ADEA Newsletter

Association for the Development of Education in Africa - www.adeanet.org

The Gift of Hope

As 2013 has just come to a close and we mourn the loss of Nelson Mandela, our sadness should be tempered with joy. Madiba — as he is affectionately known in South Africa — has bestowed upon us the greatest gift of all, the gift of hope.

"Education is the most powerful weapon which you can use to change the world," Mandela declared. Education is the tool for developing Africa and empowering individuals to lift themselves out of poverty. It breaks down barriers and fosters peace. It builds nations that are strong in their diversity, resilient, dynamic and innovative. It gives us hope that we will build a sustainable future in which our young people can gain the skills and quality education they need to take their rightful place in the world of work and society.

This issue of the ADEA Newsletter explores how we — the diverse community of the ADEA family, including government ministries, the education sector, international development agencies, civil society, the private sector and research actors — intend to work together to address the specific need for rapid and perhaps radical transformation of African education in particular and African economies as a whole. The focus is on accelerating change at every level and capturing the energy of Africa's youth population, which already represents close to 50% of the population in sub-Saharan Africa, making it the youngest region of the world.

This demographic fact should give us hope. If we make it possible for them, young people will be the driving force behind economic prosperity in future decades. There are huge dividends to be reaped by producing a better-educated and trained workforce, one that has the scientific and technical skills to be competitive in today's global marketplace of technology and knowledge.

Girls and women are another underutilized resource because of their lack of education (compared with boys) and poorer social and economic prospects. In sub-Saharan Africa, for example, one in three young women have not completed primary school and need a second chance if they are to acquire basic literacy and numeracy skills. And everywhere, girls and women from poor and rural areas face compounded disadvantages and have even fewer opportunities. In my
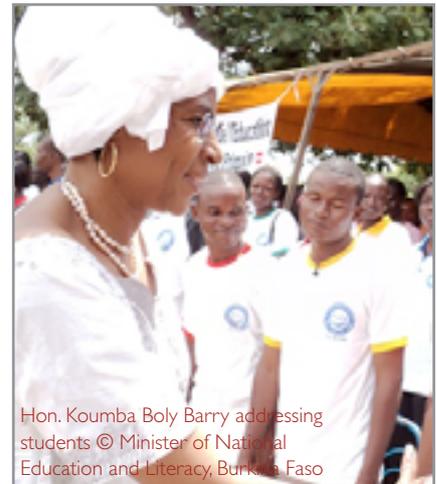
Hon. Koumba Boly Barry addressing students © Minister of National Education and Literacy, Burkina Faso

own country, the 2012 Education for All Global monitoring Report indicates that almost 60% of boys from rich households acquire critical skills, compared with 40% of girls from rich households, and only 5% of poor girls and boys from poor households.

In such a context, the needs are clear and our work is cut out for us. We must ensure that everyone gets their chance — by strengthening institutions, building capacity and partnerships, developing viable economic and governance policies and applying appropriate learning and management tools to the task at hand.

ADEA wishes you a Happy New Year
SEASON'S Greetings

2014

"Education is the most powerful weapon that you can use to change the world"
Nelson Mandela

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To this end ADEA is in the process of reinforcing its comparative advantage in education development by implementing its Second Medium-Term Strategic Plan (2013-2017). The plan sets out to support Ministries of Education to address the major challenges faced by their education systems. Indeed there is an urgent need to implement a paradigm shift through reforms that were proposed to African Heads of State during the 2012 ADEA Triennale, hosted and actively pursued by my own Burkina Faso. The Plan outlines five Strategic Objectives:

- Advance policies, strategies, practices and programs that promote critical knowledge, skills, and qualifications;
- Develop and promote African-led education and training solutions to address national and regional needs;
- Foster greater utilization of relevant ICT to accelerate the transformation of education and training approaches and outcomes;
- Leverage a diverse, sustainable partner network; and
- Strengthen organization capacity and effectiveness.

Each of these strategic objectives is accompanied by strategic initiatives. For example: Define and select critical knowledge, skills, and qualifications; inform the development of the different policies, strategies, practices and programs; contribute to the implementation of the AU's Second Decade of Education and other select regional and continental solutions; engage technology and education stakeholders in dialogue to identify executable ICT solutions; promote ICT integration policies and strategies that target marginalized groups and populations; diversify the partner base to integrate new voices and experiences into policy dialogue; develop and improve on an ongoing basis operational processes; institutionalize and encourage a culture that promotes social and spiritual values.

This is an ambitious program, but one that mirrors the ambitious goals that Africa itself has set. Through its Vision exercise ADEA is being reborn as a more efficient, effective and responsive organization. And Africa is determined to do the same through transformation and renewal.

It seems appropriate for me to end on this note of hope and rebirth.

As we enter 2014 and celebrate a New Year, let us remember the life and legacy of Mandela: that together we can make the world a better world for everyone. We have reason to be hopeful. Africa's economies are growing faster than those of almost any other region in the world. The continent possesses great natural resources and tremendous reserves of human capital in its vital youth population. The time is right for Africa to build up a strong and skilled workforce that can translate this growth into prosperity for the African masses. Let us accept the gift of hope.

I wish everyone a happy and peaceful New Year. May it bring us all closer to empowering people all over the world through education. ◗

January 2, 2014

Hon. Mrs Koumba Boly Barry
Minister of National Education and Literacy
Burkina Faso

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From Ouaga to Addis

President Blaise Compaoré Champions ADEA at AU Summit

The African Union's Assembly of African Heads of State approved in January 2013 a wide-ranging initiative to promote critical skills for the development of the continent. It endorsed the Strategic Policy Framework issued by ADEA to guide the implementation of reforms to promote critical knowledge, skills and qualifications for Africa's sustainable development.

This is the result of President Blaise Compaoré's push to seek the assurance of his peers that they would implement the necessary reforms and paradigm shifts needed to accelerate the transformation of education and training systems and drive Africa's future development. The Head of State of Burkina Faso, which hosted ADEA's High-Level Policy Dialogue event in 2012, committed himself to providing the political leadership for the implementation of the recommendations of the Triennale.

President Compaoré's January 2013 statement at the AU Summit was presented as part of a discussion on Pan-Africanism and the African Renaissance. It followed a reminder from the AU chair, Dr Nkosozana Dlamini-Zuma, that in the year in which the continental body was celebrating its 50th year of existence, accelerating progress in

© H.E. Blaise Compaoré

critical areas including education was crucial.

President Compaoré told the AU Summit about the need for technical and vocational skills development (TVSD) on a continent with large numbers of illiterate people. He said it was time for a "fundamental change as the traditional models of technical and vocational training are no longer meeting the enormous needs of Africa's young population".

Africa should therefore promote "a new system that is more inclusive and more diversified, more flexible and more

responsive to respond to all learners and learning needs" President Compaoré said.

Education and training, he added, should take into account the needs of employers to allow an easy transition to the world of work and to allow for self-employment.

President Compaoré also reminded his peers that Africa was behind in scientific and technical skills and needed to bridge this gap rapidly. Africans in the Diaspora and certain business leaders could help in this regard.

Africa must invest more in science and technology, embed a scientific culture

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The ADEA 2012 Triennale was held in Ouagadougou, February 11-17, 2012. The theme –
Promoting critical knowledge, skills and qualifications for sustainable development in Africa:
How to design and implement an effective response by education and training systems –
interrogated the relationship between education and development.
Three broad sub-themes were explored: common core skills, technical and vocational skills
and scientific and technological skills.

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in its education systems; link scientific competencies to the search for solutions to development challenges and pool resources to respond effectively to common challenges of high tech sectors.

President Compaoré asked African states to endorse the recommendations, which emanated from the 2012 ADEA Triennale. They were:

▸ Adopt a holistic vision of skills development that will open possibilities for an education that goes well beyond the formal school;
▸ Promote a strategic approach in education and training policies;
▸ Reposition equity and quality of education and training as the basis for development through providing opportunities that are consistent with everyone's needs;
▸ Integrate Africa's cultural, linguistic, historical and spiritual heritage;
▸ Establish a scientific culture within education and training systems;
▸ Promote life-long learning;
▸ Integrate ICT in education, training and learning; and
▸ Set up critical conditions for the successful implementation of reforms.

The need for a shift in paradigm for education in Africa, closely linking education with skills development, was also part of the submission made by President Compaoré to the 20th Summit of Heads of State of the African Union in January this year. ▶

High-Level Political Will To Cast Education in a New Paradigm that will Benefit Growth and Development

Compaoré presented the key recommendations of the ADEA Triennale when African Heads of State converged in Addis Ababa, Ethiopia on January 27, 2013 .

This was in line with agreement reached by Compaoré and three fellow Heads of State to do so during the opening ceremony of the Triennale, which took place from 11-17 February 2012 in Ougadougou, Burkina Faso.

The Heads of State attending the ceremony were President Compaore, H.E. Alassane Quattare of Côte d'Ivoire and H.E. Mahamadou Issoufou of Niger. The former Head of State of Mali, Amadou Toumani Toure, was also present. In addition, the Prime Minister of Benin, Pascal Koupoki, attended the event as well as Mathias Harabamungu, the Minister of Education from Rwanda, representing President Paul Kagame.

Prof. Sam Ongeri, then Minister of Education of Kenya, Chair of the ADEA Bureau of Ministers and of the Conference of Ministers of Education of the African Union (Comedaf) appealed to his fellow Ministers to transmit the results of the Triennale to their respective governments to make sure that the results were discussed in councils of ministers and in national parliaments. This way governments could appropriate the outcomes and ensure continuation in follow-up through the structures of government

Hon. Luc Tiao, Prime Minister of Burkina Faso said at the end of the event that Ouagadougou should be a turning point, paving the way for a comprehensive overhaul of African education and training systems based on the shared vision of sustainable development in Africa that had been the subject of five days of deliberations during the ADEA meeting. ▶

President Blaise Compaoré, H.E. Alassane Ouattara, H.E. Amadou Toumani Touré, (page 4) H.E. Mahamadou Issoufou, H.E. Pascal Koupoki, H.E. Mathias Harabamungu (page 5) © ADEA

Putting New Skills to Work
Triennale Calls for Paradigm Shift

The need for a paradigm shift that would bring education and training closer together was one of the far-reaching outcomes of the ADEA Triennale held in February 13-17, 2012, in Ouagadougou, Burkina Faso.

The theme of the Triennale was: Promoting critical knowledge, skills and qualifications for sustainable development in Africa: How to design and implement an effective response by education and training systems.

Attended by about 800 delegates including heads of state, prime ministers, education ministers, education researchers and the donor community, the Triennale is the biggest and most influential gathering on education in the continent.

The discussions centered on the skills that the workplace in Africa needed and what learning programs should be included into education systems — in essence the curriculum. The fact that 66 percent of youth remained outside formal education after primary school underscored the urgency for change.

A new paradigm should recognize the key role played by science, vocational training, ICT and lifelong learning. It also calls for forging a strong partnership between the education sector and the workplace, in order to ensure that education and skills training match the needs of the national economies and prepare young Africans for the social and economic challenges of adulthood.

This implies the need for a holistic approach to education and training oriented towards sustainable development.

Such a broad-based approach should be adopted to education and training in Africa that truly takes account of a diversity of stakeholders such as youth and the private sector.

Ethical values and the skills of good governance, science and technology, communication and ICT are new learning domains of particular relevance to youth and pertinent to ensure sustainable development in Africa.

These should therefore become part of the education and training environment.

Finally, the Diaspora was recognized as a significant future partner in contributing added value to education and training in Africa, through involvement in STI in Africa, in addition to remittances made regularly to the home countries.

The active representation of South Korea during the Triennale, the examination of its developments since the 1960's, and the contribution of education, training and research to sustainable development in Korea, had inspired Africa to review mechanisms of development which could lead to economic progress.▶

After Ouaga, Guiding Implementation

ADEA has developed a Strategic Policy Framework for the implementation of the Triennale's recommendations. The Framework provides a set of 'generic policy and strategy orientations' to guide African countries as they address the challenge of transforming their education and training systems.

The Strategic Policy Framework first projects Africa's future, and the central role education can play in such a scenario. It profiles the conditions needed to realize this vision, the critical skills required and the necessary reforms. In doing this, ADEA hopes that the framework will help promote approaches to education and training policies that accelerate development. Such actions require unwavering commitment and ownership by political leaders at the highest level, ready to take the bold step of overhauling and perfecting existing education and training systems. The framework is therefore a reference follow-up and assessment tool aimed at inspiring the achievement of the African vision of the future through regional and national policy implementation.

Come the 21st century, Africa now sees itself as a peaceful and better integrated continent full of prosperity — a continent where the citizens drive the agenda. The prospects are promising, but only if Africa can fully utilize its enormous potential for development and turn the high demographic growth into a 'demographic bonus' by focusing more on nurturing the skills of a largely illiterate and marginalized female population. The framework identifies these skills. At the foundational level, three basic skills make the common core skills-set: skills in communication and lifelong learning, skills for integration into society and the workplace, and skills that relate to personal development and which promote an African identity. These are to be acquired from birth on, through basic education as well as through tailored non-formal and informal training programs for adults. Focus on technical and vocational skills acquisition is at the second level and involves shifting from the traditional

It is said that Africa is the continent to watch in the 21st century…but only if it harnesses its greatest asset — its people.

technical and vocational education and training (TVET) that is linked to formal systems, to the more inclusive technical and vocational skills development or TVSD, which targets a significant youthful population. This not only has the potential of transforming subsistence economies into high-growth economies and ensuring youth employment and employability, it will also empower women and address the challenge of inadequate professional skills that the continent faces. The final skills level relates to the provision of scientific and technological skills. Here, the framework proposes several strategies, including wider dissemination of scientific culture, tying training to local community needs and translating research results into useful and implementable practices.

The Strategic Policy Framework concludes by proposing several radical reforms and paradigm shifts. First is the need for a holistic vision of skills development that is inclusive and integrated, going beyond the formal learning system. Secondly, governments must institute national consultations and work with partners and other stakeholders to develop strategic policies for systemic reform of the education and training sector. Other proposals include incorporating culture through increased use of African languages, promoting lifelong learning, incorporating ICT into education and training and enlisting the support of the African diaspora.

The Strategic Framework document was endorsed by the Heads of State attending the AU Summit in Addis Ababa in January 2013.◗

The Strategic Policy Framework document can be downloaded on the ADEA web site at www.adeanet. org/portalv2/

When Africa's education community came together at ADEA's Triennale the major challenge — to identify the critical skills for bringing about accelerated and sustainable development in Africa — was tackled through three broad themes: Common core skills for lifelong learning; Lifelong technical and vocational skills development for socio-economic growth; Lifelong acquisition of scientific and technological skills for Africa's sustainable development in a globalized world.

Recommendations in these three areas are summarized in the following articles as well as work carried out by ADEA since the Triennale.

Common Core Skills for Everyone

Literacy, cognitive, life and social skills, as well as basic work skills must be acquired by all children, youth and adults, through formal, non-formal and informal means

At ADEA's Triennale in Ouagadougou, the topic of "Common Core Skills for Lifelong Learning and Sustainable Development in Africa" was unpacked in several parallel sessions. These sessions focused on the following issues: Early Childhood Development (early grade language and literacy and the reading culture); life/social skills, peace education and the management of post-conflict responses; curriculum reform, pedagogy, teacher education and assessment; inclusivity, skills for rural development and the need for partnerships.

The following outcomes and recommendations stemmed from the deliberations:

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1. The push towards sustainable development in Africa has major implications for basic education systems. A much stronger emphasis is required on the acquisition of common core skills (CCS), values and attitudes by all people.

2. Selective CCS — such as literacy, cognitive, appropriate life and social skills, as well as basic work skills — must be acquired by all people, children, youth and adults, through formal, non-formal and informal means, within a wider framework of life-wide and lifelong learning (LLL).

3. Appropriate CCS need to be defined through consultative processes at national level. The needs of different categories of the population, especially the vulnerable and disadvantaged, should be taken into consideration.

4. Working towards a collaborative inter-country framework for CCS development, drawing lessons from many experiences across the continent, needs to be a priority.

5. Learning of social and cognitive core skills starts in early childhood and needs to be promoted in families, communities and pre-schools with the help of national partners, preferably in conjunction with parental education.

6. Poor learning outcomes in basic skills such as reading has drawn attention to key issues in teacher-learner classroom interaction, most of all the need for mother-tongue language of instruction and appropriate teaching practices. Thus, central attention must go towards improving the quality of the pedagogical process.

7. The successful acquisition of CCS requires a holistic and integrated approach, whereby effective teaching methodologies, teaching-learning materials, assessment, and professional support must be aligned with a skill-based curriculum.

8. A national and comprehensive skills-based curriculum framework needs to be designed to cover all forms of basic education, providing guidance to skills development across a diversity of learners.

9. Regional collaboration for designing, translating and publishing educational textbooks and teacher-learner support materials should be Instigated to improve the diversity of materials in different national languages and improve the cost-effectiveness of book production.

10. Methods for monitoring, validating and accreditation of CCS must be explored, especially in relation to soft skills such as life and social skills, as a basis for formative evaluation at both the levels of schools and systems.

11. There is an overall need for increasing investment in teaching and learning, which for reasons of equity must be skewed in favor of the most disadvantaged, who face the biggest challenges in learning. Particular attention should go to non-material investments in research and development work, such as curriculum and pedagogy.

12. Rather than promoting theory-based training, teacher education reform should focus more on the introduction of a systematic approach to teacher education across all forms of basic education, whereby teachers acquire effective methodologies for development of basic skills, to be continuously refreshed during their professional career.

13. Teachers' conditions of service, their professional recognition and motivation constitute essential enabling conditions for pedagogical effectiveness in the learning situation. They should be recognized as such and satisfactorily addressed.

14. A professional development framework for teachers with benchmarks to evaluate performance is needed. Such a framework may be particularly helpful for structuring in-service training, and should be linked to teachers' professional career development and to the upgrading of untrained teachers.

15. Schools should be assisted to become 'schools without walls', that is conducive environments for all forms of learning; in turn, local actors can be invited to use schools as centers for child development, thus contributing to inclusiveness, well-being and success.

16. The active promotion of citizenship and peace building skills and values in schools will be more effective if learners are offered meaningful opportunities to have their voices heard in decision-making bodies in their communities.

17. School-community relations can also be channels for confronting different knowledge perspectives, whereby community and indigenous knowledge can enter the curriculum and scientific and cognitive skills can be strengthened.

18. Formal and non-formal education forms should be integrated into a diversified and equitable basic education system that leaves room for flexibility and adaptation to the needs and circumstances of different groups.

19. Inclusiveness for girls and vulnerable groups needs more attention both in formal and non-formal education. More emphasis is needed on participation and completion. Learning from one another through innovative curriculum approaches must be encouraged.

20. It is necessary to create a national policy framework for lifelong learning (LLL) linked to a national qualifications framework to enable out-of-school youth and adults to claim their right to education. Such a framework can help to expand learning opportunities for CCS acquisition and facilitate inter-program transfers.

21. Key success factors in basic education reform include political leadership, shared governance with the private sector and civil society, equitable access to public funding for all learners regardless of the programs they attended, and comprehensive capacity development of relevant (semi-)government institutions for policy implementation. ◗

Wim Hoppers and Amina Yekhlef [1]

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1   Wim Hoppers and Amina Yekhlef were the Triennale's coordinators for the theme "Common Core Skills for Lifelong Learning and Sustainable Development in Africa"
e-mail : wim.hoppers@ziggo.nl and yekhlef_amina@hotmail.com

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Jumpstarting Africa's Competitive Edge

Science and technology provide many of the keys needed to unlock Africa's great resources and potential for economic growth. But how to make it happen . . . fast

The good news in Africa today is that the continent is richly endowed with abundant natural resources (oil, gas, uranium, rare earth minerals and precious metals). This, coupled with the diversity of cultures and indigenous knowledge, and a predominantly youthful population make Africa the continent of the moment: Its potential for economic growth is enormous. However, Africa also faces the challenges of conflicts, poverty, high rates of unemployment, food shortages, inadequate healthcare and climate change. The critical question is: How can Africa use its enormous natural and human resources to transform the lives of its people and usher in an era of prosperity and sustainable development? This socio-economic transformation can only occur if it is anchored in scientific and technological knowledge and skills that add value to natural resources, and tap the energy and talents of Africa's youth.

Africa has made progress towards developing and utilizing scientific and technological capacity. An example at continental level is the publication in 2005 of the AU/NEPAD policy document entitled "Africa's Science and Technology Consolidated Plan of Action" (CPA). At national level, policies have been articulated and science and technology institutions have been established. However, discussions at the Triennale recognized that Africa lacked mechanisms for implementing, monitoring and evaluating policies, processes

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If offered visionary leadership and appropriate institutions, Africa's youth can unleash the energy needed to turn natural resources into pillars for economic growth

and institutions in order to realize its scientific and technological dreams.

Discussions at the Triennale on the "Lifelong acquisition of scientific and technological knowledge and skills" identified a number of actions needed to implement the agreed agenda in science and technology at national and regional levels and to move STI forward.

Critical Action Points

Lifelong learning of science and technology. The foundations for lifelong learning of science and technology need to be strengthened, starting from basic education. This should be done through:

▸ an appreciation and incorporation of indigenous knowledge in the learning processes;

▸ ongoing investment in quality teaching and learning of science and technology in schools and other learning channels;

▸ improving the quality of teacher education in science and mathematics.

This is crucial for the successful acquisition of scientific and technological knowledge, thinking and utilization. The quality of science education in Africa will ultimately depend on the quality of teachers, the quality of in-service training and the professional development provided, especially for mathematics and science. Moreover, a greater number of science teachers are needed to meet current and future demands of Africa's educational systems.

Tapping the potential of the youth. Recognizing that Africa's population is predominantly youthful, the Triennale recommended that African governments invest heavily and wisely in the "youth bulge" for the acquisition of scientific and technological knowledge and skills. This requires provision of quality education, healthcare and democratic space to tap the enormous energy of young people. Ignoring the youth potential is to deny Africa its most precious

resource. If offered visionary leadership and appropriate institutions, Africa's youth can unleash the energy needed to turn natural resources into pillars for economic growth, innovations, entrepreneurship, employment creation, competitiveness and sustainable development. Through the Arab Spring and other forms of protest, the youth have demonstrated their impatience and are clamoring for change!

Strengthening of Higher Education. Despite the rapid expansion of tertiary education in the last two decades, Africa remains the region in the world with the lowest proportion of students accessing higher education — about 7 % of the age cohort. However, tertiary institutions are critical for Africa's socio-economic development as they represent a concentration of resources, research and talents.

Key concerns that need to be addressed in higher education are:
- the limited resources allocated to higher education and especially for research and development (R&D);
- the poor quality of education, especially in the area of science and technology;
- persistent gender inequalities;
- the role of centers of excellence in post-graduate training, post-doctoral exposure and research;
- university-industry linkages and collaboration.

Ensuring universal access to scientific and technological knowledge is essential. Gender inequality in access to higher education and other forms of inequality exist. The most obvious is the increasing marginalization of students from poor households. Especially flagrant is their absence from science related courses and professions.

Moreover, while it is recognized that rapid growth of ICTs in Africa has created opportunities and innovations that have

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African Forum on Science, Technology and Innovation (STI)

Following the Triennale, the First African Forum on Science, Technology and Innovation (STI) for Youth Employment, Human Capital Development and Inclusive Growth was held in Nairobi, Kenya, April 1-3, 2012. The Forum was jointly organized by the African Development Bank (AfDB), ADEA, the African Union, UNESCO, the United Nations Economic Commission for Africa (UNECA) and the Government of Kenya through the Ministry of Higher Education, Science and Technology. The Forum started with a two-day Experts' Meeting followed by a one-day Ministerial Conference.

The Experts' Meeting discussed how to strengthen STI by improving science, technology and mathematics education (STEM), enhancing scientific research in Africa and ensuring that higher education equips students with the skills needed by the labor market. It also highlighted successful experiences showing how to nurture innovation and entrepreneurship, tap into existing STI knowledge and cultivate a dynamic innovation eco-system. Initiatives addressing development challenges in agriculture, health, water and energy were also explored.

The Ministerial Conference focused on the integration of STI policies in national and regional development agendas as well as STI financing mechanisms and investments.

The Forum concluded with the signing of the Nairobi Ministerial Declaration on Science, Technology and Innovation. The declaration includes a range of measures to harness STI for Africa's sustainable development.

Information on the STI Forum and related documents, including the Declaration, are available at: www.adeanet.org/STIforum/en

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accelerated political and socio-economic development, there is still a major digital divide between Africa and the rest of the world. This divide could continue to widen if Africa does not address the persisting challenges of developing ICT policies, strategies, infrastructure and high-level human capacity able to sustain and build on the current momentum. Such capacity will facilitate the development of technologies and innovations that focus on day-to-day needs of African communities and industry, and will help solve basic but critical problems in food security, health, value-addition and environmental sustainability.

Regional initiatives are also essential for the development of quality institutions for science, technology and innovation. These require enormous resources (financial, infrastructural and human capital) that are more easily obtained through collaborative efforts. Without strong regional cooperation, Africa's desire for scientific and technological breakthrough, sustainable development and self-reliance will remain a mere dream.

There is an urgency for Africa to implement its science and technology agenda and vision, and to create entities for cooperation at national and regional levels. This is the only way to realize the full potential benefits of Africa's enormous natural resources and the energies of its youthful population. This is also how the great expectations and hopes of the African masses can be met. In every part of the continent people hope it is Africa's time to profit from high rates of socio-economic growth, industrialization, and global opportunities. Africa would do well to continue to learn from the experience of countries like South Korea, Singapore and Japan in pursuing STI dreams. ◗

Kabiru Kinyanjui [1]

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1. Kabiru Kinyanju andi Khadidja Khoudari were the Triennale coordinators for the theme "Lifelong acquisition of scientific and technological knowledge and skills for Africa's sustainable development in a globalized world" - E-mail: kabiru_kinyanjui@yahoo.com - kkhoudari@yahoo.com

For more information, download the synthesis on "Lifelong acquisition of scientific and technological knowledge and skills for Africa's sustainable development in a globalized world" just published by ADEA.
www.adeanet.org/portalv2/

Lifelong TVSD: A Key Response to Youth and Adult Unemployment

A better qualified workforce with entrepreneurial skills is an asset for labor productivity and socio-economic growth

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One of the three sub-themes tackled at the 2012 ADEA Triennale was: Lifelong Technical and Vocational Skills Development (TVSD) for Sustainable Socio-Economic Growth in Africa.

Discussions at the Triennale focused on the following: skills for employability and employment, national qualification frameworks and recognition of prior learning, skills and employment in the informal sector (including skills for rural development and the agricultural sector), and the cost and financing of TVSD.

Lessons from the Triennale

The main conclusions and recommendations emanating from the Triennale's deliberations on the above sub-theme were:

1. TVSD is the key response to the problem of youth and adult unemployment. If training is to be effective, however, it must be accompanied by post-training measures to facilitate integration into the labor market.

2. Investment in TVSD brings high economic returns. Better-qualified and entrepreneurially oriented human resources can make a greater contribution to labor productivity and economic growth. A qualified TVSD graduate has a better chance of finding a job than a non-qualified individual. Viewed from this standpoint, TVSD is not as costly (in relative terms) as is often claimed.

3. Multi-stakeholders partnerships are needed to design and provide TVSD that is cost-effective and relevant to the labor market. As a consequence, partnership agreements and protocols between the government, the private sector, civil society and the training providers are necessary.

4. TVSD should also target the provision of skills and the application of affordable technologies in the rural and agricultural development sectors. Local languages and the media should be used to disseminate information and knowledge to farmers to help them combat the effects of climate variability, deforestation, soil degradation or water scarcity.

5. National qualification frameworks (NQF) and recognition of prior learning (RPL) can help to bridge the divide between formal, non formal and informal TVSD by providing mechanisms and opportunities for the recognition and validation of experiential learning as well as rewarding and motivating all workers in the context of lifelong learning.

6. Higher level TVSD is necessary for the development of skills required for operating modern production systems, technological innovation, value addition to primary commodities, and transformation of national economies. Countries should therefore promote the development of both basic and higher level skills

7. Systematic research on TVSD is needed to support national TVSD policies, programs and action plans. More specifically, research on the impact of TVSD on economic growth, employability and individual incomes can help to eliminate the stigma associated with TVSD and to enhance its attractiveness and prestige. ◗

George Afeti and Ayélé Léa Adubra[1]

1   George Afeti and Ayélé Léa Adubra were the Triennale coordinators for the theme "Lifelong Technical and Vocational Skills Development (TVSD) for Sustainable Socio-Economic Growth in Africa" - E-mail: gafeti@yahoo.uk and aladubra@hotmail.com

For more information, download the just published synthesis on "Lifelong Technical and Vocational Skills Development (TVSD) for Sustainable Socio-Economic Growth in Africa".
www.adeanet.org/portalv2/

Q&A

Taking Action

Africa's biggest education event — the ADEA Triennale — took place in February 2012. From the opening until the closing ceremony the overwhelming message from the floor was one of commitment to take action. ADEA answers ten questions about progress on the implementation front.

1. Are there any countries that have started to implement recommendations from the 2012 Triennale?

Burkina Faso, Côte d'Ivoire and Kenya are leading the implementation of activities related to the Inter-Country Quality Nodes (ICQN) on Language and Literacy, Technical and Vocational Skills Development (TVSD) and Peace Education. Workshops on peace education took place in Kenya in December 2012 and in November 2013 and the ICQN on Peace Education now has a work plan for 2014-2017. Two seminars on TVSD were held in Côte d'Ivoire: on the Socio-Economic Integration of Young People in Africa in December 2012 - as part of the establishment of the Working Group on Socio-economic Integration - and on national certification frameworks for TVSD in July 2013. An ADEA Workshop on Education for Sustainable Development (ESD) also took place in Mauritius in November 2012. The workshop looked at approaches to ESD across the education sector and its implications for developing new competencies and skills.

2. What support does ADEA provide?

ADEA provides technical support.

3. The recommendations of the Triennale have been presented to the African Union (AU). What have been the benefits?

The strategic policy framework has been endorsed by Heads of State and this will facilitate implementation at both country and sub-regional levels.

4. It is a year and a half after the Triennale. What has been its most significant gains?

The endorsement by Heads of State of the follow-up strategic policy framework. This is paving the way to buy-in of ADEA activities on the ground.

5. Have there been any developments regarding a Task Force on ICT?

Yes. The membership of the Task Force has been expanded. Countries are increasingly calling on the Task Force to support the formulation and implementation of ICT policies. ADEA held a Ministerial conference in December 2013, attended by 20 African Ministers of Education and Training. The Forum called African countries to prepare and adopt appropriate ICT integration policy frameworks.

6. And the Working Group on Higher Education?

The Working Group was able to meet with UNESCO to put in place a follow-up framework for supporting the implementation of the Pan-African University initiated by the AU Commission.

7. The first STI Forum in Africa was hosted in Kenya last year and took forward the discussions of the Triennale on science and technology. Has any further progress been made on this front?

Strategies have been devised and implementation will continue in 2014.

8. Have any of the recommendations following the Diaspora Day been taken forward.

Yes. A Task Force has been set up.

9. Have the outcomes of the Korea-Africa Day been taken forward?

Memorandums of Understanding have been signed with key South Korean think tanks - the National Institute for Lifelong Education (NILE), the Korea Electrotechnology Research Institute (KERI) and the Korean Educational Development Institute (KEDI).

10. What are the biggest challenges ahead regarding the implementation of the Triennale's recommendations?

Financial resources. This is due to the financial crisis [in many parts of the world] and a change of priorities within donor countries' development aid policies. ◗

Medium Term Plan (2013-2017) gives first priority to Implementation

Implementation of the Triennale's recommendations is the central thread of ADEA's program and activities for the next few years. This is reflected in ADEA's new Vision statement and Strategic Medium-Term Plan (2013-2017). Emphasis is on supporting countries to implement policies and strategies promoting critical knowledge, skills and qualifications.

Second Medium-Term Strategic Plan (2013-2017)

ICTs are the Smart Thing to Do

ICTs are a requisite for prospering in today's world. They should be integrated into every facet of education and learning, whether formal, informal or on the job.

ADEA
ICT Task Force

ICTs have been identified by ADEA as crucial to address the challenges faced by education and training systems. The Triennale hosted a workshop organized by Intel on "ICT and the transformation of education", a plenary session that looked into the trends and issues relating to ICT in education and training and a working session on "Policies integrating ICT into African education and training: current situation, lessons learned and outlook".

During the session ADEA's Task Force on ICT presented the conclusions of its consultations on national policies integrating ICT into education and training. Discussions dwelled on the issues involved in the design, implementation and monitoring of national policies and highlighted countries' experience with regards to developing a vision, objectives and action plans for the integration of ICTs in education and training. Participants also learned about the strategic importance of the local cultural and socio-economic "ecosystem" to support a country's ICT integration policies.

Triennale recommendations

▸ **Research and development**: Africa must develop models and templates for modular master plans covering policy, implementation strategies and action plans, political mobilization, funding, digital planning, project management, communication, guidance and evaluation plans.

▸ **Development of a portal on the integration of ICT:** The portal would enable access to databases and directories with crucial information (Who's who, references and bibliography, lists of public and private institutions, NGOs), allow the dissemination of free resources, foster network-building and the sharing of experience, and help analyze and assess available technologies.

▸ **Strengthening ADEA's ICT Task Force:** Capacities for research and analysis and advocacy should be strengthened.

▸ **Training education system administrators:** Administrators should be trained on how to integrate ICT into education.

▸ **Mobile platform:** A platform for mobile and remote education and training should be developed. Similar initiatives should be undertaken to improve access to training for teachers and teacher trainers.

Progress since the Triennale

The Task Force organized the First African Ministerial Forum on Integrating ICTs in Education and Training, which took place in Tunis, December 9-11, 2013 [see article on page 14].

In partnership with the African Virtual University (AVU), GESCI, the Organisation internationale de la francophonie (OIF), and the African Development Bank (AfDB), it is completing a series of analytical country studiesbased on experiences in Africa and other parts of the world.

Work is also under way with GESCI and OIF to extend the African Leadership in ICT (ALICT) training program to French speakers. The course will then reach senior education ministry officials in francophone countries, making them smarter about how to develop and implement policies that use ICTs to boost education and learning.

The Task Force is also expanding its website and social media presence via Facebook, a blog, Twitter and LinkedIn.

Transformation does not occur overnight. But Africa possesses great potential for innovation and growth. Harnessing ICTs to improve human and institutional capacity for education, training and knowledge is the smart thing to do. ▸

For more information contact:
Tarek CHEHIDI - ICT Task Force, Coordinator - t.chehidi@afdb.org
www.adeanet.org/ict
twitter.com/ADEA_ICT -

Africa's Educators Must Invest More Time, Money and Effort in ICT

Ministerial Forum calls African countries to develop national policy frameworks to integrate ICTs into education and training systems

A High-Level Ministerial Forum on the Integration of ICTs in Education and Training was held in Tunis, December 9-11, 2013. Attended by 250 participants, including 20 Ministers of Education, the Forum brought together policy makers from African Ministries of Education, representatives of development bodies, the private ICT sector and civil society. World renowned scientists as well as experts in education, science and technology also took part in the conference.

The creation of a high-level platform, which will develop a common understanding of the opportunities offered by ICT, the policies and strategies needed for their efficient use in education systems, and the paradigm shifts required for their successful integration, is part of ADEA's strategy to ensure the successful integration of ICTs in education and training.

The forum was co-organized by the Association for the Development of Education in Africa (ADEA), the African Development Bank (AfDB), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organisation internationale de la francophonie (OIF) and Intel, under the auspices of the Tunisian government through its ministry of education.

The central recommendation from the forum was that all African countries should have a national policy on how to introduce ICT at all levels of education, including the primary, secondary and tertiary levels.

The use of ICT can considerably ease the formidable challenges faced by African education and training systems.

> " ICT and distance learning are a gift to Africa's education and training systems'' Professor Peck Cho, Dongguk University, Korea

ICTs can help address the problem of Africa's 30 million African children of primary school age who do not go to school. Women and girls are still at a disadvantage with regards to access to education, as well as other excluded groups such as people in remote parts of the continent, children working in agriculture, orphans, the disabled and people affected by HIV and Aids.

ICT can also help education systems to train the additional million teachers they need.

Without ICT in education and training, Africa risks falling behind the rest of the world, despite its current high levels of economic growth, due to increasing globalization in science, technology and the media.

The Forum presented a wide range of experiences drawn from countries in Africa and other regions of the world.

It agreed on the importance of the private sector and development organizations becoming involved in the process, and the relevance of public-private partnerships.

Professor Peck Cho from Korea's Dongguk University said Africa could "leapfrog" into the new world of ICT-based education in the same way the advent of the mobile phone dispensed the need to build a huge, wire-based telephone infrastructure.

It ended with a call for African countries to prepare and adopt a national policy framework to integrate ICT in their education and training systems. The Conference also called for more and better education for Africa's continued economic growth and for the job opportunities that such growth brings for the continent's population. ◗

More information on the Forum is available on the Forum dedicated webzine at www.africaictedu.org/

Harnessing Women's Contribution to Development

Over the past 20 years, FAWE has grown to be a strong pan-African network operating in over 30 countries across the continent

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Thousands of girls and women have benefited and are benefitting from FAWE's advocacy work in favour of gender equality as well as from FAWE's gender-responsive programmes.

As FAWE marked its 20th anniversary in 2012, the organization developed a strategic plan that will ensure it becomes a stronger pan-African network able to more effectively advocate for gender equality in education and able to play a greater coordination role across sub-Saharan Africa.

This is because, despite the successes over the past 20 years, thousands more African girls and women need FAWE to act as champion on their behalf.

On the occasion of its 20th anniversary, FAWE brought together a core group of its key partners at the Rockefeller Centre in Bellagio, Italy, the place where it was founded in September 1992.

At this occasion the group provided input in FAWE's Strategic Plan 2013-2017, which seeks to address emerging needs and challenges in the education sector in Africa within the context of the post-2015 Millennium Development Goals (MDG) agenda.

The new plan focuses on:

▸ Enabling change in communities and schools by working alongside girls, their families, communities, schools and other stakeholders to make a positive impact on girls' access, performance, retention and empowerment;
▸ Documenting evidence and good practice and sharing learning to create a knowledge hub for girls' education issues in Africa;
▸ Supporting governments and ministers to support girls by working with national governments and policy-makers to ensure gender-sensitive education policies are developed and implemented;
▸ Strengthening the FAWE network by working in cross-functional teams across the organization; and
▸ Creating a movement for change in girls' education through partnerships with a wide range of government and non-government organizations, funders, donors and other committed organizations and individuals.

Over two decades, and with the support of dedicated donors, FAWE has established a network of 34 chapters across Africa to empower girls and women through education.

The living examples of FAWE's work — for example women who escaped child marriages as young girls and were educated in FAWE schools — provide testimony of what the NGO has achieved.

At the ADEA Triennale in 2012 it was awarded the Medal of the Order of Merit of the Knights in the Republic of Burkina Faso by H.E. The President of Burkina Faso Blaise Compaoré. As the first lady of Burkina Faso, the host country, Mrs Chantal Compaoré hosted a dinner to honor FAWE.

Out of 100 NGO's FAWE has been ranked 49th internationally and 4th in Africa by The Global Journal. ▸

For more information
on FAWE contact :

Forum of African Women Educationists (FAWE)
FAWE House - Chania Avenue, Off Wood Avenue -Kilimani - PO Box 21394-00505 - Ngong Road - Nairobi, Kenya
Telephone: +254 20 77 30537;
+254 20 25 979919; +254 714 60 6629
Fax: +254 20 3874150
Email: fawe@fawe.org
www.fawe.org

Yes We Can!

"If South Korea did it, Africa can do it too!

This was the inspiring outcome of the Korea-Africa Day — an occasion which cemented relations between two education partners

ADEA and South Korea are working together on a number of fronts following a hugely successful Korea-Africa Day during the 2012 Triennale.

At the Triennale it was announced that South Korea would become part of the ADEA Steering Committee. While formalization of this partnership is still under way, collaboration is however already taking place, with South Korea supporting the ADEA Peer Review Exercise and the Education Research in Africa Award (ERAA) [See Article on page 22].

South Korea's experience in building an effective education system so inspired African education leaders at the 2012 Triennale that they vowed to make the saying: "Yes we can!" their mantra.

This happened during three parallel sessions in which delegates could gain some insight into the South Korean education success story. One session provided an overview of the Korean education and national development; the second dealt with the evolution of its science and technology policy and the last one with technical and vocational education.

Speakers included the Minister for Education, Sang-jin Lee as well as a range of education experts. Dr Un-sil Choi spoke about lifelong learning; Prof Sung-Sang Yoo about a program for women aimed at building self-reliance among women in poverty situations; Dr Taeck-soo Chun about BRIDGE, a community driven non-formal education program and Jong-Guk Son about the evolution

of Korea's science and technology policy. Dr Seung-il Na from the Seoul National University; Chulk-kyun Kim, President of the Korea Education and Research Information Service; Myong-goo Lee, President, Education Broadcasting System; Bong-gun Chung from the Seoul National University and Sang Hoon Bae from the Sungkyunkwan University were also presenters.

The Korean education leaders conveyed a few basic lessons. They said that meaningful development starts with going back to the roots of one's culture and way of life. Furthermore, that community development and mass literacy are critical steps to development. This means the right to education has to be fulfilled first before quality becomes a concern. They also stressed that science and technology must go to the forefront of education if Africa wants to meet growth challenges.

According to the Korean experts hard choices will have to be made if Africa wants to move on. This includes choices

on languages to use at school, curriculum reforms to conduct on a periodical basis according to changes happening in broader society, designing of master plans, funding to support literacy programs and prioritizing neglected areas. Furthermore teachers and facilitators should be "respected" as key agents in the education processes and resources must be used with care. In this regard foreign aid must also be used with caution and in areas where national capacities have been exhausted.

Korea will contribute to developing relevant curriculum, training teachers and building infrastructures to strengthen Technical and Vocational Education and Training in Africa. Higher education will also benefit from Korean support and. Africa and Korea will cooperate in science and technology through joint research, technology development, capacity-building of universities and research institutes as well as through the dispatching of Korean university professors and researchers to African campuses.◗

The Korea Team at the Triennale © ADEA

From Brain Drain to Brain Gain

New ADEA Task Force to take the momentum of Diaspora Day forward

On July 25, 2012, more than 450 global Diaspora leaders joined the then U.S. Secretary of State Hillary Rodham Clinton at the State Department in Washington for the second annual Global Diaspora Forum, designed to encourage partnerships between the Diaspora, the private sector, civil society and public institutions. For African participants this followed on the success of Diaspora Day, held just before the ADEA Triennale that had met in Ouagadougou, Burkina Faso in February of 2012.

At the Washington meeting, Hilary Clinton emphasized the importance of host countries' partnering with Diaspora communities on development and diplomacy initiatives and encouraged members to connect with one another to build global networks. Opportunities to give back to their countries of origin was discussed. "By tapping into the experiences, the energy, the expertise of Diaspora communities," she said, "we can reverse the so-called 'brain drain' that slows progress in so many countries around the world, and instead offer the benefits of 'brain gain.'"

The new Task Force will harness the power of the African Diaspora and its professional networks to help overhaul education and training on the continent and to contribute to Africa's economic growth. With 26% of the participants, Africa had the highest representation at the Global Forum.

Diaspora participants who lamented the previous lack of leadership to enable them to contribute to Africa's growth and development praised ADEA for its Task Force initiative. According to Abebe Bekele, "The African diaspora has strong preferences for goods and services produced in their countries and regions of origin and the purchasing power to fuel exports. Transnational entrepreneurs have crucial roles to play in facilitating trade and investment links between destination and origin countries. Africans in the diaspora often possess vital skills that growth-oriented enterprises in Africa desperately need".

Ato Kwamena Baidoo, originally from Ghana but now living in Seattle, Washington (USA) said: "While we need not treat the African diaspora as a standalone option . . . as an integral part of any serious effort at transforming African economies, we need to integrate migration into post-2015 development strategies."

Over the last 20 years or so, the interlinkages between migration and development in general and the African diasporas' actual and potential contributions to Africa's development have captured the interest and imagination of policymakers, practitioners, and the diaspora themselves. Migrants are no longer considered as poor victims of underdevelopment, but new agents of development both in their home countries and in their adopted homelands.

Immigrants in the United States have inspiring stories to tell: Wole Soboyejo, for example, a Professor of Mechanical and Aerospace Engineering at Princeton University, has used his investments in the United States and Nigeria to promote cutting edge innovation.

African Diasporas in Europe and North America represent some of the most highly educated, skilled and resourceful communities of Africans anywhere in the world. Remittances from African immigrants in the United States alone constitute significant percentages of the GDP of several countries. According to the World Bank, Nigerians and Ghanaians in the U.S. are among those who remitted more than US$1 billion to their home countries in 2006. Way back on July 14, 2008, the African Union Commission and the World Bank signed an agreement for an IDF grant for $487,900 for "Strengthening the African Diaspora Program of the African Union Commission." ADEA has indicated to the African Diaspora Department of the African Union Commission its commitment to collaborate with them.

The ADEA Task Force, mainly comprised of members of the African Diaspora, will work with ADEA to identify and implement programs and initiatives on local, national and regional levels in support of a paradigm shift in education and training. This initiative is a direct offshoot of the Triennial and is expected to keep the Diaspora Day's momentum going. ◗

Spearheading Change on the Ground

ADEA's Inter-Country Quality Nodes are pivotal for achieving results in countries

ADEA's Inter-Country Quality Nodes (ICQNs) are mechanisms established by ADEA to achieve its strategic goals on the ground. Led by specific African Ministries of Education, they are expected to become pivotal in rolling out strategies and programs that will promote the development of critical skills in line with the Triennale's recommendations.

As of today, ADEA has four ICQNs focusing on the following areas: Technical and Vocational Skills Development (TVSD), Education for Peace, Literacy and National Languages, and Early Childhood Development 5ECD). The purpose of the ICQNs is to enable countries engaged in reforms in the areas covered by the ICQNs to pool their knowledge and experience at the regional, sub-regional and continental levels.

Technical and Vocational Skills Development

The ICQN on Technical and Vocational Skills Development (ICQN/TVSD) was launched in 2010 under the leadership of Côte d'Ivoire's Ministry of Technical Education and Vocational Training, now the State Ministry for Employment, Social Affairs and Vocational Training. The ICQN promotes the development of more effective TVSD strategies and policies. It also aims to become, over the 2014-2017 period, a platform for expertise capable of supporting countries in the implementation of TVSD strategies and policies. Twenty-four countries from all the sub-regions of Africa are currently involved in the ICQN.

The ICQN/TVSD held two meetings in July 2010 and October 2011 in Abidjan. At these meetings, ministers and country representatives stressed the need to step up inter-country cooperation in three priority areas:
- the school-to-work transition and apprenticeship training for youth, from the lowest level of qualification to that of senior technical personnel;
- the development of public-private partnerships to improve the effectiveness and quality of TVSD;
- the introduction of national certification frameworks and mechanisms that can validate all forms of acquired skills.

In response to these recommendations, two inter-country seminars were organized. The first addressed the issue of integration of young people into the labor market (Abidjan, December 3-4, 2012), and the second that of national certification frameworks for TVSD (Abidjan, July 8-9, 2013).

Recognizing that African countries must absolutely come to grips with the problem of youth employment, the ICQN/TVSD will organize a major regional event on the topic of youth employment in Abidjan, in July 2014. In preparation of the event, experiences and actions undertaken in more than 20 African countries are being analyzed.

Peace Education

ADEA's ICQN on Peace Education (ICQN/PE) is led by the Ministry of Education of Kenya. Since its establishment in April 2009, the ICQN has organized international workshops and policy dialogue forums and conducted studies on peace initiatives within the education and training sector.

December 4-6, 2012, an international workshop was held in Naivasha, Kenya. Among the key outputs of the workshop was the passing of a resolution that the Ministries of Education would identify Focal Persons for the ICQN on Peace Education. These would serve as the contact persons for the ICQN and also champion the implementation of the Action Plan in their countries and through the ICQN Secretariat.

The ICQN recently held a technical meeting for these focal points in Nairobi (November 26-29, 2013) to solidify their participation in the intergovernmental mechanism, share experiences on specific chosen topics and develop a work plan for 2014-2017. The following countries were present and shared their experiences in promoting peace education: Botswana, Burundi, Côte d'Ivoire, Kenya, Liberia, Mozambique, Uganda, Somalia and South Sudan. Participants also included representatives from UNICEF, UNESCO, INEE and the Centre for International Education of the University of Sussex.

A third follow-up meeting is planned in Botswana, in April 2014. On this occasion, the ICQN hopes to bring on board Angola, Chad, Ethiopia, Rwanda, Sierra Leone and Tanzania.

Literacy and National Languages

The ICQN on Literacy and National Languages (ICQN/LNL) is led by the

Ministry of National Education and Literacy of Burkina Faso. Its overall objective is to contribute to the development of inclusive and effective literacy and training in national and international languages as a catalyst for social, economic and cultural development. The ICQN supports the implementation of policies aimed at developing lasting, inclusive literacy programs; the strengthening of countries' capacities to design strategies and mobilize funding; transnational cooperation for the sharing of know-how, successful experiences and innovative practices.

May 2-4, 2013, the ICQN held a Ministerial Conference to validate its Action Plan for the next three years. The Conference brought together Permanent Secretaries, Directors of national programs and other officials from countries participating in the ICQN (Burkina Faso (leading country), Benin, Cameroun, Cap Verde (membership yet to be activated), Central Africa, Chad, Cote D'Ivoire (membership yet to be activated), Gabon, Gambia, Mali, Mozambique, Niger, Senegal, Togo, as well as experts from the African Academy of National Languages (ACALAN), the Regional Council for Adult Education and Literacy on Africa (CREAA), the African Union Commission, the UNESCO Institute for Lifelong Learning (UIL), UNESCO, UNICEF, USAID, CIDA, the Swiss Development Cooperation

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How to contact the ICQN/TVSD

Focal point
M. Amara Kamaté
Conseiller technique du Ministre
Ministre de l'Emploi, des Affaires
Sociales et de la Formation
Professionnelle
Cité Administrative-Tour C
10ème Etage - Abidjan - Côte d'Ivoire
Tél : + 225 20 33 54 77
E-mail : amarakamate25@yahoo.fr

How to contact the ICQN/PE

ICQN Peace Education Coordinators
Mr. Kilemi MWIRIA
ICQNPE Coordinator
The Kimkam Foundation (Africa) Ltd
P O Box 64175-00620, Nairobi, Kenya
Tel: +254-720 964 558/774 136 653
Email: kilemimwiria@gmail.com

Ms. Mary KANGETHE
Senior Education Officer
Ministry of Education, Science and Technology
P.O. Box 30040-00100 Nairobi, Kenya
Tel: +254 72 470 40 16
Fax: +254 224 060 11
Email: kangethe1234@gmail.com

How to contact the ICQN/LNL

Focal point at the Ministry of Education and Literacy
Mr. Rémy Habou
Director-General of on Non-Formal Education
B.P. 7032, Ouagadougou 03, Burkina Faso
Email: dgaenf@yahoo.f
Tel: +226 70 26 93 51/ 50 40 78 42
Fax: (+226) 50 30 80 36

(DDC) and Plan Burkina. Civil Society Organizations from Burkina Faso, Togo, Niger, Mali, Gambia and Senegal were also present. The conference was preceded by a seminar that reviewed successful initiatives, many of which are limited to small geographical areas. These alternative approaches to non-formal education and literacy should be better known, further studied, and in some cases scaled up.

Following the seminar, the Conference reviewed the ICQN's three-year Plan and selected priority activities for the 2013-2015 period. Particular emphasis will be given to the following:

1. Identifying ways and means to reinforce policies focused on bridging, accreditation and certification;

2. The strengthening of transnational programs seeking greater integration of learners from nomadic populations;

3. The strengthening of programs using harmonized Arabic characters in order to boost access to education and equity.

The Conference also made recommendations, including the need to develop mechanisms to appreciate the relevance of promising initiatives and to integrate the ICQN's thinking and program in the post-2015 perspectives. ◗

Conference of the Community of Sahel-Saharan States on Education for Nomadic Peoples

The regional conference on education in nomadic areas in the Sahel-Saharan zone, organized by the Community of Sahel-Saharan States (CEN-SAD) and the Secretariat for the Strategy for Development and Security in the Sahel-Saharan Areas of Niger (SDS), was held in Niamey, Niger, on December 2-5, 2013. The aim of the conference was to define relevant policies and strategies for provision of formal and non-formal basic education of good quality to all peoples in the Sahel-Saharan zone, especially nomadic herding and fishing peoples, who have hitherto benefited very little from regional development policies.

ADEA, invited to attend the conference, shared the results of its work on education for nomadic peoples and informed the participants of the support provided for programs targeting these peoples through its Working Group on Non-Formal Education.

The conference issued a Declaration that called on ADEA, under the political leadership of CEN-SAD, to guide the development of a ''medium-term program framework for action'' concerning education in nomadic areas. The framework will indicate strategies for reforming education systems and channeling investments.

From the Working Groups

Post-Triennale Activities

Non-Formal Education

The Working Group on Non-Formal Education (WGNFE), in collaboration with CIDA and UIL, is setting up a virtual network for vulnerable young people in several African countries, in order to pool various efforts made in favor of this fragile group, build a strong network to support the programs designed for them, and exchange ideas on good practices with regard to policies concerning them.

The WG also participates in a set of activities aimed at capitalizing promising alternative approaches in non-formal education. In March, a sub-regional workshop was held in Chad, with support from the Swiss cooperation agency DDC, to reflect on ways and means of popularizing, facilitating take-up of, and disseminating the most promising alternative approaches to education. Subsequently, a meeting was organized in April in Ouagadougou by the Association of Islamic Women of Burkina Faso and the Burkina Ministry of Education with the aim of including street children, particularly the Muslim child beggars known as talibés, in community education systems. The group also contributed to a regional meeting in April on education and training for migratory herding peoples in border areas.

More information in the WGNFE Bulletin: www.adeanet.org/portalv2/

Early Childhood Development

The Working Group on Early Childhood Development (WGECD) concentrated its energy on correlating the conclusions for sub-themes 1 and 3, which led to the involvement of universities and the scientific community in producing resources for Early Childhood Development (ECD). Specifically, the WGECD has accomplished the following:

▸ It contributed to policy dialogue by opening up the education sector to other key sectors for development, such as health and nutrition, which are new priorities for development assistance.
▸ In collaboration with UNESCO's International Institute for Capacity Building in Africa (IICBA), it produced a reference document entitled "Indigenous Early Childhood Care and Education (IECCE) Curriculum for Africa: A Focus on Context and Contents".
▸ An action-research project was conducted on successful ECD experiences to be scaled up in West Africa and experiences based on integration of endogenous values and knowledge.
▸ It worked to bring about the conditions needed to promote and develop ECD-related research and technology through collaboration between universities and with African doctoral students.
▸ Working with several partners, it adapted international communication materials on ECD to be used in the African context for purposes of communication. Three series of such materials have been published to date.
▸ It completed the "Bouba and Zaza" intergenerational series, designed by WGECD and UNESCO to meet the needs of African children.

More information in the WGECD Bulletin: www.adeanet.org/portalv2/

Communication for Education and Development

The Working Group on Communication for Education and Development (WGCOMED) has held six training and information sessions and capacity building activities to respond to the new paradigm shift with several categories of journalists around the African Continent - in Nairobi, Kenya with journalists specializing in science and technology development from 1 - 3 April, 2012; in Abuja, Nigeria from 23 - 27 April, 2012; in Cotonou, Benin from 23 - 25 May, 2012 in which national and international journalists were mobilized during the eLearning Conference to discuss how the Triennale can be related to eLearning in Africa. Other training and information sessions covered the conclusions of the Triennale with international journalists in Addis Ababa from 6 - 9 July, 2012 and from 26 -27 January, 2013 in which media coverage of two Heads of State Summits were organized as President Blaise Compaoré presented the results of the Triennale to his peers. African Heads of States have subsequently approved and adopted the recommendations presented by President Compaoré. WG COMED in collaboration with the communications unit of the African Union Commission, and the Office of the President of Burkina Faso also organized a press conference with President Blaise Compaoré to discuss the Triennale with over 100 journalists from all over the world.

A special News Journal focusing on the themes of the Triennial began to be published in February 2013. A total of five issues have been published during

the months of February, March, April, May and June. This publication has drawn the attention of readers, but in particular the members of the ADEA-COMED networks of journalists and communication experts in Africa on the issues concerning the development of relevant skills and competencies among Africa's young people.

More information in the WGCOMED Bulletin: www.adeanet.org/portalv2/

Education Management and Policy Support

The Working Group on Education Management and Policy Support (WGEMPS) undertook for the ADEA 2012 Triennale research focused on education reconstruction in the post-conflict countries of Democratic Republic of Congo (DRC), Kenya, Liberia and Zimbabwe, and on skills development, a critical area that needs to be addressed to face the rising youth unemployment on the continent. Its follow-up of the Triennale is focused on these two key areas.

First, these studies serve to initiate policy dialogue forums (PDF) in these countries. The PDFs of DRC and Kenya took place in 2012 and brought together numerous education stakeholders comprised of development agencies, civil society organizations, the United Nations family, the private sector, Women's organizations, the religious leaders and other concerned government ministries under the ownership and leadership of their Ministries of Education. Liberia's and Zimbabwe's PDFs are scheduled for 2013. The purpose of the PDFs is to utilize education to reconstruct peace.

Second WGEMPS provides intellectual and technical support to the Inter Quality Country Nodes (ICQN) with a

strong focus on peace education, TVSD and the Information Systems for Non Formal Education. The following areas should be noted in this positioning: the recognition of Qu'ranic schooling in Kenya and the inclusive approach to disadvantaged learners in Ghana, Kenya, Namibia, Nigeria, Mauritius and Senegal.

More information in the WGEMPS Newsletter: www.adeanet.org/portalv2/

Teaching Profession

The Working Group on the Teaching profession (WGTP) has been at the forefront of enhancing activities in line with recommendations of the Pan-African Conference for Teacher Education and Development (PACTED) through collaborative partnerships.

Tangible interventions undertaken in 2012 in the context of PACTED included the production of a summary of the key messages, findings and recommendations emanating from the debates during the Triennale and on their implications. This exercise was conducted in partnership with the Task Force Secretariat and aimed at providing common ground for the implementation of the PACTED road map.

WGTP was involved in the ADEA multi-stakeholders workshop on education for sustainable development held in Mauritius in November 2012. Building on the Triennale outcomes, the workshop was successful in moving towards the identification of approaches for the integration of ESD in education and training. In this regard, a preliminary identification of core competencies that must be acquired by learners and teachers in the context of lifelong learning for sustainable development was done. Further joint work is anticipated involving the Working Groups on

the Teaching Profession, Maths and Science, Books and Learning materials and Non-Formal Education to develop a well informed and evidence based framework on common core competencies. This will improve knowledge on the diversity of practices across the continent; besides, the debates on lifelong learning for sustainable development gave an indication of the extent to which the policy dialogue initiated by ADEA on this theme is influencing the policy development landscape in a number of ministries of education in Africa. ❯

Contacts

Teaching Profession
Mrs. Florence MALINGA
WGTP Coordinator
Email: f.malinga@commonwealth.int

Non-Formal Education
M. Ibrahima BAH-LALYA
WGNFE Coordinator
Email: lalyabah2@yahoo.com

Early Childhood Development
Mrs. Rokhaya Fall DIAWARA
WGECD Coordinator
Email: r.diawara@unesco.org

Education Management and Policy Support
Mr. Mohamed Cherif DIARRA
WGEMPS Coordinator
Email : m.diarra@afdb.org

Communication for Education and Development
Mr. Lawalley COLE
WGCOMED Coordinator
Email: l.cole@afdb.org

More information on activities and programs conducted by ADEA through its Secretariat, Working Groups, Inter-Country Quality Nodes and Task Forces is available at www.adeanet.org

Programs & initiatives

The Education Research in Africa Award

ERAA
Education Research in Africa Award

Over the years ADEA has stimulated ministries of education, research organizations, universities and NGOs to get involved in educational research. Biennales and the recent Triennale have offered excellent opportunities to solicit 'state-of-the-art' research papers.

This work has demonstrated the strengths of what research can contribute, as well as the capacity constraints faced by ministries, research institutions and researchers. Much work needs to be done to improve human capabilities to conduct research and the capacity of ministries and institutions to facilitate both the production and the utilization of research, especially of the type that is directly relevant to education policy and practice.

These observations and the critical need for quality Africa-based education research – due to Africa's rapidly expanding education systems and the increasing demand for research that can inform the processes of change and innovation - provided the incentive for ADEA to establish the Education Research in Africa Award (ERRA) in 2012.

ERRA

ERRA's vision is an "institutionalized culture of high-quality, relevant educational research in African universities, research networks and institutes" that contributes to "informed decision making, and effective implementation of reforms and practice". Its objectives are:

To promote excellence in educational research in African universities, research institutes and networks and also among Africans working or studying in institutions in other parts of the world

To identify, reward and foster outstanding accomplishments in educational research in Africa.

> Africa's rapidly expanding education systems and the increasing need to inform the ongoing processes of change and innovation call for more quality African-based education research

ERRA is managed and implemented by ADEA in partnership with the AfDB and the African Development Institute (ADI), with the financial support from the Korea-Africa Economic Cooperation (KOAFEC),

In 2012, the decision was made to launch the inaugural edition of the Award with four categories:
▸ Emerging Educational Researcher;
▸ Accomplished Educational Researcher;
▸ Outstanding Mentor of Educational Researchers; and
▸ Enabling Institutional Environment for Educational Research.

The Inaugural edition

The Inaugural edition (2011-2012) received 50 proposals, out of which 34 were retained. Most submissions came from Anglophone African countries. The submissions focused on a broad range of topics including: reform issues in all sub-sectors, sociology of education, economics of education / education finance, skills development and vocational education, technology and ICT, mathematics and science education and also on higher education.

After a two-tier selection process conducted between December 2012 and March 2013, ERRA awarded 8 winners during the ADEA Steering Committee meeting in Sèvres, France, in May 2013. Awardees were:

Dr. Ibrahim Kasirye (Uganda) and Dr. Nana Zdowaa Boateng (Ghana), for the Emerging Educational Researcher Award

Mr. Adesoji Adeolu Oni (Nigeria) and Mr. Abdoulaye Diagne (Senegal), for the Accomplished Education Researcher Award

Dr. Michael Cross (South Africa) and Dr. Puis Augustine Iké Pai Obanya (Nigeria), for the Outstanding Mentor of Educational Researcher Award.

The Educational Research Network for West and Central Africa (ERNWACA) and the Wits School of Education in South Africa, for the Enabling Environment for Educational Research Award. ▸

For more information on the ERAA go to www.adeanet.org/eraa/

Positioning ADEA Strategically

2013-2017 Medium Term Plan gives priority to supporting countries to develop new skills and qualifications strategies

Following the request of members at its 34th Steering Committee meeting ADEA developed its second Strategic Medium Term Plan (SMTP) for 2013-2017. The strategic plan is in line with the Strategic Policy Framework for the implementation of the 2012 Triennale's recommendations.

ADEA now has greater clarity on what it sees as the 'future Africa': a continent with a high-quality education and training system geared towards the promotion of critical skills for accelerated and sustainable development. This new approach to education and training moves beyond institutional reforms and abstract visions to promoting critical knowledge, skills, and qualifications. To get there, ADEA must "serve as an open and flexible pan-African organization that informs and facilitates the transformation of education and training to drive Africa's accelerated and sustainable development". This is ADEA's mission statement which, together with the vision, is driven by a set of core values such as African ownership, mutual trust, commitment to change, integrity, gender-sensitivity and equitable opportunities and results.

Achieving this vision and mission compels ADEA to re-focus its priorities and lay greater emphasis on implementation support. Acknowledging that Africa can be 'a dynamic and prosperous continent that leverages its assets and opportunities to control its own destiny and compete on a global scale' ADEA seeks to support countries, in partnership with other stakeholders, to tackle the poorly performing education and training systems. The 2012 Triennale comprehensively discussed this issue, coming up with concrete recommendations for implementation and follow up. At the same time, ADEA must address its own internal challenges related to organizational capacity, efficiency, and effectiveness in order to maintain the success, focus, and comparative advantage it has had over the years.

The SMTP comprehensively explains the three critical skill areas — common core skills, technical and vocational skills, and scientific and technological skills — whose development requires an all-level radical reform towards quality and equity in learning. This means revolutionizing the development of national policies and strategies, curricula, teacher training and professional development, and other areas. This should transition Africa to a skills-based, knowledge-driven economy that is globally competitive.

The strategic plan has five strategic objectives designed to enable ADEA to support the above transformation:

▸ Contribute to advancing policies, strategies, practices, and programs that promote critical knowledge, skills, and qualifications.

▸ Promote African-led education and training solutions to address national and regional needs.

▸ Foster greater utilization of relevant ICT to accelerate the transformation of education and training approaches and outcomes.

▸ Leverage a diverse, sustainable partner network.

▸ Strengthen organizational capacity and effectiveness.

Initiatives under the first strategic objective include advising countries in implementing education and training policies and strategies, providing technical support for the scaling up and replication of innovative practices and programs, contributing to national and regional efforts to monitor critical skills development and fostering gender-sensitive approaches. In the second objective, the focus is on supporting the African Union's Second Decade Plan of Action as well as the promotion of inter-country collaboration and regional integration, with greater awareness and harnessing of existing African solutions. Strategic initiatives for the third objective revolve around greater partnership engagement and integration of policies and strategies in ICT. Increasing the partner and increasing engagement with the African diaspora are some of the key initiatives under the fourth strategic objective. ▸

> **ADEA's Mission:**
> To serve as an open and flexible pan-African organization that informs and facilitates the transformation of education and training to drive Africa's accelerated and sustainable development

Tomorrow Belongs to Africa

What do we want? Where are we going? How can we get there?

In a world that is evolving rapidly, ADEA is also undergoing change. The most noticeable development has been the process of Africanization, itself a reflection of even greater changes occurring at regional and international levels outside.

ADEA's new vision attempts to reposition the organization to respond to Africa's evolving needs and challenges. It recommends an integrated and holistic approach to transforming African society and its education systems. It sets a new and accelerated course of action for improving education and training and boosting the continent's capacity for innovation, economic growth and sustainable development.

The Vision views the future from three angles: a future in which ADEA is tasked with promoting a future for education in Africa that will in turn foster accelerated and sustainable development of Africa. Starting with an overview of Africa's situation today, the document ends with a vision for ADEA, solidly repositioned so as to "bring its unique and decisive contribution to bear in the accelerated transformation of education and training for the benefit of sustainable development in Africa."

Africa Today

In its first section, the vision document describes a continent which, despite its great potential for transformation, still lags behind.

This is illustrated by some key facts and figures:
- Weak GDP and GDP per capita;
- Economies that are predominantly informal and subsistence-based with low added value;
- Poorly diversified economies;
- Economic growth producing little social progress;
- Poor governance and weak democratic institutions, which are a handicap for development;
- Africa is still struggling to become competitive in the global economy.

Among the factors contributing to this development lag are the poor performance of Africa's education and training systems. key indicators are:

Education and training is still insufficient:
- Literacy rates are low (62%), as well as enrollment at pre-primary (12%), primary (76%), lower (41%) and upper secondary (27%) levels and survival rates at primary level (70%);
- Technical and vocational training is weak, with a declining share in education systems;
- Enrollment rates in higher education are low (6%) and research institutions few (86 in 2006);
- The quality of education is poor (3 children out of 10 who enter primary school drop out);
- School life expectancy (8 years) is the lowest in the world.

Tomorrow

"A dynamic and innovative Africa, prosperous and inclusive, peaceful and in charge of its own destiny, competitive and a winner on the international scene". ADEA's vision of the continent reinforces the spreading idea that Africa is on the move, ready to assume its place in the 21st century.

Nonetheless, the vision document cautions that for this vision to become reality, Africa will need to effect structural changes to its economies in order to realize it natural, demographic and socio-cultural potential. This structural transformation cannot happen without transforming human capital into economic opportunity, in three ways:
- by ensuring the employment and employability of its youth;
- by easing the way for women to become major actors in economic development;
- by harnessing the entrepreneurial and transformational capacity of the middle class.

ADEA's Vision: High-Quality education and training geared towards the promotion of critical knowledge and skills for Africa's accelerated and sustainable development

What Education and Training?

Education and training are conferred a crucial responsibility in effecting the needed changes. But what kind?

"Education and training of quality that are resolutely focused on building critical skills for the accelerated and sustainable development of Africa." This response follows directly from the conclusions of the 2012 Triennale that put skills development within a context of lifelong learning.

Three levels of skills are considered:
▸ Core skills that represent the basic learning blocks that every African child, youth or adult must acquire; they include learning and communication skills for entry into society and the world of work, personal development skills and the promotion of an African identity;
▸ Technical and vocational skills leading to professions that bring employment opportunities for youth and the empowering of women; and competencies needed to integrate and anticipate technological change and innovation, to modernize production and services, and propel industrialization forward;
▸ Scientific and technological skills for the wide dissemination of a scientific culture, that will help find solutions to development problems and translate research results into technologies and practices that will give rise to knowledge-based societies in Africa.

For this to happen, some basic reforms and a paradigm shift are needed in order to promote:
▸ A holistic, diversified and integrated view of education and training that encompasses all levels, all streams, all opportunities and all educational resources whether formal, non-formal or informal, virtual or at distance;
▸ A strategic approach to education and training based on the market notion of supply and demand, which aligns skills development with the needs of the marketplace and communities;

▸ Equity and quality that must be placed at the heart of education. Each person must be given the opportunity to access the learning he or she needs. Quality also means external efficiency, i.e. ensuring that what is learnt benefits both the individual and society. Policy makers and educationists must instill and nurture a new culture of quality.

The reforms also call for several new departures from the past:
▸ The integration of Africa's cultural, linguistic and historic heritage;
▸ The central positioning of science, mathematics and technology in learning;
▸ Consideration of lifelong learning as a vital necessity in a world rapidly changing where skills and knowledge must be renewed continually;
▸ The integration of ICTs in education and training.

Repositioning ADEA as an Agent of Change

For ADEA to play a key role in this transformation, the Vision calls for a repositioning of ADEA but without losing its present identity. Its comparative advantages include its informal structure, its unique ability to bring together policy makers, stakeholders and partners for open discussions on shared concerns; its extensive networking capacity allowing it to mobilize action research teams and experts throughout Africa; and its praxis approach to learning through dialogue, analysis and exchange.

While retaining these foundational assets ADEA must nonetheless transform itself to become a catalyst for accelerating the changes needed in Africa. This repositioning is both strategic and operational.

At a strategic level the new vision commits ADEA to promote quality education and training capable of generating accelerated and sustainable development. Besides fostering education for all, ADEA is being called upon to link concepts, strategies and educational quality with equity and external effectiveness. It is also expected to contribute to the implementation of successful changes on the ground.

At the organizational level, ADEA's principal obligation is to increase its effectiveness. Major lines of action include:
▸ Focusing programs and activities on the priority needs of African ministries of education and training. Capacity building and the design of frameworks for skills development and reform should be emphasized;
▸ Improving coordination among its functional units, programs and activities;
▸ Strengthening the capacity and performance of ADEA's functional units;
▸ Implementing a results-based management system;

Now equipped with a new Vision and a Second Medium Term Strategic Plan (2013-2017) inspired by it, ADEA is poised to be a major actor for transforming education and training throughout Africa. Moreover, implementation of the recommendations of the organisational audit conducted in 2013 will ensure that it is best fit to effectively carry out its mission and to participate actively in the Post 2015 perspectives to construct the continent's vision.▸

ADEA's Vision document is available online at:
www.adeanet.org/portalv2/

Promoting Critical Knowledge, Skills and Qualifications for Sustainable Development in Africa: How to Design and Implement an Effective Response by Education and Training Systems

The publication is a report of the proceedings of the 2012 ADEA Triennale on Education and Training in Africa (Ouagadougou, Burkina Faso, February 11-17, 2012). The theme explored was "Promoting critical knowledge, skills and qualifications for Africa's sustainable development". The Triennale is ADEA's major policy dialogue event. It brings together the entire "ADEA network", including a wide range of Ministers and Ministry officials, policy-makers, representatives of development agencies, researchers, experts and other stakeholders from the education and development sectors. Close to 1000 participants attended the event in Ouagadougou. A Diaspora Day and a Korea-Africa day were held during the Triennale.

Critical Knowledge, Skills and Qualifications for Accelerated and Sustainable Development in Africa

General Synthesis - Document presented at, and edited after the 2012 ADEA Triennale on Education and Training in Africa, February 11-17, 2012, Ouagadougou, Burkina Faso. 122 pages
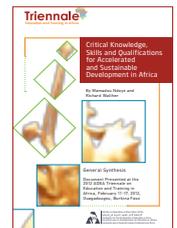
This was the main document presented at the ADEA 2012 Triennale on the theme " Promoting Critical Knowledge, Skills and Qualifications for Africa's Sustainable Development ". After the event, it was edited to take into account the discussions that took place in Ouagadougou, where the Triennale was held. The document summarizes and introduces three other documents published after the Triennale, each one exploring in greater depth the critical skills needed for Africa's sustainable development.

Common Core Skills for Lifelong Learning and Sustainable Development in Africa

by Wim Hoppers and Amina Yekhlef

This document is a review of the analytical work carried out by ADEA for the 2012 Triennale and of the discussions that took place in Ouagadougou on the topic of common core skills. Contents include chapters on the nature and state of practice of common core skills, the enabling conditions for skills acquisition and the Triennale's recommendations on the topic. An extensive Bibliography is also included.

Lifelong Technical and Vocational Skills Development for Sustainable Economic Growth in Africa

by Georges Afeti and Ayélé Léa Adubra

The publication reviews the analytical work undertaken by ADEA in preparation of the 2012 Triennale and the discussions that took place during the Triennale on Technical and Vocational Skills Development (TVSD). Contents include chapters on the background and context of TVSD in Africa, the conditions for lifelong TVSD for sustainable socio-economic growth in Africa, the key challenges, issues and policy choices and the recommendations stemming from the Triennale on TVSD. An extensive bibliography is included.

Lifelong Acquisition of Scientific and Technological Knowledge and Skills for the Sustainable Development of Africa in the Context of Globalization

by Kabiru Kinyanjui and Khadidja Khoudari
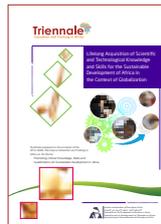
This document is an attempt to identify ways and means of building and strengthening Africa's capacity to acquire, generate, adopt and utilize scientific and technological knowledge and skills to confront the challenges of sustainable development in Africa in a global world. The paper was prepared for the 2012 ADEA Triennale. It takes into account the discussions that took place in Ouagadougou. An extensive Bibliography is included.

Strategic Policy Framework for the Implementation of the 2012 Triennale Recommendations (Ouagadougou, Burkina Faso)

The Strategic Framework was developed by ADEA to guide countries in the design and implementation of strategies and policies promoting the development of critical skills for Africa's accelerated and sustainable development. The document and the recommendations included in it were endorsed by the African Union's Summit of Heads of State held in Addis Ababa in January 2013.

ADEA Vision Document

by Mamadou Ndoye and Sissel Volan

This is ADEA's second vision document. It was drafted on the request of the ADEA Steering Committee in 2011. The paper articulates three futures: the future of ADEA, the future of Africa's education and training systems and the future of the African continent. The document outlines the steps that need to be taken to overhaul Africa's education and training systems. Profound reforms and paradigm shifts are needed in order for them to produce the skills and human capital Africa needs to drive the continent's accelerated and sustainable development. The document also describes the need for ADEA to re-position itself both strategically and operationally for it to be more effective and responsive to the needs of African countries.

ADEA Newsletter