framework that is intended to be followed in the Bridge Africa Programme from now onwards. He briefly outlined the specific areas of support, which include ECD, literacy education for all ages, and technical and vocational training. He also explained that the main activities of the programme include establishment of Community Learning Centres, training of facilitators and teachers, and supplying learning materials. He then described some notable achievements of the programme in Lesotho, Malawi and Zambia. He explained that based on the results of the programme in previous phases it was found necessary to reorient the implementation model of the programme. Mr. Min then introduced the new framework for implementation of the programme, which will be based on three principles: ensuring *sustainability*, promoting *ownership* of activities being implemented and ensuring *self-reliance* in the implementation of the programme.

Summarizing, Mr. Min said that Bridge Africa Programme activities would in future be implemented in partnership between KNCU and National Commissions in participating countries on the one hand, and relevant Government bodies and local communities on the other. In this regard Bridge National Committees (BNCs) would be established in each participating country and would be

managed and coordinated by the National Commission in the relevant country. Mr. Min ended his presentation by highlighting that, in order to realise the ownership principle, countries would be encouraged to align their specific projects and initiatives to their country's education strategies.

4.3 MOU Signing Ceremony

A Memorandum of Understanding (MOU) was signed between the Botswana National Commission for UNESCO and KNCU and also between the Swaziland National Commission for UNESCO and KNCU, as a result of which Botswana and Swaziland have now become participants in the Bridge Africa Programme.



After Signing of MOUs between South Korea & Swaziland and South Korea & Botswana

4.4 Country Presentations

4.4.1 Lesotho

The Bridge Lesotho Project started in 2010. First of all, local NGOs were identified to implement the project. Following this, the Lesotho National Commission for UNESCO and the chosen NGOs identified the project areas. Implementation of the project, which started in Liphiring and Khukhune villages, initially faced the challenge of low patronage of the ECCD classes provided at the CLCs, as many villagers were not able to pay the tuition. This was, however, solved when the project partnered with the Lesotho Government to subsidize the remuneration of the teachers.



Ms. Palesa Montsi, Secretary General of the Lesotho National Commission for UNESCO

Project achievements include registration of the CLCs as official ECCD centres; obtaining government subvention to pay ECCD teachers; monitoring & evaluation of the centres; training workshops for ECCD care-givers, and provision of trained teachers.

The challenges faced to date include the fact that ECCD was not part of free education; lack of ownership by the community; lack of an ECCD curriculum; shortage of learning materials; monitoring and evaluation, and sustainability.

Lesotho has future plans for the project that include integrating functional literacy programmes, training all providers, designing learner-responsive programmes, and supporting poverty alleviation programmes.

4.4.2 South Africa

The point of entry of the Bridge South Africa Project was Project Literacy, an NGO. The process for initiating the project included Project Literacy completing required questionnaires, supplying the necessary supporting documents, and engaging with the South African National Commission for UNESCO (SANatcom). KNCU had been referred to Project Literacy by the SANatcom based on their work with the SANatcom and participation in educational activities such as working on the committees drafting the EFA country reports, especially the section on adult education.



Ms. Lefika Chetty, Deputy Director for Education, the South African National Commission for UNESCO

The SANatcom facilitated discussions between Project Literacy and KNCU, and after site visits by KNCU to Project Literacy and selected projects, as well as conducting interviews with key staff, KNCU requested Project Literacy to act as host for three volunteers.

Activities are being carried out at Lesedi Community Development Project in Soshanguve ‘Block S’ and at Motle SANLI centre, Ratjiepan, outside Hamanskraal.

4.4.3 Zambia

An MOU was first signed by KNCU and the Zambia National Commission for UNESCO (ZamNatCom) in October 2010 and another in March 2014, the purpose of which was to establish a mutual framework governing respective organizational relationships, responsibilities, and activities. The parties to the MOU agreed to community-driven development through established participatory local involvement channels, a consolidated network, and a roadmap to implement an effective Bridge Zambia Project that would significantly contribute to target goals for EFA. The collaboration was to thrive on the project, based on: eradicating extreme poverty through education and life skills; improving literacy skills; and fostering local ownership through community-led projects.



Dr. Charles Ndakala, Secretary General of the Zambia National Commission for UNESCO

ZamNatCom is the main partner for the project in Zambia, facilitating cooperation between various stakeholders and the government. Implementers include local NGOs, such as Programme for Urban Self Help (PUSH) and People’s Action Forum (PAF). At Solobon, about 53 adults have benefitted from the project’s activities, leading to the establishment of ECCD classes for children, a programme which has continued running with 60 learners. The project also facilitated construction of a CLC at Chishiko, and funded TVET training for 19 trainees who have passed the official trade test and were awarded TEVETA accredited certificates which make them formally employable.

4.4.4 Zimbabwe

Zimbabwe National Commission for UNESCO is a governmental commission housed in the Ministry of Higher and Tertiary Education, Science and Technology Development (MHTESTD), but working with relevant line ministries, NGOs and civil society organizations.



Mrs. Margaret Chirapa, Secretary General of the Zimbabwe National Commission for UNESCO

Although Zimbabwe has made significant progress in the provision of EFA goals, there are still some gaps which need filling in. One study established that there were an alarming 1,234,642 children out of school, due principally to cited poverty and the state of being orphans.

The Bridge Zimbabwe Project focuses on basic literacy for adults and out-of-school children, as well as functional literacy (skills development) for those who have acquired basic literacy skills. The functional literacy programmes are popular with adult learners for the purposes of income generation.

The Bridge Zimbabwe Project was initiated by the KNCU in 2010, and an MOU was signed between the Korean and Zimbabwe National Commissions. With the recommendation of the MHTESTD, the Adult Literacy Organization for Zimbabwe (ALOZ), a local NGO, was selected to be the implementing partner. The project is now in its second phase.

In terms of achievements, there has been support for capacity development programmes for 5 ALOZ literacy tutors, who have been trained over the years in income generation activities that have also been imparted to the adult learners in ALOZ Literacy Centres. Communities have welcomed the project, as shown by the fact that Headmen from Domboshawa pledged a piece of land to build a CLC.

There are also success stories with women over the age of 50 sitting and passing Grade 7 examinations with good grades.

There are, however, still challenges. As Non-Formal Education falls under the Ministry of Primary and Secondary Education, the use of implementing partners is a challenge when it comes to the way that the partner relates with the Ministry in respect of policy directives.

It is hoped that all stakeholders will comply with the country's National Non-Formal Education (NFE) Policy which guides and directs all activities in the provision of Non-Formal Education in the country.

4.4.5 Malawi

Currently, there are over 10,000 adult literacy classes with an average of 25 learners per class operating across the country. These learning centres are run by both government and civil society organizations - NGOs, Faith Based Organizations (FBOs), Community Based Organizations (CBOs) - as well as the private sector.

The Bridge Malawi Project addresses the three key thematic areas of the National Education Sector Plan (NESP), namely: quality and value; equitable access; and governance and management.

In terms of approach, the Bridge Malawi Project addresses the thematic areas of the NESP through supporting grassroots activities including the establishment of Community Learning Centres (CLCs) which act as the hub of community-led education development activities. The local leadership and communities are mobilised and empowered to take full charge of their education programmes from conception to implementation, as well as in monitoring and evaluating their progress and impact. Thus, the Bridge Malawi Project promotes community ownership of the learning centres, and encourages community overall interest and participation in education activities.

Education activities that are offered in these CLCs include early childhood development; after-school extra tuition support for primary school children, aimed at giving remedial support to learners in literacy and numeracy skills; adult literacy classes; and vocational skills training. The CLCs also have libraries which are open to members of the community to support their learning and education development.

Currently, the Bridge Malawi Project is supporting communities in 3 areas, namely *Mwera* in Lilongwe, *Namiyango* in Blantyre and *Naphini* in Zomba. Its partners are the Ministry of Gender, Children, Disabilities and Social Welfare; the Ministry of Education, Science and Technology; the National Centre for Literacy and Adult Education; District Councils; Development Aid from People to People (DAPP); the National Library Service; the Poets Association; and Pan Africa Publisher.



Dr. Francis Mkandawire, Executive Secretary of the Malawi National Commission for UNESCO



4.4.6 Botswana

Botswana conducted an EFA assessment and established a need in the field of ECCD and has thus prioritised ECCD Policy. The country has set up reception classes in 359 schools, where learners are provided with facilities such as learning materials.

When the Minister of Education met the Secretary-General of the Korean National Commission for UNESCO, an invitation for participation in the Bridge Africa Programme was welcomed because of the gaps, especially in the Western Belt of Botswana.



Mr. Oteng Basimolodi Mokowe, Secretary General of the Botswana National Commission for UNESCO

4.4.7 Swaziland

Swaziland first heard about the Bridge Africa Programme from other NATCOMs, and authorities were excited when the KNCU proposed starting the project in Swaziland. The main area of concern is access to ECCD, which in some cases is lower than 40%. The Government in Swaziland supports only about 3 or 4 ECCD centres. There are also a lot of dropouts at primary level who end up joining basic literacy classes. Challenges in TVET relate to the issue of a qualification framework. There are currently plans to conduct a needs assessment that will help map out areas to be tackled.



Mrs. Hazel Zungu, Secretary General of the Swaziland National Commission for UNESCO

5.0 THEMATIC DISCUSSION: CHALLENGES AND OPPORTUNITIES FACING THE BRIDGE AFRICA PROGRAMME

Participants were divided into thematic groups, in the focus areas of National Commissions, ECCD, Literacy and TVET, to discuss and analyse challenges and opportunities surrounding the implementation of the Bridge Africa Programme in the partner countries, and to suggest insights and solutions for the 2016/17 work plan. Key questions discussed in the groups included:

- What opportunities are there in the various countries, government ministries or organisations involved in the Bridge Africa Programme that have commonalities with the programme?
- What partnerships have there been between countries, ministries or organisations and the Bridge Africa Programme that have engendered or promoted best practices?
- What actual or potential challenges exist in the partnership with the programme?

- What are the key solutions to the challenges faced by the programme?

DAY TWO: 18th February 2016

5.1 Report on thematic discussions

Deliberations on the second day began with a report on the thematic discussion “*Challenges and Opportunities facing the Bridge Africa Programme*” of the previous day. The report was read out by the Secretary-General of the Korean National Commission for UNESCO, Mr. Dong-seok Min.

Mr. Min said that, on the basis of the discussions in the thematic groups and within the context of the guiding questions, delegates agreed on the following:

5.1.1 National Commissions

The group that discussed the theme of National Commissions noted two challenges in particular: firstly the low profile of the Bridge Africa Programme due to a lack of sharing of the outcomes and experiences obtained through the programme, and secondly, insufficient attention paid to, and investment in, the non-formal education sector.



National Commissions Group

On the subject of opportunities it was observed that considerable infrastructure and governance structures exist in the communities targeted by the programme. For example, in most countries basic literacy and skills education centres already exist, which the Bridge Africa Projects can cooperate with. In addition there is strong willingness at both the community and government levels and a strong culture of volunteerism, which can be utilized to identify volunteer teachers for community learning centres, as is done in Naphini CLC in Malawi. For better future programming, it was suggested that there is a need to establish a Bridge National Committee (BNC) in each partner country to help coordinate activities, and that the National Commissions in each country should take a leading role on the committees. In addition, it was observed that there is also a need to conduct more formal studies on the various experiences and knowledge acquired during the past six years in each participating country.

5.1.2 Adult Literacy

The thematic group on National Adult Literacy isolated out-of-school education, basic literacy and functional literacy as areas of opportunity. The group also noted that the Bridge Africa Programme has been supporting teaching and learning materials and teachers training as well as capacity building and infrastructure development.



Adult Literacy Group

The programme has also established partnerships with local NGOs, National Commissions and technical and vocational training schools, all of which are opportunities. The group also noted some challenges such as issues regarding the sustainability of the projects, lack of infrastructure, the question of how adult literacy graduates can proceed to the next level in their education after completing literacy courses, and the fact that different student groups are mixed together in one class. In order to solve these problems, it was agreed that it was crucial to align each project with government policies. Infrastructure could also be provided to increase access to CLCs in order to attract more people. In addition, in order to secure attendance by different student groups at classes and encourage teachers, it is also important to provide tangible incentives.

5.1.3 ECCD

The thematic group on ECCD noted considerable opportunities in the area of ECCD. It was noted that in most countries, ECCD classes have been operational for some time but that it is only recently that governments have been taking the lead to bring the centres into the formal education system.



ECCD Group

For example, in Lesotho and Botswana, ECCD is one of the country's priority areas. The Bridge Africa Programme is therefore an opportunity for such countries as it aligns itself to government policies and supports capacity development of the governments and communities, emphasizing ownership and self-reliance.

The main challenge identified was that of over-dependence on donors, both public and private, which limits countries' ability to develop their capacities. To overcome this, it was suggested that every stakeholder should be involved from the beginning of planning. In order to promote self-reliance, it is crucial that all Bridge partners in a participating country discuss the major issues together, and plan and implement the project hand in hand. In that way, the central government, local government, and the communities involved would be able to manage the project in a sustainable and inclusive manner.

Other challenges include:

- A lack of standardized guidelines including a curriculum, syllabus and methodologies;
- A lack of supervisory services from a professionally-recognized body;
- A lack of career structure for personnel working in the ECD sector; and
- A lack of opportunities for career advancement and professional development.

It was noted that most of the issues above are connected to the lack of an institutional framework in the field of ECCD. As such it is not really the "sole" responsibility of the Community Learning Centres (CLCs) to ensure that such factors are in place. Governments need to move to ensure that an effective institutional framework is in place to facilitate delivery of ECCD services at the CLC level.

5.1.4 TVET

The TVET group concluded that access is the main area of opportunity for the Bridge Africa Programme. In most cases, TVET is provided by way of formal education through vocational training centres, secondary schools and technical colleges. Through provision of skills training in the Bridge Community Learning Centres (CLCs), the programme can improve access to such training within communities.

The main challenge in the area was identified to be inclusion. Some of the organizations implementing TVET in the Bridge partner countries come under the auspices of the Ministry of Labour while the Bridge Africa Programme works mainly with the Ministries of Education and Community Development. As one of the solutions, it was suggested that a national committee be formed in partner countries that links the various ministries and organizations.

The key to successful operation of such a committee would include effective coordination by the relevant National Commission and the willingness of the members to cooperate, which is likely to be influenced by alignment with the framework of each Ministry or department.

KNCU took the opportunity to declare its own position within these discussions, stating that the financial resources of the Bridge Africa Programme consist mainly of funding from the Korean Government and funds raised from approximately 2,500 Korean people. The programme's financial resources are very limited compared to its broader goals, and thus, KNCU has a duty to consider very carefully the proper allocation of those resources.



The Korean National Commission for UNESCO believes the programme should have a focused approach concentrating on education. Participating countries, as co-architects of the programme, should take the lead or participate in planning the Bridge Project in their countries, ensuring that the limited financial resources are allocated to activities that are directly related to education. KNCU informed the meeting that it would not fund project proposals requesting activities that are more focused on community development instead of 'education' itself, such as digging a well or paving a road in the village.

KNCU also requested countries to make efforts to find and collect human interest stories, photos and videos showing the impact of the implementation of the Bridge Project in each country, as this would be good publicity for the project and encourage Korean donors to continue supporting the Bridge Africa Programme.

6.0 CLC CASE STUDY PRESENTATIONS: THE MALAWI CLCs

The CLC case studies were presented by the managers of Mwera CLC, Naphini CLC and Namiyango CLC.

6.1 Mwera CLC

The Centre is located at the Headquarters of the Mwera Group Village Headman, 11km southwest of Lilongwe within the area of Traditional Authority Malili on the road to Zambia. Its goals are to improve literacy skills within the community, eradicate poverty through education and reach out to more community members through education. The centre's programme activities comprise early childhood development (ECD), after-school classes and adult literacy classes. The centre is new, having started 2 years ago, in 2014. The centre is some way behind other CLCs in Malawi in terms of facilities. Not much improvement is expected very soon but it is trying to catch up with the other centres.

There are 110 ECD students who are provided with porridge when they attend, 120 students in Standards 1-4 (aged 2 – 6 years), and 30 students - all women - in the Adult Literacy classes. In terms of personnel, the centre has 10 caregivers for ECD (2 male and 8 female) and there are 3 tutors (one male and two female).

The centre has been able to provide its members with opportunities to visit to other centres such as Naphini CLC and Namiyango CLC, train the management committee, train tutors for adult literacy classes, and put up some infrastructure.

Challenges faced include a lack of toilets, inadequate classrooms for out of school education, making men shy to attend classes, inadequate income generating activities, and the need for a bridge across the nearby stream because in the rainy season students do not attend classes.



Mr. Richard Segula, Representative of Mwera CLC

6.2 Namiyango CLC

The centre located at Namiyango, Bangwe Township in Blantyre, focuses on youth with disabilities. It came into existence in 2010 with assistance from KNCU.

Activities of the centre include after school classes, monthly parent meetings, behaviour change classes and vocational skills training. For the after school classes, students come to the centre from all around the community because the schools in the area do not have special needs classes. The programme teaches mathematics, Chichewa and English while focusing on competitiveness in literacy and numeracy. There are three levels namely Elementary, Basic and Advanced. The Elementary level targets those who have never been to school while the Basic level targets youth who go to formal school but are not doing well. Classes are organised according to the student's level and there is no age limit.

There is also a technical skills programme in which students are taught basic carpentry and joinery skills. The programme, which is aimed at increasing self-employment and reducing begging among

people with disabilities, has 40 learners. The inclusion of family members of the students with disabilities ensures that students get support at home.



Mr. Rex T Kalima, Director of Namiyango CLC

The centre also runs a behaviour change communication programme. The behaviour change communication programme was initiated after noting that youth with disabilities are sidelined in discussions in various fora on issues that affect them. The programme enrolls students aged 13 to 30 years and imparts knowledge on self-reliance, self-esteem, HIV and AIDS, human rights, gender, democracy, advocacy and lobbying.

The monthly parents' meeting, where parents come to discuss issues that affect their children, also helps in ensuring that learners can come to the centre, since they need someone to bring them to the centre and parents can help in this regard.

The centre also runs an economic empowerment programme through which income-generating activities such as vegetable gardening and pig farming are carried out.

Members of the centre have participated in the Bridge Writing Festival, workshops, teacher training and training for parents. Books have also been procured with the assistance of KNCU.

The centre has also established networking and partnerships, such as with KNCU, MNCU, Student Volunteers Abroad (SVA), Viability International (VI), and CONGOMA.

There have been some encouraging developments such as an increase in the number of students with disabilities enrolled in formal schools around the community since 2010; two students passing Malawi's Junior Certificate of Education and the fact that the centre now has 108 learners, up from 10 in 2010. The main challenge of the centre is that there are no disability-friendly toilets.

6.3 Naphini CLC

The centre, which started in 2010, is located in Zomba. Initially the centre was in partnership with the Scouts Association of Malawi (SAM). Villagers were first briefed on the Bridge Africa Programme and after being convinced about its merits, they were happy to participate in it.



Mr. Hamilton Kamwendo, Chairperson of Naphini CLC

Chief Ulima donated land for free, and the programme built a summer hut, a classroom and toilets.

The centre aims to meet the EFA goals, empowering local communities, using local resources to improve the lives of the local community, and promoting active participation of the community.

The centre runs adult literacy classes with 35 learners (33 women and 2 men) and 3 instructors, 6 female teachers and 2 male teachers. It also runs a nursery school, does some gardening and runs a library which has a stock of 600 books. The library was established through collaboration with the National Library Service. The centre also offers training in tailoring.

There has been a lot of goodwill for the centre from chiefs who have donated some land on which soya, groundnuts and maize are grown. In 2015 the maize garden produced 50 bags, and the groundnuts garden produced 20 bags. The centre sold some of the bags and the proceeds were used to plant more.

6.4 Feedback on CLCs presentations

During the discussions which followed the presentations, one participant appreciated the fact that chiefs were taking a central role in the community learning centres. She commended Malawi for uplifting the education and skills of its people. She also wanted to know whether or not the agreements relating to the Bridge Africa Programme include provision of amenities such as toilets.

A member of Naphini CLC said that since 2010 some activities had been taking place in his home. After construction, they had to find a way to ensure the centre was used so they had to use the neighbors' toilet. A participant from Zambia shared the experience in Zambia where the community can ask for the construction of toilets under the Bridge Africa Programme. It was suggested that Malawi could follow that example. Another participant was of the view that it is possible for the community to mobilize resources through local collaboration to build a toilet without depending on the Bridge Africa Programme.

Another participant wanted to know how Naphini CLC deals with gender issues, particularly the fact that men do not wish to attend classes and why boys are not participating. The chiefs observed that there was a need to devise mechanisms that would help attract boys and men to adult education classes.

A participant from Botswana observed that some of the challenges would be solved if governments could play a role. She was concerned that it is difficult to know how many people with disabilities there are in Namiyango community. He said that in Botswana vulnerable people are transported by the government to learning centres.

Delegates commended the role chiefs were carrying out in the implementation of the programme and agreed that this was an initiative worth emulating by all participating countries. Delegates further commended Malawi for its efforts in vigorously pursuing alternative means of providing education to the less privileged but reminded each other to respect acceptable standards of service delivery in

their respective countries. Particularly, this was in view of the issue of absence of toilets at Naphini CLC in Malawi.

7.0 FRAMING AND DEVELOPING INDICATORS TO MEASURE THE PROGRESS OF THE BRIDGE AFRICA PROGRAMME



Professor Tae Joo LEE gave a presentation on Framing and developing indicators to measure the progress of the Bridge Africa Programme. The presentation provided a framework for country discussions on sustainability of CLCs and 2016/17 work plans. The presenter began by explaining the challenges that have been encountered in the course of implementing the Bridge Africa Programme, which he categorised into 6 focus areas, namely; Programme Goals and Objectives, the Programme's Strategic Sustainability, Identity as Non-formal Education Project, Evidence-based Management, Reflecting Africa's Context, and Partnership for Impact. In each of the focus areas Prof. Lee gave examples of specific challenges, which included: a lack of clear, overarching programme results and goals in terms of their being 'UNESCO projects'; insufficiently clear linkages between activities, outputs and outcome; a lack of specific education themes among various projects and activities; changes to project goals and directions, which have not been publicized and internationalized among key stakeholders; challenges in developing specific local content; limited

professional project/activity planning; a lack of strategic data collection during the planning stage; limitations of time, distance, expertise, and resources in relation to volunteers' attempts to "organize" among communities; and a lack of clear programme goals and intended outcomes shared among various stakeholders.

Prof. Lee observed that, based on previous experiences from the programme, the programme needs to change and to concentrate on improving investment in non-formal education projects and sharing measurable and non-measurable project outcomes. He emphasized the fact that the new strategic direction will focus on sustainability, ownership and self-reliance. The programme will require Korea's investment in fellow UNESCO National Commissions and the setting of clear objectives and strategic goals at various levels. The projects will focus on ECCD, TVET and Literacy in the out-of-school education context and will need to connect with the Global Education Monitoring (GEM) Report.

Prof. Lee said the Bridge Africa Programme therefore expects strong commitment from various stakeholders, focusing on "changes" at various levels, revitalizing key activities at local and national levels, and delivering quality coordination and knowledge service. He concluded by saying that there is also a need to start collecting baseline data for evidence-based monitoring and reviews, and ensuring stronger local, national and global connections.

8.0 COUNTRY PRESENTATIONS: SUSTAINABILITY OF CLCs AND WORK PLAN FOR 2016/2017

8.1 Swaziland

Since Swaziland has not yet started implementing the programme, this presentation focused on their work plan. The country will receive its first Bridge Project Manager from KNCU in April 2016, which will mark the start of activities.

Swaziland's first activity will be the establishment of the Bridge National Committee (BNC). It is envisaged that the committee will be composed of one or more members of the Swaziland National Commission for UNESCO, the Bridge Project Manager as representative of the Korean National Commission for UNESCO, the coordinator of the SWAP Committee on Education in Swaziland, representatives from the ECCE, TVET, and adult and non-formal education sectors, and a representative of SEBENTA National Institute (responsible for basic, non-formal education and vocation skills). This will be followed by the organisation of a workshop where the programme will be introduced to stakeholders.

Swaziland plans to conduct a needs assessment in order for the programme to be relevant to communities' needs and what they feel will have an impact in their community in the areas of literacy, ECCD and vocational training. Capacities of members of the community from which tutors will be identified will also be assessed.

The country plans to establish grade testing for the CLC's vocational skills training by the national body responsible for trade testing and establish a Bridge Participation Project (BPP) that will facilitate tutor instruction and the development of learning materials. A learners' writing festival is also under consideration.

8.2 Botswana and South Africa

This was a combined presentation for South Africa and Botswana. In relation to South Africa, it was noted that South Africa's MOU with KNCU had expired but that KNCU and the South African National Commission for UNESCO were planning to sign a new one in March, 2016, following which a work plan would be considered.

Botswana's 2016 work plan will be as follows:

- March to April: Consultation to assess country needs
- April- May: Consultations will start with the Ministry of Education, followed by parent-teacher associations
- May-June: Drafting of proposals for submission to Korea National Commission
- Oct-Dec: Setting up centres by rehabilitating functional halls that have been abandoned and requesting land.

8.3 Zambia

At the moment Zambia has the Nega-nega CLC, the sustainability of which will be managed through a national management committee composed of representatives of the Ministry of Education and communities that are served by the centre.

Self-reliance will be assured through the use of local resources. Trainees will use already existing buildings and available human resources comprising primary school teachers who will be trained in adult literacy methodologies.

A survey that was conducted to determine products and services that would be marketable in the community showed a need for skills in bricklaying, tailoring and carpentry.

The centre's work plan for 2016-2017 is as follows:

- Continue with the training of adult literacy facilitators
- Establish functional literacy classes
- Develop adult learning materials
- Organise one-day training for head teachers
- Organise training for management of adult learning centres for selected schools
- Conduct piloting of hands-on classes at the community learning centre
- Conduct one-week head teacher training using the training manual that has already been developed
- Print materials in local languages - some materials already exist in Tonga

8.4 Lesotho

The national management committee for the Bridge Programme (Bridge National Committee) that Lesotho is envisaging will be composed of the following:

- Central government level representatives – will consist of Lesotho National Commission for UNESCO and Korean National Commission for UNESCO exercising an oversight role. Other members will include representatives from the TEVTA, ECCD, Social Developing, Agriculture, and Culture sectors
- District level representatives

The plan for Lesotho is as follows:

- Training workshop for Bridge National Committee
- Training workshop for literacy and ECCD teachers
- Production and dissemination of learning materials to Community Learning Centre
- Provision of functional literacy training
- Technical skill training

8.5 Zimbabwe

Zimbabwe said the deterioration of management capacities at the NGO called ALOZ has resulted in inefficiencies in managing the CLC. It was noted that this situation came about partly because KNCU had entered into two MOUs in relation to the programme, one with the Zimbabwe National Commission for UNESCO (ZNCU) and another with ALOZ, who were the implementing agency for the project. The result was that the NGO had no contractual obligations towards ZNCU.

As a way forward, the Ministry of Education and ZNCU are of the view that:

- There is a need to monitor and assess the ability of the implementing partner in Zimbabwe.
- When KCNU terminates its MOU with ALOZ, the Ministry of Education will carry out the process of selecting a new, more viable, partner.
- A local project manager should be engaged to improve the sustainability and ownership of the project.

The work plan for the Zimbabwe Bridge project will be developed after the challenges and the MOU issues noted above are resolved.

8.6 Malawi

The national management committee for the Bridge Programme (BNC) that Malawi is envisaging will be composed of the following:

- Central government level – will consist of representatives from the Ministries of Gender, Children, Disability & Social Welfare; Education, Science & Technology, and Labour, Youth and Manpower Development, with the Malawi National Commission for UNESCO and the Korean National Commission for UNESCO acting in a secretariat role. The government ministries will alternate as chairperson for the national management committee, with the Ministry of Gender, Children, Disability & Social Welfare chairing this year, and the Ministry of Education, Science & Technology co-chairing.
- At the district level, representatives of the sectoral ministries at the national level will be members of the team. Other members will include some active NGOs in the relevant districts.

The work plan for the Bridge Malawi Project for the year 2016 will be as follows:

No	Description of Activity	Responsible Officer	Time Frame			
			1st Q	2nd Q	3rd Q	4th Q
1.	Conducting community sensitization meetings	Director for Community Development (DCD)	√	√	√	√
2.	Review and development of instructional materials for functional literacy	DCD/ Director for Child Affairs (DCA)	√	√	√	√
3.	Use of information communication technologies in the dissemination and promotion of adult literacy and ECD activities	DCD/DCA	√	√	√	√
4.	Printing and distribution of instructional materials	DCD/DCA	√	√	√	√
5.	Supervision of CLCs by both Headquarters and District teams	DCD/DCA	√	√	√	√
6.	Strengthening functions of the District Executive Committee through establishment of a vibrant task force	DCD/DCA	√	√	√	√
7.	Review of programmes and activities for CLCs through annual, bi-annual, quarterly and monthly work plans	DCD/DCA	√	√	√	√
8.	Construction of complete packages of structures at CLCs	DCD/DCA	√	√	√	√
9.	Strengthening consultations with the Ministry of Education Science and Technology on implementation of literacy and ECD programmes	DCD/DCA	√	√	√	√
10.	Review of the Reporting, Monitoring and Evaluation System Framework for Adult Literacy	DCD	√	√	√	√
11.	Consulting the Government of Malawi on facilitators' incentive/motivation packages	DCD/DCA	√			
12.	Training of adult literacy instructors, early childhood development care givers and CLC committees	DCD/DCA	√	√	√	√
13.	Promotion of IGAs and other technologies that address rural livelihood activities	DCD	√	√	√	√

8.7 Feedback on country presentations

- Participants were urged to be mindful of the issue of relevance of the programme to the local situation.
- The meeting agreed with the ZNCU and Zimbabwe Ministry of Education's observation that the issue of the separate MOU between KNCU and ALOZ needs to be revisited and resolved, pointing out that it is understandable that after the programme is terminated, the communities will look to the Government to provide services. The meeting also agreed that the issue would be best resolved between KNCU and ZNCU.
- KNCU explained that in the early stages of the Bridge Africa Programme, the programme worked through NGOs because at that time the assistance of NGOs was important, but now the situation has changed. Now the national projects are a result of the cooperation between the Korean National Commission for UNESCO and each partner country's National Commission. The KNCU will therefore be guided by what the National Commission for UNESCO suggests.

DAY THREE: 19th February 2016

9.0 SIGNING OF FRAMEWORK AGREEMENTS AND LILONGWE COMMUNIQUE

On the last day of the conference participants witnessed the signing of three documents. These were the Framework Agreements between two CLCs (Naphini and Namiyango) in Malawi and the Korean National Commission for UNESCO in conjunction with the Malawi National Commission for UNESCO, and the Lilongwe Communiqué.

9.1 Framework Agreements

The Framework Agreements outline the obligations of the KNCU, CLCs and MNCU in the implementation of the Bridge Malawi Project. The CLCs are called upon to work closely with KNCU and MNCU in all processes relating to the Project including planning, implementation, monitoring and evaluation. The activities to be carried out at Naphini CLC are adult literacy classes, early childhood development and afterschool classes. The Forum for the Development of Youth

with Disabilities (FDYD) will be carrying out activities revolving around literacy education, early childhood education and technical and vocational training.



Display of signed Framework Agreements for Naphini and Namiyango CLCs with KNCU and MNCU

9.2 The Lilongwe Communiqué

Among other issues, the Lilongwe Communiqué recalls:

- the challenges in education development from the years 2000 to 2015, as set out in the Education for All (EFA) goals regarding Sub-Saharan Africa, where 30 million children are out of school;
- the Incheon Declaration, which encapsulates the essential elements of the Education 2030 Framework for Action; and
- the Sustainable Development Goals (SDGs), adopted at the 70th Session of the United Nations General Assembly in September 2015 which represent a new paradigm that brings together both advanced and developing countries to work towards harmonious global development.

In the context of the issues mentioned above and others, the Secretaries-General of the various National Commissions for UNESCO agreed to strive to secure the sustainability of the Bridge Africa Programme through the identified strategic directions focusing on inclusive partnership, including by:

- Making efforts to develop a sustainable mechanism for the operation of projects under the aegis of the Bridge Africa Projects in each country;
- Endeavoring to enhance alignment of the Bridge Africa Programme to national development strategies; and
- Promoting the provision of education support for self-reliance and striving to improve access to, and the quality of, education for the most vulnerable members of society, but also to support them to be self-sufficient.



Secretaries-General of the UNESCO National Commissions of Botswana, Swaziland, Lesotho, South Korea, Malawi, Zimbabwe and Zambia holding hands after signing the Lilongwe Communiqué.

10.0 CLOSING CEREMONY

10.1 Remarks by Mr. Dong-seok Min, Secretary-General of the Korean National Commission for UNESCO

The Secretary-General of the Korean National Commission for UNESCO, Mr. Dong-seok Min, reiterated that the conference was a special and valuable event, because it had afforded participants the opportunity to share the various experiences, knowhow and ideas that all the stakeholders had accumulated during the previous six years.



Secretary-General of the Korean National Commission for UNESCO, Mr. Dong-seok Min

He also observed that the conference had affirmed the need to establish a permanent mechanism which would allow KNCU, National Commissions of the participating countries and CLCs to operate the Bridge Africa Programme in a more effective and systematic manner. He invited National Commissions of the participating countries to play a crucial role in proposing, implementing, monitoring and evaluating innovative educational programmes.

Mr. Min stated that from the perspective of the Korean National Commission for UNESCO, the conference had been significant in three aspects, namely the reaffirmation that education is the only hope to halt the vicious circle of poverty, as evidenced by the Republic of Korea's own history; the re-emphasis on the fact that the ultimate goal of the programme is the self-reliance of people who are educated at the CLC, based on the principle of ownership; and the agreement on the Lilongwe Communiqué, which provides an important basis for future operation.

10.2 Remarks by Prof. Hubert Gijzen, Director of the UNESCO Regional Office for Southern Africa



Director of the UNESCO ROSA, Prof. Hubert Gijzen

Professor Gijzen said the meeting had been characterized by partnership, learning and action. He said the conference had fully addressed itself to SDG number 17, which relates to partnerships. Among his messages to conference participants were the following:

- The aim of Bridge is to bridge. It is about bridging gaps, knowledge, skills. It is about building bridges between National Commissions, between CLCs in different countries and

between different people. It is also the ability to build bridges between global goals and individual communities.

- There is no ‘one size fits all’ in the operation of CLCs. Some CLCs focus on literacy, others combine literacy and numeracy skills with technical skills development with a focus on employment, and yet others focus on early childhood development and education. There is no one single model, so there may be a need to consider a modular approach. There is also a need to think about what roles should be played by various stakeholders, as well as funding and funding experiences.

Prof. Gijzen concluded by asking participants to consider what factors have not been systematically analyzed, what the success factors are for the programme and what other factors exist that sometimes hinder its success. In that connection, he noted that there might be a need to conduct a structured study.

10.3 Remarks by the Honourable Patricia Kaliati, M.P., Minister of Gender, Children, Disability and Social Welfare

The Honourable Minister commended the contents of the Lilongwe Communiqué, emphasizing the fact that the agenda the participants had set themselves to achieve was in tandem with what governments in the sub-region rightly aspire to accomplish. Referring to specific issues in the communiqué, the Minister joined the participants in lamenting the fact that 30 million children are out of school, which she noted is a serious threat to ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

The Minister commended the commitment to make efforts to develop a sustainable mechanism for the operation of the Bridge Projects that are run under the aegis of the Bridge Africa Programme in each country. She was also appreciative of the pledge to promote provision of education support for self-reliance and the collaboration between partner countries.

She expressed her conviction that the concept of community learning centres adopted in the Bridge Africa Programme is the way to go if progress in attaining the Education 2030 Agenda is to be accelerated, but noted that it would be better if the programme could be scaled up to reach as many people as possible more quickly than is currently the case.



11.0 SUMMARY

The conference provided fertile ground for exchanging ideas, and for identifying strengths and weaknesses in programme implementation, execution and monitoring.

Participants were very constructive, passionate and serious during their deliberations, allowing the conference to set an important foundation for cooperation, partnerships and the adoption of new initiatives and actions.

The Lilongwe Communiqué, which was the climax of the meeting, will be a very important document for strengthening various aspects of the Bridge Africa Programme. It will enable the institutionalization of sustainability and effective execution of various activities. It will also promote better cooperation and understanding among all stakeholders nationally, regionally and internationally.

A. THE LILONGWE COMMUNIQUE



Lilongwe Communique on Bridge Africa Programme

(Final version as amended by the working group)

Preamble

1. We, the Secretaries-General of eight National Commissions for UNESCO (Botswana, South Korea, Lesotho, Malawi, South Africa, Swaziland, Zambia, and Zimbabwe), government officials, community members, and representatives of the partner countries in the Bridge Africa Programme and the Director of UNESCO Regional Office for Southern Africa, gathered in Lilongwe from 17 to 19 February 2016 for the 1st Bridge Africa Conference.
2. We thank the Korean and Malawi National Commissions for UNESCO for having hosted this important event, as well as the Ministry of Education of the Republic of Korea, the Malawi Government, and UNESCO Regional Office for Southern Africa for their contributions towards the success of this Conference.
3. On this momentous occasion, the first gathering of the various stakeholders from the partner countries of the Bridge Africa Programme, we strongly reaffirm our commitment to work hand in hand to improve access to and quality of education for the most vulnerable in Sub-Saharan Africa.
4. We recall the achievements and challenges in education development worldwide from the years 2000 to 2015 as set out in the Education for All (EFA) Global Monitoring Report 2015. We recognize and express our concerns indicated in the report about the challenges in the Sub-Saharan Africa region. The pre-primary enrollment ratio remains under 20%, 30 million children are out of school, and the adult literacy rate increased by only 3%, which was mostly due to an increase in the number of educated young people reaching adulthood.
5. We recall the Incheon Declaration, adopted during the World Education Forum in Korea in May 2015. It encapsulated the essential elements of the Education 2030 Framework for Action and entrusted UNESCO to lead and coordinate Education 2030 by offering guidance and technical support within Sustainable Development agenda.
5. We recall the Sustainable Development Goals (SDGs), adopted at the 70th Session of the United Nations General Assembly in September 2015. The goals represent a new paradigm that brings together both advanced and developing countries to work towards harmonious global development. The new paradigm encourages active participation based on partnership among stakeholders to take action on common issues that the international community faces.

7. In particular, we recall the 4th goal of the SDGs, which is the stand-alone goal on education: “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” We strongly believe that achievement of this goal is fundamental for the achievement of all the other goals.
8. We strongly believe that education is the key to breaking the vicious cycle of poverty and achieving development of both individuals and nations. The strong will of governments to put education first is essential. The Bridge Africa Programme regards the fostering of self-reliance among those who are benefited through the Programme as its far most important goal.

Strategic Directions for Bridge Africa Programme

We agree to strive to secure the sustainability of the Bridge Africa Programme through the identified strategic directions focusing on inclusive partnership as follows, bearing in mind that this outcome document is not legally binding to the participating countries.

1. We will make efforts to develop a sustainable mechanism for the operation of projects under the aegis of the Bridge Projects in each country. The system will operate in cooperation with relevant government bodies, UNESCO offices, international and regional development partners, and local non-government organizations, while maintaining a strong community-driven approach.
2. In addition, we shall endeavor to enhance alignment of the Bridge Programme to national development strategies. The National Commissions for UNESCO shall initiate and coordinate innovative Bridge Projects in their own countries, ensuring that all projects are planned and implemented in line with national education strategies, frameworks, and policies.
3. We shall promote the provision of education support for self-reliance. We will not only strive to improve access to and quality of education for the most vulnerable members of society, but also to support them to be self-sufficient. Efforts in this area will include encouraging the participation and contribution of local communities, capacity development of actors at various levels, and sharing of best practices.
4. In particular, we acknowledge the following:
 - (1) *Bridge National Committee:* We shall form Bridge National Committee to build a system securing the ownership and self-reliance of each partner country. The role of the committee shall be to ensure that the activities of the Bridge Project in each country are aligned to that country's national education strategy and fit the local context. The National Commission for UNESCO in each partner country will play a leading role in organizing the Committee for that country.
 - (2) *Bridge Participation Project:* We shall initiate innovative educational projects and ensure that the projects are planned, implemented, monitored, and evaluated in line with the

national educational sector strategies of the partner countries. Each National Commission for UNESCO will coordinate the project in its country through liaising with relevant government ministries, local governments, regional organizations, and local leaderships.

- (3) *Bridge Community Learning Centre (CLC)*: We shall design a blueprint for CLCs taking account of the challenges encountered during, and best practices gleaned from, CLC constructions in the past. The blueprint will be used as a guideline in the establishment of CLCs in the future. It will be adjusted according to the needs of each community and local context. While being cognizant of the different education systems and implementation modalities in each country, we the Bridge partner countries will explore the option of providing literacy education and TVET at the CLCs so that the two complement each other for optimal community benefit.
- (4) *Bridge Education Monitoring Report*: We shall actively participate in the development of monitoring and evaluation mechanisms and indicators specifically designed for the Bridge Africa Programme. In doing so, we shall focus on results, with an emphasis on making a lasting impact on sustainable development. Experts in the areas of education, development, and monitoring and evaluation will participate in the process. The results of projects will be disseminated through Bridge Education Monitoring (BEM) Reports regularly.
- (5) *Mobilization of Funds*: We shall be proactive in inviting public and private sectors to contribute to the Programme, acknowledging that the hard-won gains in education will not be preserved without improving resources for vulnerable populations. The Korean National Commission for UNESCO will continue fundraising from the general public and share the experience with the Bridge partner countries.
- (6) *Modalities of Work*: The Korean National Commission for UNESCO will play the role of a catalyst through provision of funding and liaising contributors in Korea with the partner countries. The National Commission for UNESCO in each partner country will play the leading role of a coordinator in the Bridge National Committee. A Bridge Project Manager will be dispatched to each partner country as a liaison between the two National Commissions.
- (7) *Collaboration between Partner Countries*: We shall promote interaction and knowledge exchange through various capacity-building activities. The activities shall bring together various partners such as National Commissions, government officers, and community members to share experiences and ideas on ways to improve the Project in each country.
- (8) *Dissemination of Information*: We shall make efforts to develop ways to increase the visibility of the Programme through publication and dissemination of National Annual Reports and the Bridge Education Monitoring Report.

The following are the National Commissions for UNESCO that agree to this Communique:

Botswana National Commission for UNESCO	 19 FEB. 2016
Korean National Commission for UNESCO	Dan Kwon 19 Feb 2016
Lesotho National Commission for UNESCO	Mantsi - 19 February 2016
Malawi National Commission for UNESCO	 19/Feb/2016
Rwanda National Commission for UNESCO ¹	 22/Feb/2016
Swaziland National Commission for UNESCO	 19 February 2016
Zambia National Commission for UNESCO	Dr. Charles Ndakala 19/02/16 
Zimbabwe National Commission for UNESCO	 19 February 2016

Lilongwe, Malawi / February 19, 2016

¹ Though the Republic of Rwanda could not participate in the Conference, the country shared the spirit of this Communique, and joined its outcome document.

B. PROGRAMME

2016 Bridge Africa Conference: "Sharing experiences, paving the way forward"

	DAY 1 (Wed 17 Feb)	DAY 2 (Thu 18 Feb)	DAY 3 (Fri 19 Feb)
08:00	Exhibition Opens	Report on Thematic Discussion Mr. Dong-seok Min (Secretary-General, KNCU)	Report on & Adoption of Lilongwe Communiqué
08:30		CLC Case Presentation	
09:00		Malawi CLCs (Naphini CLC, Mwera CLC, Namiyango CLC)	Closing Ceremony ♦ Mrs. Patricia Kaliati (M.P. Minister of Gender, Children, Disability and Social Welfare) ♦ Mr. Dong-seok MIN, (Secretary-General, KNCU)
09:30		Coffee Break	
10:00	Opening Ceremony ♦ Dr. Emmanuel Fabiano (M.P. Minister of Education, Science and Technology) ♦ Mrs. Patricia Kaliati (M.P. Minister of Gender, Children, Disability and Social Welfare) ♦ Mr. Dong-seok MIN (Secretary-General, KNCU) ♦ Prof. Hubert Gijzen (UNESCO Director General Representative and Director of Regional Office for Southern Africa)	Country Group Discussion - Sustainability of CLCs - Work plan for 2016/2017	Coffee Break
10:30			Excursion (Optional) Lake Malawi
11:00			
11:15	Coffee Break	Coffee Break	
11:30	Keynote Speech: SDGs & Bridge Africa Programme Prof. Hubert Gijzen (UNESCO Director General Representative and Director of Regional Office for Southern Africa)	Country Group Discussion (continued)	
12:00	Lunch	Lunch	Luncheon (at Livingstonia beach)

13:30	<p>New Framework for Bridge Africa Programme</p> <p>Mr. Dong-seok MIN (Secretary-General, KNCU)</p>				<p>Framing and developing indicators to measure the progress of the Bridge Africa Programme</p> <p>Prof. Tae Joo LEE (President of the Re-shaping Development Institute)</p>	Excursion (Optional)
14:00	<p>Coffee Break</p> <p>MOU Signing Ceremony</p> <p>(KNCU-Botswana NatCom, KNCU-Swaziland NatCom)</p>				Coffee Break	
14:10	<p>Bridge Africa Programme Country Presentations</p> <p>Presentations on Lesotho, South Africa, Zambia, Zimbabwe, Malawi, Botswana and Swaziland</p>				<p>Roundtable Discussion</p> <ul style="list-style-type: none"> ♦ Wrap-up of Session I: Sustainability of CLCs 	
14:30					<p>Roundtable Discussion</p> <p>(continued)</p> <ul style="list-style-type: none"> ♦ Feedback & suggestions for Bridge Africa Programme 	
15:30	<p>Thematic Discussion: Challenges & Opportunities</p>				<p>Roundtable Discussion</p> <p>(continued)</p>	
16:30	<p>NatComs</p> <p>Chair: Prof. Hubert Gijzen (Director of UNESCO ROSA)</p>	<p>ECCD</p> <p>Chair: Dr. Mary Shawa (Principal Secretary, Ministry of Gender, Children, Disability and Social Welfare)</p>	<p>Literacy</p> <p>Chair: Mrs. Lonely Magreta (Principal Secretary, Ministry of Education, Science and Technology)</p>	<p>TVET</p> <p>Chair: Dr. Patrick Kabambe (Principal Secretary, Ministry of Labour, Youth and Manpower Development)</p>	<ul style="list-style-type: none"> ♦ Feedback & suggestions for Bridge Africa Programme 	
17:00	<p>Review of Lilongwe Communiqué</p>					
18:00	Break				Break	
19:00	<p>Welcoming Dinner & Cultural Performance</p> <p>Cohosted by the Minister of Education, Science and Technology, and the Minister of Gender, Children, Disability and Social Welfare</p>				<p>Dinner</p> <p>hosted by Mr. Dong-seok MIN (Secretary-General, KNCU)</p>	

C. SPEECHES



Government of Malawi

SPEECH BY THE MINISTER OF EDUCATION, SCIENCE AND TECHNOLOGY, DR EMMANUEL FABIANO M.P AT THE OFFICIAL OPENING CEREMONY OF THE BRIDGE AFRICA CONFERENCE AT SUNBIRD CAPITAL HOTEL ON 17TH FEBRUARY, 2016

- THE MINISTER OF GENDER, CHILDREN, DISABILITY AND SOCIAL WELFARE, HON. PATRICIA KALIATI, M.P.
- THE VISITING SECRETARY GENERAL OF THE KOREAN NATIONAL COMMISSION FOR UNESCO, MR. DONG-SEOK MIN AND ALL MEMBERS OF THE DELEGATION FROM SOUTH KOREA,
- THE SECRETARY FOR GENDER, CHILDREN, DISABILITY AND SOCIAL WELFARE, DR. MARY SHAWA,
- THE SECRETARY FOR EDUCATION, SCIENCE AND TECHNOLOGY MRS. LONELY MAGALETA,
- ALL SENIOR GOVERNMENT OFFICIALS HERE PRESENT
- THE REPRESENTATIVE OF THE DIPLOMATIC CORPS AMBASSADOR DUMBUTSHENA AND ALL DIPLOMATIC MISSION REPRESENTATIVES PRESENT HERE,
- THE UNESCO DIRECTOR GENERAL' S REPRESENTATIVE THE DIRECTOR AND REPRESENTATIVE OF UNESCO REGIONAL OFFICE FOR SOUTHERN AFRICA, PROFESSOR HUBERT GIJZEN
- DISTINGUISHED DELEGATES AND PARTICIPANTS
- MEMBERS OF THE PRESS
- LADIES AND GENTLEMEN

I feel greatly privileged this morning to preside over the official opening of the conference on behalf of His Excellency Prof, Arthur Peter Mutharika, President of the Republic of Malawi, who would have loved to be here but could not do so due to other commitments. Let me, therefore, on behalf of the President and indeed on my own behalf, welcome all the foreign delegates to Malawi, the Warm Heart of Africa. I trust that you will find some time to discover more about our country.

Distinguished Delegates, Ladies and Gentlemen,

You may wish to recall that in September, 2015 the UN General Assembly adopted the Sustainable Development Goals (SDGs). SDG no. 4 calls upon the global community to 'Ensure inclusive and equitable

quality education and promote lifelong-learning opportunities for all'. The call comes against a backdrop of a mixed performance of the world community in the attainment of the Education for All (EFA) goals. One key lesson that the World Community learnt in implementing the EFA goals in the past 15 years, is that business as usual will not take us far. The attainment of SDG no. 4 and, indeed, all the other SDGs by 2030, requires a concerted approach which calls for innovativeness and diligence.

I am informed that it is against this background that this conference has been called under the theme, *"Sharing experiences, paving the way forward"*

Distinguished Delegates, Ladies and Gentlemen,

The approach being promoted in the Bridge Project by our South Korean friends and UNESCO is practical in accelerating the attainment of SDGs by 2030. From the briefing I have been given, I am fully convinced that the approach of the Bridge project has the ability to harness the potential and zeal of the communities to address their education challenges. By empowering the communities to take full control of their education development agenda, the Bridge project is promoting community ownership of the education programmes on sustainable basis.

Distinguished Delegates, Ladies and Gentlemen,

The Bridge Project approach is in tandem with the philosophy and programme of the Government of His Excellency Prof. Arthur Peter Mutharika on Human Capital Development. The Government is implementing a flagship programme on Community Technical Colleges which emphasizes on skills training and development for the youth. The programme is offering various technical and vocation skills to the youth to empower them for self-employment and job creation.

It is the wish of the government that communities and individuals should be in the fore front of the education development in their respective communities and countries. Community members should not be passive passengers, waiting for their governments to do everything for them. Parents and Guardians should take personal and direct interest in checking the progress of their children's class work to support the work of teachers. Let us work together to support the education of our children, semi-literate youth and illiterate adults to contribute to human resource development at all levels.

Distinguished Delegates, Ladies and Gentlemen,

For a long time, community participation in education development has been in the form of contributing labour, materials and money. Involvement of community members in pedagogy has been marginal due to the fact that teaching is a specialised profession. However, the Bridge project model has demonstrated that it is possible to involve members of the community in the teaching and learning process of the children, youth and adults. I think this is the direction that our education system should take. We need to find ways and means of actively engaging members of the community in improving the attainment of learning objectives of the education system.

Therefore, I call upon parents and guardians to take active interest in the education of their children, the youth and illiterate adults. For this to happen there is a need to assist parents and guardians to actively follow the learning progress of their children. Illiterate parents should join adult education and literacy programmes in order to effectively support their children and contribute to human resource development in their communities and countries.

Distinguished Delegates, Ladies and Gentlemen,

Countries should provide inclusive education and training programmes to ensure that children and adults with special needs are well educated and trained in various professions. Therefore, I appeal to parents and communities to support children with special needs to be educated. A child born with any form of disability should not be denied education or training. I know that there are some parents, and even communities that discriminate children with special needs from accessing education and training opportunities. Please, let everybody know that every human being born with or without disability is special and should be accorded the opportunity and the right to develop his or her potential to contribute effectively to social and economic development of the society.

Distinguished Delegates, Ladies and Gentlemen,

I have been told that Namiyango Community Learning Centre in Blantyre which is being supported by the Bridge Project is providing inclusive education to individuals regardless of the disability one has. The centre clearly demonstrates that disability is not inability and that every human being has special abilities. It is our duty as parents, guardians, civil society activists and leaders to help persons born with some disabilities to realize their special talents that God gave them in order to contribute effectively to society's social and economic development. It is pleasing to note that parents and communities around Namiyango Community Learning Centre are now supporting education of their children with special needs.

I am also told that the Bridge Project is providing adult literacy to illiterate adults and youth. As we all know, it is an educated adult who can successfully support education of his or her children and contribute effectively to his family's social and economic wellbeing.

Distinguished Delegates, Ladies and Gentlemen,

The Government of Malawi appreciates the support it gets from its cooperating partners and particularly the special support from the South Korean Government since 1965. I welcome the Korean Government support through the Korean National Commission for UNESCO to assist us in scaling up the Bridge Project interventions. It is in the interest of the Government of Malawi that you will continue supporting adult literacy as you scale up the Bridge Project.

You may wish to know that the Government of Malawi is also implementing English Adult Literacy classes in order to facilitate linking of adult literacy graduates to the formal educational system. Currently, we have 1,633 English literacy centres. Hence, we need your support with technical and financial assistance towards the scaling up of the classes. The development of education in South Korea gives me hope that it is possible

within a generation for any country to move from a dependent to a developed country. Malawi and Africa should therefore, emulate the example of South Korea by investing in education for the comprehensive development of our human capital.

Distinguished Delegates, Ladies and Gentlemen,

I would like to encourage all the distinguished delegates and participants for a fruitful conference. Our governments will be looking forward to the outcome and recommendations of this conference for the betterment of our people and the socio-economic development of our countries.

The Bridge Project holds promise to the promotion of our common purpose and heritage in Africa. If we are to attain the SDGs by 2030, we need to work in collaboration at all levels.

Lastly, I would like to thank UNESCO and the Government of South Korea for the financial and technical support towards this conference.

Distinguished Delegates, Ladies and Gentlemen,

It is now my singular owner and privilege to declare the Bridge Africa Conference officially opened.

I thank you for your attention. May God bless us all.



Government of Malawi

SPEECH BY THE MINISTER OF GENDER, CHILDREN, DISABILITY AND SOCIAL WELFARE, HONOURABLE MRS PATRICIA KALIATI, M.P. AT THE OFFICIAL OPENING CEREMONY OF THE 2016 BRIDGE AFRICA CONFERENCE BY THE MINISTER OF EDUCATION, SCIENCE AND TECHNOLOGY, HONOURABLE DR. EMMANUEL FABIANO, M.P. ON 17TH FEBRUARY, 2016 AT SUNBIRD CAPITAL HOTEL, LILONGWE

- THE MINISTER OF EDUCATION, SCIENCE AND TECHNOLOGY, HONOURABLE DR EMMANUEL FABIANO, M.P.
- THE SECRETARY FOR GENDER, CHILDREN, DISABILITY AND SOCIAL WELFARE, DR MARY SHAWA,
- THE CHAIRPERSON OF THE MALAWI NATIONAL COMMISSION FOR UNESCO, MRS LONELY MAGARETA,
- THE REPRESENTATIVE AND DIRECTOR OF UNESCO REGIONAL OFFICE FOR SOUTHERN AFRICA, PROFESSOR HUBERT GIJZEN,
- THE SECRETARY GENERAL OF THE KOREAN NATIONAL COMMISSION FOR UNESCO, MR. DONG-SEOK MIN AND MEMBERS OF YOUR DELEGATION,
- SECRETARY GENERALS
- DISTINGUISHED PARTICIPANTS FROM ALL THE COUNTRIES
- LADIES AND GENTLEMEN

Honourable Minister,

Allow me to thank you for coming to officially open the conference on behalf of His Excellency, Professor Arthur Peter Mutharika, President of the Republic of Malawi. Your coming Sir demonstrates your personal commitment and the Government of His Excellency's importance the President attaches to the conference and particularly to the relationship which exists between Malawi and South Korea; and also between Malawi and UNESCO and Malawi and the African Union Member States represented here namely Botswana, Lesotho, Rwanda, South Africa, Swaziland, Zambia and Zimbabwe. On behalf of all the delegates to this conference, I request you, Sir to convey to His Excellency my Ministry's and all of us appreciation.

Guest of Honour, Ladies and Gentlemen,

The conference marks a turning point in the relationship between South Korea and the participating African member states in the implementation of the South Korea - Africa Bridge programme. The past five years, have seen the level of the relationship grow from a point where the implementation of the programme activities was done at a small scale through NGOs to the current level where there is more involvement of the Government. In September 2015, I was with Mr. Dong-seok MIN, Secretary-General of the Korean National Commission for UNESCO, at Mwera Community Learning Centre in Likuni, Lilongwe. I saw and appreciated the interest and zeal the people have as the Bridge programme activities. The programme has unleashed and galvanised the latent potential that the members of the community have. They are highly motivated and committed to improve their education levels. I also visited my good friends, Rex and Fatima at Namiyango, in Bangwe, Blantyre where they are doing a very commendable job supporting the education of children with disabilities.

Guest of Honour, Ladies and Gentlemen,

I thank the Korean National Commission for UNESCO for the support they have provided to the Forum for the Development of Youth with Disabilities (FDYD). The success story of the activities at Naphini Centre in Domasi, Zomba have gone far and wide. Naphini center is a good practice and an example of how communities through their village chiefs can be mobilised to address the Education for All (EFA) goals and the current 2030 Education Agenda. I trust that representatives of Naphini centre will share their success story to the delegates here.

The Community Learning Centres are used for a number of activities such as: Community Based Child Care (CBCC) and community meetings; adult literacy education for the adults; classes and training of literacy Instructors; literacy and life skills education; after school classes for the youth; provision of learning materials; library facilities.

In 2015, the program in Malawi made strides in the following areas: Trained 793 learners; Oriented literacy instructors in the new Chuma ndi Moyo and English curriculum; Trained centre management committees; Conducted 4 national monitoring visits to the centres; Conducted 2 national workshops; Conducted 6 trainings for instructors and management committees; Trained 38 literacy instructors; Supported my Ministry with US\$40,000 for the procurement of 19,000 literacy books; Facilitated exchange visits between the centres; conducted the Bridge Essay Writing Festival; and participated in the preparatory work of the International Literacy Day commemoration.

Guest of Honour, Ladies and Gentlemen,

As the partnership between South Korea and Malawi grows with more involvement of Government, I trust that we will apply the lessons that have been learnt to reach out to more communities. I know, Mr. Min, being a former Minister himself, understands pretty well what I am talking about. We politicians are demanded by our subjects to be accountable to the people and to ensure fair distribution of resources and opportunities. It is therefore my hope that as our partnership grows to higher levels, South Korea and

UNESCO will help us to reach out to more communities to ensure equitable geographical distribution. How can the good lessons learnt from the Bridge Programme be scaled up to reach out to more communities? How can we sustain the programme activities beyond the support from the Korean National Commission for UNESCO? How can we bring other partners to scale up the programme activities?

Guest of Honour, Ladies and Gentlemen,

The Framework for Action for Education 2030 Agenda calls for the need to develop cross-sectoral policies and effective partnerships between the public and private sectors with bilateral and multilateral partners. I hear that in countries where the Korean Government has bilateral partnership programmes, through the Korean International Cooperation Agency (KOICA), they have large scale activities going on. How can we get KOICA to scale up the Bridge Africa Programme? South Korea has a very vibrant private sector with international brands such as SAMSUNG, HYUNDAI, KIA, and LG just to mention a few. How can we bring the private sector from South Korea and also the private sector from Africa to support the Bridge programme activities? These are some of the questions that I will be interested to hear the conference address. My ministry is well positioned to mobilise and build the capacities of the communities in whatever activities Bridge Africa Project or private sector may wish to have and partner in. The partnership will not only help in the implementation of the activities but also to reach out to many other communities. The extension system is very vibrant and it is nationwide and community construction skills in Early Childhood Development (ECD) and Adult Literacy. The partnership will help to reach out to more beneficiaries and ensure sustainability.

Guest of Honour, Ladies and Gentlemen,

With these few remarks, may I request the Honourable Minister to officially open the conference.

Thank you.



Government of Malawi

SPEECH BY THE MINISTER OF GENDER, CHILDREN, DISABILITY AND SOCIAL WELFARE, HON. PATRICIA KALIATI, M.P. AT THE CLOSING CEREMONY OF THE 2016 BRIDGE AFRICA CONFERENCE ON 19TH FEBRUARY, 2016, CAPITAL HOTEL LILONGWE.

- The secretary for Gender, Children, Disability and Social Welfare, Dr Mary Shawa,
- The Director and Representative, UNESCO Regional Office for Southern Africa, Professor Hubert Gijzen,
- The Secretary General of the Korean National Commission for UNESCO, Mr. Dong-Seok Min and Members of your delegation,
- The Chairpersons, Secretary Generals of UNESCO National Commissions and Senior Government Officials and all members of delegations from participating African countries of the Korea - Africa Bridge Programme namely: Republic of Botswana, Kingdom of Lesotho, Republic of Malawi, Republic of South Africa, Kingdom of Swaziland, Republic of Zambia, and Republic of Zimbabwe
- Representatives of the Community Learning Centres
- Bridge Programme Managers and Bridge team in Korea and in the participating countries
- Directors, Senior Officials and Staff from the Ministries of Gender, Children, Disability and Social Welfare and Education, Science and Technology
- Members of the Organising Committee
- Invited guests
- Ladies and Gentlemen

I am delighted to be given the opportunity to officially close the 2016 Bridge Africa Conference. I have been reliably informed that you were able to discuss the Bridge Africa Programme in an open and free manner I am pleased to hear that the question I raised in my opening remarks have been addressed especially on how to scale up the best practices and lesson learn during programme implementation in order to scale up to more communities. I am also pleased to note that the area of sustainability beyond the Korean National Commission for UNESCO support and the building of partnerships with the Korea International Cooperation Agency (KOICA) and Private Sector received the attention it deserved.

Ladies and Gentlemen

I am convinced that the concept of community learning centres adopted in the Bridge Africa Programme, is the way to go if we are to accelerate progress in attaining the Education 2030 Agenda. There is however, need to move fast to scale up the programme to reach as many people as possible. The Lilongwe Communiqué which we have adopted today should not be merely another document good for the cameras, newspapers, or face book posts, but it should mark serious stepping stone for scaling up of the Bridge program activities. I will be keenly following up the progress and be assured of that.

I have also been informed that Prof. Hubert Gijzen, Director for UNESCO Regional Office for Southern Africa made a very thought provoking and inspiring Key note presentation on Wednesday. The presentation set a pace for the conference and it assisted in the follow up deliberations. Malawi is looking forward to your support in adult literacy, early Childhood Development (ECD), Community Skills transfer and Out of school literacy. It is my sincere hope that the Regional UNESCO Office will be the anchor for the future programming.

Let me thank the Korean Secretary-General, and the Korean Government for funding the first ever Bridge Africa Conference, hosted by Malawi. On behalf of all the member states present I thank you for the support. I understand that the regional UNESCO Director Southern Africa will be going to the airport in a few minutes. I wish all the delegates from Korea, Botswana, Lesotho, South Africa, Swaziland, Zambia and Zimbabwe a safe journey back home. It is my hope that the best practices you have shared at the conference will be your stepping stone for programme roll out and changing your nations' landscape. Please remember the "Warm Heart of Africa" is waiting for you.

At this juncture, allow me to appeal to Mr. MIN and the Korean team to ensure that you create space within the Bridge programme for interaction of Ministers from the participating countries. I will be glad to host my fellow ministers to the first meeting here in Malawi, I am sure my fellow Ministers would not mind being hosted in Malawi or Korea.

Ladies and Gentlemen,

With these few remarks it is my singular honour to declare the conference officially closed.

Thank you for your attention. God bless us all.

SPEECH BY MR. DONG-SEOK MIN, SECRETARY-GENERAL OF THE KOREAN NATIONAL COMMISSION FOR UNESCO AT THE OFFICIAL OPENING CEREMONY OF THE BRIDGE AFRICA CONFERENCE AT SUNBIRD CAPITAL HOTEL ON 17TH FEBRUARY, 2016

Honorable Minister of Education, Science and Technology Dr. Emmanuel Fabiano,
Honorable Minister of Gender, Children, Disability and Social Welfare Patricia Kaliati,
Honorable Director of UNESCO Multi-sectoral Office for Southern Africa Dr. Hubert Gijzen,
Honorable Secretaries-General of National Commissions for UNESCO,
Distinguished Guests and Ladies and Gentlemen,

It is a great honor and privilege to stand before you today at the opening ceremony for the Bridge Africa Conference.

Please allow me to extend my warmest welcome and sincere gratitude to all distinguished participants who have taken their valuable time to join us for the *2016 Bridge Africa Conference*.

It is a particular pleasure and an honor for me and the Korean National Commission for UNESCO to co-host this Conference with the Malawi Government and the Malawi National Commission for UNESCO.

I would like to take this opportunity to convey my special thanks to the co-hosts of this event—the Government of Malawi, and the Malawi National Commission for UNESCO—for their excellent work in preparing this conference over the last two months. Thanks to their efforts, representatives of all the Community Learning Centres, experts from the National Commissions for UNESCO and each Government in the countries that participate in the Bridge Africa Programme will be able to share their hands-on experiences and insights on the theme "Sharing experiences, paving the way forward." Without your partnership, this moment could not have taken place.

Let me also take this opportunity to thank all the village chiefs of each Community Learning Centre. It is clear that today's Community Learning Centres would not have been possible without their unsparing support and cooperation in relation to the Bridge Africa Projects in their communities.

With the opportunity presented by this conference, I would like to briefly share with you the background and history of the Bridge Africa Programme.

The Republic of Korea is greatly indebted to UNESCO.

In 1953, at the end of the Korean War, Korea was one of the poorest countries in the world, with a per capita GDP of only 67 US dollars.

At that time, foreign aid was virtually the only source of capital providing a minimum level of subsistence.

UNESCO was a major provider of that emergency assistance to Korea, in part by helping Korea establish a printing factory to provide textbooks for primary schools. Using the textbooks published with the aid of UNESCO, Korean children were able to continue learning.

The children who studied with the UNESCO books grew up to become national leaders, contributing to the economic development and democratization of Korea. One of those children was UN Secretary-General Ban Ki-moon. Reflecting the importance of these books, he donated a copy of a UNESCO textbook used sixty years ago for display in the lobby of the UNESCO Headquarters.

As you may be aware, Korea is now the fourteenth largest economy in the world, and is the only nation that has transformed itself from a net recipient of international aid into a net donor. This is the reason why Korea is so confident that the only way to eradicate the vicious circle of extreme poverty is through education.

In order to return the support we received and to share our experience, KNCU launched the Bridge Africa Programme in 2010, in partnership with six countries: Lesotho, Malawi, Rwanda, South Africa, Zambia, and Zimbabwe.

In the pilot period of 2010 through 2015, KNCU dispatched 40 volunteers to local communities in those countries. The volunteers lived in the villages, shared their cultures and provided learning opportunities.

They took part in a wide variety of community activities, including construction and renovation of Community Learning Centres, training of teachers, and distribution of textbooks, which provided the most vulnerable groups with better access to education.

I trust that the Bridge Africa Programme will continue to serve as a catalyst for improving education in the participating African countries.

Despite the huge volume of international aid to Africa, many African countries still suffer from underdevelopment and deep poverty.

The situation is even worse in the education sector. We still find too many children out of school, children who do not complete primary education. Such being the case, the Bridge Africa Programme will focus on those vulnerable groups and try to "bridge" them to a better tomorrow, by spreading hope through education.

Ladies and gentlemen,

This conference has been organized to share the best practices, as well as the challenges, encountered during the last six years and to discuss ways to improve the programme.

I believe this conference is very meaningful in providing a platform bringing together all stakeholders—including National Commissions, government officials, and community members—for the first time in the history of the Bridge Africa Programme.

I hope this Conference acts not only as a professional venue for sharing experiences and ideas, but also as an opportunity to deepen the friendships between all participants. I would like to take this opportunity to reassure you that this Conference is not intended to be a one-off occasion, and I have every confidence that its results will endure. For our part, we at KNCU, in close collaboration with the Ministry of Education and Korean citizens, will do our utmost to continue to work for the improvement of educational opportunities among participating countries of the Conference.

As part of our ongoing efforts to enhance implementation, and to create indicators for improving monitoring and evaluation, KNCU has prepared a *new framework for the Bridge Africa Programme*. I expect to share the details of the new framework with you this afternoon.

All speeches, lectures, and discussions throughout the conference will be collected and reflected in our outcome document, the *Lilongwe Communiqué*, which will present our official principles and future course of action for the Bridge Africa Programme.

We expect to produce policy suggestions that are as specific and implementable as possible on ways to increase collaboration among the Bridge African Countries at both governmental and community level.

Ladies and gentlemen,

A famous verse from the Bible states “Your beginnings will seem humble, so prosperous will your future be” (Job 8:7).

I am sure that our joint efforts over the next couple of days will be a huge step towards our goal of multiplying the impact of Bridge projects in participating countries and solidifying South-South cooperation. Last but not least, I sincerely welcome the delegations from Botswana and Swaziland, who have decided to join the Programme starting this year.

I anticipate that we will have lively discussions in these three days, and all of your contributions will provide a great momentum in our collective journey towards a better tomorrow through Education.

So, dear friends, let's get our journey started!

Thank you very much for your attention.

NEW FRAMEWORK STATEMENT BY MR. DONG-SEOK MIN, SECRETARY-GENERAL OF THE KOREAN NATIONAL COMMISSION FOR UNESCO AT SUNBIRD CAPITAL HOTEL ON 17TH FEBRUARY, 2016

I first wish to thank *Dr. Gijzen* for his presentation on the SDGs and the Bridge Africa Programme, which provided valuable insights on how our Bridge Programme can contribute to the achievement of the 4th SDG in particular.

Sustainability is also a crucial factor for development, so I would like to present a New Framework for the Bridge Africa Programme.

As I emphasized in my Opening Remarks, education is the only hope to end the vicious circle of extreme poverty, as experienced by Korea.

KNCU focused on 3 (three) primary areas of support: *early childhood education, literacy education for all ages, and technical and vocational training*. The main activities included constructing Community Learning Centres, training literacy facilitators, and distributing learning materials. In 2015, approximately 2,000 learners and teachers at the various Bridge Community Learning Centres, in 6 (six) partner countries, have benefited from our Programme. In addition, 25,000 textbooks were printed and distributed to those in desperate need of learning materials in Malawi, Rwanda and Zambia.

I would like to share with you some best practices. One of our ultimate goals may be a self-reliance. It is in this regard that we need to make concerted efforts for the common goal.

In Lesotho, we established a cafeteria at the Ha-Motsu Community Learning Centre last year. The village chief provided the land for the Centre for free, while local villagers made efforts to become self-reliant through various activities (such as poultry and garden farming) that contribute to the self-reliant management of the cafeteria.

Matching the efforts made and initiative taken by the KNCU, the Government of Lesotho started to support the allowances for the Centre instructors, as well as supporting various capacity building workshops for them, on a regular basis. This was only possible because the Centre has been registered under the Government of Lesotho.

Community Learning Centres of Mwera and Naphini offer both basic literacy classes for those without access to formal education, and after-school classes for those enrolled in other schools. In fact, the Naphini Community Learning Centre was the first institute in Malawi to offer after-school classes.

In Zambia, the Nega-nega Community Learning Centre illustrates the successful linkage between Literacy Education and TVET. The Centre was constructed by 19 local construction workers. During the construction period, the village workers were trained in bricklaying techniques, with cooperation from TEVETA (the Technical Education, Vocational and Entrepreneurship Training Authority). Upon completion of the Centre, all 19 trainees obtained a government certificate for bricklaying. As you can see clearly in the Zambian case, the provision of Literacy Education also provided an opportunity for Technical and Vocational Training.

The first principle in the new framework is '*sustainability*'. KNCU and partner National Commissions will enhance cooperation with relevant government bodies, UNESCO offices, regional development partners, and local NGOs while maintaining a strong community-driven approach. The Bridge Africa Programme will further focus on enhancing its sustainability for better outputs and better outcomes.

First, in order to ensure the sustainability, a Bridge National Committee will be established in each country. The National Commission for UNESCO in each country will play a leading role in organizing the committee in that country, along with relevant ministries, local governments, leadership from local communities, parents and Bridge Project managers. National Commissions play a crucial role in organizing and managing such committees.

The Zambia National Commission in fact set up its committee in 2015, and the committee currently includes the Directorate of Open and Distance Education, TEVETA (Technical Education, Vocational and Entrepreneurship Training Authority), and the district of Mazabuka.

Second, KNCU will continue to dispatch Bridge Project Managers directly to the office of the National Commission in each country. 6 (six) Project Managers will be working together with the National Commissions for UNESCO (Malawi, Rwanda, Lesotho, Zambia, Botswana, and Swaziland).

The second principle concerns '*ownership*'. National Commissions will play a leading role in initiating and coordinating innovative education projects in their own countries, ensuring that all projects are planned and implemented in line with national education strategies.

To this end, the Bridge Participation Project will be initiated from this year. The newly launched Project will invite all Bridge countries to apply for support on joint projects promoting education. An example of such activities is the Bridge Writing Festival held last September in 3 (three) Community Learning Centres in Malawi.

The third principle is '*self-reliance*'. We will strongly focus on enhancing the self-reliance of local community at all stages, from the construction to the monitoring and evaluation of the model CLC.

From this year, these three principles (sustainability, ownership and self-reliance) will be applied to every Bridge Project in each Partner country within the New Framework. The principles will also be applied to the

external evaluation of the New Bridge Africa Programme, which will be conducted in the second half of the year.

When a well or a pump has not been used for a long time, it is often necessary to add ‘priming water’, an outside supply of water that is poured in to get the flow started. Once the priming water has initiated the flow, the abundant supply of clean water can run freely without obstruction. With this new framework, KNCU aspires to be the ‘priming water’ for promoting education through the Bridge Africa Programme, by adapting our own experience with education and development to the unique needs and demands of the local people.

The Bridge Africa Programme can serve as a catalyst for improving education in your country, but this is only possible with your strong will and enthusiastic cooperation.

This conference is your opportunity to fully participate and engage with the creation of the new phase of the Bridge Africa Programme. Your suggestions and feedback will be reflected in our outcome document, the *Lilongwe Communiqué*, which will present our common principles and the future course of action for the Bridge Africa Programme.

Thank you for your attention!

REPORT ON THE THEMATIC DISCUSSION BY MR. DONG-SEOK MIN, SECRETARY-GENERAL OF THE KOREAN NATIONAL COMMISSION FOR UNESCO AT SUNBIRD CAPITAL HOTEL ON 18TH FEBRUARY, 2016

Muli Bwanji! Good morning, ladies and gentlemen.

As you already know, yesterday, we had four (4) parallel concurrent group sessions divided into four (4) different thematic areas: *National Commission, Early Childhood Education, Literacy and Technical and Vocational Education and Training (TVET)*. Each group session created a meeting place for participants from the same (or similar) field of expertise where they could get meaningful insights and learn from each other.

The common theme for the whole group session was: *Challenges and Opportunities*. Via the Thematic Discussion Session, we could examine what are our common challenges and opportunities in operating the Bridge Project in the partner countries. All the analysis, insights and suggestions throughout the discussion will be reflected in the work plan for year 2016-2017.

Now, let me briefly share with you yesterday's discussion.

The National Commission session was chaired by *Dr. Hubert Gijzen*, Director of UNESCO Multi-sectoral Office for Southern Africa. Through the session, two challenges and opportunities emerged.

The first challenge is the low visibility of the Bridge Project due to inactive sharing of the outcomes and experiences. The second challenge was the insufficient attention and investment to the non-formal education sector.

As opportunities, the existence of infrastructures and governance in the communities were mentioned. For example, in Swaziland, there is already a basic literacy and skills education center, Sebenta, which Bridge Africa Project can cooperate with. Also, strong willingness at communities and government levels were mentioned as an opportunity. In case of Naphini Centre in Malawi, the graduates from literacy programme actively volunteer as teachers for community learning center.

For better future of the Programme, two suggestions were provided. First, we need to establish Bridge National Committee (BNC), and the National Commissions should take a leading role in each committee.

Also, there is a need to conduct more formal studies on various experiences and knowledge acquired during the past six years in each participating country.

The Adult Literacy Session was chaired by *Dr. Joseph Chimombo*, Director of Basic Education, Ministry of Education, Science, and Technology.

There have been a lot of opportunities, such as out-of-school education, basic and functional literacy. Bridge Africa Project also has been supporting teaching and learning materials and teachers training as well as capacity building and infrastructure of development.

The Bridge Programme has *had partnerships with* the local NGOs, National Commissions, within centres in the communities and technical and vocational training schools.

After conducting Bridge programme for the past 6 years, they have also faced with some challenges as follows: sustainability of the project, lack of infrastructure, how to proceeding into the next step in their education after completing literacy courses, and different student groups mixed together in one class.

In order to solve these problems, it is crucial to align the projects with government policies. We can also provide infrastructures to increase access to CLC in order to attract more people. In order to secure different student groups and encourage teachers, it is also important to provide tangible motivation.

The ECCD Session was chaired by *Mr. McKnight Kalanda*, Director or Child Affairs, Ministry of Gender, Children, Disability, and Social Welfare.

The opportunity in the area of ECCD is alignment. In most countries, ECCD classes were operated at the community level in the past, but recently, it is the governments that are taking the lead to bring the centres into the formal education system. In Lesotho and Botswana, ECCD is one of the priority areas. Bridge Africa Programme provides opportunities in line with government policies and support capacity development of the governments and communities, emphasizing ownership and self-reliance.

Two main challenges were discussed in ECCD group.

First was the dependency on donors, both public and private. Such dependency limited opportunities of some countries in developing their capacity.

Second challenge was barriers in access to basic education. In some countries, there are children left behind as they are not able to afford school fee.

For solutions to the challenges, every stakeholder should be involved from the beginning of planning. In order to promote self-reliance, it is crucial that all Bridge partners discuss main issues together, plan and implement the project hand in hand. In this way, the central government, local government, and the communities will be able to operate the project in a sustainable and inclusive manner.

The thematic discussion on technical and vocational education and training (TVET) was chaired by *Mr. Aubrey Matemba*, Chief Technical Education Officer, Ministry of Labour.

The main opportunity was *access*. In most cases, TVET provides formal education through vocational training centres, secondary schools and technical colleges.

Through provision of skills training in the Bridge community learning centres (CLCs), access could be improved in the communities.

One of the best practices is Nega-nega CLC where Zambia TEVETA provides approved government curriculum along with literacy education provided by the Ministry of General Education.

The main challenge in the area was *inclusion*. Some of the organizations implementing TVET in the partner countries were under the auspices of the Ministry of Labour while Bridge Africa Programme works mainly with the Ministries for education and community development.

The solution would be formation of a national committee that links various Ministries and organizations.

The key to successful operation of such committee would include effective coordination of the National Commission and willingness of the members to cooperate, which has to do with alignment with the framework of each Ministry or department.

Now, let me briefly share with you what are the challenges and opportunities that KNCU faces.

In fact, the financial resources of the Bridge Africa Programme mainly come from funding from Korean people. Since we have limited financial resources to achieve our broader goals, we will try to properly allocate the resources, while continuing to make our utmost efforts to secure more funds.

If we succeed in delivering better outcomes with the limited budget this year, it will gear the Programme up for a surge in fundraising efforts.

We can jointly create that '*virtuous cycle*' of effective, well designed projects and more successful fundraising.

On this positive note, I would like to share the Korean National Commission for UNESCO's perspective on the implementation of the Bridge Africa Programme.

First, we believe the Programme should have a focused approach concentrating on 'education'. Participating countries, as co-architects of the Programme, should take the lead on or participate in planning the Bridge Project in their countries, strongly focusing on 'education'.

This will ensure that we allocate our limited financial resources to activities that are directly related to education. In this sense, we should try to avoid proposals requesting activities that are more focused on 'community development' than on 'education' itself, such as digging a well or paving a road in the village.

Second, it is important to maintain common efforts to find and collect touching stories, photos and videos showing the human impact of the implementation of the Bridge Project in each country. By doing that, we will be able to maximize the promotion effects on our Korean donors.

Fortunately, all the participants in yesterday's Thematic Discussion understood very well the hard realities of the education sector in Sub-Saharan African countries, and had a positive attitude that says ***we must***, and ***we can***, do something.

Likewise, we know that "a small step for man" can be "a giant leap for mankind." Human history has a record of small endeavors leading to great achievements. So, let us all become co-architects in the creation of the *New Framework for the Bridge Africa Programme*.

Thank you!

SPEECH BY MR. DONG-SEOK MIN, SECRETARY-GENERAL OF THE KOREAN NATIONAL COMMISSION FOR UNESCO AT THE OFFICIAL CLOSING CEREMONY OF THE BRIDGE AFRICA CONFERENCE AT SUNBIRD CAPITAL HOTEL ON 19TH FEBRUARY, 2016

Honorable Minister of Gender, Children, Disability and Social Welfare Patricia Kaliati,
Honorable Director of UNESCO Multi-sectoral Office for Southern Africa Dr. Hubert Gijzen,
Honorable Secretaries-General of National Commissions for UNESCO,
Distinguished Village Chiefs and representatives of Community Learning Centres,
Distinguished Participants,
Ladies and Gentlemen,

Now the first Bridge Africa Conference comes to a successful closing.

As a strong partner of this project, you will know and feel how delightful I am at this moment of closing this historic event.

Allow me to take this opportunity to thank the Government of Malawi for its warm hospitality for all of us and its strong supports in making the Conference a great success.

I wish to pay my special tribute to Honorable Minister *Mrs. Patricia Kaliati* for your excellent and outstanding leadership to make this Conference a great success.

I would also like to thank all the Principal Secretaries and Directors from the Government of Malawi for chairing numerous thematic and country group discussion sessions.

I would like to extend my gratitude to *Dr. Francis Mkandawire*, Executive Secretary of the Malawi National Commission for UNESCO and all the staff members within the Commission for their devoted efforts to make this Conference successful.

My sincere appreciation also goes to *Dr. Hubert Gijzen*, Regional Director of the UNESCO Multi-sectoral Office for Southern Africa, for participating in the Conference on behalf of UNESCO Director-General *Mme. Irina Bokova* and making valuable contributions in the course of Conference for the last three (3) days.

I would also like to thank *Professor LEE Tae Joo*, President of ReDI, for providing us such clear guidelines on monitoring and evaluation of our Bridge Programme.

Most of all, I would like to thank all the Secretaries-General of National Commissions, village chiefs and representatives of Community Learning Centres for participating in the Conference with passion and for making this historic event such a great success.

Ladies and Gentlemen,

This Conference has two (2) special meanings to all of us.

First, it is special in that we had the opportunity to share various experiences, knowhow and ideas that all of the stakeholders of the Project have accumulated during the past six (6) years. Government officers, Secretaries-General of the National Commissions for UNESCO, representatives from communities and Community Learning Centres in each participating country, Programme Officers and Project Managers from Korean National Commission for UNESCO could gather together to share experiences and pave the way forward.

Second, we have felt the need to establish a new governance mechanism which will allow us to operate the Bridge Africa Programme in a more effective and systematic manner. In this sense, we agreed to organize a *Bridge National Committee* in each country. The National Commissions for UNESCO will play a leading role in organizing and managing the committee in each country, along with relevant ministries, local governments, community leaders and Project Managers from us, the Korean National Commission for UNESCO.

In particular, as many of National Commissions for UNESCO belong to the Government, I mean, the Ministry of Education in their country, Secretaries-General of each National Commission are invited to play a crucial role in proposing, implementing, monitoring and evaluating innovative educational projects. We shall enhance further our cooperation and partnership through the Bridge National Committee.

From the perspective of the Korean National Commission for UNESCO, this Conference was very much significant in three (3) following aspects.

First, we all reaffirmed that education is the only hope to end the vicious circle of extreme poverty and to change our life and future. This is something evidenced by the Republic of Korea's own development experiences.

Second, we all reaffirmed that our ultimate goal would be the self-reliance of the people who are educated at the Community Learning Centres, based on the sense of ownership.

I was also pleased to observe that various efforts are being made to enhance the self-reliance at those effective Community Learning Centres.

I was particularly impressed to hear such efforts which are being made at the Mwera, Namiyango, and Naphini Community Learning Centre in Malawi, in the session of Community Learning Centre Case Presentation. The strong will and determination of community people toward ownership and self-reliance was indeed touching and impressive.

Third, on this occasion of this Bridge Africa Conference, we could jointly reaffirm our commitment to work hand in hand to achieve our common goal through a result document: the "*Lilongwe Communiqué on Bridge Africa Programme*" on which we have just signed.

Korean National Commission for UNESCO wishes to assure you that it will continue to build self-reliance of the people, by reinforcing already existing Community Learning Centres, while continually establishing new Community Learning Centres in the areas in need.

I have listened with attention to all the opinions, ideas, suggestions, proposals which were presented in the thematic and group discussion sessions.

We will surely follow up on the valuable suggestions and proposals within the financial resources available.

Korean National Commission for UNESCO will disseminate the contents of this Conference to you who participated in the event.

As I mentioned several times, the funds for the Bridge Africa Programme comes from contributions of the individual donors in Korea.

It is my duty, therefore, that we share the feedback and the achievement made at the Community Learning Centres to our donors.

In this regard, your understanding and cooperation will be greatly appreciated to encourage further funding from the Korean people.

Through delivering the touching success stories of how education changed the lives of the learners, we could expect more fund raising.

As I have emphasized in the New Framework on Wednesday, the role of the Korean National Commission for UNESCO may be a 'priming water' to serve as a catalyst.

I believe you would understand that with our limited budget would not able to address all the needs and demands in the partner countries.

However, I have a good hope and very big aspiration to realize such a hope.

Korea has experienced colonization and the devastating war which left Korea as one of the poorest countries in the world in the past. Without the help of the international community through education, and our own efforts to be self-reliant, today's development of Korea would not have been possible.

It is my sincere hope and wish that the experiences of Korea would be kind of message of hope to many of the African countries which are suffering from the poverty.

Let us make our concerted efforts to achieve our common goals through our joint activities at the Bridge Africa Project.

It was a wonderful meeting with you and have a pleasant, safe journey back home.

Bon voyage!

Thank you very much.

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E. COUNTRY PROFILE

Kingdom of Lesotho

- Population: 2,109,197 (2014)
- Compulsory education: age 6-12 (7 years)
- Literacy rate (15 years and above): 85% (2015)
- Net enrolment rate for pre-primary education: 22% (2014)
- Net enrolment rate for primary education: 80% (2014)
- Number of out-of-school children: 65,881 (2014)
- Government expenditure on education: 13% of GDP (2014)
- Document on education strategy: Education Sector Strategic Plan 2005-2015
- Secretary-General of National Commission for UNESCO: Ms. Palesa Montsi
- Bridge Project Manager: Ms. Seul-ki Choi (as of April 2016)
- Government partners for Bridge Project: Department of Early Childhood Care & Development (ECCD), Lesotho Distance Teaching Centre and Non Formal Education Training (LDTC-NFET), Department of Technical and Vocational Education and Training (TVET)



Bridge Project in Lesotho focuses on early childhood care and development (ECCD) and adult literacy *aligned* with the education strategy of the government of Lesotho. There are three community learning centres (CLCs), each located in the village of Ha-motsu, Ha-teko, and Liphiring. The three CLCs were registered as government ECCD centres in 2015. In addition, a cafeteria was established as an annex to the CLC in partnership with Hyundai Greenfood, one of the major food service corporations in Republic of Korea.

In 2014, Lesotho became the first to organize a *national capacity development workshop* among the Bridge partner countries. Participants of the workshop included relevant government officials, local community leadership, and CLC teachers from three community learning centres (CLCs). In 2015, the second workshop was held consisting of representatives from the departments of ECCD and TVET, as well as the LDTC-NFET.

Republic of Malawi

- Population: 16,695,253 (2014)
- Compulsory education: none
- Literacy rate (15 years and above): 66% (2015)
- Net enrolment rate for pre-primary education: N/A
- Net enrolment rate for primary education: 97% (2009)
- Number of out-of-school children: 48,436 (2009)
- Government expenditure on education: 7% of GDP (2014)
- Document on education strategy: National Education Sector Plan 2008-2017
- Executive Secretary of National Commission for UNESCO: Mr. Francis R. Mkandawire
- Bridge Programme Officer of Malawi National Commission for UNESCO: Mr. David Mulera
- Bridge Project Manager: Ms. Eun-ha Kim (as of April 2016)
- Government partners for Bridge Project: Ministry of Gender, Children, Disability and Social Welfare, Ministry of Education, Science, and Technology, National Centre for Literacy and Adult Education (NCLAE)
- NGO partners: Forum for the Development of Youth with Disabilities (FDYD)



Bridge Project in Malawi operates three project sites in Mwera, Namiyango, and Songani. Naphini CLC located in Songani is well known for the active participation of the community members. The centre facilitates various classes including early childhood education, adult literacy, and after-school classes. The centre was the first in the country to introduce *after-school classes* and proved its effectiveness through enhancing the quality of education for primary school students in the area.

In 2015, a pilot project of *Bridge Writing Festival* was held in the three CLCs. Hundreds of villagers participated in writing poems on the theme of education and poets were invited as facilitators to provide poetry lessons. The event was most meaningful as many realized the power of education and led to increase of rapid enrollment of the CLCs. Moreover, it was *inclusive* as it included students with disability and women who were reluctant to express their minds.

Republic of Rwanda



- Population: 11,341,544
- Compulsory education: age 7 – 12 (6 years)
- Literacy rate (15 years and above): 71% (2015)
- Net enrolment rate for pre-primary education: 12% (2013)
- Net enrolment rate for primary education: 96% (2013)
- Number of out-of-school children: 67,642 (2013)
- Government expenditure on education: 6% of GDP (2014)
- Document on education strategy: Education Sector Strategic Plan 2005-2015
- Secretary-General of National Commission for UNESCO: Mr. Eliphaz Bahizi
- Bridge Project Manager: Ms. Bobae Lee (as of April 2016)
- NGO partner for Bridge Africa Project: Adventist Development and Relief Agency (ADRA) Rwanda

Bridge Project in Rwanda focused on literacy education for the past six years. In partnership with ADRA Rwanda, 1,800 functional adult literacy (FAL) teaching and learning materials were printed and distributed to 21 literacy centres in Kiramuzi Sector last year. In addition, a capacity development workshop was organized for the literacy facilitators on FAL.

The main project for the year 2016 will be designing and construction of a *model CLC*. The blueprint will reflect lessons learned and will be a guideline for future construction activities and will be adjusted according to the context of each country/community.

Republic of South Africa



- Population: 54,001,953 (2014)
- Compulsory education: age 7 – 15 (9 years)
- Literacy rate (15 years and above): 94% (2015)
- Net enrolment rate for pre-primary education: 78% (2014)
- Net enrolment rate for primary education: 90% (2012)
- Number of out-of-school children: N/A
- Government expenditure on education: 6% of GDP (2014)
- Document on education strategy: Five-year Strategic Plan 2015/16-2019/20 (Basic Education)
- Secretary-General of National Commission for UNESCO: Mr. Carlton Mukwevho
- NGO partner for Bridge Project in South Africa: Project Literacy

Bridge Project in South Africa operated in cooperation with Project Literacy, a local NGO based in Pretoria. Through supporting their literacy programme, 'Run Home to Read,' Bridge Project provided opportunities for literacy education to children in the rural areas. The activity included sensitization of the parents on the importance of education and the role of the parents as facilitators to enhance the quality of education. In 2014, Bridge Project Assistant cooperated with Project Literacy and the community members in renovation of a library in the Soshanguve CLC.

Republic of Zambia



- Population: 15,721,343 (2014)
- Compulsory education: none
- Literacy rate (15 years and above): 63% (2015)
- Net enrolment rate for pre-primary education: N/A
- Net enrolment rate for primary education: 87% (2013)
- Number of out-of-school children: 325,149 (2013)

- 🏠 Government expenditure on education: 1% of GDP (2009)
- 📄 Document on education strategy: Education Sector National Implementation Framework III 2011-2015
- 👤 Secretary-General of National Commission for UNESCO: Dr. Charles Ndakala
- 👤 Bridge Programme Officer of Zambia National Commission for UNESCO: Ms. Heather Munachonga
- 👤 Bridge Project Manager: Ms. Hyunjung Choi (2015 -)
- 🏠 Government partners for Bridge Project in Zambia: Directorate of Open and Distance Education (DODE), Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA)
- 🏠 NGO partner for Bridge Project in South Africa: People's Action Forum (PAF)

Bridge Project in Zambia supports the field of adult literacy and skills training. In 2015, Nega-nega CLC was built through cooperation of Zambia TEVETA, the District of Mazabuka, UNESCO BEAR Project, and PAF, a local NGO. 19 villagers participated in the construction and were trained for advanced skills using the material, particularly on plastering and bricklaying. Upon completion, the trainees obtained level one to three trade certificates authorized by TEVETA.

In December 2015, Nega-nega CLC hosted the pilot workshop of training public teachers with the newly developed adult literacy curriculum, in partnership with DODE. Head teachers and teachers from 28 public schools in Mazabuka District participated in training. One of the teachers will provide literacy class in Nega-nega CLC this year. Those who successfully complete the literacy class will have the opportunity to enroll in the skills training class provided by TEVETA in the CLC. So called '2-tiers' system will be another experiment for Bridge Zambia in the year 2016.

Republic of Zimbabwe



- 🏠 Population: 15,245,855 (2014)
- 📄 Compulsory education: age 6 – 12 (7 years)
- 👤 Literacy rate (15 years and above): 86% (2015)
- 👤 Net enrolment rate for pre-primary education: 21% (2012)
- 👤 Net enrolment rate for primary education: 89% (2012)
- 👤 Number of out-of-school children: 283,434 (2012)
- 🏠 Government expenditure on education: 2% of GDP (2010)
- 📄 Document on education strategy: Education Medium Term Plan 2011-15
- 👤 Secretary-General of National Commission for UNESCO: Ms. Margaret Chirapa
- 👤 Bridge Programme Officer of Botswana National Commission for UNESCO: Ms. Stella Kakono
- 🏠 Government partners for Bridge: Department of Non-formal Education (Ministry of Primary and Secondary Education)

Bridge Project in Zimbabwe had focused on education for out-of-school children and adult literacy. The Project supported three CLCs each in Bindura, Domboshava, and Mabvuku. The centre in Bindura facilitated literacy classes for adults those deprived of formal education. In Domboshava and Mabvuku, nearly 150 students are enrolled. They come from families lacking ability to afford tuition for primary schools. The CLCs provide fast-track curriculum and registration fee for primary school graduation exam. The centres aim to support students to return to formal education.

In 2016, the Bridge Project in Zimbabwe will work more closely with the Department of Non-formal Education in order to maximize its alignment with non-formal education policy of the government.

Republic of Botswana



- 🏠 Population: 2,219,937 (2014)
- 📄 Compulsory education: none
- 👤 Literacy rate (15 years and above): 88% (2015)
- 👤 Net enrolment rate for pre-primary education: 17% (2013)
- 👤 Net enrolment rate for primary education: 91% (2013)

-  Number of out-of-school children: 27,054 (2013)
-  Government expenditure on education: 10% of GDP (2011)
-  Document on education strategy: Botswana Education and Training Sector Strategic Plan 2015-2020
-  Secretary General of National Commission for UNESCO: Mr. Oteng Mokowe
-  Bridge Programme Officer of Botswana National Commission for UNESCO: Ms. Dineo Bosa Modimakwane
-  Bridge Project Manager: Ms. Moonju Kim (as of April 2016)

Bridge Project in Botswana A preliminary needs-assessment has been conducted to find the areas of cooperation of Botswana in the Programme in January of 2016. Botswana will officially become one of the Bridge partner countries après signing of a Memorandum of Understanding during the 1st Bridge Africa Conference. In line with the country's educational strategy, the main area of support is expected to be early childhood education and out-of-school education. The specifics will be determined through field assessment after dispatch of a Project Manager to Botswana National Commission for UNESCO in April of 2016.

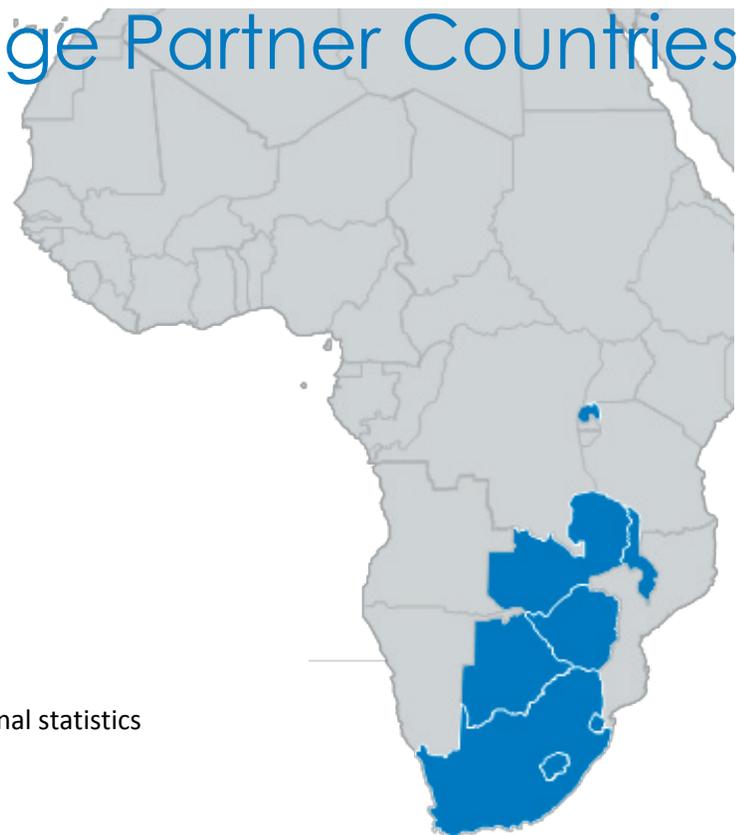
Kingdom of Swaziland

-  Population: 1,269,112 (2014)
-  Compulsory education: age 6 – 12 (7 years)
-  Literacy rate (15 years and above): 87% (2015)
-  Net enrolment rate for pre-primary education: 18% (2011)
-  Net enrolment rate for primary education: 79% (2013)
-  Number of out-of-school children: 45,239 (2013)
-  Government expenditure on education: 9% of GDP (2011)
-  Document on education strategy: The Swaziland Education and Training Sector Policy
-  Secretary-General of National Commission for UNESCO: Ms. Hazel Zungu
-  Bridge Programme Officer of Swaziland National Commission for UNESCO: Ms. Phumzile Hlophe
-  Bridge Project Manager: Ms. Gyojin Joo (as of April 2016)



Bridge Project in Swaziland Along with Republic of Botswana, the country will be one of the two new countries to join the membership of the Bridge partner countries from 2016. With strong belief that education is the key to fight the major issues of the country including war against HIV/AIDS and poverty, Bridge Project in Swaziland will focus on empowering the rural communities. Needs Assessment will be conducted from April of 2016 in order to specify area of cooperation.

Bridge Partner Countries



* Reference

Population data: World Bank

Education data: UNESCO Institute for Statistics, national statistics



유네스코한국위원회
Korean National Commission for UNESCO



Malawi
National Commission
for UNESCO

