



N°003 / June 2013

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 vision is that "the exercise of the right to quality education for all and in a lifelong learning perspective, at the service of personal and community growth, be a reality in Africa, in accordance with international and sub-regional pledges".

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

1. The deployment of a forum of exchanges on non-formal education, at the continental level;
2. The identification and dissemination of promising initiatives and programs on non-formal education;
3. 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 among the various stakeholders of non-formal education and promote the holistic vision of education. This fits into the scheme of the new change in paradigm which has guided ADEA's intervention since the Ouagadougou Triennial. Your opinion and comments are very welcome as they will enable WGNFE to improve on Kibare's contents and form.

Ibrahima Bah-Lalya, WGNFE Coordinator

Headings:

1. About WGNFE	1
2. WGNFE activities.....	5
3. News from national working groups and partners	17
4. WGNFE publications.....	29
5. Latest news	31

the public, private and civil society;

4. The consolidation of partnership between
5. Contributing to resource mobilization, especially financial resources.

These policies reflect ADEA's strategic objectives.

WGNFE's coordination office is based in Ouagadougou, Burkina Faso, within a host institution, the Association for the Promotion of Non-Formal Education (APENF). It is 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

0

Major Decisions Made at the 38th Session of ADEA Steering Committee Meeting

The 38th session of the ADEA Steering Committee that was held in Sevres, France, from 14 to 15 May 2013, was a real milestone in the evolution of the Association. Indeed, it is during this session that the Vision and Mission document was finalized, practical arrangements for the launching of the ADEA Organizational Audit discussed, a Memorandum Of Understanding (MOU) signed between Kano State (Nigeria) and ADEA, and the Medium Term Strategic Plan (MTSP) presented. This plan was produced with funding from USAID and expertise from BORSCZ Consulting. It proposes a

promotion and recognition of non-formal education at the national level



A better understanding and use of Endogenous knowledge and know-how contributes to the integration of the school into the community (Here, a community group offering a cultural ballet during an opening ceremony of a rural school)

comprehensive and detailed Five-Year-Activity plan to ADEA. Based on observations made at the Triennial held in Ouagadougou, the new Vision and Mission, and the Framework for Action submitted to the African leaders during the Addis Ababa Conference, the Medium Term Activity Plan proposed five new Strategic Objectives from which were drawn a series of new activities more relevant to the new paradigm. It also proposed more effective tools for the measurement of ADEA's performance. In addition, the Medium Term Plan recommended a new communication strategy, a new way of conducting partnership with ADEA's constituencies and a better way of marketing ADEA's products.

The ADEA Medium Term Strategic Plan (MTSP) derives from the African

Framework for Action, which was presented at the Conference of Heads of States and Governments held in Addis Ababa in January 2013, by the President of Burkina Faso, on behalf of his peers present in Ouagadougou. This framework derives from a solid diagnosis of opportunities and challenges that Africa faces. From a critical analysis of such factors, it formulates 10 key recommendations. As explained above, these recommendations served as a basis for the identification of the ADEA Strategic Objectives (SO).

WGNFE was concerned with four of them. Therefore, it translated them into 8 activities that have all the potential to promote non-formal education in Africa.

_____ 0 _____

WGNFE starts the implementation of the program adopted at ADEA’s 38th Session

WGNFE has triggered off the implementation of the 8 activities that have been identified during the 38th Session of the ADEA Steering Committee as pertinent to its Mission and Vision. These are under its direct responsibility for implementation:

1. Develop a conceptual and methodological understanding of Common Core Skills
2. Make use of the lessons of the Triennial on innovative

- approaches, knowledge and endogenous know-how with a view to improving relationships between school and community;
3. Develop Literacy and Skills policy for Vulnerable African Youth;
4. Update the indicators’ framework regarding the Right to Education through taking into account the holistic vision as well as the life-long learning concept;
5. Support three African countries within the framework of the ADEA Peer Review process
6. Provide support for the Inter Country Quality Node on literacy and national languages (ICQN/AL) in organizing a workshop to validate their operational plan.



Disadvantaged children in education are a priority for the 2013 program of WGNFE

7. Provide support for ICQN/AL for capitalization of good practices in the area of funding for NFE, the development of

bridges / certification and the production of teaching materials in African languages

8. Strengthen communication Networks established around NFE goals and issues.

These activities will be implemented by the WGNFE, in collaboration with partners including other Working Groups.

In addition, the Group will be involved in the piloting of indicators on non-formal, in collaboration with WGEMPS and APENF / Burkina Faso. It will also contribute to support emerging initiatives with Working Groups at country level.

2. WGNFE's activities

Inter-Country Quality Node on Literacy and African Languages: the Ouagadougou meeting focused on issues at stake

The Inter-Country Quality Node on Literacy and African Languages Conference was held in Ouagadougou from 2 to 4 May. The aim was to validate the Triennial Action Program proposed during a workshop of the same Node, which had taken place earlier, in December 2010.



The Executive Secretary, Mr. Ahlin Byll-Cataria made the trip to Ouagadougou to show the interest that ADEA attaches to the Node.

This Conference was preceded by a seminar organized to capitalize on successful alternative educational approaches in the non-formal education sector for their possible scaling-up within the Node and elsewhere in Africa.

The Conference brought together representatives of member countries'

educational systems, as well as renowned international experts and representatives of pan-African and international institutions. These include ACALAN (African Academy for National Languages), CREEA (Regional Council for Adult Education and Literacy in Africa), the African Union, UIL, UNESCO, UNICEF, USAID, the Canadian International Development Agency, the Swiss Cooperation and Plan Burkina. Civil society organizations of Burkina Faso, Togo, Niger, Mali, Gambia and Senegal were also represented.



The Burkina Faso Minister of Basic Education and Literacy with her colleague In Charge of Literacy and the Executive Secretary of ADEA welcoming guests

The ADEA Executive Secretary made the trip. He was accompanied by members of ADEA Working Groups

such as WGNFE, WGEMPS, SAGE/BF and the ADEA Youth Network.

The Three-Year Plan of the Node was reviewed as well as 15 educational initiatives. At the end of this process the Three-Year Plan was technically validated, promising alternatives on non-formal education and literacy discussed in detail, and recommendations made as to ways and means for implementing the plan and disseminating good practices. The Conference recommendation emphasized the need to:

- Further develop the national languages dimension in the arguments of the ICQN-LL Three-Year Plan;
- Promote basic and applied research on national languages in the countries;
- Deepen the thinking on the selection of ICQN/LL focal points at country level;
- Include the triennial program in the post 2015 movement;
- Examine, in concrete terms, how to operationalize the training plan for the sub-regional pool.



A view of the conference room

During the closing session of the Conference, the Minister of National Education and Literacy of Burkina Faso, Mrs. Koumba Boly Barry, pointed out the following: The high level of attendance (by Permanent Secretaries of Ministries, Directors of national programs, NGO leaders) reflects the importance that countries attach to the Node. It also shows the significant intellectual potential the Node can benefit from. Many innovative initiatives are limited to the villages, towns or provinces, making them to be poorly disseminated."This reminds us of the importance that the Head of State gives to the capitalization and scaling up of these experiences" said Mrs. Koumba Boly/ Barry. Given the diversity and richness of these initiatives they should be more often used to improve learning conditions. Unfortunately, they are not disseminated enough to make a significant impact. Minister Boly Barry stressed that these promising alternative approaches to non-formal education and literacy should be better known to the public at large, further studied and widely utilized to support education and training in our countries. These innovative experiments must be used on a daily basis so that their use becomes a reality by 2015.

Finally, she stressed the importance of using African languages in our teaching – learning processes. One needs to refer institutions like ACALAN to facilitate the use of African languages at school and develop policies that will enable their

integration into education and training". In this regard, the work of the experts is a very important one, to sustain this Node on Literacy and National Languages".

At the end, the Conference selected 11 priority activities for the 2013-2015 period at an estimated cost of 930 992200 CFAF. Among these activities, the following points were identified as entry points:

1. *The theme on bridging, accreditation and certifications;*
2. *Developing Transnational programs on nomadic education;*
3. *The use of harmonized Arabic characters to boost access and equity in rural Africa.*

o

Peer review in Congo

The Congolese educational system was part of the group of leaders in Africa, South of the Sahara, with a net percentage of children in full-time education of over 90%. From the 1990s, it experienced serious political unrest due to a civil war that significantly disrupted the economic and social fabric as well as the human and material infrastructure necessary for the harmonious and balanced development of the sector.



A primary school in the capital of Congo Brazzaville

That is why when peace came back, the country embarked on a series of measures to rebuild and revitalize the system and to effectively respond to international commitments of EFA and the MDGs. These measures included, the abolition of school fees in primary education, the establishment of a policy of free textbooks, recruitment of thousands teachers for primary schools, building of new classrooms, providing tables and benches to schools in need of them and launching adult literacy for underprivileged groups.

After a decade of implementing these measures, the Government, through its Ministry of Primary and Secondary Education and Literacy, called on ADEA, to organize peer review sessions to assess the progress made and eventually consider corrective measures.

First of all, the country will organize an internal diagnosis to identify achievements and persistent challenges. Next, it will invite an international team of peers from several African countries and the international educational community, including South Korea, to make an in-

depth diagnosis based on this internal assessment and propose recommendations to fill the gaps as required. These recommendations will be shared among all stakeholders of the Congolese education sector and those that will be accepted will be implemented. Eighteen months later, there will be an impact assessment to determine to what extent the peer review would have been useful to Congo.



Executives of education preparing the peer review in the Congo

To guarantee the smooth running of this process, a team from ADEA went to the field in June 2013 to meet with the Congolese and to concert on how to publish the journal through: reviewing themes to focus on, identifying main speakers at the national level, updating the Framework document for Cooperation between the parties in 2011 and the drafting of a roadmap for the next stage.



Partial view of a typical classroom in Brazzaville

The mission was a resounding success thanks to the unflinching support of the Congolese authorities, particularly those of the two Ministers of Education, all managers of the central service departments of the ministries concerned, partners in the Congolese education sector and the former Minister of Education who had the privilege of launching such a journal for the first time.



Delegates ADEA next to the Minister and his senior executives at the exploratory mission

It is expected to have the internal diagnosis phase completed by December 2013 and the international team to be in the field by February 2014.

Peer review in Congo is part of a scaling process that follows the pilot phase which took place in Mauritius, Gabon and Nigeria. Together with Congo, Burkina Faso, Namibia and probably Angola will be involved in a first stage. UNDP and South Korea have provided significant financial support for the realization of these journals.

_____O_____

An African Network Created by CIDA, UIL and ADEA to Support Vulnerable Youth

An African virtual network for vulnerable youth is created by CIDA, UIL, ADEA as support to African countries and their civil society. The idea stemmed from the Forum co-organized in Bamako in September 2011 by UIL and CIDA, which brought together representatives of government structures, multilateral organizations, civil society and youth organizations.

During the forum, participants had reviewed several policies and programs targeting literacy and the development of basic skills of vulnerable youth. National action plans were then developed by these countries to better handle the needs of these young people. It was recommended that an exchange platform be created between programs that are interested in the education and

training of this segment of African youth.



Vulnerable young people are often obliged to do hard housework that deny basic human right to education, security and health

The concept was presented and discussed during a side meeting held in November 2012 in Praia, during CONFINTEA Workshop. The participants reiterated their interest in such a network and new countries, beyond the initial group, indicated their desire to participate to the initiative.

ADEA pledged to take responsibility for its implementation, through its Working Group on Non-Formal Education and technical and financial support from CIDA and UIL.

The objective of this network is to build the capacities of African governments, the civil society and youth organizations. This is a way of empowering adolescents and vulnerable youth. This would also facilitate their social and economic integration. Third, It will give opportunities for sharing successful literacy experiences, life skills and specific technical skills related to vulnerable youth.

A pilot phase has been planned with a group of countries including Burkina Faso, Ghana, Kenya, Mali, Niger and Senegal. During such phase, practical conditions for the development of the network will be examined, country action plans completed and, good practices identified to enable their classification at the level of Africa.

The facilitation and coordination unit of the network is established in WGNFE (The ADEA Working Group on Non-Formal Education), based in Ouagadougou. This unit is composed of professionals specialized in networking and education for disadvantaged groups. The coordinator of WGNFE will oversee.

0



Young African women are often exposed to vulnerability

The issue of vulnerable youth is highly topical because of the economic crisis and the difficulties that young people encounter, even when qualified, to find a decent job. It is for this reason that much is expected of this Network that enjoys political support from African countries represented at the Forum in Bamako, financial support from CIDA for a period of two years, technical support from UIL and programmatic support from ADEA.

In addition, partnerships are to be sought from certain institutions that are interested in the problem and from other countries wishing to join the network.

CERFI and its partners discuss the integration of koranic schooling in the Literacy process

It is with the aim of creating a functional database that will be useful to all decision-makers of educational systems that the Circle of Studies for Islamic Research and Training-CERFI-organized a meeting of Koranic education and training key stakeholders. in March in Ouagadougou,



The "«Talibe»" phenomenon affects most African cities of the Sahelian and Saharan sub-region

The objective was to discuss the development of a functional and reliable database for these homes.

With a literacy rate of less than 30%, Burkina Faso cannot afford to ignore education received in rural areas through Koranic schools, which is one of the most common forms of literacy in LBC areas of the Sahel Saharan African strip. In effect, these schools by their endogenous nature, are adapted to the rural context and spread across the sub-region thus constituting a learning experience of reading, writing and calculations to be examined closely to see how it can contribute to EFA. It is for this reason that CERFI and its partners decided to convene a workshop to design a project aimed at creating a database that provides coverage of the sub-sector. This workshop is also an opportunity for their partners to share successful experiences and to discuss ways of curbing the negative effects of globalization and urbanization on this mode of teaching that is still at its budding stage. The workshop will tackle the case of «Talibe¹» pupils in particular who have been reduced to beggars, sometimes to crime because, among other things, of the fast changing rate of urbanization and modernization of the Sahel-Saharan region.

¹ Talibé are kids sent from their home to that of renowned Koranic master in order to learn the tenets of Islam and, at the same time, acquire fundamental of humility. Unfortunately they often end up being street beggars for the benefit of avaricious adults

Among the participants at the workshop, were the Alliance of Islamic women in Burkina Faso, the Keogo Association, the Technical Steering Committee of the «Talibe» Project, several associations for the reintegration of street children, the well-established Islamic structures in Ouagadougou, Solidar Switzerland as well as technical and financial partners working in the field, MENA national frameworks covering the subsector, FONAEF and other decentralized departments.



Associations of women are very involved in educational programs for marginalized youth

WGNFE participated in the meeting within the framework of its programs for vulnerable youth and its works on promoting endogenous knowledge and know-how.

Participants shared their experiences in order to develop combined actions regarding especially the collection and processing of data relating to Koranic schools. Among the issues discussed, were those on the challenge faced due to the of mobility the “talibé” and their masters, the link between nondenominational education and Koranic education, the precarious

nature of the infrastructure, low commitment of public authorities, the danger posed by the exploitation of children in zones with gold deposits, etc. The workshop participants discovered that these factors and many others make collection and exploitation of reliable data on Koranic schools very difficult.

At the close the very rich discussions, the need to effectively integrate the koranic schools in education and training systems was reaffirmed. At the same time, participants realized the real challenge was situated at the level of effectively collecting all the data that would enable a better management of this form of education yet widespread in rural and suburb areas of Africa south of the Sahara. Participants at the workshop in Ouagadougou, after acknowledging these realities, are committed to supporting the efforts of CERFI through follow-up networking, consolidation of exchange meetings, better commitment of Public authorities and the support of FONAFEN.

University of Ouagadougou Teachers of the Adult Education Program on an Educational Visit to Niger

DEDA organized an educational visit from 14 to 23 April 2013 to the Republic of Niger. This visit was initiated for the benefit of teacher-researchers involved in the Master's

Degree Program/PDT. Through this visit was to strengthen teachers and participating partner's capacity to implement the PDT approach. The Association for the Promotion of Non-formal Education of Burkina Faso and the International Network for the Promotion of PDT were included to the field trip which aimed to:

- i) Learn/observe the implementation of PDT in Niger;
- ii) Identify strength areas and things to be improved upon;
- iii) Suggest ways of improving the organization of the twinning up of teachers (North-South) within the framework of the transfer of lessons.

A total of 17 participants were part of this tour that included visits to centers. The participants held discussions with actors in PDT educational channel, including LBC and held talks on various aspects on non formal education and literacy.

ONEN (the Nigerian Organization of Innovative Educators) and World of Children, two NGOs operating in Niger have acted as reception homes for the mission which had as items on Program; the observations of lessons/learning in the centers, interviews with the communities involved in the implementation of the PDT centers, lectures/discussions on balanced bilingualism and procedures involved in opening of MOE centers, as well as discussions on the transfer of some lessons from the program of PDT teachers of North of the South.

At the end of the mission there was a review of all the activities carried out by the mission.



Participants from Benin, Burkina Faso and Niger ready for the field visit

Observation of group sessions in the centers, coupled with interactions (meetings, presentations, etc.) with the actors at different levels of the chain, enabled the members of the mission to identify the strengths of the two actors in the implementation of the approach. They also helped identify areas that needed to be re-planned. With the intention of contributing to improving practices, the mission suggested areas for improvement, which include taking into account the principles of multiculturalism and evenly distributed bilingualism.

In short, the visit to Niger, enabled participants to "meet with those in the field," and establish a better link between theory and practice, a principle that is so dear to PDT. This visit has been an important input in the process to achieve PRIQUE/PDT.

Caring for the educational needs of transhumant pastoralists in cross-border areas of West Africa

A workshop was held in Ouagadougou from 3 to 5 April 2013 on the education and training of pastoral transhumant populations in cross-border areas of West Africa. This workshop was a means to explore ways, through education and training to help to promote, in the sub-region, productive cross-border pastoral farming which is peaceful and adapted to conditions of this specific group.



The maintenance of the herd and the education / training of the child are constant challenges for transhumant pastoralists

Supported by the Swiss Development Cooperation (DDC), the workshop brought together representatives of sub-regional organizations such as UEMOA, Government officials from Burkina Faso, and specialized NGOs such as APESS (the Association for the

Promotion of Livestock Farming in the Sahel and Savannah), the Citizenship Laboratory, Training Without Borders, IPAR (Prospective Agricultural and Rural Initiatives) and the Pastoralist and conflict management Commission. A continental organization, namely ADEA was represented by its Working Group on Non-Formal Education. Offices of DDC in Benin, Burkina Faso, Mali and Niger also participated.

Based primarily on diagnosis studies carried out in four cross-border areas, the workshop confirmed the extreme difficulty to include transhumant pastoralists in ordinary teaching and learning programs. This group is mostly composed of dropouts, and unschooled children and youth that play critical role in herding and helping with cross boarding the cows.



For the workshop room on transhumance pastoralists in border areas

The result is that this community is significantly marginalized. Yet, it would be an illusion to pretend to achieve the objectives of quality education for all without taking care of

the needs of this specific group. The workshop therefore tried to determine identify the challenges facing educational and training programs targeting this group. Then, it discussed how to best design and implement a pilot program targeting this particular group.

During the workshop, the following questions help structure the debates:

- How does one develop an educational and training system that would efficiently satisfy the needs of this migrant population frequently on the move across borders? How well actual educational systems could answer to the needs of this particular group? What educational models will be most appropriate for the learner of this group: traditional schools? Mobile schools? Improved koranic schooling in remote areas? Distant education programs through radio and other media?, etc.
- The extent to which public and private authorities are committed to mainstream these people in educational systems? What should one demand from the State and sub-regional organizations (WAEMU, ECOWAS, etc.)?
- Beyond the ministries of education and training, what should one expect from strategic partners such as livestock ministries, local authorities, socio-professional Organizations and NGOs?
- What kind of program to encourage and/or to elaborate so that production, safety and integration are effectively taken into account?



Education provision must be adapted to the conditions of mobility of this group and its social demands

These questions as well as others were at the center of debates which led to pertinent observations and recommendations to (1) enable transhumant pastoralists in the cross-border areas to gain access to a relevant educational and training system and (2) establish effective partnership at various levels so that socio-political and economic integration would be supported and facilitated.

Among the observations and recommendations were the following:

(1) Diagnosis studies on the four cross-border areas (Burkina Faso, Mali, Mauritania, Mali, Niger, Chad, Niger, Benin) confirmed beyond reasonable doubt that educational opportunities and current training are not adapted to the migrant conditions of this group and its economic and social demands;

(2) There is need to further investigations and collect data on the matter to be able to recommend appropriate educational strategies in each cross-border area;

(3) One should consider the fact that pastoral farming, its needs and aspirations evolve with the pressure of modernity, urbanization and the progress of Information and Communication Technologies. Today, rural radio and mobile phones are common gadgets that these people own. They provide an opportunity to be utilized in order to strengthen education and training of pastoral transhumant people;

(4) The workshop encourages the preparation and launch of a program targeting this specific group. Such program could be built taking into account the following elements:

- Design it in a way to contribute to ongoing educational policies and programs that seek Education For All;
- Build on the basis of a holistic vision, an educational continuum that would strive to promote non-formal educational options. The formal sector has indeed shown its limits to satisfying the educational needs of this group;
- Identify the right targets for better efficiency in the actions to be taken. It is first of all the Education and Training of (1) cattle breeder youth (3) belonging to herder families (2) transhumant in border areas. To maintain a sense of fairness and the right to education for all, this does not exclude targeting (4) other entities whose educational needs are not being met in the areas concerned;

- start at local level, without much delay, using the current institutional systems and adopting a flexible approach that allows to gradually adjust the program during its implantation in the educational landscape of the area. It is necessary to go from existing innovative educational experiences and capitalize them to build something bigger and / or more efficient;
- Pay close attention to the development of basic skills, life skills and technical knowledge in the development of a curriculum to meet the challenges of a prosperous and peaceful pastoral farming;
- Modify the size and complexity of the program to ensure effective management. To achieve this, one must use the local projects as a gateway and be resourceful in order to identify those forms of education that can adapt to different selected and temporal geographical areas and;
- Identify roles: pastoral organizations must be at the core of the process, take control of the program and transmit it to the level of national and sub-regional organizations and structures; ministries should play their leadership and follow-up roles in the implementation of policies on the education and training of citizens who are pastoral farmers, the DDC and other technical and financial partners should support promising initiatives; ADEA, particularly the Group on Non-Formal Education, will inform, advocate and continue

discussions on policies introduced since the Triennial to maintain, monitor and support education in rural pastoral areas.

Given that pastoral farming is more than just a system of economic production, but a way of life that needs to be promoted given its benefits, while reducing certain problems (e.g. frequent conflicts between herdsmen and sedentary farmers, etc.), it is essential to integrate a component on to citizenship and peace education;

At the end of the workshop, the Swiss Development Cooperation (DDC) and its partners were encouraged to elaborate a program document for Phase I, publish a tender to identify an appropriate implementing agency and to prepare for launching the program in December 2013.

3. News of national working groups and partners

Measurement of Learning Achievements in Ongoing Literacy Programs in Burkina

The RAMAA program (Research-Action on the Measurement of Learning Achievements of Beneficiaries in Literacy Programs) was initiated in 2008 by UNESCO / UIL in five (5) partner countries: Burkina Faso, Mali, Niger, Senegal and Morocco. The idea was to contribute to developing a solid data base to help policy making, programming and advocacy for programs related to literacy. In addition, RAMAA would contribute to the development/consolidation of national expertise to ensure follow-up, evaluation and sustainability of literacy Program follow-up and evaluation devices.

Burkina Faso embarked on this program in 2010 and has just completed the pilot phase of the investigation. A report is available and has been submitted to UIL experts for necessary adjustments in preparation for the national survey. The same process has been initiated in the four other countries involved in the program. Their experts and country representatives have met in Niamey to make a first assessment of the pilot surveys in order to evaluate the

progress made and eventually take remedial measures for a better outcome of the program.



Overview of the conference room during the validation workshop in Niamey

The RAMAA program will enable the evaluation of the actual achievements of the learners in the literacy programs

Thus, for Burkina Faso, sampling plans using the probabilistic method was agreed on while items on instrumental skills could be completed. Lists of respondents could also be revised to take into account outgoing 2012-2013 literacy campaign participants. Because of these adjustments, the survey in Burkina, originally scheduled for May 2013, will definitely start in October 2013.

These measures and others suggest a sure continuation of this program which is likely to be significant for the development of literacy and non-formal education in Africa.



Teaching in national language is a real challenge for community development

0

RAMAA National Teams and Partner International Organizations Gather in Niamey for an Interim Assessment

Experts and policy makers met in Niamey from 22 to 25 April 2013 to assess the progress made and prepare for the Main RAMAA survey. Participants include the program scientific advisors, representatives of international partner organizations from DDC, ADEA, CONFEMEN, ISU, ADB, UNICEF, UNESCO / BREDA) as well as members of RAMAA national teams from Burkina Faso, Mali, Morocco, Niger and Senegal.. The workshop was highlighted by the attendance of UIL Director who wanted to show by this first trip to Africa, the importance he attached to RAMAA and to literacy in Africa in general. The main objective of Niamey workshop was to take stock of lessons learned from activities in each pilot country and learn from each other

through a synergy process. Also, the gathering would be an excellent opportunity to discuss mobilization of partners at national and international level, debate on the political aspects of the program, identify the challenges encountered in the field, examine options to address these and, further, reflect on such technical aspects as the conceptual framework and, methodological guidelines of the program.



The workshop in Niamey was a moment of sharing between people of land and those of the coordination

The workshop was a real moment of sharing, coordinating and planning through a highly participatory approach. On the overall a consensus was reached on the need to review the scope of the program on a way to reconcile three imperatives: initial goal of the program, resource availability and the quest for quality. A budget not exceeding seventy million per country was assessed as realistic. The workshop also highlighted the necessity to set a clear timetable and a realistic detailed budget to cover all activities. The progress made in each country was assessed and

recommendations made to overcome the challenges and move on.

On the technical side, the participants agreed on the necessity to adjust some of the tools being used by RAMAA (items, questionnaires, manual), to complete the samples in a few countries, to prepare for implementation and enhance the results of the investigation of Morocco. In conclusion, countries reaffirmed their commitment to continue the program. The outlook is good because the program can count on the strength, good team composition, availability of resource persons identified by the UIL and the experience gained during the pilot surveys.

ADEA, which was represented by WGNFE coordinator pledged to get involved in the advocacy process for RAMAA. ADEA and UIL would support each other's efforts to identify solutions to the human and financial resourcing. Indeed, the program still suffers from a lack of visibility, which has implications on its funding. ADEA and UIL will use their statutory meetings and existing networks such as those of KARANTA to find spaces for effective advocacy. At the same time, they would help RAMAA strengthen partnership with universities, professional networks and individual researchers in order to be supported.



The workshop held in Niamey RAMAA was highlighted by the attendance of UIL Director, on his first ever trip to Sub-Saharan Africa

O

Promoting Relevant Non-formal Educational Alternatives in Africa: The N'djamena Workshop

A workshop was held in N'Djamena, Chad, from 5 to 8 March 2013, under the auspices of the Swiss Regional Team on Education and Training West Africa (DDC) to promote non-formal educational alternatives in the sub-region, create a forum of exchange on good practices and contribute to the launching of the "Quality in Education" program in Chad. The workshop focused on (1) the implementation of "the Public private partnership strategy", (ii) the development of national coalitions of NFE actors, (iii) the adoption of a holistic approach to education and its implications, and (iv) funding mechanisms for non-formal education.



Educational alternatives second chance for youth dropouts to return to school

The workshop was also used as a place to present the 2012 EFA Global Report, review the process for formulating countries requests to the GPE (Global Partnership for Education) for funding.



Find innovative teaching methods to meet the needs of vulnerable young

Participants include representatives of partner institutions such as RENOPAL, CRADENF and WGNFE, the Ministry of Education of Chad, EdM and the DDC national bureaus of Chad, Burkina Faso, Benin, and Niger.

The workshop was co-chaired by DDC/Chad and the host country Ministry of Basic Education. Participants at the workshop focused on the NFE situation in Chad, the promising experiences in non-formal education in other countries of the sub-region, the SSA/P initiative of Stromme Foundation, PDT/APC Foundation for Community Development, the CEBNF initiative supported by Helvetas Swiss Inter-cooperation, the Reflect approach advocated by Pamoja, Tylay initiative from CORADE, the AKT experience of the KARANTA/Hakilikakuunu Foundation. The mutualization strategy of WGNFE/ADEA was also presented along with the networking strategies of RENOPAL and CRADENF. Various other experiments regarding literacy and lifelong learning strategies and using the holistic vision of education were discussed.

The work also focused on the 2012 EFA Global Report and the formulation of requests from countries to the Global Partnership for Education.

A site visit at a non-formal education and training center -the NDjari Pilot Center-, was also scheduled to complete the workshop..NDjari is a school in the outskirts of N'Djamena which mandate is to grant a second chance education to children from disadvantaged groups.

The Ndjamenan workshop led to fruitful discussions that have helped to draw very instructive lessons on the situation of non-formal education in the sub-region. It helped to realize the richness and relevance of ongoing initiatives carried out in the sub-region

to curb the problem of illiteracy. In spite of these positive aspects however, a few challenges remain unmet: the provision of educational facilities is still insufficient compared to actual needs, particularly in Sahel and – Sahara sub-regions. This is particularly the case with vulnerable groups such as women, street children, «Talibe» children, and transhumant cattle breeder populations. Actually, their needs are poorly known, too diverse and not properly evaluated in many instances. Therefore, programs that affect them are difficult to implement and sustain due to several factors including a low political support.



WGNFE was involved in the workshop of Chad

Moreover, the use of national languages is still a problem and learning time too diverse and generally insufficient. The transition from non-formal to formal is still in its infancy. Financing is difficult to sustain as funds are insufficient, too dependent on foreign aid, and operating on the basis of high unit costs, way beyond actual capacities of national educational systems.

These challenges and others were analyzed during the workshop. Solutions were proposed to replicate the promising initiatives in Chad and elsewhere in Africa. Recommendations were made to policy makers and actors in the field, in order to deal with observed shortcomings..



Educational approaches to be effective, must take account of local cultural sensitivities

Regarding WGNFE, the Working Group will be called upon to play an important role in supporting the analytical work, exploring initiatives conducted elsewhere in Africa, advocating for the most relevant approaches to help spread in the rest of Africa those that have proved promising in West Africa. WENFE will develop a linkage to facilitate communication and exchange between all interested parties of non-formal education and literacy.

_____ 0 _____

**PRIQUE/PdT Steering
Committee meets in
Ouagadougou to address urgent
matters
PDTPRIQUE/PDT)**

A meeting of the Steering Committee of PDTPRIQUE/PDT (the Regional Inter-institutional Program for Quality in Education by the Pedagogy of the Text) was held from 21 to 22 February 2013 to validate technical and financial reports written in 2012, adopt 2013 budget programs and reflect on issues related to training.

The Regional Inter-Institutional Program for Quality of Education by the Educational Text (PDTPRIQUE/PDT) was designed following of the recommendations of an external evaluation of DEDA and its partners (RIP/PdT-EdM-DDC-A and NFE). This program is aimed at improving the coordination and efficiency of the program..

PDTPRIQUE/PDT is supervised by a steering committee composed of the five structures mentioned above..



*Improve the learning environment is one of the priorities
of PRIQUE/PDT*

Opened in 2000 within the Research and Training Department in the Humanities (UFR/ SH) of the University of Ouagadougou (UO), DEDA is a pathway for adult education. It aims at developing with field workers who are active in development and who are involved in adult training and education, new abilities to understand, analyze and share their practices. The training offered by DEDA awards Bachelor's Degrees in development studies and Adult Education, a Masters with two options: Pedagogy of the Text (PDT) and Pedagogy of Social Change and Development (PCSD).

Regarding the PDT option, DEDA has already trained 60 people in the sub-region (Benin, Burkina Faso, Mali, Niger) and other countries (Haiti, Bangladesh, Rwanda and DRC), with technical and financial support of DDC and its COOFs of Mali, Niger, Burkina Faso and Benin, as well as the support of Academic Children of the World represented by DDC and the support/collaboration of the Association for the Promotion of non-formal education. Other partners have also contributed to the DEDA program: University of Koudougou, National Centre for Scientific and Technological Research, the International Network for the Promotion of Pedagogy of the Text), the Government of Burkina Faso, whose financial contributions have been increasing since the program was initiated. DEDA teaching Programs constitute the only academic field in

the entire sub-region specialized in adult education and PDT.

Three (3) main areas comprise the *PRIQUE* program. Each area contains several outlets. The main areas are as follows:

- i) The DEDA Master's Degree Program, minor in PDT option and support for DEDA,
- ii) In-service training for Master's Degree holders,
- iii) The educational and political enhancement of PDT and support to *PRIQUE/PDT*

The Ouagadougou meeting focused on examining and adopting the technical and financial reports, assessing process made in transferring the program in the southern part of the country to the Southern teachers, mentoring of students, the validation of PdT approaches by the State, research projects, and student follow-up by DEDA and *PRIQUE/PDT*.

_____O_____

The Shepherd's School, an education and training alternative for pastoral/nomadic communities

Education in developing countries, especially those of particular populations such as pastoral

communities, remains a priority that should meet certain requirements.

The first requirement is to satisfy a human right that is now recognized throughout the world: it is to fight against the risk of poverty, exclusion and ignorance.

The second requirement is to contribute to the improvement of socio-economic development of Third World populations.

Development policies of basic education in African and international contexts is undoubtedly a solution to the need to establish an education and training culture which necessarily involves the provision of well-conceived didactic materials; efforts that should certainly be part of the process of inclusive and universal education. This view that is shared by the *Andal & Pinal* Association, a socio-professional organization of farmers in Burkina Faso, led to the conception and promotion of an alternative formula of non-formal basic education "The Shepherd's and Shepherdess' School" (EdB) in response to the



A typical outdoor classroom in a rural area in the south-central region of Burkina Faso

collective commitment in achieving Education for All (EFA) by 2015 (see Jomtien 1990 and Dakar 2000). In Burkina Faso in general, and within pastoralist populations in particular, the issue of education is a major concern because of the lack of educational facilities and their uneven distribution in the territory, but also and especially the inability to integrate the classical school in the cultural and socio-economic context of many communities including those of farmers.



Leaders of EDB and WGNFE

In order to support the training of pastoral populations, *Andal & Pinal* has had since 2004 an educational formula “Shepherd’s School” (EdB). It is a school that fits into the dynamics of educational innovations through training programs that take into account the legitimate concerns of pastoral farmers in education. This approach aims at establishing community educational facilities adapted to the needs of the target populations, pastoral farmers, who reproached the classical educational systems because of their inadaptability to their socio-cultural and economic realities.

The EdB set as its main objective to ensure that pastoral populations including children breeders (girls and boys) receive equal access to appropriate educational programs aimed at reducing the chronic under-enrollment and illiteracy in areas with a high concentration of livestock farmers in Burkina Faso. The program targets adolescents/ young people aged between 9 to 15 years who have not had the chance to attend regular school or who dropped out school early and are in need of quality education/training to fit into



A typical classroom for children from cattle breeder's community in Burkina rural area

development projects. The lessons are taught in French and Fulfulde with an option for balanced bilingualism where two languages are used equally and generally throughout the learning period. The period of studies is four years at EdB with flexible timetables depending on the time reserved for house chores and pasturing/shepherding. The EDB educational process is also a holistic vision of education/training: the continuum to linkages of formal

schooling, vocational training and socio-economic integration.

In EdB, taking gender into account in the educational process has been highlighted by the female-male parity in the recruitment and completion statistics rate in EdB shows that since the first cohort of 2004, the number of girls who graduate after a period of four years for a single province where the formula has been tried before is considerable. From 2004 to June 2012, 370 learners including 194 girls in two cohorts have successfully completed the four-year cycle of EdB. Although in terms of statistics this number may seem small, it is an effort by Andal& Pinal Association that should be lauded especially when we know that the education of the girl child in the "Whiteman's school" as well as in the Koranic homes has never been the concern of pastoral communities.

ANDAL & PINAL, May 2013

_____ 0 _____

Strengthening Capacity of Burkina Ministry of Education Employees through the Mastery of the Pedagogy of the Text

In an effort to transfer educational innovations to State apparatus, the NGO Children of the World organized from 10 to 25 June 2013 with training for officials of the Ministry, with the financial support of the Swiss Cooperation. Forty of such officials attended the gathering..



La formation continue est essentielle pour les facilitateurs responsables de l'enseignement par la PdT

Pedagogy of the text is an educational approach that is inspired by text linguistics approach (Baktine, 1977.1978, 1984) and social interactionism (Vygotsky, 1997, 1999). It rose up from the deficiencies of functional literacy and conscientious methods. It is based on a set of principles, one of which is to promote quality education.

The Ouagadougou workshop is a follow-up of an earlier training held in the same city in 2011.

In 14 days, the PDT trainers in set out to strengthen the managerial skills of the participants through the mastery of basic pedagogy , principles, implications, and teaching strategies in the four key area such as : Language, Math, Earth Sciences, Social Sciences. They also addressed thematic issues of PDT such as balanced bilingualism, inter-cultural communication and interdisciplinary. The workshop ended with a discussion with all participants on the scaling up of PDT.

_____ 0 _____

Regional forum on Integration of ICT in African Educational Systems

A regional forum on the integration of ICT in African educational systems was held on 7, 8 and 9 May 2013, at hotel Ndiambour in Dakar. This forum, organized by the National Commission for UNESCO, was chaired by Mr. Pierre Joseph Ndiaye, Chief of Staff in the Ministry of National Education, on behalf of the Minister of National Education.

This forum was attended by representatives of a significant number of actors involved in teaching ICT or using it as a pedagogical tool in Sub Saharan Africa.



ICT could be one of the most efficient means of improving the quality of education in Africa

The overall objective of the forum was to create a framework of exchange between ICT experts of Sub Saharan countries in order to identify effective and potential ICT-related practices, their strengths and weaknesses as well as their use in sub-Saharan Africa. This forum intended to:

- Carryout a diagnosis on the effective use of ICT in educational

systems by highlighting the practical cases where success has been identified;

- Focus on the tools used in each participating country, the degree, the origin and mode of use of the Internet and WIFI;
- Describe the different types of training from the perspective of the introduction/use of ICT in the educational systems;
- Identify the types of training already carried out and their effects on academic performance and management with specific examples.



Learning how to use ICT could be challenging for disadvantaged groups in Africa, including women

The activities of the forum were structured around four main topics:

Topic 1: Objectives, content, tools and practices of ICT integration in teaching and learning in Sub-Saharan Africa;

Topic 2: Objectives, content, tools and practices for integrating ICT in classroom and distance training of teachers in sub-Saharan Africa;

Topic 3: ICT in the management of education systems in sub-Saharan

Africa: vision, policy and curriculum integration plan;

Topic 4: Presentation of the Sankore project "Digital Education for All in Africa".



The use of mobile phones for learning is a necessity for Africa in the 21st Century.

As outcomes this forum led to a rich exchange of experiences and ideas among participating countries. On this basis, it was possible to establish a shared vision and strategies. 26 Strong recommendations were made to facilitate policy making and implementation regarding integration of ICT at school and at school administration.

It is hoped that these recommendations would help to better integrate ICT in teaching and learning processes, enhance classroom learning, improve distance training of teachers and contribute to spreading ICT techniques and know-how in the management of educational systems.

The issue on the integration of ICTs in Non-Formal Education was also addressed through the use of tools

such as digital tablets, mobile phones, digital interactive tables (TNI), computers, etc.

It was noted from the various experiments that ICTs are revolutionary tools in this rapidly changing world, and all education stakeholders must seize the opportunity to adopt new methods of teaching, learning, and living. They must also put in place new teaching methods adaptable to these tools. ICTs are the central pillar of modern society, called a society of information. It is a formidable means for development.



Women are no longer on the sidelines of the use of ICT in Africa

It is essential that each country develop and adopt a philosophy on education that is more in line with the current requirements of the world. ICTs are a set of potential and instructive tools that can help individuals develop the skills associated with traditional notions of literacy which henceforth must be understood as a broader set of technological and text capabilities, which includes not only the decoding and comprehension of prose, but the

ability to access, analyze and evaluate, communicate and use information to solve problems and create new knowledge. With such definition, ICTs becomes an essential tool that will enable education stakeholders in developing countries to achieve the goals of Education for All (EFA) by 2015.

4. Publications

Reaching out to Educationally Disadvantaged Learner in Africa, with Particular Reference to the Nigerian Case

A contribution of the Federal Republic of Nigeria and the ADEA Peer Review Teams to the ADEA Triennial held in Ouagadougou. (By: Ibrahima Bah-Lalya, GidadoTahir, Charles ONOCHA and Kaviraj Sukon).

Poverty, armed conflict, natural disasters, social and cultural stigma, curricula adapted to the needs of specific groups, the unequal distribution of educational opportunities, educational practices, especially in the case of learners with special needs - the gaps in some school administration practices and limited funding are part of the arguments most frequently cited to explain marginalization in education. A team of researchers from the ADEA and Nigeria, examined the phenomenon. It found that the phenomenon of educational marginalization is not unique to Nigeria, but is observed in most African countries. Therefore, in order to implement the recommendations of the study in Nigeria, another study was



commissioned in sampled countries including Ghana, Kenya, Mauritius, Namibia and Senegal. The aims was to measure more accurately the extent to which the phenomenon is spread and to identify corrective measures.

The present report gives account of this study. It consists of 6 parts:

-the first is the history of the provisions that have been taken in favor of marginalized groups and to present the rationale for the study).

- The second part proposes a methodology;

- The third, which is descriptive, presents and evaluates the various policies put in place to address the needs of this group in Nigeria and elsewhere;

- Then, the results of the study are analyzed and discussed;

Part five is a summary section of lessons learned from the case study;

- Finally, the report offers policy options to consider for the next decade.

For more information, refer to the ADEA Website and to www.adeanet.org

WGNFE:www.gtenf.org

O

Conference in Indonesia on vulnerable young

Indonesia, UNESCO, countries in the Asia / Pacific and their main partners are organizing a conference in Jakarta from 20 to 22 August 2013 to discuss ways to increase educational and training opportunities for vulnerable young people. Indeed, more than 119 million young people, just in the Asia / Pacific region are dropped out and unschooled children. The phenomenon is also a major concern in Sub-Saharan and other regions of the world.

During this gathering will be discussed best practices that are implemented for young people whose level of schooling / training is low. The issue of integration into national programs the innovative approaches regarding these youth will also be addressed. Then, participants will examine ways and means to disseminate programs and promote literacy and empowerment of youth.

0

First African Ministerial Forum on the integration of ICT in education and training, from 9 to 11 December 2013 in Tunis

ADEA has created in 2011 a Special Committee on New Information and Communication Technologies (NICT), better known as the "Task Force on ICT". This committee was composed of representatives of ministries of education (South Africa, Burkina Faso, Mauritius, Mozambique, Namibia, Senegal, Tunisia), as well as development partners (AVU, COL, GESCI, OIF, UNESCO). Experts and technology companies operating in Africa such as Smart Technologies, and ICT Energy Education Network were also involved in this taskforce.



The integration of ICT is essential to make the necessary paradigm shift for the transformation of education systems in Africa

The Commission was mandated to develop a shared vision and a common understanding of ICT. Moreover, it was asked to reflect on ways and

means necessary to implement in order to improve accessibility and quality of education systems and training in Africa.



Logo of ADEA « Task Force on ICT »

In other words, the Special Committee was to consider:

- How ICT can contribute in an integrated way with the general theme of the Triennial in 2012;
- The role of ICT in sector policies of education and training, so that they contribute effectively to building systems in Africa development of human resources capable of meeting the challenges of the present and support the policies of sustainable development.



The effectiveness of policies to integrate ICT in education and training in Africa depends on their ability to act on key levers of change

The work done by of the ADEA «Task Force on ICT » will be at the core of the Tunis First African Ministerial Forum on ICT

For more information, visit the ADEA and www.adeanet.org and WGNFE: www.gtenf.org

o