



Kibare

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Working Group on Non-Formal
Education (WGNFE)

Association for the Development
of Education in Africa (ADEA)

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Kibare,

to link between the various non formal education stakeholders in Africa

1. ABOUT WGNFE

Dear reader,

« Kibare » which means « The news ! » in several West African languages in 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 comment are very welcome as they will enable WGNFE to improve on Kibare's content and form.

Ibrahima Bah-Lalya,
Coordinator
WGNFE/ADEA

Kibare offers the following rubrics:

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The Working group on Non-formal Education (WGNFE) is one of the working groups of the Association for the Development of Education in Africa (ADEA).

It was established 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 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 regional frameworks"*.

In the beginning, WGNFE aimed at studying the nature and impact of diverse forms of education opened to dropouts and out-of-school children, as well as to 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 main areas:

- Deployment of a forum of exchanges on non-formal education, at the continental level;
- Identifying and disseminating promising initiatives and programs on non-formal education;
- Strengthening non-formal education providers' capacities;
- Consolidating public-private partnership;
- Strengthening non-formal education and civil society providers' capacities in general;
- Contributing to resource mobilization, especially financial resources.

2. WGNFE's ACTIVITIES

WGNFE participates in the launch of a Master's program in Non-formal Education at the Abdou Moumouni University of Niamey

The École Normale Supérieure of Niamey, which is part of the National Abdou Moumouni University of Niger, is establishing a regional Master's degree in Educational Alternatives. This Master's program, which is the result of a long Co-construction process, will be created in partnership with SDC (the Switzerland Development Cooperation). It will be operational at the beginning of the academic year 2016-2017. It addresses the need for promoting and scaling-up educational alternatives in the sub-region and meeting the need for quality in non-formal education expressed by the countries' educational systems.

This strategic workshop, which was the fourth of its kind, aimed to validate and adopt reference frameworks, the learning contents (learning to know, to do and to be), subject matters the note on admission procedures and criteria for applicants to the Master's program, the note on stakeholder identification mechanisms.

The ceremony was presided over by Niger's Minister of Vocational and Technical Training who was representing the Minister of Basic Education, Literacy and Civic Education. The President of the Abdou Moumouni University (UAM) of Niamey, the Director of École Normale Supérieure (ENS) and SDC and the Permanent Secretaries of the Ministries of Education of Chad, Benin and Niger were represented on the podium. Also present were representatives of UNESCO, UIL, WGNFE/ADEA, Dv International and civil society of the main countries concerned, especially

Burkina Faso, Mali, Benin, Chad and Niger.

The distinguished participants included... Experts reviewed the various concept documents and made amendments and comments for their finalization.

This Master's program will be complemented by in-service training of operators in the field. It is in this context that SDC commissioned a study on in-service training needs in the areas of literacy and Non-formal Education. This study was intended to identify the capacity building needs of operators in the field (literacy managers, facilitators, supervisors, coordinators, education officers in municipalities and others).

Before the official closure, the participants listened to, amended and adopted the recommendation validation report. These recommendations included finalizing the proposals in the short term and developing a road map by the end of the year. Thus, a number of scoping documents were developed and submitted to the participants. These included the document relating to the mechanism to be established for selecting the teaching staff in charge of the Master's program and another one for the selection of candidates. WGNFE is part of the structures that were proposed for contacting stakeholders, collecting their opinions on these documents and submitting them to supervisors.

This Master's program, as well as the in-service training that was proposed by the SDC study, will have a significant impact on endogenous development of quality education for marginalized groups. The approach better takes into account actual field conditions in Africa. This is why WGNFE and the NFE Network buy in this effort.

2. WGNFE's ACTIVITIES

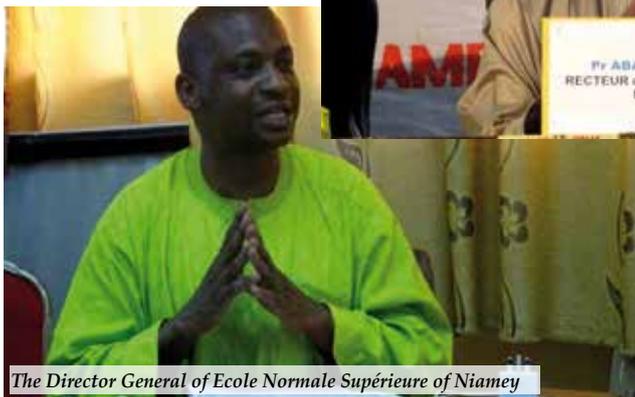
Some of the participant Guests of Honor ...



The Regional Representative of the Swiss Cooperation



His Excellency the Minister of Education



The Director General of Ecole Normale Supérieure of Niamey



The UIL Representative



Participants from Burkina Faso and Benin



Student teachers of École Normale Supérieure of Niamey...

... of the Niamey workshop

2. WGNFE's ACTIVITIES

WGNFE participates in the 4th joint PDSEB monitoring mission

As is the case in many African countries, Burkina Faso has established a basic ten years Education Development program in order to achieve the various sustainable development goals, namely the PDSEB. From 12 to 15 April 2016, WGNFE participated in the fourth mission to monitor this program through a workshop held in Koudougou. (4th MCS/PDSEB). This workshop was attended by representatives of all the stakeholders of the educational system including MENA's officials as well as representatives of the educational system's trade unions, civil society, representatives of other Ministries, private education and technical and financial partners. The objective of the meeting was to monitor and evaluate the evolution of the basic education sector. Specifically, there was a need to carry out the technical and financial review of the 2015 activities and financing for each program, analyze the level of achievement of PDSEB indicators identified in the PME program, document matrix of indicators, assess all the results achieved, analyze the potential gaps and, at the end of the process, formulate guidelines for improved implementation of the PDSEB Plan of Action 2016.



A private school in Koudougou with still inadequate facilities

Including an assessment plan for the 2014 CAST audit roadmap implementation, discussion on the PDSEB 2015 annual implementation report, and various other topics.

Working groups were set up to explore various themes.

At the end of deliberations, the following results were achieved:

An overall assessment of the PA 2015 implementation report as well as proposals for improving the report;



The representative of the lead TFP

A detailed assessment of the PA 2015 performance (progression of indicators, 2015 physical and financial achievements) and of PDSEB performance indicators is carried out followed by recommendations;

The state of implementation of the various recommendations from the thematic analyses of the 3rd PDSEB MCS is assessed and the necessary guidelines are formulated for subsequent implementation;

Relevant recommendations and strategic orientations by program and sub-program for the implementation of the plan of action 2016 were formulated;

A priority theme for reflection for the coming year was identified.

WGNFE continues to participate in the meetings of the Thematic Group on Non-Formal Education Development (GTDENF) in Burkina

As was already announced in Kibaré (see Kibaré No. 005, p 8), Burkina Faso felt it necessary to create a structure for coordinating, monitoring

2. WGNFE's ACTIVITIES

and facilitating the implementation of its Ten-Year Program for the Basic Education Sector (PDSEB). This structure consists of several thematic groups tasked with further focusing and carrying on discussions on given topics and make recommendations. One of these groups, which is in charge of developing non-formal education (GTDENF) held a meeting on 26 May 2016, to take stock of the progress of implementation of the recommendations made during the 4th Joint PDSEB Monitoring Mission (MCS). As a reminder, these recommendations



Thematic group work is an essential part of the partnership approach; Here a session of the non-formal education group

were aimed at: (1) developing a strategy for effective transfer of skills and resources to municipalities, (2) validating the strategy for widespread use of municipal literacy maps and begin its implementation, (3) finalizing the guide and tools for evaluating and certifying learning in NFE, (4) taking into account the evaluation of the system of literacy approaches and methods as part of the external evaluation of PRONAA and (5) validating NFE innovations.

Before assessing the results of the various recommendations, it was proposed to prepare a document that clarifies the meaning of each recommendation so that implementing entities in decentralized Ministries and services can better understand and carry out them

GTDENF's 26 May meeting noted the following:

There is a beginning of resource transfer to the decentralized structures for infrastructure. MENA still needs to address some challenges to be able to manage basic education

decentralization. Indeed, (i) management committees in schools have not been set up in several places and discussions with the Ministry of Finance (MEF) for adopting a mechanism for the provision of public funds to COGESs for managing school canteens are yet to be finalized; (ii) the 2014 Joint Order for Transferring Resources to Municipalities has not been issued yet. (iii) the legal framework for implementing the MENA/Municipalities joint monitoring mechanism and its tools is yet to be set up and; (iv) plans for building the capacities of stakeholders including local authorities need to be implemented.

The meeting also provided a framework for assessing the ToRs relating to the external evaluation the Literacy and Non-formal Education Fund (FONAENF) and the National Literacy Acceleration Program (PRONAA).

The Literacy and Non-formal Education Fund (FONAENF) was created to promote literacy in Burkina Faso. It is the efficient strategy of delegating responsibility that is used and that allows everyone to play their role and helps to have substantial funding to support literacy and non formal education across the country. So from 2002 to 2009, the Fund mobilized more than 29 billion CFA francs, i.e. an average of 4 billion a year to finance the opening of 52,444 centers with 1,421,612 registered persons / irrespective of the formula. In seven (7) years, this support allowed 377,287 learners who received additional basic training to be declared literate, including 56.08% women. During that period, the success rate rose from 60% to more than 85% while the dropout rate fell by 30 points, from 40% in 2003 to 11% in 2009.

The National Literacy Acceleration Program (PRONAA), meanwhile, is the result of the political will of Burkina Faso's Government and the spirit of solidarity of all education stakeholders. It positions itself as a launching pad, with the key ambition to increase literacy provision and to take into account all the socio-professional components of the country. In 2006 the literacy rate was 28.7%; PRONAA's vision

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was to increase to 60%, by 2015, the literacy rate for the labor force and actively participate in the building of an emerging Burkina Faso. It aimed to contribute to the provision of skilled human resources for sustainable and equitable human development of Burkina Faso.

The May 2016 meeting helped to clarify some aspects of the TORs related to these two programs. The meeting also led to a few recommendations including the following: (1) enhance collaboration between FONAENF and DGENF¹; in terms of specific actions, ensure that these resources are transferred to FONAENF (2) draw on the experience of the NGO Tin-Tua to improve the development of municipal maps, and thus contact Tin-Tua for feasibility; (3) produce an advocacy document for resource mobilization in order to address the reduced funding for FONAENF; (4) engage in an overall reflection on the situation of CEBNFs and propose avenues for revitalization to ensure sustainability of CEBNFs; and (5) look at the systematic delivery of certificates to those who have completed their learning in literacy centers.



The thematic group is a real give-and-take opportunity among representatives of various structures concerned with disadvantaged groups

WGNFE participates in the partnership framework's meeting for selecting the partner agent of the next Global Partnership for Education (GPE) funds

A meeting of the restricted partnership framework's Selection Committee was held on 9 June, 2016, in Ouagadougou to consider proposals for a partner agent for next the GPE funds. This Committee consisted of seven members, belonging all to member structures of the basic education partnership framework. A specific application was considered, i.e. AFD. By way of introduction, the session chair, Mr. Moussa BOURGOU, who was assisted by Ms. Dominique Crivelli, thanked AFD for submitting its application and hoped that the discussions would enable the Committee members to reach a consensus choice of the Partner Agent. It should be noted that AFD was invited to be interviewed on its application and on its answers to the additional questions about specific points in its application. After the introduction of participants, the AFD representatives had the honor of orally presenting the application.

After conveying greetings from the AFD Director, the speakers wished to express AFD's gratitude for the acceptance of their application. AFD feels supported in its application and because his Excellency the Minister of Basic Education and Literacy (MENA) Mr. Jean Martin COULYBALY had expressed his expectations about the management of these GPE funds. He had called for reflection on a flexible funding mechanism with a CAST (special appropriations account) common fund component and a non-CAST common fund component to address urgent or specific problems. In fact, current conventional procedures do not allow to address all issues and quickly mobilize funds in certain emergency situations.

The oral presentation of the application was made on these sections as well as the answers provided to the various questions of the selection Committee members. At the end of

2. WGNFE's ACTIVITIES

the presentation, the Committee members had discussed the application and the various assessments and resulted in a consensus worded as follows: "the application submitted by the AFD candidate is complete and of very good quality. The candidate is able to fully play the role of Partner Agent of the next GPE funds for Burkina Faso."

Although the document is of quality the Committee made the following recommendations for improvement, including



The 2030 Agenda pays special attention to the education of children from disadvantaged groups

the followings:

- Involve civil society in the implementation of the program;
- Provide for specific measures in financing arrangements (within or outside the CAST) to address key specific issues MENA is faced with;
- Strengthen communication and dialog on the oversight of the program by the Partner Agent with all stakeholders;
- Anticipate sufficiently early possible bottlenecks in projected disbursements and discuss this issue with MENA and TFPs in order to avoid gaps or cash problems at MENA.

The Prime Minister lays the foundation stone to the Kitougou school, in the presence of Ministers of Burkina Faso's Government

The problem of the availability of school infrastructure at the various educational levels is shared by most African countries. It has a direct effect on access, equity, quality and relevance of education. In Burkina Faso this problem is of a central concern. That is why, following the technical workshop of the 4th Joint Mission to monitor the country's National Basic Education Sector Development Program (PDSEB), the extensive infrastructure rehabilitation and construction program continued with renewed vigor, with the plan to establish 126 schools, 120 boreholes, 73 junior secondary schools, 9 general high schools, 2 vocational high schools, 4 training centers, laboratories and furniture for these institutions. It is in this context that was held on 26 May 2016 in Fada Gourma, a province located cattle at the eastern part of Burkina Faso, the ceremony marking the laying of the foundation stone of the Kitougou school. This school is in Zone 1, a neighborhood inhabited by disadvantaged groups from rural migrant and breeder communities.



Their Excellencies the Prime Minister (right) and the Minister of National Education and Literacy hand in hand for the laying of the 1st foundation stone

This ceremony was attended by the Prime Minister of Burkina Faso, the Minister of National Education and Literacy, the Minister of Infrastructure, the Minister of Environment, Green Economy and Climate Change, as well as the Minister of Animal and Fishery

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Resources and the Minister of Agriculture and Water Development Projects. The Governor of the Eastern Region, as well as actors of the education sector honored the ceremony with their presence.

The building of this school will be handled by the company ACOMOD. Such this school's infrastructure in a disadvantaged area will replace the clay and 'raffia' straw classrooms with structures made of sustainable materials (cement and iron).



The region is also characterized by the weak school infrastructure. Here, a classroom built of "banco" (mixture of clayey soil and straw) located in Secteur 1, Fada

At the time when a number of questions arise about the relevance of decentralizing strategies in African countries, the Kitougou example offers a good illustration of what can be done concretely thanks to a balanced cooperation between private sector companies, countries' Governments at the highest level, and technical and financial partners.



The Fada meeting was a networking opportunity for WGNFE: here the WGNFE Coordinator standing amidst the guests

The Kitougou ceremony was a good networking opportunity for ADEA and its WG and for marking the effective presence of our Association alongside field partners involved in education at country levels.

WGNFE participates in the validation of a study on "Education with cross-border cattle Transhumant groups"

A workshop was held on 21 July 2016, in Natitingou in Benin, to disseminate and validate a study on the characterization of the various types of mobility related to transhumance. The event was sponsored by APSS and its partner, the SDC Regional Migration and Development Program (PRMD). Conducted by the Regional Analysis and Social Expertise Laboratory of Benin (LARES), the study had the following objectives: i) present the different types/facets of transhumance in every cross-border area; (ii) analyze and learn from the PREPP intervention



View of the participants of the Natitingou (Benin) workshop which allowed representatives of the Benin-Burkina Faso-Togo border area to discuss common concerns

strategy; (iii) analyze the perceptions of transhumance, its challenges and assets and; (iv) better understand local perceptions of transhumance, the challenges it poses and its assets for local development.

The study covered the Benin-Burkina Faso-Togo border area. Participants included PREPP education operators from the seven countries of intervention, the Chairman of the Cross-border Committee, Directorates for Animal

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Husbandry of Benin, Togo and Burkina Faso, Directorates for Literacy of the 3 countries, GIZ/ZFD, RECOFA, ANOPER, RBM, the Tanguiéta U-AVIGRET, CESCOD, PASDER, PAEFE, Helvétas/APIDEV Benin, RODEL, the NGO Tiers Bénin, IPAR, the Network Pamoja West Africa, APRESS, RIP/PdT and SDC.

The study presented the problem of transhumance and of pastoral communities; it described the situation of pastoral livestock farming in the 3 countries as well as the types of pastoral movements and transhumance. It laid emphasis on issues, challenges, advantages and perception of the various transhumance stakeholders. It analyzed the level and efforts of acceptance and integration of transhumant people in transit and host territories. It reviewed the PREPP intervention strategy in the field of education in the cross-border area and highlighted the strengths and weaknesses, opportunities and threats and proposed an educational response approach in three (3) steps: Basic Literacy and Training (AFB), Post-literacy (PA) and Literacy in basic and functional French (A3F).

Following a rich debate, it was proposed, among others to prepare a summary table where all elements of the typology can be summarized. This would facilitate its reading and understanding. It was also proposed to review the educational strategy which tends to settle transhumant communities by trying to keep them in one place, through hourly volumes that do not meet mobility needs.

Koranic homes a focus of interest for IQRA, MENA, the diplomatic representation of the US, WGNFE and their partners

On 29 March, 2016, was held in Dedougou the ceremony marking the official launch of 'IQRA's Second Chance program' (PSC) and the pedagogical support project for Koranic homes (PAPEFCO). The event was sponsored by the Minister of National Education and Literacy

of Burkina Faso, with their Excellencies the Ambassadors of the United States of America and of the Federal Republic of Germany as Guests of Honor. Were also in attendance, representatives of Turkey and various other education stakeholders.

IQRA, through these two projects aims to improve access to quality education for street children and youth through literacy and socioprofessional advancement. This is why it is popularizing the use of Ajami, which is based on Arabic alphabet associated to local languages and using a few additional diacritics to make sounds that do not exist in the Middle Eastern language. This results in better transcription and usage of African languages.

Indeed the current social and political context of the subregion makes IQRA's Ajami approach even more relevant. There are now hundreds of thousands of children who attend Koranic School centers in Burkina Faso alone. And the Minister of National Education and Literacy said: *"We don't want these children to be considered as special children a part but as members of national education."* A second reason noted by the Ambassador of the United States and which further justifies support for these initiatives is that for security reasons: *"Violent extremism must be eventually countered through education... This requires inventiveness and perseverance."*



Learning conditions for Talibé children is a real challenge to the educational systems of the Sahel-Sahara zone: here a group in classroom situation

During the ceremony, there were field visits; relevant questions which are real challenges, were brought up: although everyone agrees on the obligation to give a second chance to out-of-

2. WGNFE's ACTIVITIES



Their Excellencies the Minister of National Education and Literacy (in the center), the United States Ambassador (on the left) and a representative of the German Cooperation (on the right) visiting a Koranic home

school and dropout children, how should we go about this in practice? Why do parents choose to send their children to Koranic homes rather than enrolling them in free public schools? Who pays teachers and finance infrastructure in Koranic schools? How are teachers trained? What curricula are used in the homes? What relationships with those of public educational services? How to reconcile the duty to help children in Koranic Education Centers, which have a religious mission, with the mandate of secularism given to MENA? How can the passage from Koranic Education Centers to formal schools for learners who can and want it be organized? What is the real contribution of parents and the community to these homes they have somehow desired and encouraged? How to create a viable system of Koranic schools, whose mission would be among others to serve as a second chance, a stopgap measure,



IQRA and its partners' prize lucky winners from Koranic Education Centers

to those who could not take advantage of the formal system? Etc.

The answer to these questions can be found in the work WGNFE has already completed (see an Article by Bah-Lalya published by UIL) or is still conducting through its study of Koranic Education Centers in 3 countries in the Sahel-Sahara strip: Burkina Faso, Mali and Senegal.

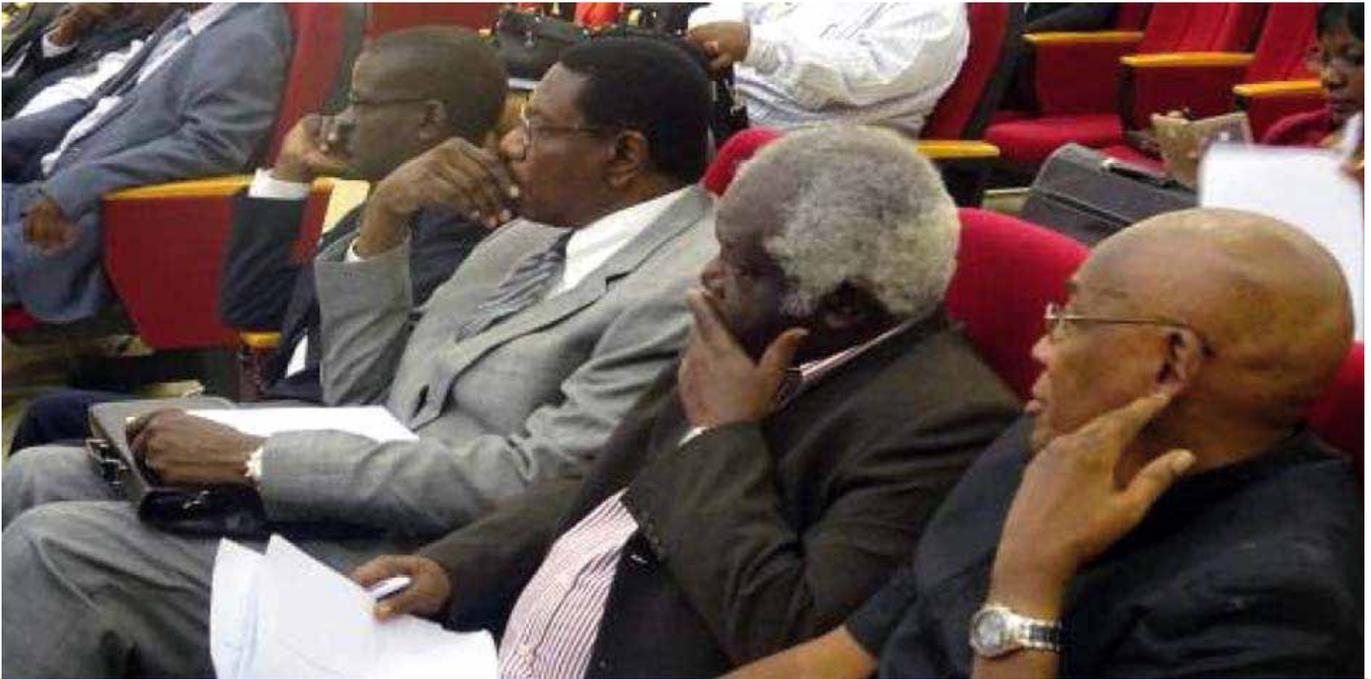
Coordination of the 2017 Triennial's Sub-theme 3 entrusted to WGNFE

ADEA's next Triennial will take place in March 2017 in Marrakech with the following theme: **"Revitalizing education towards the 2030 Global Agenda and the 2063 African Agenda."** It will examine four sub-themes.

The Working Group on Non-formal Education (WGNFE) is responsible for coordinating sub-theme 3 activities on: *"Implementing Education for African Cultural Renaissance and for the ideals of Pan-Africanism to promote continental integration and the birth of the United States of Africa (confederation or federation)"*. As part of co-construction which characterizes this Triennial, WGNFE will be assisted by its partners, particularly Angola which was designated as "ADEA's Champion Country", to organize, from 27 to 28 July 2016, a regional consultation to finalize the concept note of Sub-theme 3, (2) present the studies already submitted to WGNFE and its partners (3) collect other studies of interest, (4) examine how these studies would be implemented and (5) prepare recommendations to submit to the Triennial's General Coordination.

In fact, a call for proposals was launched for candidates (experts or institutions) to propose case studies in the implementation of successful experiences or good practices, as well as reports on research that has shown added value in discussions at the continental level aimed to address the major challenges facing countries in the establishment of education for African renaissance, for the ideals of Pan-Africanism and for African integration; consultation

2. WGNFE's ACTIVITIES



General and Sub-theme 3 Coordinators listening carefully to a speech on education for cultural renaissance and integration in Africa

reports or summaries of work with the potential of impacting education for renaissance and the construction of African Unity.

WGNFE and its partners identified six areas of reflection which refer to the major findings observed during attempts to implement education for African renaissance, for Pan-Africanism and continental integration. The summary must relate to the following areas:

1. Documenting traditional African values and cultures that can be incorporated in education to support, at grassroots level, African integration;
2. Promoting African history in the curriculum to build the present and better look to the future;
3. Developing African education based on a humanistic approach to build a common identity in cultural diversity;
4. Integrating African renaissance in contemporary popular culture through education;
5. Supporting the creation of the United States of Africa through integrated education;

6. Promoting integrated management and running of educational systems.

For further information or contribution visit ADEA's websites (www.adeanet.org) and WGNFE's websites (www.gtenf.org) or contact the WGNFE Coordination: office: + 226 25365845, mobile phone: + 226 77895498

The BUCO cultural partners participate in the preparation of ADEA's 2017 Triennial

Culture provides the foundation from which to build and develop education. Reflecting on the image of Africa by asking questions about how Africans see themselves, how others see them and what they want to be, is essential. Avoiding to portray Africa as backward continent where everyone comes to intervene without consulting anyone else is a key sustainable development message. This is how the Swiss Cooperation introduced the consultation workshop on the Triennial's sub-theme III titled: *"Implementing education for African Cultural Renaissance and for the ideals of Pan-Africanism to promote continental integration and the birth of the United States of Africa (confederation or federation)"*.

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Exchange session with artists and representatives of the arts and culture of Burkina Faso



Here members of CARTEL

This meeting was held on 19 July, 2016 in partnership with the Working Group on Non-formal Education (WGNFE) and the Swiss Cooperation. It was intended to enable partner operators of the Swiss Cooperation, involved at the cultural level, to better take ownership of operating mechanisms and the major concepts of the 2017 Triennial. And to identify available resources to strengthen and facilitate Sub-theme 3 during the Triennial.



CITO's General Administrator takes part in discussions

Participants included: the CARTEL Federation, WAMP, the IMAGINE Institute, CITO, the education and culture program officers of the Swiss Cooperation, and WGNFE.

After the presentation of each structure's activities, discussions evolved around (1) documenting African values, (2) identifying the elements of African history, (3) collecting data on major historical figures and having them disseminated through internet and other means, (4) ensuring that grassroots communities take over their own histories, (5) form sub-regional cultural sub-identities, which will be combined later (6) establishing history museums, (7) bringing people closer together through itinerant museums, (8) reviewing curricula to contain the general history of Africa, (9) taking into account traditional languages as a channel for promoting culture, and (10) designing programs that incorporate essential issues related to membership, the imaginary, roots, languages, founding legends and myths, cosmogonies, beliefs, etc.



Family photo with representatives of arts and culture accompanied by those of BUCO and WGNFE

Preparation of ADEA's 2017 Triennial: Regional consultation workshop in southern Africa on Sub-Theme 3

From 27 to 28 July was held in Luanda, Angola, the consultation workshop on the following theme: *"Implementing education for African cultural renaissance and for the ideals of Pan-*

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Africanism to promote continental integration and the birth of the United States of Africa (confederation or federation)."

The Luanda workshop stands out for the richness and diversity of the participation. At Ministerial level, attendees included their Excellencies the Minister of National Education, the Minister of Science and Technology, the Minister of Higher Education and Scientific Research, the Secretary of State in charge of Technical Education and Vocational Training, as well as representatives of the Minister of Culture, Foreign Affairs, Secondary Education and Vocational Training. The meeting was graced by the presence of the Governor of the Luanda Province, as well as representatives of the Parliament, Academia (in particular, the President of the November 11 University) and technical and financial partners, particularly the Ambassador of Brazil in Angola, UNICEF and UNESCO (National Commission, Country Resident Representative and UIL).

The proceedings of the workshop primarily confirmed Assumption 2 of the Guidance Note which holds that *"Africa's economic and social development cannot be achieved sustainably, without the construction of a continental unity and the promotion of a strong African identity that can integrate the rich diversity of its cultural and linguistic components."* During this workshop, 26 studies were closely scrutinized by four

groups that worked on: i) resources to cover the proposals of sub-theme 3; (ii) education language and quality; (iii) Africa's culture and history; (iv) Pan-Africanism and continental integration.

The group work resulted in the following recommendations:

- 1) Adopt a bottom-up entry in grass-roots communities, through national languages. Ongoing experiences in some border areas such as those of PREPP and CEI seemed particularly interesting as a model to promote and share with minor adjustments. The objective is now to develop these models, to harmonize and disseminate them;
- 2) Revisit the Curriculum which must effectively integrate endogenous knowledge and know-how, practical knowledge and innovative knowledge for better social and cultural integration of the African child. Indigenous languages must be used on a wide-scale as an essential teaching medium;
- 3) Thoroughly review the meaning of school so as to break with *"education trapped in the school form"* and move towards a holistic and integrated model that accepts that education in the twenty-first century took place both in the classroom and outside the classroom;



View of the conference room with all the participants

2. WGNFE's ACTIVITIES



ADEA's representative welcomes participants before the formal opening of the Luanda workshop by the Minister

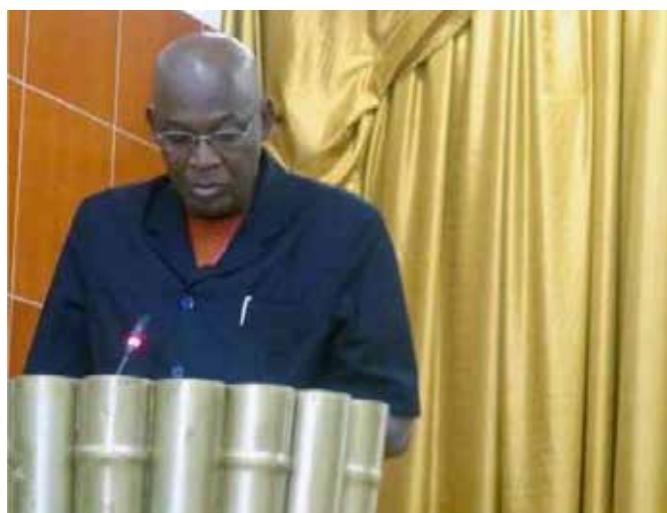
- 4) Promote Africa's past with a view to helping build the future of the continent and integrate it effectively in the education and training of young people. This will involve in particular (1) revisiting African history, (2) making it accessible through simple, varied and multilingual teaching aids, and (3) promoting historical legacies by further popularizing historical figures, (4) introducing effectively endogenous knowledge in the curriculum as was experienced in Mali, (5) using museums as a framework for learning as is the case with the West African Museums Programme (WAMP), and (6) dedicating public places to great African heroes and major events that have marked the history of the continent;
- 5) Decolonize Africa's public image and imagination by promoting exchanges among African cultures and the knowledge of other people. The experiences of the IMAGINE Institute and of the Associations Succès Cinéma of Burkina Faso seemed interesting to inspire others in this direction;
- 6) Place special emphasis on adult education from the African perspective and strengthen programs for the disadvantaged including women in rural areas, urban vulnerable youth and children practicing forms of non-formal education such as those of Koranic schools in the Sahel-Sahara Strip;
- 7) Conduct a real capitalization of good **practices** to promote cultural renaissance and continental integration. In this context, there is need to support and to extend to

other parts of Africa, practices such as MACHIMBOMBANDO, which is a process of integration of rural communities through study trips;

- 8) Pass laws for the implementation of cultural renaissance and the ideals of Pan-Africanism in the curriculum;
- 9) reflect seriously on the acquisition of resources, financial resources in particular, which is a major problem for the effective implementation of the recommendations. The workshop noted that lack of funding for culture, low participation of national entities in this funding, the deficit of competent human resources and of educational programs open to endogenous African cultures and the shortage of suitable teaching materials places a huge burden on implementation. The workshop therefore formulated 15 recommendation the meet these challenges.

The Luanda work was validated by the participants who mandated sub-theme 3 Oversight Committee to continue the process and the Coordination team

of this sub-theme to start preparing summaries for the Triennial.



Sub-theme 3 Coordinator presents the scoping of the workshop

2. WGNFE's ACTIVITIES

A logframe for the activities of WGNFE's Zanke Faba project

The African virtual Network for Vulnerable Youth "ZANKEY FABA" is an information and communication network aiming to share best practices in the development of the basic skills needed for better social and professional integration of out-of-school and unschooled youth who have found themselves in a situation of vulnerability. It is a portal developed on the web site of ADEA's Working Group on Non-Formal Education (WGNFE). The Network is intended for **policy makers, operators and youth associations**.

It is in the implementation of this network that a log book of activities to be implemented as part of the 2016 P&B was developed.

It is based on eight major activities including:

1: develop a repository that identifies documents and shares best practices in the access and acquisition of functional literacy skills. This activity is structured around three actions:

- producing monitoring indicators for the activity,
- analyzing the information collected and developing a repository,
- posting on the Web site the information gathered;

2: build a network dedicated to civil society organizations (at least 5) that can be partners in the delivery of quality learning and the empowerment of at least 1000 vulnerable youth. Here it will be necessary to :

- hold a consultation to identify vulnerable youth organizations likely to be effective partners (preferably umbrella organizations),
- Select 5 organizations and expose them to the major concepts governing the vulnerable youth program;

3: Develop and share appropriate tools and strategies for monitoring and documenting national action plans in the countries;

These tools will be developed by experts recruited by WGNFE in collaboration with UIL. Major actions will be as follows:

- sorting documents already collected and making summaries per topic;
- posting good practices on the Web site;

4: Develop and disseminate relevant themes in English and French

The themes will be identified from the information collected at grassroots level and would come from field observations, topical concerns or issues. The themes already identified include: (1) ICT and Literacy, (2) why young people are not much involved in agricultural jobs, (3) informal new technology jobs (4) why do unemployed young people refuse jobs in rural areas? Examples of young people who have made a step towards the village, (5) housekeeper jobs: experiences and suggestions at the time when the problem of servants is acute in urban areas, (6) other themes to identify and specify according to partners' interests of the moment;

5: Ensure the regular upkeep and maintenance of the network

6: Expand the network to other actors more active in social networks (Facebook and others);

7: Organize contests on best advocacy practices for vulnerable youth in grassroots communities and neighborhoods in Africa (image, video, text). See above the article on the subject;

8: Provide statistics on the frequency of visits to the site.

Contest: ADEA's WGNFE is looking for life stories of vulnerable youth who are innovating in African cities

The African Network for Vulnerable Youth "Zanke Faba" that was created by WGNFE to provide better education opportunities for vulnerable young people is organizing as part of its 2016 activities, a contest to collect good practices on these young people in African cities. The aim of this competition is to stimulate creativity among vulnerable youth CSOs and contribute to reshaping policy for vulnerable youth. These youth projects will feed with relevant information, the Zanke Faba, WGNFE, ADEA and UIL websites Many African countries are, in fact, faced with rising unemployment of young people. Fortunately, some of these young

2. WGNFE's ACTIVITIES

people are showing dynamism that heralds a bright future. They are characterized by their ability to innovate and to set an example. They actively participate in informal activities in the construction sector, the sale of various products (telecommunications, handicraft and others) and in many other areas. They are real models of fighting spirit, resilience and sense of innovation in several sectors of activity. It is in recognition of all these virtues that this contest is being organized to promote the activities of vulnerable young people who are key actors of economic and social life in African cities.

Therefore, until 11 September 2016, they are given the opportunity to provide visibility to their work.

In practice, applicants will be required to send to a Selection Committee established by WGNFE and its partners collections of writings, short videos under 5 minutes or photographic



The Committee of Experts during the workshop launching the contest about vulnerable youth

images to select winners.

The contest winners will be announced on the main communication channels in Burkina Faso and elsewhere. ADEA and UIL will make them known through their networks. Therefore, they will serve as role models for other less inspired vulnerable youth.



Family photo at the launch

3. NEWS FROM WORKING GROUPS AND PARTNERS

Dissemination of a study measuring the impact of innovations in non-formal education

Under the auspices of the Permanent Secretary of the Burkina's Ministry of National Education and Literacy represented by the Director General of Educational Resources and Pedagogical Innovations (DGREIP), a workshop was held on 12 July 2016 in Ouagadougou. The aim was to disseminate the study measuring the impact of innovations in non-formal education.



APENF Permanent Secretary and WGNFE Coordinator during the presentation of the summary of the study measuring the impact of innovations in non-formal education

This study was initiated by the Association for the Promotion of the Non-Formal Education (APENF) and conducted by a Steering Committee composed of representatives from



Dissemination workshop participants take good note of the impacts of NFE innovations

MENA's central services and representatives of the three innovation promoters (APENF, Solidar Suisse and Tin Tua). Three innovations were the subject of this survey: Regenerate Freirean Literacy Through Empowering Community Technics (REFLECT), Intensive Literacy for Development (AFI - D), and Bama Nuara Centers (CBN2).

This work was part of a non-formal education (NFE) innovation assessment and validation process. The ultimate goal was to enable the State to take ownership of the tools to continue the process. The results of the survey would also help advocate for NFE.

The study is based on the recognition that the role of the State in the strategy of delegating responsibility is to focus on internal rather than external efficiency. Indeed, with this approach, the State must control quality by providing guidance, monitoring and evaluation missions regarding literacy activities.



Participants listening attentively to the presentation of the study

The study attempted to answer to a number of questions including: what happens to the literate when they complete learning in literacy centers? What do they do with achievements when they complete their learning curriculum? What qualitative contribution as they make on community life? To what extent do they impact on the development of their communities?

This is the set of questions the Government of Burkina Faso seeks to answer by looking introspectively at the value of educational

3. NEWS FROM WORKING GROUPS AND PARTNERS

programs in NFE in general and by measuring the external effectiveness of NFE innovations in particular.

The main assumption is that NFE innovations produce clearly the expected effects on those who have completed it and their communities.

To measure the effects, the study attempted to collect information on several parameters from the profile of those who have completed their learning particularly: i) the use of language, ii) the promotion of economic community based units, iii) the development of technical skills, iv) the contribution to local development and the promotion of cultural and handicraft activities.

The results show that changes occurred on: i) the ability to communicate in writing, to exploit post-literacy diaries and documents, to produce reports, minutes, etc. (ii) the ability to create and manage community based economic units; (iii) the involvement of those who have completed their learning in local community development by giving them responsibilities at all levels (village, municipalities, provinces) particularly in COGESs, Villager Development Community VDCs. They also contribute to the fight against harmful practices (Female genital mutilation FGM, forced/early marriage, etc.) ; (iv) practical application of the technical skills learned in agriculture, livestock breeding, health/hygiene/nutrition, environment and even in andragogy (facilitator, supervisor); (v) the ability to promote cultural and handicraft activities of their communities.

These results led to recommendations to all stakeholders Government, Promoters, Beneficiaries, FONAEF, TFPs, Financial Institutions.

The study was validated subject to taking into account comments that have been made.

New organizational chart of the Ministry of National Education and literacy in Burkina Faso.

Burkina Faso Ministry of alphabetization MENA's new organizational chart was

developed against a backdrop of institutional changes resulting from dual legislative and presidential elections on 29 November, 2015, particularly the formation of a new Government on 12 January, 2016. In the field of education, the most important fact about the formation of the Government is the reconfiguration of the Ministry of National Education and literacy. The result is that the Ministry now effectively covers pre-school, primary, post-primary and secondary education.



The education of young girls, particularly those from disadvantaged backgrounds is a real challenge for African educational systems: here young girls from an urban neighborhood going to school

The context is also marked by the ongoing development of a new national policy document, namely the National Economic and Social Development Plan (PNDES). It also factored in and by the scarcity of resources on the other hand.

Because of budgetary austerity and many challenges that arise in terms of development, the new authorities of the country provided guidance for efficient management of public resources. The goal is to make substantial savings for carrying out other strategic projects. In fact, several initiatives have been developed to keep to an absolute minimum the services' expenditure.

Furthermore, this reorganization is part of the reforms suggested by both ADEA's 2012 Triennial which advocated a holistic vision of educational systems and the peer review exercise which made proposals designed to

3. NEWS FROM WORKING GROUPS AND PARTNERS

restructure the system. It was with this in mind that MENA's senior officials conducted the development of the organizational chart for the department.

The proposal led to four scenarios: (i) some structures to maintain; (ii) new structures, (iii) structures to abolish and (iv) structures to reorganize.

At the decentralized level, the configuration of DRENAs and DPENAs has been changed. They now take on the responsibilities of the secondary level.



Combining culture and secularism is another challenge facing African educational systems: here Muslim girls going to school in an urban centre

The new vision of MENA authorities on NFE takes shape with the establishment of one Directorate General for Non-Formal Education which used to cover three technical directorates.



Combining traditional educational systems and "modern" school is also a major challenge facing African educational systems: here talibé children coming out of a Koranic home

This explains why it was opted to entrust to a single structure the management of early

childhood to enable it to have an overview of the challenges and imperatives on the one hand and to ensure better coordination of actions in order to achieve the targets on the other.

Moreover, the option of developing education and technical and vocational training aims to take care of learners in training structures including Non-Formal Basic Education Centers (CEBNF) and CNPNFs to prepare them for the job market.

The next steps in the implementation of the organizational chart will be the preparation of the draft Order on the organization of MENA's central and decentralized structures.

The challenge of the implementation of the new organizational chart lies in the success of this exercise. The central and decentralized structures' organizational charts should be operational to better perform all the duties of the Department with respect to preschool, primary, post-primary and secondary education.

They should result in a judicious use of the various competences existing on the ground.

The implementation of the reforms under way in Burkina Faso, particularly the Continuum and decentralization, is a real textbook case for the subregion. This is why ADEA's WGNFE intends to follow this reform closely, learn from it and make these lessons available to other countries engaged in the same process in Africa.

Islam Original Teaching faced with limitations resulting from acquaintance with modern teaching/ processes in sahelian strip

By *Abdourahmane Elmoctar, Coordinator of Mauritania's WGNFE*

The temporal evolution of Sahelo-Saharan communities was marked by the adoption of Islamic education alongside traditional practices and later, submission to colonial education leaving room for a national education policy, after independence, which ignores differences.

Islam penetrated into the Sahel in a violent

3. NEWS FROM WORKING GROUPS AND PARTNERS

manner. However, after the first wars, Arab preachers quickly put things right by integrating themselves peacefully and gradually in communities. Islamic penetration adapted to the traditional way of life to spread its message. Once Islamization was completed, it was therefore natural for Arab scholars settled in each camp to take care of children education aged 7 and over. Teacher are called "Faqui ". They are deeply immersed in the community which supports and pays them for their teaching.

The teaching focuses on the precepts of Islam, the recitation from memory of the verses from the Koran script. Later, students continues legal, economic and social studies closely related to their natural environment.

The completion of studies was sanctioned by a ceremony to reward the most deserving students and also to award a special bonus to the "Faqui" in the form of a head of livestock (cow, sheep, camel or any other valuable gift).

There was no "school" dropout because students who were unable to recite the Koran or failed knowledge tests, had the opportunity to revise the teaching under the guidance of the teacher. There was no school year or calendar; the teaching would last as long as necessary depending on events.

In this education model, all children were systematically "sent to school", girls and boys irrespective of social classes.

Even today, in almost "illiterate" regions, it is remarkable that all men aged over fifty are

literate in Arabic with more or less knowledge of the outside world. Faith-based education has successfully adapted and become deeply immersed into these environments, which earned it broad acceptance and a strong involvement of the communities concerned.

Limitations of original Islamic teaching

The flip side is that it is limited in terms of innovation, particularly in the economic field. It is static because of its dogmatic methods. A though it develops memory observation and many other values, it does not stimulate the child's creativity, often forbidding him the sense of contradiction and stifling his spirit of curiosity and reasoning. Because of the above, it failed to use to help these communities to be integrated into the modern world.

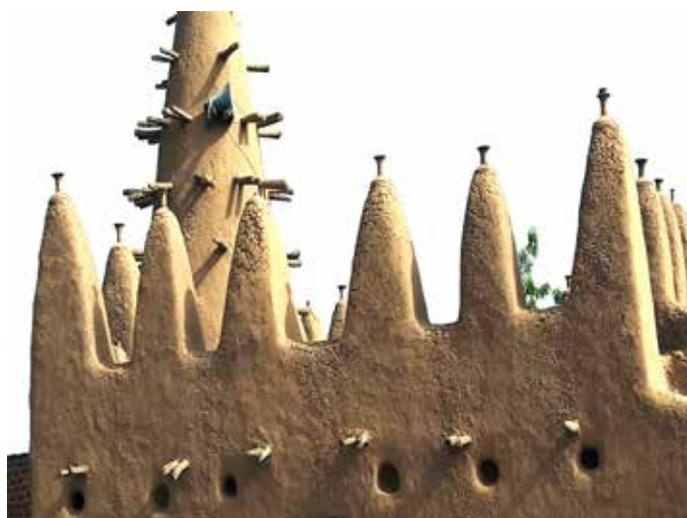
The above-described teaching model has certainly lost ground under the colonial influence, but it is especially after independence that it has declined considerably.

Limitations of modern teaching: promoting extraversion without guaranteeing a better future

Time and experience have proved that "modern" national basic school inherited from the colonial system, is "irrelevant to the social context". It is not in tune with local economic, social, cultural, environmental realities.



A reading board in the hands of a Koranic home student



Islamic education adapted to traditional way of life : here mosque facility, also used as a school for local community children in rural Africa

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The causes of these failures include the inability of the overwhelming majority of national education policies to effectively integrate the most positive aspects of traditional education in modern schooling inherited from the colonial era. Among many other factors, this deficiency in the formulation of sustainable educational strategies has plunged African modern educational systems into a crisis. This is persisting for more than 40 years after independence.

From the communities' perspective, school promotes extroversion without guaranteeing a better future. Therefore, communities have to put up with school even though it should

that are the foundation of their way of life. For all these reasons and others, some communities perceive negatively and reject this education system as irrelevant to their concerns or to their expectations.

The challenge now is, at least in the Sahel-Saharan strip, to see how these two systems can co-exist and benefit from one another, for the best interests of children, adolescents and adults who were unable to attend the formal educational systems. Studies suggest that a "holistic approach, involving cooperation and those support between the two systems (Koranic and formal), could contribute to resolving the thorny issue of school dropouts and reduce the number of children out of school and who dropped out." A second chance educational opportunity could therefore be created for the left out of the educational systems of the Sahel-Sahara strip.

An exploration and in-depth analysis of the educational aspects of traditional Koranic education promoting children's positive abilities to better adapt to any other form of learning, would contribute to the success of this approach.



Mauritania's Country/WG Coordinator, Mr. El Moctar posing with young Angolan student teachers

ADEA is preparing for the 2017 Triennial

After Ouagadougou, the Association for the Development of Education in Africa (ADEA) is organizing a Triennial, in Marrakesh, in the Kingdom of Morocco, from 15 to 17 March 2017. This time the theme is: "Revitalizing education towards the 2030 Global Agenda and the 2063 African Agenda."

have been based on their concerns. The state-national model of education exploits and confines communities' knowledge, techniques and practices to a "medieval backwardness".

Everything is done as if extroversion is the only way out for communities. Children are not put in a positive situation to open up positively to the outside world without any risk of breaking completely with the social and cultural values



Education, a right for these children from poor neighborhoods of urban suburbs

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The triennial will offer education stakeholders a platform to engage in a forward-looking policy dialog, exchange knowledge, and compare experiences and good practices and research products that can lead to realistic and achievable recommendations.

The special feature of the 2017 Triennial is that it will focus this time on what is implemented and the challenges encountered on the ground, during the delicate transition from theory to practice.

There will be four sub-themes:

- “Implementing lifelong education and learning for sustainable development”;
- “Promoting science, mathematics and new technologies in educational systems for achieving structural transformation of Africa and for building African economies and societies of knowledge”;
- “Implementing education for the ideals of Pan-Africanism and for African cultural renaissance to promote continental integration and the birth of the United States of Africa (confederation or federation)”;
- “Promoting peace and global citizenship through education”.



The ADEA Executive Secretary

A call for contributions has already been launched to find case studies, research reports, national reports, project-based reports, testimonials, or summaries of consultations with education stakeholders (countries and/or organizations).

The 2017 Triennial focuses on implementation. It will place special emphasis on what has worked in practice and what innovations that can be scaled up.

The place of mathematics and new technologies discussed at the Dakar workshop on the 2017 Triennial’s sub-theme

From 13 to 14 June was held in Dakar the consultation workshop on: *“Promoting science, mathematics and new technologies in educational systems for successful structural transformation of Africa and for building African economies and societies of knowledge.”*

This workshop reviewed twenty-three (23) contributions and led to the following conclusions:

With respect to the *teaching of mathematics* the situation is seriously worrying because learning remains generally low, as the subject does not appeal to the majority of learners. This is aggravated by a lack of development of scientific thinking and culture and by poor teaching



Including in the curriculum endogenous knowledge and know-how is one of the priorities set for the 2017 Triennial. Here a procession out of women that have completed the sacred forest education in a local community near Sikasso, Mali.

As part of the preparations, regional consultations were held to generate contributions from countries and Governments.

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methods that tend to foster memorization and “cramming” in secondary school where the tendency is to master knowledge rather than understanding phenomena. Successfully passing exams remains the major leitmotiv. Moreover disparities between boys and girls are even greater with mathematics compared to other subjects. The situation is complicated by curricula still based on the mastery of knowledge and not of skills.

Regarding new information and communication technologies, it is still hard to establish the culture of these technologies in classrooms even though it is everywhere in the street. Teachers and the system find it difficult to accept that the bulk of knowledge can now be acquired outside the classroom.

Likewise, school administration is struggling to get rid of its old methods and continues to use management tools that are obsolete and permissible to bad practices.

Theme II concerns the effort needed for breaking the monopoly of knowledge so as to move towards economies and societies of knowledge in Africa even though there must be a paradigm shift based on two cardinal principles:

1. Africa can achieve its transformation and its emergence only by breaking the monopoly of knowledge so as to move towards economies and societies of knowledge across the continent;
2. All children of the continent can learn science and must do so to enable the continent to adapt to the new world of information and communication technologies.



The “Last Quarter of the left out” of EFA and MDGs are one of the 2030 ESD priorities. Here uneducated and dropout children attending a KSC (Koranic School Center).



The Presidium of the Dakar Workshop on Sub-theme II

With these premises laid down, options for the emergence of a new paradigm were discussed and recommendations drafted and submitted to participants in the Triennial. These recommendations include to:



Participants of the Dakar Workshop on Science, Mathematics and ICTs in a working session

- (1) Create an enabling environment conducive to the practice and learning of science;
- (2) Use ICT to change pedagogy and ensure that the teacher and the classroom are no longer the focus;
- (3) Revolutionize the training of teachers by creating situations where they can critically review their own work;
- (4) Strengthen pedagogy in secondary schools and in higher education;
- (5) Prepare for terminal skills (so that the person who fails or decides to leave the usual course of study can be employed with minimum training);
- (6) Take advantage of national languages;
- (7) Develop platforms that target all categories of learners;
- (8) Engage a proactive educational policy that promotes the culture of science at all levels;
- (9) Build sustainably;
- (10) Innovate by going beyond assembling tablets and computers to design

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them, develop solar fields as in Morocco; (11) Avoid individual initiatives.

Preparations for the Triennial continue with a regional consultation in the Maghreb on Sub-theme 2

It is in preparation for ADEA's 2017 Triennial that five regional consultations are being held across the continent. From 13 to 14 July the North Africa consultation was held on the Sub-theme: *"Promoting science, mathematics and new technologies in educational systems for successful structural transformation of Africa and for building African economies and societies of knowledge"*

This Rabat consultation, which is a replication of that of Dakar for sub-Saharan Africa is the third of its kind, after that of Gabon and Senegal. It was organized under the leadership of Morocco's Ministry of Higher Education, Scientific Research and Training. It was a collaborative effort of the Islamic Education, Science and Culture Organization (ISESCO), the Group of the African Development Bank (AfDB) and the Japanese International Cooperation Agency (JICA).

Under the chairmanship of his Excellency Mr. Lahcen Daoudi, Minister of Higher Education, Scientific Research and Training of Morocco, the Rabat consultation provided a forum for speeches by various personalities who successively stressed the significance of the Triennial and the theme itself. For his Excellency Mr. Daoudi, the choice of Morocco to host the event is not a coincidence because *Al Quaraouiyine University in Fez, built in 859 during the reign of the Idrisid dynasty, is considered today the oldest university still active in the world. It has seen the greatest Arab philosophers like Averroes (Ibn Rochd) or Avempace (Ibn Baja), as well as Ibn Khaldoun.*

The education specialist at the World Bank Office stressed the importance of science, mathematics, and technology by pointing out that the World Bank has provided African countries with more than \$ 900 million to improve higher education, science and technology in Africa, especially for young people.

For the General Coordinator of the 2017 Triennial, in the history of humanity there are moments of transition which provide exceptional opportunities not to be missed. This is the case for Africa's demographic dividend with a workforce that is larger than the dependent population.

Through the various comments and discussions, this consultation was an opportunity for participants to share lessons learned, good practices and successful innovations in Africa and elsewhere, in order to address the identified challenges and "recreate", in specific contexts, the conditions and factors of successful implementation with a view to building African economies and societies of knowledge. Therefore, the invaluable efforts that have been made by the Moroccan authorities and ADEA's strategic partners, including AfDB, ISESCO, JICA and the Ministries of Education of invited countries, augur well for a high-level Triennial and also the level of ownership of countries in relation to the Marrakech event.



Experts participating in the regional consultation of the North on science, mathematics and new technologies

The Quality Node on Literacy and National Languages relaunches its activities with the Lome workshop

From 10 to 12 March 2016, the Inter-Country Quality Node on Literacy and National Languages held in Lome, Togo, a workshop on the theme: *"Promoting transnational literacy programs; case of the literacy/training of nomadic populations (PREPP) and education centers for integration (CEI)."* The workshop was attended by ADEA's Secretariat, representatives

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of CREA, WGNFE, PREPP, UIL, AFASA, FDC, KARANTA and of Benin, Cameroon, Gabon, Mali, Niger, Senegal, Chad and Togo, the host country. The aim of the meeting was to revitalize the Node by taking stock of achievements since 2013, share PREPP's and CEI's achievements and prepare the next steps while focusing on ADEA's 2017 Triennial.



The Presidium of the Node's regional workshop: from the left we can identify the representatives of the Node's Coordination Unit, ADEA's Secretariat, the Togolese Ministries and UIL

The discussions led to the following recommendations: (1) share good practices, (2) request ADEA to be further involved in resource mobilization and in other aspects allowing to enhance the visibility of the Node's activities and to maintain this forum for sharing experiences and good practices; (3) develop an inter-country communication plan to further: (i) disseminate the Node's Charter and the Lome resolutions, and in the same time, develop better synergies among the Ministries in charge of the cross-border group issue; (4) effectively evaluate CEIs in order to capitalize on good practices, and to popularize them; (5) share experiences in certification, particularly that of Togo, (6) engage effectively in the analytical



Family photo of the Lome workshop

work of the Triennial through studies and use this continental event as a springboard to foster awareness and appreciation of PREPP's and CEI's experiences; (8) promote balanced multilingualism as a vehicle and as a subject and (9) strengthen through the above, peaceful relations between agricultural populations and cross-border transhumant pastoralists and (10) further involve countries other than francophone countries.

In conclusion it was recommended to prioritize the following activities for the Node: (1) Study on bridging formal and non-formal education, (2) developing literate environments in national languages, (3) using Arabic script to boost access and equity, (4) contributing to the Triennial.

FAWE and ADEA announce the results of the competition on innovative programs for girls in secondary school

The Forum for African Women Educationalists (FAWE), in partnership with the Association for the Development of Education in Africa (ADEA), held an awards ceremony in Nairobi, Kenya.

These awards recognize the best three stories of changes that are considered to have contributed to the promotion of girls' participation in secondary education in Africa. The results of the competition would also serve as basis for developing a compendium of best practices on gender equity in education and training programs.

The initiative involved six countries, including Mali, Senegal, Sierra Leone, Uganda, Zambia, and Zimbabwe. 18 applications were reviewed by a panel of three (3) judges representing the Ministries of Education of Burundi and Kenya, as well as the UNESCO Office in Kenya.

Thirty-three personalities attended the ceremony, including representatives of the Ministries of Education of Burundi, Mali, Senegal, Uganda and Zambia, as well as representatives of ADEA and FAWE's national sections.

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The three most innovative stories were selected on the basis of criteria such as access, retention and performance. The first prize was awarded to Mrs. Agnes Feima Kenneh from Sierra Leone. The second prize winner was Child Care Centre Chiedza of Zimbabwe and the third prize winner Mrs. Fatoumata Cissé from Senegal.

Mrs. Agnes Feima Kenneh expressed her thanks as follows:

"I am a beneficiary of the FAWE program who worked for the education of displaced children during the war in Sierra Leone." Thank you for

these experiences that bring together individuals to reflect together on how to improve girls' education, because this will be helpful for other girls like me who are facing many challenges in their quest for education and think about dropping out of school. "

Mr. Makha Ndao, WGEMPS Coordinator, promised that ADEA, in collaboration with Ministries of Education, representatives of Non-Governmental Organizations (NGOs) and civil society organizations (CSOs) will ensure that "leading innovative programs" have a significant impact not only in the winners' respective countries, but also at the continental level.



The winners of the competition for the "History of the most significant changes" prize with ADEA's and FAWE's staff members

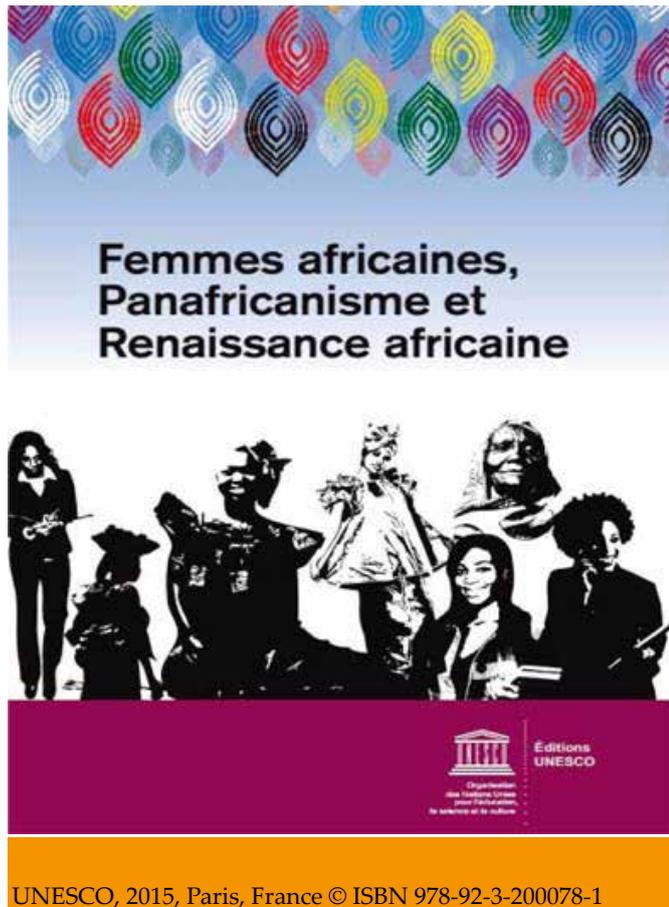
4. PUBLICATIONS

African Women, Pan-Africanism and African Renaissance

The book "African women, Pan-Africanism and African Renaissance" follows the celebration of the 50th anniversary of the Pan-African Women's Organization (OPF), organized in November 2012 under the general coordination of UNESCO's Africa Department. This book highlights the struggle of African women for the

liberation of the continent and the affirmation of Pan-Africanism value, particularly those of peace, justice, welfare, the family, grassroots communities, nations and African integration. It traces the heroic battles of women who became famous at different periods of the painful history of the Continent, from the Slave Trade period until the current phase, including the periods of struggles against colonization, for independence, economic development and social emancipation.

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UNESCO, 2015, Paris, France © ISBN 978-92-3-200078-1

Special emphasis is placed on women's resistance prior to Pan-Africanism, with leading figures such as Njinga Mbandi, Kimpa Vita, Ndetta Yalla, and Sarraounia Mangou.

The book demonstrates the tenuous link between Pan-Africanism and emancipatory struggles of African women. In fact, this movement will have a significant influence on the political activism of women's organizations such as the South African Native Congress, the Lagos Market Women Association and many other lesser known ones but all decisive in the painful struggle for freedom in Cote d'Ivoire, Guinea, Madagascar, Mali and Nigeria.

The first four congresses of Pan-Africanism paved the way for a culture of freedom of the "Black Man", of the identity of black culture and the need to unite in order to fight against rulers of any kind. The fifth congress, held in October 1945, in England, gave a new

orientation to Pan-Africanism by directing it resolutely towards Africa and its struggle against colonial oppression. The priority was then Decolonization and African Unity.

The book explains that throughout the journey toward independence, a journey which actually started from the 5th Pan-African Congress, women have distinguished themselves with enthusiasm and conviction in anti-colonial resistance. Their names included: *Aoua KEITA from Mali, M'BALIA CAMARA and Jeanne Marin Cissé from Guinea, Gisèle RABESAHALA from Madagascar, FUNMILAYO FRANCES BEERE ANIKULAPO KUTI from Nigeria, (1900-1978)* and many internationally known figures.

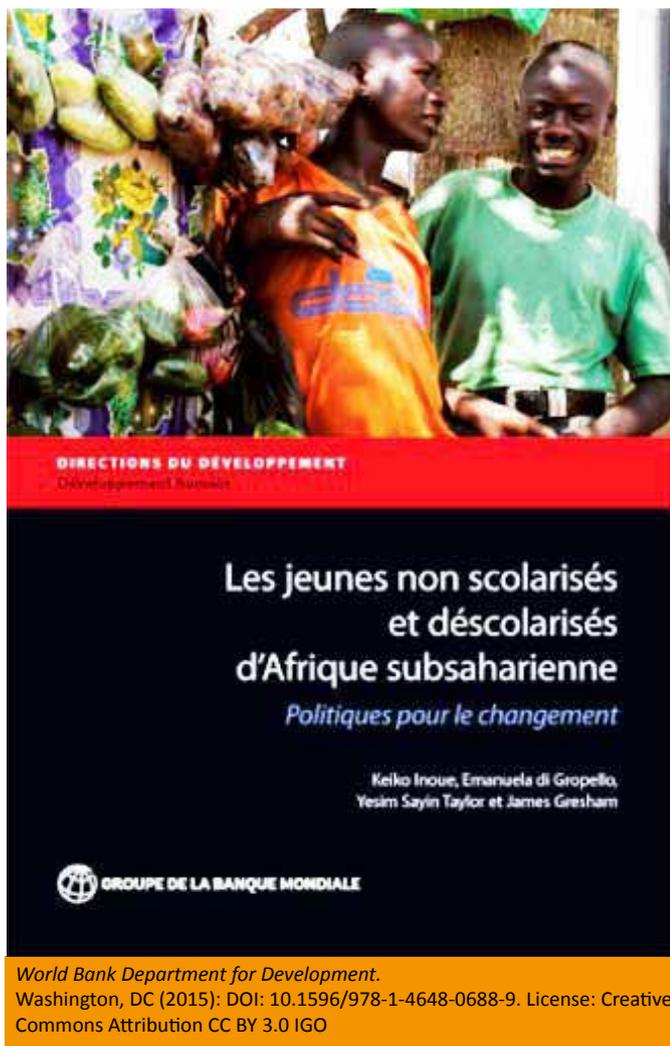
This book is a real monument that reveals "a hidden wealth of the black continent", the African woman. This very detailed UNESCO document, reveals to the public the power of the African Woman, her ability to stand against domination and her resilience. The book is therefore worth the reading for anyone wanting to seriously learn about the role of women in history and the African future.

Young people who are not attending or have dropped out of school in Sub-Saharan Africa: policies for change

A study published by the World Bank (authors: Keiko Inoue; Emanuela Di Gropello, Yesim sayin Taylor, James Gresham) looked at school-leaving and dropouts among young people in Sub-Saharan Africa. It found that almost half of these young people, i.e. 89 million, referred to by the acronym NSD, is not attending or have dropped out of school.

The economic and social prospects of these NSDs are distressing. In the next ten years when this cohort will represent the bulk of the workforce, NSDs will face an uncertain future without practical skills and will have trouble accessing decent jobs. Even worse, during this

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period 40 other million young people would have left school thus increasing their number.

The report identifies 6 major factors underlying school-leaving and dropouts: (1) dropping, before the secondary cycle, among a large number of young people, as well as non-enrollment in school, (2) early marriage limiting school attendance among young girls and explaining, in many cases their low school performance, (3) life in rural areas which makes urban youths of the 12-14 years age group 8% more likely to go to school than a rural youth of the same age group, (4) the low level of education of parents, (5) the number of working adults in the household, and (6) poor quality of teaching.

To overcome these challenges, the study proposes that programs for young NSDs

address three major challenges:

In the first place, efforts should be made to maintain high-risk youths at school. For this it would be necessary to improve the quality of teaching, to focus on access to education for disadvantaged groups, to define conditions for granting scholarships, etc.;

Secondly, the study suggests tackling lasting challenges in formal and non-formal education. There is a need to identify young people most likely to complete catch-up programs, from the formal or non-formal system, to subsequently develop programs focused on the development of their cognitive, practical and technical abilities;

Finally, it should be necessary to seriously consider improving youth employability by preparing them for a labor market that is predominantly informal.

Training and Education, which are, after all, public obligations, must be primarily the responsibility of Governments which have the mandate and the necessary resources to perform them.

This study is of great interest to ADEA, WGNFE and their partners who are already working on vulnerable youth and other programs dedicated to the “Last Quarter” of the left out with EFA and MDGs. A specific example is the important work done on the “Zankey Faba” virtual network, which was initiated by ADEA, UIL, the SDC, Canada and their main partners. The study has the advantage of giving a simple and accurate diagnosis. It also proposes solutions to be implemented to deal with challenges that have persisted since “Jomtien 1998” and “Dakar 2000”.

5. LATEST NEWS

The International Council for Adult Education is calling for applications.

As part of its activities, the International Council for Adult Education (ICAE) has launched the 9th edition of the “International Academy of Lifelong Learning Advocacy” (IALLA) that will be held from **10 to 17 November 2016**, in Ouagadougou, Burkina Faso.

“IALLA” is the main international training programme ICAE has created with the aim of broadening the vision on adult learning, training educators and facilitators in the adult education movement. It also aims to help them acquire advocacy skills through participatory methods that includes an interlinkage analysis within (and beyond) the field of adult learning and education. This program promotes networking as an effective mechanism for collective learning. Since its creation, IALLA received graduates from 74 countries of all regions.

The call for applications and the application form can be found on www.icae2.org. The deadline to apply is 5 September, 2016.

Should you have any questions, please contact: icaeialla@gmail.com

UIL vacancy announcement

UIL (UNESCO Institute for Lifelong Learning) as part of its activities is recruiting:

Position title

- A Programme Coordinator: Literacy and Basic Skills Programme
- A Programme Coordinator: Lifelong Learning Policies And Strategies
- A Programme Coordinator: Adult Learning And Education Programme

Duration: One-year fixed-term contract renewable

Place of work: Hamburg, Germany

Deadline: 15 August 2016

For more information follow the link: <https://uil.unesco.org/join-us/careers-and-opportunities>.



Children and youth from disadvantaged groups is a major concern for WGNFE : here a child caring for cattle in an African city poor neighborhood



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