

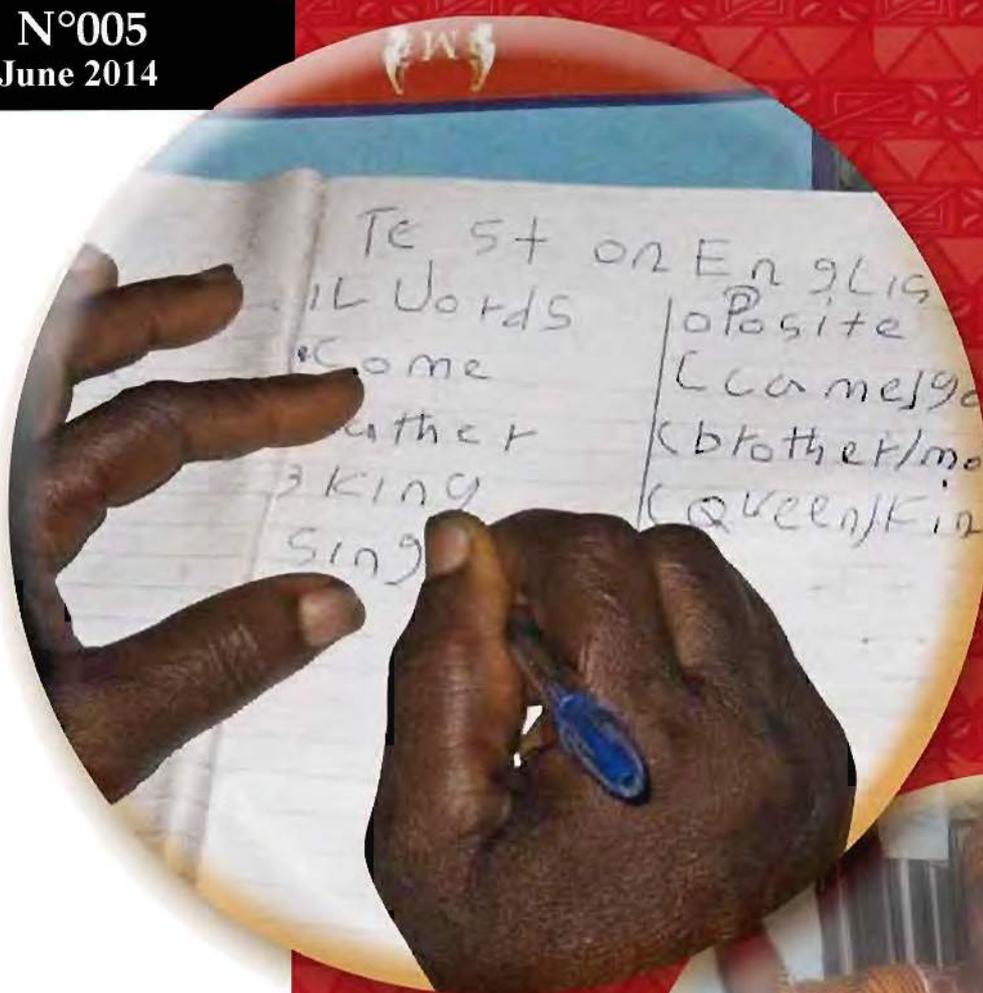


# Kibare

Newsletter of the ADEA Working Group on Non-Formal Education

English Version

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# 1. About WGNFE in a Nutshell

Dear readers, "Kibare", which means "The news" in several West African languages is a newsletter created to establish a link between the different stakeholders of non-formal education and promote the holistic vision of education. This fits into the scheme of the new change in paradigm which has guided ADEA's intervention since the Ouagadougou Triennial.

*Your opinion and comments are very welcome as they will enable WGNFE to improve on Kibare's content and form.*

**Ibrahima Bah-Lalya,  
WGNFE Coordinator**

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## WGNFE in a Nutshell

WGNFE, the Working Group on Non-Formal Education, is one of ADEA's working groups. It was created in 1996 in Dakar by African ministries of education and training, development agencies supporting education, and other public and private partners. WGNFE's vision is that *"the exercise of the right to quality education for all and in a lifelong learning perspective, at the service of personal and community growth, be a reality in Africa, in accordance with international and sub-regional pledges"*.

In the beginning, the group aimed at studying the nature and the impact of diverse forms of education opened to dropouts and out-of-school children, as well as youth and adults. Gradually, these objectives were extended to better contribute to the enhancement of education in Africa. Its range of interventions was also extended to five principal areas:

- The deployment of a forum of exchanges on non-formal education, at the continental level;
  - The identification and dissemination of promising initiatives and programs on non-formal education;
  - The strengthening of non-formal education providers' capacities;
  - The consolidation of partnership between public, private and civil society;
  - Contributing to resource mobilization, especially financial resources.
- These policies reflect ADEA's strategic objectives.

WGNFE's coordination office is based in Ouagadougou, Burkina Faso, within a host institution, the Association for the Promotion of Non-Formal Education (APENF). It is steered by an Advisory Committee and a lead agency, the Swiss Development Cooperation. Its activities are sustained at country level by national working groups, which pledge for the promotion and recognition of non-formal education at the national level. /.

## A New Executive Secretary for ADEA

With the retirement of Jean-Marie Ahlin Byll Cataria a recruitment process had been initiated. This resulted in the selection and appointment of Ms. Oley Dibba-Wadda as new Executive Secretary of ADEA. It is the fifth Executive Secretary - and the first woman to hold this function - since the creation of the ADEA in 1988.

Mrs. Dibba Wadda, who took office on 1 July 2014, is an analyst, an expert in development policies



Mrs. Oley DIBBA-WADA

## 2. GTENF activities

and in the development of international programs. She particularly distinguished herself in girls' education and gender equality, when she worked at (1) OXFAM as a consultant for global policies and programs, at (2) FAWE as Executive Director and at (3) FAS-Femmes Africa Solidarity, as Executive Director.

Mrs. Oley DIBBA-WADA held senior positions in consulting and management services with several institutions including the Education Fund of the Commonwealth Secretariat, Concern Universal and the European Development Fund. She is member of several advisory boards and Ambassador for two international innovative projects: 10X10 and Concern Universal.

Her election in 2012 as «*Woman of Excellence, Source of Inspiration*» in Gambia and the fact that she received, in Mauritius in 2013, a Women's Award for Leadership, are merits of her efforts in the fight for the development of Africa .

As she notes, «*Africa is emerging and we must ensure that the best investments are made in education... Young people represent more than 50% of the African population. The average age for sub-Saharan Africa is 18.5 years and yet 14 million young people enter the labor market every year and do not find a job... It is essential that ADEA takes the leadership so that to ensure that the agenda for education in Africa is in tune with the realities of the Africa we want, an architecture that makes sense for African and sustainable development in Africa.*»

On behalf of the Working Group's coordinating team, the network on non-formal education members and other partners, the WGNFE Coordinator welcomes the new Executive Secretary of ADEA.

### The WGNFE Presents its 2014 Work Program to Representatives of its Advisory Committee

After each session of ADEA Steering Committee, WGNFE's Advisory Committee meets to review the activities set for the Group, validate and discuss the modalities of their implementation. Therefore, a meeting was held on Monday, January 27, 2014 (1) to identify the tasks to carry in regard of the ADEA 2014 Plan and Program, (2) to discuss implementation modalities, and (3) to discuss the support that WGNFE must provide to the Inter-Country Quality Node on Literacy and Languages (ICQN/LNL).



*The Technical Adviser to the Minister of Education and Literacy of Burkina Faso and the Chairperson of APENF Board at the WGNFE Advisory Committee meeting*

Among the participants were Madam the Technical Adviser to the Minister of Education and Literacy of Burkina Faso, (ICQN/LNL) Focal Point who is also Director General of Non-formal Education in Burkina Faso, the Chairman of the Board of Directors of the Association for the Promotion of non-formal Education (APENF), together with the Executive Secretary of the Association, a representative of the NGO "Andal & Pinal", a consultant, the representative of the DDC and other members of WGNFE team.

As a reminder, WGNFE Action Plan is part of the implementation of the recommendations of the Action Framework presented and adopted by the Conference of Heads of State and Government in Addis Ababa in January 2013. WGNFE positioned itself on 4 of the lines identified by the Plan and it designed its 2014 work Program basing on them.

- Line 1 relates to the Development of a Common Set of Skills for African Education Systems;
- Line 2 concerns the «*Repositioning of Equity and Quality in Education Programs*»;
- Line 3 aims at the recovery/integration of African

## 2. GTENF activities



*The representatives of APENF and SDC at the Advisory Committee meeting*

### Activities scheduled for 2014

1. During the programming session, ADEA Steering Committee made the Working Group on Non-Formal Education-WGNFE-directly responsible for the implementation of 11 activities
2. Moreover, WGNFE should participate in activities initiated by the Executive Secretariat and other Working Groups
3. Thirdly, it should contribute to the activities initiated by partners including the host country (e.g., contribution to the evaluation of PDSEB), SDC (e.g., participation in the dissemination and advocacy on non-formal education) and UIL (e.g., participation in national and international RAMAA, animation of the network on vulnerable young people)
4. A first assessment is made in January and recommendations issued to lay the foundations for the implementation
5. 6 months later, in June 2014 a second advisory committee meeting enabled to evaluate the progress achieved and to make recommendations to complete the activities in accordance to the schedule

heritage into the Curriculum and seeking of African solutions to the challenges facing African Education Systems;

- Line 4 finally, deals with «Promotion of lifelong Learning».

On all these activities the Advisory Committee made remarks and observations useful for implementation processes. The next milestone is June, to assess the progress of the implementation of these recommendations.

Similarly, at the end of its presentation, the representatives of the Inter Country Quality Node on Literacy and National Languages took note of the Advisory Committee recommendations, including those proposing to draw on the experiences of dynamic poles like that of the DCTP and of education for peace related to fundraising and to the involvement of countries. They also recommended: (1) Piggybacking on another Meeting to convene the Ministers of the ICQN/LNL; (2) informing the ministries in advance on the means to mobilize to support the implementation of the activities, (3) seeking, at the national level, means with bilateral and multilateral agencies, (4) ensuring a synergy of actions between foundations like Karanta and the Node, (5) addressing the focal points issue with member countries in a way to appoint structures rather than people and, (6) developing a roadmap for the implementation of the recommendations of the Node Conference held in Ouagadougou.

The focal point took note of all these recommendations and informed the committee of an imminent creation of a structure at the Ministry that will be responsible for partnership so that issues related to Node would be effectively dealt with. The Decree



*MENA's Director General for non-formal education intervention brought a remarkable insight into the Inter-country Quality Node on Literacy and National Languages (ICQN-ALN)*

## 2. GTENF activities

is being finalized. This would help solving matters relating to the functioning of the Node, especially as it concerns the availability of working documents and their translation into the main Languages in use with the Node such as French, English, Portuguese, Spanish and major African Languages. The regional SDC Adviser took the opportunity to inform the committee about a meeting which will take place on March 2015 in Sèvres, on Bilingualism in Education. She wished MENA could identify a person to attend it.

She also said that SDC has a priority program on education in nomadic areas and it would be interesting that a focal point of the Pole be invited when policy papers on the topic will be developed. After fruitful discussions, the committee members unanimously approved the WGNFE 2014 Action Plan on condition that comments and recommendations made during the meeting are taken into account.

### What Future for “Pédagogie du Texte” (PDT) in Adult Development and Education Course (DEDA) at the University of Ouagadougou?

The PRIQUE/PdT (Regional Inter-Institutional Program for Quality Education/ Pédagogie du Texte) Steering Committee’s regular session was held on Thursday 23 and Friday 24 January, 2014 at UFR / SH, Ouagadougou, with the following agenda: (1) review of operational and financial reports and (2) discussion about external evaluation.

As a unique course for adult education in West Africa, DEDA course trains Education practitioners who wish to strengthen their capacities for quality basic and adult education. It consists of two branches: Pedagogy for Social Change and Development (PCSD) and Pédagogie du Texte (PDT).

PDT has been introduced at the University of Ouagadougou in 2003 with the support of the Swiss Cooperation. It is technically sponsored by the Swiss IDEA whose relay is currently ensured by Switzerland Branch of “*Enfants du Monde*”.

Several actors are involved in this course, including Swiss Cooperation which provides core funding, Enfants du Monde for technical and operational support, APENF for the implementation of field activities, and RIP / PdT which is a network of practitioners responsible for promoting PdT at regional and international levels.

The instrument to operationalize this partnership is PRIQUE/PdT, an instrument for international cooperation involving several countries (Burkina



*WGNFE participates in the evaluation of a qualification training program for adults’ trainers, initiated by the University of Ouagadougou and supported by the Swiss Cooperation and the host country*

Faso, Niger, Benin, Togo, Mali, Guinea, Chad, Switzerland, etc.). The program is managed by a steering committee which includes the above mentioned partners, but also WGNFE which participates as an observer. It is organized into three optional fields:

- 1) A PdT Master and support to DEDA, which falls under the responsibility of DEDA, with the support of EdM and APENF;
- 2) In Service Training which falls under the joint responsibility of EdM and RIP;
- 3) Policy and educational advancement of PdT that falls under the responsibility of RIP / PdT.

In addition to the core members, other stakeholders were invited to the meeting, including: The National Fund for Literacy and Non-Formal Education (FONAENF), the Foundation for Community Development (FDC), “*Andal & Pinal*”, the Ministry of National Education and Literacy (MENA) and the Association for International Solidarity in Bazèga (ASIBA).

After validating the financial and technical reports, the session focused on the evaluation report of PRIQUE which was due to reach its end in April 2014. Very constructive proposals were made around two main directions, namely:

- Line 1: A thorough restructuring of DEDA Master Degree PdT option Several scenarios were presented. The first was to keep the course still within DEDA but with a more credible institutional anchoring. The second was to put DEDA at the Niamey Teacher Training School (ENS), or at the University of Koudougou in Burkina Faso.

## 2. GTENF activities

- As regarding lines 2 and 3, the proposal was to strengthen scenario 1 in compartmentalizing the PdT course in order to take into account other innovations.

Thus, at the level of line 2 there is the need to supply the platform with other modules and establish partnerships with IFAENF and the organization of the French- speaking world for example, to certify the training (diploma). For line 3, the RIP must evolve towards an association-like Federation whose objective would be to promote alternative education. There is also the need to clarify conditions of support to RIP.



*Participants from various backgrounds enriched the debate on the program*

Issues discussed for this line item included the following (1) the influence of PdT, its validation and its funding by FONAENF, (2) the training cost, (3) the opening of DEDA training to other educational innovations, (4) the partnership between NGOs and Universities, and (5) institutional anchoring of the in-service training.

SDC gave its view on the evaluation report and on other points mentioned. It recommended DEDA to finalize the evaluation report by February 5th and then transmit it to participants who can give their view too.

In addition, SDC decided to extend the program until December 2014 and invited the stakeholders to submit action plans that take into account the results of the evaluation and to indicate what would be advised to fund.

According to these scenarios, SDC proposes to set up a task force to deepen them. One option could be to launch a tender for stakeholders' training.

### **Qatar helps Rescue Drop-out Children from Burkina Faso, Mali and Niger**

A workshop was held in Ouagadougou from March 19 to 21, 2014, to develop a sub-regional strategy targeting drop-out children from Niger, Mali and Burkina Faso. The Queen- Mother Moza Bint Nasser of Qatar wished, through her Foundation "Educate Above All (EAA)" and her program "Educate A Child (EAC)", to rescue unschooled children across the world. In this framework, these three countries are targeted, as they alone, account for nearly three million out of school children.

The problem of dropouts and out of school children is very serious because nearly 57 million children throughout the world still have no access to education despite the undeniable progress in terms of access. 29,8 million of them are in sub-Saharan Africa. This situation is detrimental to the socio-economic development of the continent.

In all three countries, out of school children are found mainly among marginalized groups such as nomadic communities, street children, those with disabilities, those in conflict or post conflict areas, displaced and refugees, those whose parents live in extreme poverty and those living in countries that have been affected by natural disasters.

EAC works with several partners, in particular Ministries of Education and Training and Civil Society partners. Since 2012, this program established partnerships with projects in 24 countries including UNICEF in Sudan, Save the Children in Côte d'Ivoire, Boat Schools on ships in Bangladesh, and Girl Child Network in Kenya. The intent is to cover 30 more countries in 2014-2015.



*Burkina Faso, Mali and Niger alone account for more than one million children out of school*

## 2. GTENF activities

The workshop in Ouagadougou brought together technicians from the three countries as well as representatives of NGOs and Civil Society (FDC, Solidar Suisse, APENF), representatives of institutions such as UNICEF, Plan International, Help and Action, Stromme Foundation, UNHCR, the World Bank, and WGNFE. The meeting helped to inventory out of school children condition and pressing needs: Who are these children? Where are they? What are the programs that are caring for them in the sub-region? What do we know about out of school children in the three countries? Etc.

The answers to these questions were used to identify the major obstacles to their education, and to identify suitable strategies for them. The meeting discussed the nature and purpose of the strategy, the management tools needed to get such strategies to work, operating mechanisms, a roadmap and other



*Ouagadougou workshop allowed measuring the immensity of the challenges and the emergency of taking care of drop-out children.*

### A Decisive Stage is reached by WGNFE in the Study on the Integration of Non-Formal Education in the Common core skills

The ADEA Triennial of Ouagadougou's resolutions advocated the adoption of a Common Core Skills (CCS) for education and training systems in Africa. It was recommended to take into account the non-formal and informal education, and to position them at the center of the 'refoundation' debates. Indeed, the fact is that unfortunately most current CSC are designed and implemented in a formal education perspective. However, it is shown that the latter cannot meet the needs of the largest segment of those who need education and training in Africa. It is for these reasons that WGNFE positioned to make proposals aiming at integrating non-formal approaches to the new common core.

The Group intends to contribute to the development of a new base that takes into account the relevance and richness of the approaches actually used in



*«Either bold steps are taken in education and training, or the Street will educate our children»*

programmatic aspects necessary for creating and launching the strategy.

The program, that intends to cover several years, aims at reaching one million children between 2015 and 2016.

The Ouagadougou workshop was chaired by The Honorable Minister of National Education and Literacy of Burkina Faso, who was accompanied by several senior officials, including the Deputy Minister for Regional Cooperation, the Secretary General of Government and of the Council of Ministers, the Ambassador of Burkina Faso in Qatar, the representative of the Ministry of Finance and the Secretary General of MENA.

As for EAC, the team was composed of the Program Coordinator, a Program Education Officer, and a former Minister of Education of Mali who is the resource person and advisor to EAC.



*The use of national languages in the common core is a real challenge...*

## 2. GTENF activities

non-formal and informal education. In order to be as close as possible to the field, WGNFE resorted to get advice from two programs strongly present in Africa: PAMOJA and CORADE. Both structures would start, from the challenges and opportunities encountered in everyday life, to help to shed light on concepts relating to Common Core Skills Develop, contribute to fine tuning of a conceptual and methodological approach that takes into account the non-formal subsector and provide a roadmap to effective implementation.

This work should be done using several steps: the first is a workshop that would bring together people on the field so that they provide insight to the debates from what is actually happening in our countryside and suburban areas. This step has fortunately been reached as: PAMOJA workshop was indeed held in Yanfolila, Mali, and the research work of CORADE was conducted.



... Another major challenge is the preservation of the diversity of the approaches specific to non-formal in a common skills core. Here, a working group session in a center designed for «over-aged» children.

Rich lessons were learned from the two and they were utilized to develop a first draft report. This product that derives from actual field work and extensive documentary research was submitted to WGNFE on February 2014.

A critical stage was so achieved. This augurs a solid final product because it is based on field realities. It will be very useful to all African education systems. A workshop is planned for the second semester of 2014 to validate the final product in view of its dissemination. For further information visit WGNFE Website: <http://www.gtenf.org>

### WGNFE Participates in the Preparation of the Joint Mission for the Monitoring of the Basic Education Strategic Development Program

How is non-formal education taken into account in the transfer of skills to local education authorities in Burkina Faso? This is the question a team of executives, including WGNFE representatives, wanted to answer, by visiting five municipalities in the “Hauts-Bassins Region” to collect field data on the involvement of these municipalities in education management.

In Burkina Faso, the education sector developed a new planning mechanism called “The Basic Education Strategic Development Program” (PDESEB) that has particularly innovative features as it takes into account both the formal and non-formal subsectors. This program is subject to annual monitoring by all stakeholders in education, through a joint mission, which includes officials from the Ministries of education, Civil Society, and technical / financial partners.

This meeting can take stock of the implementation of the various aspects of Governance, namely: Access, Quality, Financial Management and NFE. To prepare this meeting the executive team went on the field to visit the municipalities and record what is really happening during implementation.

The choice of municipalities to visit was guided by a pilot experiment conducted by the Luxembourg Cooperation through BKF014 Project which aimed, through the transfer process of education to municipalities, at supporting the latter in the development and implementation of educational maps.



The lead of the TFP, at the opening ceremony of the joint mission preparatory work.

## 2. GTENF activities

The team discussed with the operators, the officials of decentralized education services in each area and with citizens concerned by the initiative. Five issues were subject to discussion:

- ⊗ Involvement of municipalities in the management of the transferred resources and monitoring of NFE activities
- ⊗ Local Implementation of the Literacy Maps;
- ⊗ The financial contribution to the functioning of the common structures ENF
- ⊗ Prevocational and vocational training in NFE structures and measures undertaken to support graduates from these structures.
- ⊗ Promotion of innovations in NFE



*A view of the room during the presentation of the final report*



*the SG of MENA, at the opening ceremony of the joint mission preparatory work.*

The interviews conducted at this level led to conclude that (1) resources transferred to municipalities are effective in some of them, but are dedicated to specific expenses that do not allow to make adjustments according to the realities on the field; (2) educational maps have actually been developed and are available, but they are not regularly updated, although some municipalities develop relevant ideas to help update these maps at low cost; (3) the contribution to the financing of NFE by municipalities is not formalized and does not allow this component to receive substantial funding; (4) pre-vocational and vocational training are embryonic in the area of NFE; (5) there is not a systematic thinking to support post-literacy training; (6) Municipalities have little influence on the implementation of innovations in their territories because innovations are actually introduced in their communities through literacy operators that account elsewhere; (7) poor educational and technical structuring dedicated to non-formal education in the educational Continuum inhibits any effort to establish gateways

The mission outcomes confirmed that significant work remains to be done by all the stakeholders so that the transfers to municipalities are effective. This requires an effective control of the educational maps. Much remains to be done for a true consideration of non-formal education at municipal level and for the needs of a large mass of excluded to be recognized and taken into account by the Program.

Following the field visits, recommendations were drafted for a greater appreciation of NFE, and for effective transfer of resources to the decentralized structures and for a greater ownership of educational maps. These recommendations were submitted to the Joint Mission so that actions would be taken to improve the transfer process and to strengthen collaboration between municipalities and the Central Government.

### **Quality Basic Education in Burkina Faso: the Joint Mission Considers the Enormous Challenges Facing the Implementation of PDES**

After the field visits and various other documentary work conducted primarily in Ouagadougou, the Ministry of National Education and Literacy organized from 8 to 11 April 2014, the 2nd Joint Monitoring Mission of PDSEB on the theme «*Review of activities and funding for 2013.*»

The objective was to monitor the process involved with the implementation of various reforms announced in the PDSEB as well as in the 2013 action plan. During four days, participants made technical and financial review of 2013 activities for each component of the program. They checked PDSEB indicators, considered all the results and provided guidance for an efficient implementation of the 2014 Action Plan.

## 2. GTENF activities

The joint mission takes place in a context marked by the effective transfer of the preschool cycle and the post primary to MENA, by the signature of the financing agreement Government / French Development Agency for the management of the Global Partnership for Education (PME), by the implementation of sub-sectorial strategies for basic education integrated to PDSEB such as the National accelerated literacy Program (PRONAA), the National Strategy for the Acceleration of girls' Education (SNAEF), etc..

According to the Permanent Secretary of PDSEB, despite the efforts and the observed trend of education, Burkina Faso must make more effort because 20% of school-age children cannot access because of the lack of infrastructure. At the level of non-formal, the situation is particularly serious because the absolute number of illiterate adults is increasing while the sub-sector continues to be under staffed.

These recommendations were validated by the other groups and by all the participants.



*... and the Directorate-General for non-formal education*



*A view of the room with SDC representatives, of the Directorate-General for Innovations in Training, of APENF ...*

The meeting allowed thematic groups representatives (access, quality, management, financial management and NFE) to take stock of the recommendations from the 2013 Joint Mission to amend the PDSEB proposed monitoring report and to discuss in the respective groups, major themes that are perceived as key challenges for the implementation process.

As Member of the Thematic Group on Non Formal Education, WGNFE contributed to the debates on the recommendation made during the preparatory Phase. For memory, this phase focused on the involvement of municipalities in the management of Non Formal Education. The Group agreed on the recommendations in connection with this reflection.

In general, it appeared that enormous challenges still lie ahead for the country to be at the 2015 Rendez-vous. One of these challenges is still high attrition rate (40%) which characterizes the primary education. The Mission recommended seeking and implementing innovative strategies to make educational offers more attractive and best suited to the demand of disadvantaged groups in which most of the dropouts are found. The non-formal subsector will have an important role to play in identifying these strategies. WGNFE is already working in the development of a grid that allows evaluating the usefulness, feasibility and potential for generalization of such innovative strategies.



*The general reporter during his presentation of the conclusions and recommendations of the joint mission*

## 2. GTENF activities

### The Network for African Vulnerable Youth «Zankey Faba» Leaves its Marks in the African Educational Landscape

As part of the partnership between ADEA, UIL and the Ministry of Foreign Affairs, Commerce et Development Canada (MAECD), a network for African vulnerable youth has been launched in Africa to empower these young people and facilitate their socio-economic integration, through a better consideration of their needs in (1) literacy (2) life skills and (3) basic technical skills. A coordination cell was set up at WGNFE to facilitate the implementation. After a few months of work, a progress report was produced. It showed significant progress.

- A platform has been created and made functional on the site

<http://zankeyfaba.gtenf.org/index.php/fr/> Online discussions are expected through this site. Space is already created for this purpose.



One of the challenges facing the network is to be able to reach out young people in rural areas

- Good practices have been identified by UIL and communicated to the members of associations and state structures of the network. One of such good practices was chosen as a model from which one can draw his/her good practice sheets and follow through. (See: <http://www.unesco.org/uil/litbase/?menu=14&country=IN&programme=127&language.fr>)

- Thematic notes on policies and best practices are developed to help the program managers on youth to better identify on day to day challenges

- Countries that attended in 2011 the founding Forum of Bamako committed to develop realistic action plans to properly supervise their actions in favor of vulnerable youth. WGNFE revisited the plans developed and it committed to assist countries that do not have completed their work plans. The action plans proposed by the countries will be online for improvement by peers.

The site «Zankey Faba» is open to social communication networks which are very popular with youth: It is accessible from DGROUUPS, FACEBOOK, TWITTER and LinkedIn..

- The Zankey Faba network creates a lot of interest because of its innovative nature. However, the funding for this so promising program expires in December 2014. Therefore WGNFE and its partners found it necessary to mobilize partners in order to take action for resource mobilization. An advocacy document is developed. It will be published in July 2014.



Youth are often compelled to hard labor in the gold areas of the sub-region in Burkina Faso, Mali, Guinea and elsewhere.

### The Former Manager of the Project on Vulnerable Youth at Canadian Cooperation Visits WGNFE

The former Ministry of Foreign Affairs, Cooperation and Development (MAECD), Manager in charge of the Vulnerable Youth Program, was in Ouagadougou for a visit to Burkina Faso. He took this opportunity to visit WGNFE and discuss the progress made with the implementation of this undertaking he contributed to create. This circumstance was used to provide advice on current developments of the network and its medium-term prospects.

## 2. GTENF activities

WGNFE coordinator and the staff attended the meeting. The coordinator gave an update of activities carried out on behalf of the network. In response, the former MAECD Manager of the vulnerable youth Network made remarks on the current state of the network. He made suggestions on ways and means to implement in order to meet the challenges the network faces, especially as regards to the content, the design of the website, the virtual forum to develop the partnership to build around the network, funding and schedule for the coming months agenda.

This presentation was followed by a lively debate after which the coordinator gave a summary of the consensus that emerged from the meeting. Among other things, it was recommended that at the present stage, the focus be on content, and how to communicate, with UIL to retrieve information on good practices to disseminate within the network.



WGNFE visit by the former representative of Canadian Cooperation was an opportunity of work and good reunion

Improvements will also be brought to the website by the new team of consultants. It will be the same for the forum. WGNFE registered “Zankey Faba” in social networks such as Facebook, Tweeter. It created space for exchanges in DGROUPTS which is a lively exchange community.

To supply the network website with content, the team would use the resources provided by Vulnerable Youth website of the platform FASO DEV and TIC and Agriculture that contain a lot of resources on vulnerable youth. Appropriate videos on this site can be used to run the new Vulnerable Youth website. It was also recommended to strengthen and revitalize the partnership.

This visit was very useful because it allowed the new team of consultants to further identify the contours of the challenges relating to vulnerable youth and understand with a greater depth, the issue of funding

after December 2014. The new team will develop a strategic policy that will consist on working more closely with partners.



The new team of consultants for ‘Zankey Faba’

### WGNFE Mulls over a Renovated Integration Between School and Communities through a Better Use of Indigenous Knowledge and Know-How

As stated by the famous African educator, Joseph Ki-Zerbo<sup>1</sup>, «True and sustainable development is the one we design ourselves and that is the product of our cultures. It is therefore necessary to connect and remain connected to the Heart of Africa». It is to echo this profound reflection that the ADEA Triennial held in Ouagadougou in 2012, seriously questioned the current African educational models, mostly exogenous, and it recommended giving greater consideration to African endogenous knowledge and know-how so that these are truly integrated into the curriculum utilized to educate African children and youth.

Following the move, WGNFE decided to contribute to deepening the subject with a particular attention to the potential role of endogenous knowledge in the perspective of a renovated and functional integration between school and community. Therefore the Group undertook a study on the subject. It is progressing well, a product that should be subject to validation before release, is already available.

In summary, the paper mentions the 1982 UNESCO Conference on «Education and endogenous development in Africa: trends, problems, perspectives» in which

1. Ki-Zerbo, J., (2009), *Regard sur la société africaine*, Edition Panafrika/SILEX, Dakar

## 2. GTENF activities



*Exhibition of African handicraft objects made with local materials and local ingenuity*

the issue of the integration of school and literacy programs in the life of the community was raised in view of strengthening African cultural identity and of integration of local values and cultures in the curriculum.

Thirty years after this conference, the issue of upgrading indigenous knowledge in the dynamics of Africa's development is still valid.

The study, after laying the conceptual foundations of endogenous knowledge and know-how makes a critical examination of ways and means to better integrate them into the educational process dedicated to the African child. At the same time, the study analyzes how to use 'modern school' as a solid medium for a responsible and sustainable community development. Inspired by the «*Ambiguous Adventure*» by Cheik Hamidou Kane<sup>2</sup>, it concludes that the

African school of the Twenty-first century must fit, as advocated, in the «*rooting and openness.*»

It is only through this symbiosis between what is unique to Africa and what is foreign that school could incorporate the of local community know-how and become a source of inspiration and of support for community development. In this context, bilingualism, the teaching of African languages and African languages, a total change in the methods currently used for the training of trainers and inspectors, the restoring of a better match between training and employment, institutional issues, communication strategies to set up in order to develop a spirit of consensus between different actors in the dynamics of a successful cohabitation between endogenous and exogenous knowledge, etc., are among the topics that require immediate work so that to establish an integrative approach sealing a fruitful synthesis of an indigenous knowledge specific to



*A young African sculptor works with the knowledge inherited from the tradition*

Africa, and an exogenous knowledge inherited from the colonial system.

Thus, endogenous and exogenous knowledge would deploy harmoniously to build an African base that relies on own resources, specific to the genius of African people in their ability to endorse a scientific, economic and social development that meets real needs of local communities. It is in this perspective that School, an African School, would be acceptable to grassroots communities and vice versa.

The study concludes with the need to create a framework for dialogue between teachers of the formal school and those holding indigenous knowledge, set-up national and regional qualification frameworks, mobilize around interdisciplinary and effectively identify the knowledge to be taught with a view of social utility and harmony.



*In the playground, a child explains to his friend how to wear a traditional cap that is the hallmark of the heads of class in this typical African school*

2. Kane, CH., (1962), *L'Aventure ambiguë*, Julliard, Paris, pp. 56-57

## 2. GTENF activities

Finally, it proposes a roadmap to integrate its recommendations in educational systems and strengthen synergies between stakeholders including States and Civil Society.

WGNFE's role would be to serve as a link between the different actors of non-formal education and to promote holistic vision in education. It has an important role to play in this sharing, networking and advocacy process.

### Workshop for the Preparation of Peer Review in Burkina Faso

A three-day workshop was held from 17 to 20 February 2014 by the Ministry of National Education and Literacy of Burkina Faso, in collaboration with ADEA, on planning a peer review exercise in this country. The opening ceremony was highlighted by the participation of His Excellency Mrs. Kumba Bolly Barry, Minister of National Education and Literacy, together with the Secretary General of the Ministry, Mr. Emmanuel Goabaga. Ms. Adiza Hima, Former Executive Secretary of the CONFEMEN and the Senior Consultant of the Peer Review attended the



*The workshop was chaired by Hon. Minister of Education of Burkina, accompanied by the Secretary General*

Meeting as well as the representatives of ADEA and the Directors of the Ministry Central Services.

In her speech, the Minister identified the issues at stake and expressed the expectations of the country as it regards the Peer Review Exercise. She recalled that the purpose of the exercise is to improve the quality of education in Burkina Faso. She hoped that the review will lead to a critical analysis of the country's educational programs and to «*realistic and achievable*» recommendations.

Next, Pr. Ibrahima Bah Lalya, WGNFE's Coordinator and also Coordinator of the Peer Reviews undertaking at ADEA, presented the concept note of the review,

and the results achieved in the three pilot countries (Gabon, Mauritius and Nigeria), before reasserting the commitment of ADEA to continue the process in Burkina Faso.



*The introduction and dissemination of innovative approaches will be central to the concern of the designers of the new curriculum*

The three day's work consisted of a combination of plenary session followed by discussions and field visits in Ouagadougou and in rural schools located in the cities of Manga and Toécé, both a hundred kilometers away from the capital-city. These field visits aimed at observing teaching in rural public schools, in non-formal education centers (CEBNF) and in community schools where various pedagogical approaches including PPO, APC, PDT and PDSI-ASEI are used.

At the end of the workshop the following results were achieved:



*Meeting the educational needs of learners from disadvantaged groups is a major challenge of the new curriculum*

## 2. GTENF activities

1. Burkina Letter of Intent was reviewed and updated;
2. The Peer Review theme was revised so as to focus on Improving Quality in Basic Education, in line with the country's strategic choices (PDSEB, Decentralization and the Continuum).
3. It was advised to structure the research undertaking around three (3) key axes:
  - Axe 1: Checking the consistency of the curriculum in relation to the principles, content, feasibility and practices in the field,
  - Axe 2: Ways and means to implement a curriculum for a linking of formal and non-formal so as to build a unifying basic education curriculum,
  - Axe 3: Integration of pre-vocational basic education;
4. The major research questions were identified for each of the three Axes;
5. The supervisory teams were reconsidered so to include representatives of educational partners (Associations, NGOs, etc.);
6. The national focal person was designated (Mr. Seni Ouedraogo, head of quality department of the PDSEB National Program);
7. The cooperation framework was completed and ready to be signed by the parties;
8. A roadmap was discussed and approved for Phase II so that it can be completed by 14 April 2014.

The relevance of the theme, the adequacy of the major research questions and the quality of the organization at set up indicates a good international review that will be the next stage scheduled for July 2014.



*Observing session of a classroom that applies the PDSI-ASEI approach*

### Launching PAVEA Web-edu.tv

A launching ceremony of an educational web-site, the WEB-EDU.TV, took place in Ouagadougou, Burkina Faso, on Thursday, January 30, 2014 in the premises of PAVEA, at Manivelle Productions.

ADEA was represented by the WGNFE coordinator and one of the Group's Program Officer.



*The Secretary General of the Ministry of Scientific Research and Innovation, at the launching of WEB-EDU.TV*

This website, which is definitely turned towards Post -2015, aims to put online approximately twenty reports and educational documentaries from field observations, documentary researches and analyses by experienced experts. One of the WEB-EDU-TV goals is to provide a forum where a diverse range «of dominant and dominated points of view as well» can be expressed and try to reflect on «the gaps between rhetoric and practices in the complex process of African countries' development.... and feeding useful reflections on education and training». In addition, it will allow the «voiceless to express themselves and to participate effectively in improving their own education. »

Given this attractive mission ADEA wished to express support to the initiative. WGNFE coordinator, who has been given the opportunity to say a word during the ceremony, said, on behalf of ADEA, how much is expected from communication and information in education in Africa. He observed that «communication and information, when properly used, can boost the development of education in Africa, help us meet our challenges and enable us to transcend ourselves for a better future for the continent ... In today's globalized world, WEB-EDU.TV will have an important role to play because it will give voice to the various education stakeholders.»

## 2. GTENF activities

On behalf of the ADEA, the WGNFE Coordinator seized the opportunity to congratulate the designers of this website and those who agreed to support it, in particular SDC. He acknowledged the commitment of ADEA to make full use of the products developed by WEB-EDU.TV and to feed this portal of best practices on innovative educational approaches in favor of those left aside.

WEB-EDU.TV focuses on four themes, namely:

- a. Access and Quality of Education in Sub-Saharan Africa;
- b. Family and its relationships with school in sub-Saharan Africa;
- c. Different types of schooling and learning opportunities in sub-Saharan Africa;
- d. Daily lives of teachers and students in primary school.



*The coordinator and the President of PAVEA during the launching ceremony*

This website, which is a non-profit project, targets primarily educators, researchers and policy makers. It is designed to give an echo to the «*voice of the South*» and guarantee a right to express to actors who are not often solicited when it comes to discuss education policy, «*even though they live - and sometimes hardly - the outcome of these policies*». Beyond this target group, WEB-EDU-TV is intended, in fact, to all people interested in education in Africa.

After the introductory addresses, a film on Preschool Education in Burkina Faso was viewed. In the film, the floor was given to kindergarten students, to monitors and researchers such as the well-known educators, Yacouba Yaro and Moumouni Dabré, to talk about «*the contours and detours*» of preschool coaching,



*WGNFE coordinator at the launching ceremony of WB-EDU.TV*

monitors' capacity building, what is needed to improve the performances of the current system and many other challenges facing the preschool. The film was built around very striking and representative images of early childhood educational environment in a country that seeks to establish a viable national policy for this too often overlooked subsector.

After the film, the Secretary General of the Ministry of Scientific Research and Innovations (MRSI) of Burkina Faso took the floor to highlight the importance of such a project and to encourage the initiators. Questions and suggestions were also made to the attention of PAVEA officials by different stakeholders. An upcoming film on education for transhumant trans-boundary pastoralists is in progress.



*The Minister of Secondary and Higher Education of Burkina...*

ADEA and WGNFE in particular perceive WEB-EDU.TV as a logical complement to the communication efforts that the association undertakes through its website and through other means including the group's newsletter Kibare and the WGNFE website.

## 2. GTENF activities

### WGNFE Takes Part in Three Important ERNWACA Meetings

ERNWACA conducted three important activities in Ouagadougou during the first half of 2014: a workshop of donors in February 2014 organized by the Regional Coordination, the launching of ERNWACA 2014 grants and the delivery of research results of ERNWACA 2013 grants. These two last events were organized by the National Coordination. On all these occasions WGNFE was invited and contributed to the fruitful discussions that took place.

The first meeting was attended by prominent members of ERWACA Steering Committee, its Executive Secretariat and representatives of the main donors. The gathering was enhanced by Higher Education Ministers of Burkina Faso and Mali. The Meeting reviewed ERWACA research activities, discussed its funding, called for support from both traditional and new donors and built alliances around common themes with other structures such as WGNFE.



.... and his counterpart of Mali enhanced workshop by their presence.

Concerning this last point in particular, it is interesting to observe that the research themes proposed by ERNWACA for 2014 are very relevant and close to those of WGNFE.

Actually, the first theme of ERNWACA on «*Quality of Basic Education*» is taken into account through the Group activity entitled «*Capitalizing and sharing good practices of ICT integration, namely mobile phones in Women literacy in rural areas*». It was also close to a second one entitled «*Developing a network that includes the use of ICT, namely mobile phones, in education programs for vulnerable Youth.*»



Memory of the representatives of ERNWACA and WGNFE

The second theme on «*education and traditional schools*» is also addressed through some activities of the Group on the «*mapping exercise of Koranic education centers in three countries of the Sahelo-Sahelian area in order to identify the forms and evaluate the various education and training practices in use in such centers, the aim being to use this form of schooling as a second chance for dropouts and unschooled children.*»

In the same vein, there is one that relates to «*the use of lessons learned from the ADEA Triennial on innovative approaches, endogenous knowledge and know-how to improve links between school and community*».

The opening of the second workshop of ERNWACA was chaired by Ms. Koumba BOLY / BARRY and was attended by numerous administrative executives, ERNWACA researchers, Technical and Financial Partners, Civil Society Organizations and a number of young researchers who came to learn about these grants.

In her speech for the launching of ERNWACA 2014 grants The Minister of National Education and Literacy first congratulated and thanked the officials of ERNWACA, the distinguished researchers in the room, the young researchers who came to know about the conditions of this research. She emphasized the value of research issue. As she said, «*When you agree to engage in research, you must accept to do well your job in order to expect good results.*» And to the young researchers who came to learn from the experience of their elders, she provided advices in these words: «*When you deliver a research result and your sponsor asks you to review the related issue or assumptions, you should do it, because this is the way of your success in the field.*»

Representatives of the Ministry of National Education and Literacy ( MENA) informed the audience that

## 2. GTENF activities

these research themes are consistent with the new decisions taken by the Government of Burkina Faso regarding the improvement of quality in education. The decision was also taken by Burkina Faso Government to introduce modules on ICT and languages, namely English in ENEPs' programs.

This measure is justified by the fact that ICTs are essential tools for improving training content. Pupils and students currently use ICT to learn and train themselves. If a teacher does not control these tools, he is out of phase with the innovations in education and at the mercy of his/her students.

As for the language issue, the Minister explained that it is English that will be introduced in the training of teachers in ENEPs, because it has become the main international language.

The third workshop concerned the delivery of ERNWACA 2013 grants research results. This was marked by brilliant performance of awards winners. The ceremony started with the welcoming of the National Coordinator of ERNWACA, Dr. Ernest ILBOUDO. Then Mrs. Celestine TRAORE / PALE, Assistant Coordinator of ERNWACA delivered a speech that was an overview of the history of ERNWACA and small grants. She then gave the floor to the representative of the Minister of Youth, Vocational Training and Employment who thanked and congratulated ERNWACA officials for this brilliant activity and the 2 award winning teams for their efforts to get these grants.

The floor was then given to the representatives of the award winners to present a summary of their research reports. The first research report focused on «*Determinants of Access to Employment for Learners from Vocational Training Centers in Burkina Faso.*» In his presentation, the representative of the award winners said that the developing countries remain dependent on many structural constraints, and that there is an issue on the creation or reform of flexible and diverse training systems to develop employability of the labor force. Indeed, in a socio-economic situation marked by youth unemployment in urban areas and underemployment in rural areas, training appears to be a solution in the context of the fight against poverty.

Therefore, to give an adequate response to the training and professional integration of young people in the context of achieving the Millennium Development Goals (MDGs), several measures have been taken by Burkina Faso. Among these are the setting up in 2006 of a Ministry of Youth Vocational Training and Employment, and more recently, in

2011, the implementation of a Special Program for Employment Creation (PSCE), whose aims was to contribute to reducing Youth unemployment and underemployment.

The second research report focused on «*Vocational Training and Employability in Urban Areas and the Example of the City of Ouagadougou.*»

In its summary, the presenter indicated that the relationship between training and employment is at the heart of various economic policies in many countries especially developing countries that still face recurrent crises of employment. Thus, most research activities on the management of unemployment have been directed towards understanding the mechanisms of transition from school to employment.



*Award winners of ERNWACA very attentive to the presentation of their colleagues*

The objective of the research was to identify young people's employability factors in urban areas by identifying the catalyst of vocational training.

After a theoretical and empirical discussion on the concept of employability and its determinants, multiple correspondence analysis and logistic regressions on cross-sectional data on individual and environmental characteristics helped highlight the major determinants of employability. As a matter of fact, vocational training improves the chances of getting a job compared to general education. It is also necessary to mention the existence of gender discrimination on the labor market to the detriment of women.

### 3. News of national working groups and partners

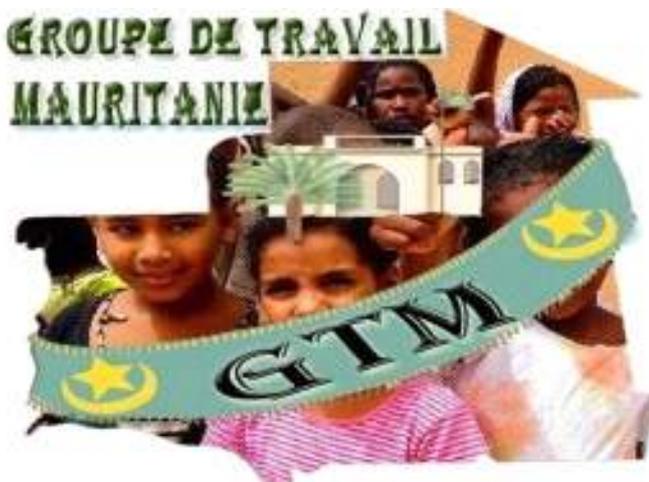
#### Using the Holistic Approach to Reach EFA Goals in Mauritania

Through the exercise of their fundamental right to education, a learner (adolescent, adult) acquires knowledge and mastery of skills. During the learning process he/she develops essential life skills enabling his/her personal fulfillment by taking solid roots in local socio-cultural values that lead him to peaceful mind openness to the outside World.

As main lever for stimulating endogenous and sustainable development, education and training empower human resources for, socio-economic advancement and social mobility. For these reasons Mauritania mobilized international community in favor of education / training with the aim to achieve the Education for All (EFA) Goals and MDGs ).

Different formulas and approaches have been explored in recent years, to address two major concerns: the gaps in formal education on the one hand, and on the other, to support differentiated ways to address the needs steaming from target Through the exercise of their fundamental right to education, a learner (adolescent, adult) acquires knowledge and mastery of skills. During the learning process he/she develops essential life skills enabling his/her personal fulfillment by taking solid roots in local socio-cultural values that lead him to peaceful mind openness to the outside World.

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By Mauritania National Working Group on Non Formal Education (Moctar Ould Mohamed, Mohamed El Moctar Ould Sidina And Abdourahmane Elmoctar)

Different formulas and approaches have been explored in recent years, to address two major concerns: the gaps in formal education on the one hand, and on the other, to support differentiated ways to address the needs steaming from target audience heterogeneity and learner individual characteristics.

Social pressure measured in terms of family responsibilities leads to a particular dynamism of youth on the labor market.

This means that there is a wide range of cooperation that could be beneficial to both structures. Now, the objective is to meet for discussion about the content and form of this cooperation

As such, and in a way of supporting efforts made by ADEA, the Working Group on Mauritanian non-formal education (GT- ENFM) argues in favor of the use of holistic approach which is characterized by its fruitful interactions and its broad, diverse and inclusive view.

#### 1. EFA in Mauritania: Constraints and Major Challenges

After two decades of elite education in post-independence period, Mauritania embarked on democratizing education. It allowed different social strata and people from most remote corners of the country to engage with reading and writing. The country has made a remarkable expansion of educational infrastructure, a nearly 95% Gross enrolment Rate (GRE), a and girls' enrollment in the first year of primary school, which now exceeds boys'. Despite the noticeable progress, the consented efforts remain insufficient:

- A significant part of the population has never attended school (TNS approximately 60%);
- The retention rate (at least until the end of primary school) is not satisfactory: nearly one out of two children leave school before completing its sixth year. Rural girls are most affected: less than 37% of rural girls reach the sixth year of basic education. Among adverse consequences of the non-attendance phenomenon and early school leaving are: unschooled and out-of-school children from vulnerable social layers are more exposed than others to the risk of perpetuating social inequalities and promoting child labor, delinquency and terrorism as results of marginalization and exclusion;
- Only 52% students who have completed their basic course can acquire skills ensuring the non-return to illiteracy. A assessment tests organized by CONFEMEN (RESEN 2010) to compare the

### 3. News of national working groups and partners

countries' levels of achievement in mathematics and languages at the sub region's level, put Mauritania at the bottom of the scale;

- The absorption of leavers by labor market is extremely low, reaching only 14% for Higher education graduates in 2003/2004 and 51% of leavers from technical education and vocational training in 2005/2006.

Deficiencies and dysfunctions aforementioned make the formal system alone unable to cope with the challenges' magnitude, especially those related to the requirements Education for All (EFA), the Strategic Framework devoted to the Fight against Poverty (CSLP) and Millennium Development Goals (MDGs). The adult literacy and the alternative forms of education, particularly non-formal education, should be appealed to provide schooling / literacy thousands of Mauritanian men and women that conventional formulas, formal type, have failed to draw out of illiteracy and marginalization.



*Youth of Mauritania, the country's future*

educational offers: whatever their targets, methods of delivery, the sub-sector where they are placed; they are equal in dignity, contribute all to the achievement of education throughout life, maintain between them fruitful interactions and deserve all to be valued, supported, articulated and coordinated within the framework of a holistic, integrated and diversified view of education. ADEA advocates the move from a parallel development and not always complementary of education components (isolated sectorial approaches) to a holistic (inclusive inter-sectorial approach) that requires integration and diversity.

This view means that a greater expansion of quality education requires a broad view of learners' types' diversity to be considered and the range of learning opportunities required to meet their needs and address their situations. It means accepting all other non-conventional modes of education and establishing effective gateways to enable learners, whatever their age, to move from one type of learning to another or to return to the formal system, thus navigating through the full cycle of education.

The two complementary dimensions of the Holistic Vision (individual dimension and institutional dimension) also reflect these characteristics. At the individual level, holistic education refers to the integral formation of the individual, training that takes place throughout life based on the four pillars of learning that provide: knowledge, know-how, good manners and how to be. At the institutional level, holistic education refers to the systemic organization of various learning modes that consistent with the following requirement:



*A major challenge for Mauritania is to integrate harmoniously its rich traditional culture and its secular educational system into modernity. Here a tent richly decorated with designs specific to the country*

All these factors justify the use of other views, which have been proven elsewhere and seem better suited to a sociocultural context such as Mauritania.

#### **2. Meeting the Challenges Through Promoting ENF And the Holistic Vision**

Since 2011, the Association for the Development of Education in Africa (ADEA), as many experts, advocate the recognition of all the various

### 3. News of national working groups and partners

«any person: teenage child or adult should be able to benefit from educational opportunities designed to meet their basic learning needs». (ADEA, 2010).

The traditional view is based, at the internal level, on school decontextualized knowledge, unrelated to the challenges of the environment, provided by the teacher and a quality entry through the inputs, at the external level, by an isolated sectorial approach (education as a sector without any link with other sectors), a logic of supply, plus a unilateral management (the Ministry of Education managing alone the sector) and an arithmetic of diplomas (the success of the educational system is measured in terms of diplomas).

At the opposite, the holistic vision is centered, within the sector, on the achievement of projects and the acquisition of skills through a learning logic (learner confrontation with challenges) and a quality input through results, and beyond the



Some children from disadvantaged groups in Mauritania have serious educational needs that can be addressed in the context of Priority Education Zones (ZEP)

sector, on inter-sectorial approach (education taking its meaning in its interactions with other development sectors), the logic of demand, partnership / participatory governance (the Ministry of Education consults, delegates, decentralizes and operates with other sectors, the private sector, the civil society, basic communities) and the success of a system which is measured by the quality and number of capacitances trained and able to effectively meet the challenges of development.

#### 3. Recommendations

In Mauritania, to give maximum opportunity to the development of an effective, efficient and relevant education, based on a comprehensive, integrated and diversified approach capable to achieve objectives, both quantitative and qualitative of the Education For All (EFA) it is necessary to focus future policies and programs on:

- input through demand: the themes of the programs will be drawn from the daily lives of learners and previously established with them, as part of needs assessment, which can be facilitated by the results of the Reference Survey on Illiteracy in Mauritania (ERAM) 2008 which deeply analyzed the profiles and needs of illiterate people, but also those of unschooled and out of school children;
- the strategy of «making somebody do»: the implementation of field activities shall be ensured under the responsibility of the competent authorities, by local operators (NGOs, associations...) according to specifications and selection modalities assuring proper implementation of the program;
- the integrated approach, combining education / literacy / training guided by the needs of the local socio-economic base and the fight against poverty;
  - partnership and synergy, including in particular the beneficiaries especially in the expression of learning needs and modalities of implementation of the programs, operators and stakeholders at all levels;
  - capacity building of stakeholders and the development of their skills into action through training, coaching, sharing of experiences and dissemination and capitalization of good practices. It is also necessary to:
    - review the institutional, legislative and organizational framework of education for a better consideration of the requirements of ENF and the Holistic Vision, ensure the integration of the principles which underlie them under the Strategic Framework for the Fight against Poverty (CSLP) which is the basic frame of reference of State policies;
    - Provide material and financial resources
    - Involve all the ministerial departments, all the components of society, communes, CSOs and development partners, while ensuring rationalization and capitalization of potentials and

### 3. News of national working groups and partners

clarifying the roles and prerogatives of everyone;

- Establish a certification system for literacy and NFE globally, as well as bridges between the different forms of non-formal and formal education;
- Establish a rigorous and functional monitoring and evaluation system, while being open, participatory and flexible;
- Involve bilateral and multilateral partnerships (especially with UNESCO, ADEA ...) in order to lay a solid foundation for the promotion of Holistic Vision in a Mauritanian educational context that needs it much.

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#### Research action for assessing literacy programs' beneficiaries (RAMAA)

Lately, non-formal education has been getting at the forefront of the policy making agenda in Africa. Several actions have been undertaken in this area. However, studies clearly show that their effects on beneficiaries are almost non-existent.



*An overview of trainers and interviewers in Boulkiemde and Houet provinces*



*The participation of WGNFE to interviewers training in Boulkiemde and Houet*

Thus Research Action for Assessing Literacy Programs' Beneficiaries (RAMAA) was initiated by UNESCO / UIL. It results from the observation of the high rates of illiteracy coupled with low public action in basic education of youth and adults out of the school system and the marginalization of this education sub-sector.

It covers five countries: Burkina Faso, Mali, Morocco, Niger and Senegal. RAMAA study mainly aims to assess the knowledge of literacy programs' beneficiaries and its impact on the lives of these latter unlike those who have not benefited from it. The target population for this study consists of persons aged 15 years and more who have completed or are in the process of completing a literacy program and illiterate individuals.

The methodological approach consists of the following four phases:

1. Make the inventory of the evaluation of learning;
2. Develop measurement tools (competency frame of reference);
3. Test measurement tools in the field;
4. Exploit the collected data and disseminate the results.

As for Burkina Faso, the first three phases were completed, the last phase is at mid-term for data collection has been completed, it remains the exploitation this data and the dissemination of results. It should be noted that for each country involved in RAMAA a pilot survey was required before the national survey. This allowed us to test and improve the developed questionnaire.

WGNFE has provided technical support in this study. Thus, it participated in the development and validation of questionnaires, training of interviewers and the collection of national data

### 3. News of national working groups and partners

between December 2013 and January 2014.

The data collection of RAMAA concerned four provinces, namely Boulkiemdé, Houet, Tapoa, Séno with four national languages.

The field visit of the supervision team has permitted to check the effectiveness and the collection completion status. This team also oversees the management of survey forms by the controllers and the forms already filled in. Through their visit, supervisors guide the interviewers on the attitude to adopt faced with certain problems.

#### WGNFE Takes Part in the Launching of the 2014 Special Literacy Campaign (SLC)

The 2014 Special Literacy Campaign (SLC) launching ceremony was held in Fada (Burkina Faso) on May, 2014 under the theme «*The Role of operators in the process of accelerating literacy in*



*The Minister for the Development of Digital Economy and Mail Service, Honorable Jean Couldiaty and the Deputy Minister for Literacy, Honorable Diemdioda Dicko.*

*Burkina Faso.»*

The participants to the event included the Minister for the Development of Digital Economy and Mail Service, Honorable Jean Couldiaty, the Deputy Minister for Literacy, Honorable Diemdioda Dicko, Governors, Technical and Financial Partners, Representatives of NGOs in charge of implementation, Regional and Provincial Directions of Non-Formal Education, and School Inspectors.

In order to fight against the high rate of illiteracy and raise the literacy rate from 28.7% in 2006 to 60% in 2015, Burkina Faso has adopted the National



*Representatives of WGNFE at the Launch of the 2nd literacy campaign of PRONAA*

Accelerated Literacy Program (PRONAA) in 2011. Specific actions of PRONAA enable the achievement of EFA goals. The Special Literacy Campaign (SLC) reinforces PRONAA thanks to its regional coverage. It aims to propel new strategies for the eradication of illiteracy in all the communes of Burkina Faso.

The «*Special Literacy Campaign (SLC)*» began in 2011 under the National Accelerated Literacy Program (PRONAA 2011-2015). It is a formula to speed up and impulse enabling strategies for the development of literacy and non-formal education in the achievement of PRONAA goals. It was developed so that to address access and quality issues that arise in the implementation of the resolution of Education for All, and which aim at eradicating illiteracy as a strategy for poverty alleviation.

Through its philosophy and purpose, CSA is a strategy aiming at reconciling the “*faire-faire*” with other strategies that call on solidarity, on national



*Gourmantché dancers, Eastern Region communities during the launching ceremony of 2014 CSA.*

### 3. News of national working groups and partners

will, but also on the ability to mobilize all resources so that to accelerate literacy in order to reach 60% literacy rate in 2015 or even to anticipate.

The main objectives of this initiative are to facilitate the enrollment of 70,000 new learners in the system including women and men aged more than 15 years, to carry out the evaluation of at least 5,000 adolescents who reached the second year of training in the Non-Formal Education (NFE) structures, etc. Thus, this initiative concerns the whole social strata and it will enable a smooth integration between literacy and the traditional cultural practices abounding in Burkina Faso.



*The Minister for the Development of Digital Economy and Mail Service, Honorable Jean Couliatuy and the Deputy Minister for Literacy, Honorable Diemdioda Dicko.*

#### **Innovative Approaches to Global Challenges: the International Association for the Development of Education in Africa Hosts in Accra a Forum on Youth and ICT**

On 21 and 22 May 2014 a forum was held at the center Ghana-India Kofi Annan Centre of Excellence in ICT in Accra on the theme «*Youth, New Technologies of Information and Communication and Global Challenges.*»

This forum brought together youth organization from six countries. It addressed the issue pertaining to the role of information and communication technologies role in West African socio-political development.



*Youth representative of Burkina with 2 young Organizers of the Accra Forum*

The forum provided an opportunity for participants to develop a strategic partnership with IAAI in order to implement the GloCha project in West Africa with the institutionalization of GloCha is a measure that allows the implementation of actions aiming at preventing any form of right deprivation including the access to new information and communication technologies that is considered as a violation of Clause No 1 of the Universal Declaration of Human Rights. Equitable access to the Internet reflects equal rights and is a condition for the emergence of West African youth's potential so that to achieve the progress of their societies.

The Forum recognized the immense challenges faced with by West African States in the development of ICT and urge States and development partners to shift to another dimension by starting the following steps:

- Provide 1% budget allocation supported by appropriate legislative instruments as a contribution to the development of ICT
- Give priority to the problem of the growing digital gap between young people from West Africa and those of the other regions of the world such as Europe and Asia, and secondly between youth of urban and rural communities in West Africa, for a cooperation collaboration in the implementation of the project as soon as possible.

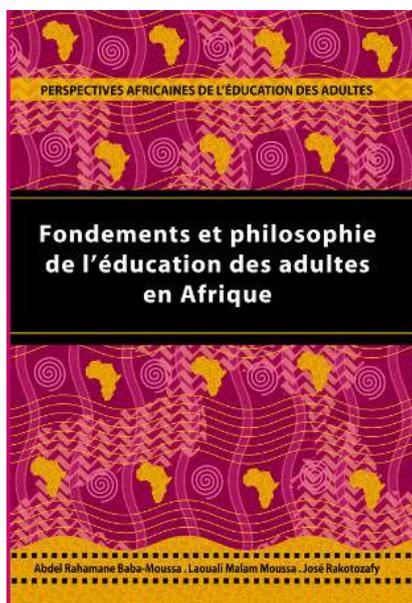
## 4. WGNFE publications

### African Perspectives on Adult Education

Pr Afsata Paré / Kaboré (Burkina Faso), Dr Rasmata Nabaloum / Bakyono (Burkina Faso), Dr Abdel Rahamane Baba-Moussa (Benin), Mr. Malam Moussa Laouali (Niger) and Dr Jean Baptiste Joseph Rakotozafy Harison (Madagascar) just issued two new publications in education sciences, in the multidisciplinary and transdisciplinary field of adult education.

These works that have just been released for students researchers and practitioners interested in these contextualized reference books, were being drafted for nearly five years by those distinguished authors. «*Foundations and Philosophy of Adult Education in Africa*» and «*Socio-psychology of adult education in Africa*» also help make known the structures these researchers belong to, namely the University Koudougou for Pr PARE / KABORE and the University of Ouagadougou for Dr NABALOUM / BAKYONO.

### *Foundations and Philosophy of Adult Education in Africa*



This book examines the historical, philosophical and sociocultural foundations of adult education in Africa.

The aim is not to copy models borrowed from other parts of the world, but to take account of the continent's specificities in order to meet new educational

challenges: access to training democratization and problem solving related to the development. Integrating the African perspective of adult education involves linking social structure, traditions and beliefs and endogenous and scientific knowledge.

To achieve this goal, it is imperative to employ staff with adequate training, to design relevant policies and develop programs and curricula that build on the experiences of people and provide them with necessary skills. Added to this is the importance

of forging multifaceted partnership permitting to mobilize the necessary resources, and to build bridges between formal and non-formal education. This volume, for sure, contributes to this objective.

### *Socio-psychology of adult education in africa*

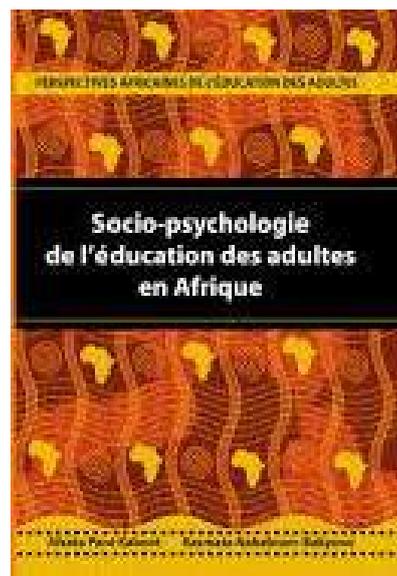
In this book, the authors clarify how the African adult learns. They examine the determinants of adult learning through biological, social and psychological characteristics as well as social representations that clarify their meaning in today's Africa.

The socio-psychological approach adopted by the authors is justified by three major aspects of African context: the relationship between individual and group, the specificity of French-speaking Africa which tends to compare adult education to non-formal literacy, and the importance and valuation of traditions, local knowledge and know-how.

Throughout the various chapters, the authors highlight African adult roles and responsibilities, both teacher and learner, analyze the tendency to an increasing individuality while emphasizing the importance of sociality and group membership in Africa and are interested in the methods and styles of learning. They also examine the implications for a bi / multilingualism learning that characterize the majority of African countries.

Finally, they address issues of practical guidelines on methods and techniques, and an accompanying process throughout the life giving emphasis to African contextual factors

Those who expected reference books that take into account the specific context of Africa now have enough to feed and stimulate their thinking. These books are very important for the implementation of A.2.3 activity entitled «*using lessons learned from the triennial on innovative approaches, knowledge and endogenous know-how to improve relations between the school and the community*».



## 5. Latest news

### Official Launching of the Regional Program for the Education and Training of Pastoral Communities in Cross-Border Areas / PREPP.

The official launching of the Regional Program for the Education and Training of Pastoral Communities in Cross-Border Areas / PREPP took place in Natitingou in Benin, on Friday, May 30, 2014. This program is supported by the Switzerland Cooperation and a few partners.

To relay information, articles have been written and posted on the website of APESS at [www.apessafrique.org](http://www.apessafrique.org).



*A herd cared for by a school-age child*

A herd cared for by a school-age child These articles relate in particular to PREPP recent key events:

1. PREPP launching ceremony;
2. First PREPP Cross-border Committee of the cross-border region Burkina Faso, Benin, Togo;
3. Training of PREPP operators and Cross-border Committee to conflict sensitive program management;
4. Tribute to SDC Country Director in Cotonou, Benin (a tribute gala evening for Jean Luc VIRCHAUX); Virchaux);
5. The editorial of the month by the Secretary General of APESS: Education / Training, a necessity for all!

### International Conference on «Education and Training for Integration, Peace and Socio-Economic Development in Africa»

An international conference on the theme «*Education and Training for Integration, Peace and Socio-Economic*

*Development in Africa»* will be organized by the Education and Research Network for West and Central Africa (ERNWACA) on 10 - 11 December 2014 in Bamako Mali. The conference that will bring together the stakeholders of education, peace and development, aims at promoting the sharing and capitalization of empirical experiences and reflections on the theme so that to develop a reference document that may positively impact political and / or educational practices.

The tendering criteria are:

Applications should contain proposals for abstracts of 250 words minimum and 300 words maximum.

Proposals for communication as texts to present, including illustrations and graphics should be 5000 words at maximum and in Word version, Times New Roman (12) size, line spacing 1.5. Deadline for the reception of tenders:

Abstracts must be submitted no later than July 15, 2014 at the following address: [ddarave@rocare.org](mailto:ddarave@rocare.org) (with Attention: Dramane Darave) with a copy to the Executive Secretary of Rocare: [ida.jallow@rocare.org](mailto:ida.jallow@rocare.org)

For further information please download:

1- *The call for communications*

2- *The concept note of the colloquium*

The conference website is available at the following address: [www.rocare.org/colloque2014/fr/](http://www.rocare.org/colloque2014/fr/)

### Conference on ICT in Yaoundé organized by ASICT

- The African Society of Information and Communication Technology (ASICT) is organizing a conference to be held from 1 to 4 October 2014 in Yaoundé Cameroon on the theme «*Harnessing ICT in Education for Global Competitiveness.*» Those interested may submit abstracts in French or English.

The sub-themes include:

- ICT in education and e-learning
- ICT for teachers' training and teaching profession
- Policies, strategies and guidelines for ICT in education
- ICT in research and development
- Sustainability of ICT
- ICT, entrepreneurship and business;
- ICT youth and equality, etc.

Applications are admissible up to July 31, 2014, at the following address: [constantine@ictuniversity.org](mailto:constantine@ictuniversity.org). For further information, please visit ASICT Website at the following address: [www.ictforafrica.org](http://www.ictforafrica.org).