1. About WGNFE

WGNFE in a nutshell

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

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

- The deployment of a forum of exchanges on non-formal education, at the continental level;
- The identification and dissemination of promising initiatives and programs on non-formal education;
- The strengthening of non-formal education providers’ capacities;

Dear readers,

“Kibare”, which means “The news” in several West African languages is a newsletter created to establish a link between the different stakeholders of non-formal education and promote the holistic vision of education. This fits into the scheme of the new change in paradigm which has guided ADEA’s intervention since the Ouagadougou Triennial. Your opinion and comments on this first edition are very welcome as they will enable WGNFE to improve on Kibare’s content and form.

Ibrahima Bah-Lalya, WGNFE Coordinator

Kibare offers the following rubrics:

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- The consolidation of partnership between the public, private and civil society in general;
- The contribution to mobilization of resources, especially financial.
These policies reflect ADEA’s strategic lines based on: (1) political dialogue, (2) the strengthening of the cooperation between African countries, (3) analytical work, (4) knowledge management and (5) organizational capacity building.

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

2. WGNFE at work ...

... 2011: Year of the triennial and the launching of the Holistic Framework

The year 2011 was marked by the 2012 Triennial preparation and the testing, in seven countries and thanks to the great commitment of WGNFE national working groups, of the Strategic Orientation Framework for Basic Education in a Holistic, Integrated and Diversified Vision of Lifelong Learning. In 2011, the collaboration on common issues was also carried on with such partners as UNESCO-BREDA, CIEFFA and UIL. By the end of April, WGNFE was honored with the appointment of its coordinator as Burkina Faso’s Minister of National Education and Literacy. The vacuum thus created at the level of coordination was filled with the appointment, ad interim, of the APENF Chairman of the Executive Board, Mr. Anatole T. Niamégo. WGNFE’s governance was operational in 2011 thanks to the support of its Advisory Committee members, to the back up of ADEA Secretariat and to the dedication of its personnel. These people were also instrumental in the realization of the strategic orientation framework and the preparation of the Triennial. In 2011, the global rate of implementation of activities reached 99.51% relative to the budget approved by ADEA’s Steering Committee.


... 2012 : Year of the Triennial and the promotion of the Holistic Framework

WGNFE priorities in 2012 are principally based on the follow-up of the recommendation of ADEA’s Triennial held in Ouagadougou. WGNFE has played an important role in the organization of this continental event. It dedicated itself to Burkina Faso’s Ministry of Education to facilitate some logistical and technical aspects. In line with the follow-up of the Triennial, WGNFE intends to pay particular attention to programs on disadvantaged groups and to the promotion of the Strategic Orientation Framework on the Holistic Vision in Francophone, Anglophone and Portuguese-speaking countries.
In addition, WGNFE will continue to advocate for the recognition of non-formal education in the Second Decade of Education for Africa Plan of Action and will support the Inter-Country Quality Node on Literacy and National Languages. It will also support the re-activation of the scoreboard on measuring the Right to Education by integrating the Holistic Vision, the broad notion of basic education and the concept of lifelong learning. The re-activation of national working groups in English and Portuguese-speaking countries will also continue.

A new coordinator is appointed and takes office in Ouagadougou

WGNFE functioned for a year with an interim supervisor, the APENF board Chairperson, after the appointment of WGNFE’s former coordinator, Mrs Koumba Boly/Barry, as Minister of National Education and Literacy for Burkina Faso in April 2011. In May 2012, a new coordinator, Pr. Ibrahima Bah-Lalya, was appointed.

Pr. Ibrahima Bah-Lalya holds a Ph.D. from Florida State University, Tallahassee, USA. He is from Guinea Conakry, where he taught in the University before being appointed Director in the Ministry of National Education. Beginning in 1998, he coordinated, in his capacity as consultant for the UNESCO Headquarters in Paris (France), the educational section of the United Nation’s Special Initiative for Africa. This was under the supervision of the Deputy Director General in Charge of Education and the Director of Basic Education. From 2003 to 2008, he coordinated the ADEA Working Group on Education Sector Analysis (WGESA). From 2009 to 2011, he worked as a consultant for Cameroon’s Ministry of Basic Education and for ADEA Executive Secretariat in Tunis. Pr. Ibrahima Bah-Lalya is the author or has contributed in several publications on the follow-up and evaluation of educational projects, educational planning, and educational reforms within the framework of development and literacy/non-formal education.

WGNFE participates to the 36th Session of ADEA Steering Committee in Tunis

The 36th session of ADEA Steering Committee was held in Tunis from 10 to 11 May 2012. The participants were African ministers of education and training, development agencies, working groups, as well as consultants and experts specially invited for the event. This Steering Committee has made it possible to adopt ADEA’s 2012 program and budget and to assess the recommendations of the Triennial in order to determine its follow-up mechanisms at the continent and national level. This was also an occasion for discussing a draft version of ADEA’s new vision that will serve as the basis for the development of 2013-2016 new strategy.
**Courtesy visits to partners of non-formal education**

Within the framework of strengthening the cooperation between WGNFE and other organizations operating in non-formal education in Burkina Faso, Mr. Ibrahima Bah-Lalya has paid a courtesy visit to a number of stakeholders to reaffirm the partnership, recall WGNFE and ADEA’s priorities and explore possible areas of collaboration. Among the personalities visited are Mrs. Koumba Boly Barry, Minister of National Education and Literacy, Mr. Zacharia Tiemtoré, Minister Delegate in charge of Non-formal Education, Mrs. Alice Tiendrebéogo, Director General of the Fund for Literacy and Non-formal Education, Mr. Sankara Tougma Tene of the NGO Enfants du Monde Suisse, Mrs. Maria Kéré of the Foundation for Community Development, Mr. Paul Taryam Iboudo of the NGO Solidar Suisse and Mr. Philippe Fayet, Director of the Swiss Cooperation Office in Ouagadougou. More meetings are scheduled with other partners including the Representative of the African Development Bank, the Executive Secretaries of Tin Tua and Andal & Pinal in the East and North of Burkina Faso.

During all these visits, the new coordinator reiterated the availability of WGNFE for a mutual collaboration and for the best interest of the unschooled and the out-of-school child, as well as the adolescent and the adult learner.

**Elaboration and piloting of non-formal education indicators**

The Plan of Action for the Second Decade of Education in Africa is made up of eight priority areas, currently under revision. Its follow-up is conducted by the African Union Education Observatory, through reporting on a set of indicators.

During a workshop of experts from ECOWAS member states on education information and management systems held in Lomé in 2010, WGNFE proposed a number of non-formal education indicators to be included into the set of indicators, in order for non-formal education to be effectively recognized and supported. In continuity to this work, WGNFE formulated in 2012, a few technical sheets and questions to pilot six indicators based on: the measure of state’s financial commitment to formal and non-formal basic education (indicators 1 and 2), the contribution of non-formal education to literacy rate (indicator 3), the participation of illiterate people in non-formal basic education (indicator 4), quality and effective learning opportunities (indicator 5) and the measure of knowledge acquired through non-formal education provisions (indicator 6).

ADEA’s Working Group on Education Management and Policies Support (WGEMPS), which grants technical support to the African Union and its Observatory, will pilot these new indicators in 2012, with the aim of subsequently integrating them into the African Union series of indicators.
Peer review in Mozambique

Upon invitation by Mozambique’s Minister of Education, His Excellency Dr. Zeferino Andrade De Alexandre Martins, an ADEA delegation visited Maputo from 23 to 28 June to discuss the procedures for the implementation of a peer review in this country. The aim was to discuss with the Mozambican party on the following matters: (1) specify the main themes of the peer review, (2) agree on a cooperation framework between the parties, (3) identify the key people to be part of the supervision at the national level and (4) lay the foundations of an implementation schedule.

The mission, which was an example of cooperation between WGNFE and WGEMPS, was successful in reaching the following recommendations: the review would be based on the non-formal and the primary education subsectors and focus on the quality of learning; at the end of the review, feasible recommendations shall be drawn up, so as to facilitate the implementation of the recently approved strategic plan; particular attention would be devoted to the identification of causes and consequences of the drop in students/learners registrations in primary and non-formal education. The review would also identify the reasons for the increase in withdrawals and for the noted apathy as far as learning is concerned.

This preparatory phase of the peer review ended with this mission; the second phase, on self-evaluation, will be conducted between August and December 2012. Thus, the third phase, relating to the international peers’ visit, will be held between April and July 2013.

Participation of WGNFE in the African Union Education Ministers Conference

WGNFE participated in the African Union Ministers of Education Conference (COMEDAF V) held from 23 to 27 April 2012 in Abuja, Nigeria. During this conference, it supported Burkina Faso’s Minister of National Education and Literacy’s advocacy for the integration of non-formal education as the ninth priority in the Plan of Action of the Second Decade of Education in Africa. As result, the ministers gave their consent for such integration so that access to quality basic education should be a reality for all, no matter the age of the learner, his/her social status and other factors.

During COMEDAF V, ADEA’s Working Group on Education Management and Policies Support (WGEMPS) also launched the “African Union Outlook on Education Report” which rounds up progress made in the implementation of the Second Decade of Education in Africa. WGNFE has contributed to the drafting of this report.

See: http://www.adea-wgemps.org/

A Basic Education Strategic Development Program for Burkina Faso

Convened by Burkina Faso’s Minister of National Education and Literacy, the workshop on the validation of basic education strategic development program (PDSEB) was held on 29 May 2012 in Ouagadougou. Altogether, more than 150 people were invited including central and decentralized educational services, technical and financial partners, educational trade unions, local communities, representatives from other ministries and members of the technical committee. The objective was to get the last comments on the draft program and proceed with its validation.

This workshop was the culmination of a long process which started in 2010 and to which WGNFE took part in its capacity as member of the technical committee. The validation by the Council of Ministers is on-going. The workshop
made room for the strengthening of networking with our partners on the field and with the executives of the ministries involved. WGNFE intends to support the diffusion of and the advocacy for Burkina Faso’s PDSEB. It will also use the experience acquired during this process to support other African ministries of education.

**WGNFE contributes to the « profile » file of ADEA Executive Secretariat**

ADEA has a portal on working groups and other activities which provides detailed information on current events, activities, timetable of events and related external sites. The portal is also a forum of exchange and contact between different programs and their specialists. WGENF contributed to it through providing detailed information on its activities carried out between 2008 and 2012. This work will continue till the end of the year. See: [http://www.agasystems.com/profile-dev/](http://www.agasystems.com/profile-dev/)

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

**The National NFE working groups participate to the Triennial**

22 members of national working groups took part in the Ouagadougou Triennial in February 2012. They came from Francophone, Anglophone, and Portuguese-speaking Countries. Their presence was an occasion to organize on February 11 2012 a meeting which brought together representatives from the national working groups, Swiss Development Cooperation, UIL, WGEMPS, the coordinators of the Triennial Sub-Theme I, as well as other Burkinabe invitees from the non-formal education sub-sector.

The meeting aimed at discussing common activities and re-launching the partnership, notably with Anglophone and Portuguese-speaking countries. It was enhanced by the courtesy visit of Burkina Faso’s Minister of national Education and Literacy. The debates were essentially based on the promotion of the Holistic Vision at the continental and national levels, the technical work for the re-foundation of the scoreboard on the measure of the Right to Education, and the strengthening of dynamics among the various national working groups as well as with the WGNFE coordination.

The participants manifested a real interest in collaborating more with WGNFE on all the themes discussed. They also expressed the wish that such meetings be instituted.

**Activities for the promotion of the Holistic Vision at the national level**

WGNFE planned, in its 2012 program, to disseminate, at country level, the strategic orientation framework for a holistic, integrated and diversified vision of education. To this
effect, it contributed to the planning of specific activities by the national working groups which took part in the testing of the strategic orientation framework in 2011 (see the section on «Publications»). That is how Benin was able to organize in July a workshop with all the stakeholders of education for the vision to be considered in the ten-year education sector’s development plan being updated in the country. Cape Verde is presently producing a video titled «Right to Education and Holistic Vision: Cape Verde’s answer» to document good practices in non-formal education being carried out there. This video will be shown in October 2012, during the regional meeting on the follow-up of CONFINTEA V. Burkina Faso has already presented the Holistic Vision at a national workshop bringing together all its regional branches. These branches are in turn disseminating the information in their provinces. A brief summary of the Vision will be provided and translated into various local languages. Senegal, Mauritania and Mali have scheduled the forthcoming activities that should run throughout September and October 2012. Mauritania’s WG intends to develop booklets in national languages and organize a national workshop. Senegal’s WG plans to carry out sensitization campaigns amongst decision makers and experts of the three ministries in charge of education and Mali’s WG plans to organize a national restitution workshop.

Creation of a national working group in Kenya

A national working group for non-formal education was created at the beginning of the year in Kenya, the Technical Working Group on Adult and Continuous Education (TWGACE). It is built around five civil society organizations: Partners in Literacy Ministries, Bible Translation & Literacy, Kenya Adult Learners Association, Elimu Yetu Coalition and Kenya Adult Education Association. The Director in charge of adult and continuing education of the Ministry of Education chairs the working group.

On May 24, 2012, TWGACE organized a national multi-actor forum on non-formal education and adult literacy, bringing together 60 participants from the Ministry of Education (central and decentralized level), the National Commission for UNESCO, specialized educational institutions, civil society organizations and international organizations. This forum principally aimed at bringing together all the stakeholders of non-formal education and at drawing up an inventory of achievements and challenges related to the matter. It also aimed at developing strategies for networking and advocacy. Furthermore, it was an occasion to disseminate the Strategic Orientation Framework for the Holistic Vision, which was presented by the WGNFE coordination.

This forum was original, for it brought agents from ministries and the civil society together in a national forum to discuss issues and opportunities of non-formal education. It also made it possible to provide information about the creation of TWGACE and to promote it. A restitution meeting with the Minister of Education will be scheduled. WGNFE’s coordination congratulates all TWGACE founding members on their initiative and is looking forward for a good collaboration.

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APENF develops its new 2012 – 2016 action plan

The Association for the Promotion of Non-Formal Education in Burkina Faso (APENF) is currently designing its new 2012-2016 action plan, called Ti-Manegdo. This action plan is developed on a participatory process that involves the various organs and members of
APENF at the central and regional level, as well as partners such as WGNFE. This plan aims at making APENF a strategic partner in non-formal education for ministries in charge of education and training. The Association would serve as a pool of efficient skill developments at community level; It would also serve as a reference at the service of the population at national, sub-regional and international levels. This vision will be achieved through five areas of intervention, namely: advocacy for the increase in provisions and the relevance of non-formal education, research on the Right to Education indicators, promotion of the Holistic Vision, capacity building of stakeholders and support/promotion of educational innovations. The action plan will be validated during APENF’s General Assembly in September 2012. WGNFE and APENF will continue to work in close synergy, especially on the promotion of the Holistic Vision of education. To this effect, WGNFE and APENF presented the Strategic Orientation Framework on the Holistic Vision of education during the national and regional workshops on the drafting of APENF 2012-2016 Action Plan.

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Extension of WGNFE to Anglophone countries: Ghana and South Africa

Following the invitation of partners at ADEA’s Triennial and WGNFE’s 2012 action plan, WGNFE is supporting the creation of national working groups for advocacy, promotion and recognition of non-formal education in Anglophone countries. Ghana and South Africa, in addition to Kenya, have made important steps forward in creating such working groups. In Ghana, eleven civil society organizations have come together to re-build the national committee for non-formal education. This committee intends to carry out advocacy activities with the Ministry, contribute to building capacities, and collaborate with the media in order to broadcast information about the importance of non-formal education and its achievements. Specific activities are scheduled for September, around the International Literacy Day.

In South Africa, consultations between the various civil society associations were held to create a working group on non-formal education, temporarily called “Khaniyse l’Abantu” (light of learning for the people). The aim of this group will be to advocate and call out to decision makers to recognize, promote and accept NFE, as well as to support its promoters.

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WGNFE’s contribution to the publication of CIEFFA Gender Guide

WGNFE has provided technical support to the « African Union International Center for Girls’ and Women’s Education in Africa” (AU/CIEFFA) in the elaboration of a guide on gender and education in Africa. This guide, that takes into account all the levels of education, will serve as an instrument to call out strategic partners on gender issues and put at their disposal examples of successful experiences on the inclusion of gender in education. The guide, entitled “Gender and human rights in African education systems: reference and actions – Practical guide”, is a practical orientation paper.

In addition to the main concepts on gender, it contains thematic sheets to be used by various target groups. See:

ECOWAS technical validation workshop of modules on peace education

WGNFE took part in an ECOWAS validation workshop on a manual guide on culture of peace, human rights, citizenship, democracy and regional integration. The workshop was organized in Ouagadougou from July 2 to 6 2012. The document to be validated is a result of a sharing of national experiences between conflict and post conflict countries in West Africa and the contribution of experts from other parts of Africa, as well as from UNESCO and ECOWAS. This work is the fruit of a partnership between ECOWAS, as the project developer, the African Development Bank (ADB) in its capacity as financial partner and UNESCO as the implementer through its Development and Peace Support Program. About sixty participants took part in this workshop including representatives from fifteen ECOWAS member states, UNESCO-BREDA experts, ADB, institutions such as Plan Burkina and ADEA (WGNFE and WGEMPS). This validation workshop was chaired by the Minister of National Education and Literacy and his counterpart of Secondary and Higher Education for Burkina Faso; it is a follow-up of a technical workshop organized in Lomé in May 2012. The political validation by ministers of ECOWAS member countries will intervene in October in Niamey before its publication. This manual aims at contributing to existing teaching materials. WGNFE will follow up the publishing and translation of the manual for its later dissemination.

Swiss Cooperation continues to support innovative approaches

Within the framework of ADEA’s Triennial, the Swiss Cooperation supported the production of three partner organizations’ leaflets. The first leaflet of the West Africa Pamoja Network is entitled « Towards a New Dream: An approach for Social Change, Literacy and Empowerment ». The latter presents the Reflect approach, which is one for social change, literacy and empowerment, practiced in over 70 countries.

The second leaflet of Karamba Touré Association from Mali, “Hakili La Kunu - Enlighten the mind -Educate, Train and Organize Youths in Rural Areas”, presents a new approach for local development through scientific awakening, innovating jobs/vocational training and operational literacy for out-of-school youths in rural areas.

The third leaflet provides information on the success of Tylay’s approach, promoted in Burkina Faso by CORADE Agency: “Value one’s potential, act for oneself and for the community”. Tylay’s highly innovative approach aims at valuing the potential and competences of stakeholders of the rural world through the empowerment of the person and life projects.

Leaflets to be downloaded at:
http://www.cooperation-suisse.admin.ch/burkinafaso/fr/Accueil/Publications

Workshop on the prevention of conflicts between farmers and breeders

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Tabital Pulaaku Association organized, from June 1 to 2 in Ouagadougou, an international conference aimed at sharing the results of sensitization campaigns carried out in areas known for recurrent frictions between breeders and farmers. The issue was to discuss the conclusions of such reports, prepare tools to better equip rural associations in the prevention and management of conflicts between both groups and formulate recommendations for decision makers on how to implement such recommendations. An important section of these tools had to do with culture and education. The conference, which was under the patronage of the Minister of National Education and Literacy, recorded the participation of delegations from the whole Sahelian sub-region. Considering the importance of the subject matter, of the level of delegations and of the potential of the recommendations to positively influence the life of many West African local communities, WGNFE decided to get involved in two ways: take part in its plenary sessions and contribute to the dissemination of the workshop conclusions through its network.

4. WGNFE publications

Strategic Orientation framework on the Holistic Vision of Education

During ADEA 2012 Triennial, WGNFE produced and disseminated a document entitled: « Strategic Orientation Framework for Basic Education in a Holistic, Integrated and Diversified Vision of Lifelong Learning ». This framework is the result of several consultations launched since 2007 by WGNFE, in close collaboration with Swiss Cooperation, GIZ and the UNESCO Institute for Lifelong Learning (UIL). Prominent researchers and highly experienced practitioners in education also participated to the process. The strategic orientation framework is a technical tool and a handy guide to analyze problems of educational systems in Africa and find solutions matching diverse needs of citizens. This document is available on WGNFE site in French and English, and soon in Portuguese: http://gtenf.org/index.php/fr/remository/func-startdown/98/

Synthesis of studies on the testing of the Strategic Orientation framework on holistic vision

As a contribution to the Triennial, the national working groups of Benin, Burkina Faso, Cape Verde, Mali, Mauritania, Senegal and Chad have carried out studies on good practices and have analyzed the educational systems using the model and indicators proposed by the strategic orientation framework on the holistic, integrated, and diversified vision of education. A regional workshop was then organized to validate the conclusions of the studies and develop a synthesis, intended to facilitate the reporting work underway for the Triennial Sub-theme One. See: http://www.gtenf.org/index.php/fr/la-triennale/etude-vision-holistique-de-education

Education and empowerment of youth from pastoral nomadic communities

In order to contribute to ADEA’s Triennial sub-theme 1, WGNFE, UIL, Swiss Cooperation and the Culture, Tourism and Agro pastoral Development Association have addressed the issue of the education of a group widely excluded from education/training: the youth from pastoral nomadic communities. The study makes an inventory of educational policies and...
6. Latest news

Education Research in Africa Award: Call for Proposals

The Association for the Development of Education in Africa (ADEA) and the African Development Institute of the African Development Bank call for proposals within the framework of the inaugural edition of the Education Research in Africa Award (ERAA), in collaboration with the Korea-Africa Economic Cooperation. Application dossiers must be submitted before August 20, 2012 at 5 pm GMT+1 to the following address: eraa@afdb.org. See also: http://www.adeanet.org/eraa/