

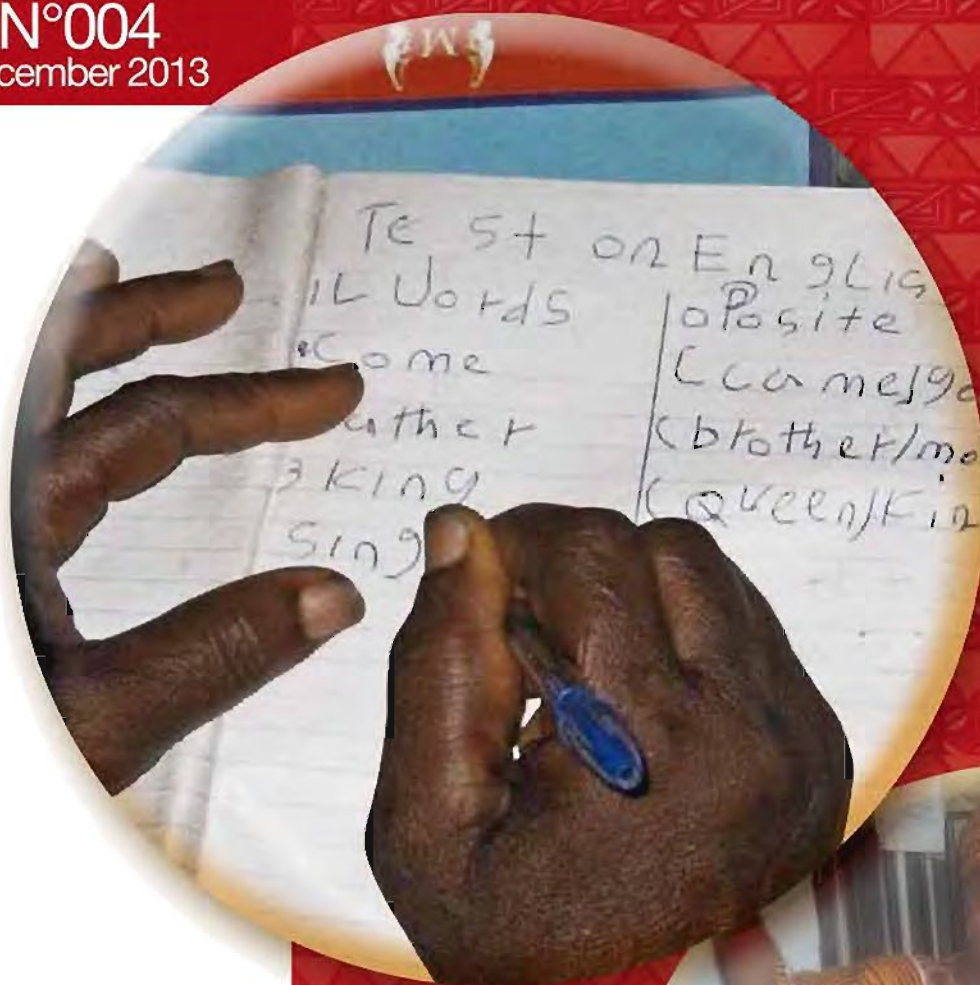


Kibare

Newsletter of the ADEA Working Group on Non-Formal Education

English Version

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1. About WGNFE

Dear readers

“Kibare” which means “the news” in several West African Languages is a newsletter created to establish a link between stakeholders of non-formal education and promote the holistic vision on education. This fits into the scheme of the new change in paradigm which has guided ADEA's intervention since the 2012 Ouagadougou Triennial. Your opinion and comments on this fourth edition are very welcome as they will enable WGNFE improve on Kibare's content and form.

Ibrahima Bah-Lalya,
WGNFE Coordinator

Kibare offers the following rubrics

1. About WGNFE
2. WGNFE activities
3. News on National Working groups and partners
4. Publications
5. Latest News

WGNFE, the Working Group on Non-Formal Education, is one of ADEA's working groups. It was created in 1996 in Dakar by African ministries of education and training, development agencies supporting education, and other public and private partners. WGNFE's vision is that “the exercise of the right to quality education for all and in a lifelong learning perspective, at the service of personal and community growth, be a reality in Africa, in accordance with international and sub-regional pledges”. In the beginning, the group aimed at studying the nature and the impact of diverse forms of education opened to dropouts and out-of-school children, as well as youth and adults. Gradually, these objectives were extended to better contribute to the enhancement of education in Africa. Its range of interventions was also extended to five main areas:

- The deployment of a forum of exchanges on non-formal education, at the continental level;
- The identification and dissemination of promising initiatives and programs on non-formal education;
- The strengthening of non-formal education providers' capacities;
- The consolidation of partnership between the public, private and civil society in general;
- The contribution to the mobilization of resources, especially financial.

These policies reflect ADEA's strategic lines based on: (1) promoting knowledge and critical qualifications, (2) strengthening and promoting African solutions in order to better respond to Africa's needs on education and training, (3) encouraging the use of ICTs in education, (4) enhancing and diversifying ADEA partners' networks and (5) strengthening 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. 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's Activities

The Educational Continuum and other major issues on the agenda during the meeting of the partnership framework in Burkina

A periodic partnership meeting is organized between the Government of Burkina Faso, through its Ministry of National Education and Literacy (MENA), and its Technical and Financial Partners (PTF) with a view to regularly review the situation of this dynamic partnership and ensure a proper follow-up. In order to fulfil this goal, four main groups were created at the beginning, namely: the groups on Access, Quality, Steering, and Finances. Recently, a fifth group was added, that on Non-Formal Education. Meetings have been organized at the level of this later to review planned activities in formal and non-formal education, gather suggestions and strengthen the network around the themes.

It is in this light that, in July 2013, a meeting was held on the Continuum issue in order to discuss rationalization of policies between the pre-primary, primary and post-primary levels. The aim was to examine how to best rationalize teaching, learning and training between the different cycles and levels and to ensure quality basic education at all levels. This meeting was presided over by the Minister of National Education with the help of the Deputy Minister in charge of Literacy. Equally present at this meeting were the representatives of TFP (Technical and Financial Partners), NGOs and Associations as well the directors of MENA central services.

Among the issues most discussed, there was the transfer of the pre-school and post-primary education subsystems to MENA, the slow pace at which infrastructures of subcontracts are realized, the issue on Individual Improvement Plans (PAI) and Collective Improvement Plans (PAC), amendment of the MENA's Action Plan and other issues, notably the End of Year Examinations Results.

Concerning the later, the Minister of MENA presented the outcomes of an evaluation of national examinations, notably the End of Primary School Examination, Session 2013. She seized the opportunity to thank partners for their precious help during the examination and during the implementation of the Educational Continuum. She reminded the partners that this educational reform on the Continuum, which encompasses the entire basic education system, arrives at an appropriate time to strengthen the efficiency of the educational system, support teachers in their difficult task of developing the competences of young learners, reinforce coherence between the different levels and support quality of education and training in the entire system.

The Continuum approach is a strategy that is gaining grounds in Africa, as it has a larger vision on basic education that goes beyond primary education to include secondary education –the equivalent of Middle School in English educational systems. The model implemented in Burkina Faso, under the auspices of the Minister of MENA, can serve as an example in other countries of the region.



The cooperation between local communities, technical partners and Ministries in charge of education is an important mechanism for a strong development of educational programs. Here, the representatives of these three partners pose for the solemn opening of a school complex in Burkina Faso

2. WGNFE's Activities



A souvenir photo with teachers of a rural council with the Minister of Basic Education and Literacy and his Excellency the Japanese Ambassador to Burkina Faso

WGNFE Publishes its 2008-2012 End of Cycle Report

WGNFE has recently published its end of 2008-2012 cycle report addressed to ADEA and its partners. This report was presented under six themes namely: Analytical Work, Publications, Technical Assistance, Capacity Building, Events on Political Dialogue (excluding the Biennials and the Triennials) and finally, Networking. Research on the different points was carried out, therefore enabling a capitalization of the results by WGNFE.



In its 2008-2012 program, WGNFE paid particular attention to under privileged and vulnerable youth education, without which we cannot talk of "Education for All"

WGNFE goes along with the Quality Node to Implement Recommendations Made at the May 2013 Ministerial Conference

The Inter-Country Quality Nodes (ICQN) are instruments that enable interested countries and ADEA to share innovative good educational practices and, during present times characterized by financial hardship, to channel efforts for better efficiency and a better use of resources. The National Languages and Literacy Node (ICQN-NLL) in particular focuses on non-formal education.

During the last ICQN-LLN Conference held in Ouagadougou, from 2 to 4 May 2013, it was recommended that WGNFE ensure dissemination of the outcomes of the meeting and to elaborate an evaluation grid that could help identify promising alternative formulas on non-formal education.

The first of such recommendations was implemented through publications on WGNFE website and in Kibare Newsletter No. 003. This dissemination will continue through other means such as the ADEA Newsletters, CONFEMEN and the DDC Education Network.

As for the grid, a first project has already been elaborated and will serve as the basis for a larger consultation at the level of the expert's network. WGNFE has included this activity in its 2014 program. This grid will be useful in identifying promising innovations so that they could be supported and disseminated throughout Africa.

2. WGNFE's Activities



An evaluation grid on promising non-formal educational alternatives would help political decision makers and opinion leaders to make the right choice on the innovations to be instituted, promoted and disseminated

WGNFE Participates in a Capacity Building Workshop organized by the UNESCO National Commission of Burkina Faso

A workshop was organized in July 2013 in Ouagadougou on the use of UNESCO documents. The aim was to strengthen the capacities of Specialized Committees members in understanding, analysing and utilizing the documents needed for the preparation of projects and for drafting of resolutions regarding UNESCO General Conferences. It was also sought to help them utilize properly these documents in order to contribute to African Regional Conferences regarding UNESCO 2014-2021 37C/4 Medium-Term Strategic Plan and the 2014-2021, 37/C5 Program and Budget. Moreover, the workshop would enable the identification of priority areas where UNESCO could intervene in Burkina Faso, in conformity with the Organisation's major lines of action.

Over sixty specialized committee members from Ministries of Education, Social Action and culture, Civil Society, institutions such as WGNFE and individual resource persons were invited to attend the gathering.

In Niamey, CENSAD Member States focus on the fate of Nomadic Education

The Sahel-Saharan sub-region, which stretches from the Atlantic Ocean to the Red Sea, is a perfect zone for cattle breeding and nomadism. It is also a region that has, since immemorial times, developed and nurtured cultural habits, customs and ways of life that are unique and well adapted to this environment known for its harsh climatic conditions, its precarious economic situation and a deteriorating security as the resources of its soil are getting better known to the World.

In this region, education and training had constantly faced the "crucial problem of school attendance notably linked to parent's reluctance to send their children to school, lack of adequate infrastructure and limited education supply". How, in such conditions, is it possible to develop quality education and training that will respect social values while responding to the XXIst Century's imperatives? This was one of the major topics debated upon during the Conference on Nomadic education in the Sahel-Saharan region, which was held at Niamey from 2 to 5 December 2013, under the auspice of the Niger Government and its partners.



The program framework to be conceived will pay particular attention to the educational environment in order to preserve the cultures and ways of life of these nomadic populations, facilitate access to basic social services and promote peace

2. WGNFE's Activities

ADEA, notably the Executive Secretariat and the Working Group on Non-Formal Education, participated at this important event with a presentation on the Association's experience in nomadic education and on partnership with CENSAD member countries.

This occasion was also an opportunity to recall ADEA efforts, throughout the last two decades, in favour of the under privileged groups, including Pastoral nomads.

From several field studies conducted under its aegis of the following lessons were drawn:

First, it appears that strategies as well as specific measures that were taken concerning education in nomadic environment were numerous and rich; unfortunately, they were insufficient, poorly disseminated and too diversified. Their impact was therefore limited.

To reverse this trend, the studies advised to consider measures in at least four directions:

1. Involve all stakeholders, especially the targeted groups, as in nomadic environment which is characterized by difficult life conditions, survival imposes strict organization rules lying on deeply rooted traditions, discipline, and small and decentralized social structures. Because of these conditions, educational reforms in the Sahel-Saharan zone must start from the bottom up, take local conditions in serious consideration and provide room for adaptability and adjustments;

2. Ensure, at the same time, coherence with State and Sub-regional policies. Central Governments have control over resources. They have legacy over policy making and are indispensable in constructing educational programs that could last;

3. Include as part of such educational reforms and initiatives, technologies, whether old or new, from the local radio to the mobile phone, to reach-out learners from nomadic groups. Of course, this requires to be innovative, be reasonable in one's expectations and be willing to "hurry carefully";

4. Apply an implementation strategy that start with something small and make use of what is already available and sustainable;

5. Constantly sensitize the population so that Literacy and Non-Formal Education are not reduced to a "footnote" of the formal educational system. Unless this problem is fully addressed, such programs and initiatives will not be able to play the critical role they are expected to perform in order to help nomadic education.

At the end of these rich and edifying discussions, the Niamey Conference elaborated and made a Declaration in favour of the development and implementation of specific formal and non-formal basic education models that are suited to the nomadic milieus in CENSAD States. The Declaration made also recommendations for the financing of programs developed out of these models.

The implementation phase will be envisaged within the framework of a medium-term program, "covering institutional back-ups, educational reforms to envisage and investments to consider. This will be piloted by ADEA, under the political leadership of CENSAD, UNESCO, OIF, UEMOA, CONFEMEN". It will pay particular attention to the Sahel-Saharan educational environment in order to preserve nomadic population's ways of life, facilitate access to basic social services for these populations and promote Peace, without which these programs and projects will not succeed.

ADEA seized this opportunity to inform the participants that not only will Niger be included among the priority countries of ADEA, but also, more than 8 activities of the Association will target Niger in 2014, of which 2 are linked to the implementation of the Niger Basic Education Sector Development Program.

2. WGNFE's Activities



The debates were rich with contributions from the Malian Minister of Education and collaborator from Niger, host country.



The Permanent Secretary of ADEA and representatives of nomadic communities (picture below) answering questions of participants



3. News on National Working Groups and Partners

The African Network for Vulnerable Youth is Taking-off

Within the framework of the implementation of activities of the African Network for Vulnerable Youth, the WGNFE team worked from 1 October to 15 December 2013 on a set of elements included in its road map. The results were submitted and discussed with partners on Internet and teleconference. Concerning achievements, it should be noted that the conception of the website has been completed and is functional; contents for the website have been elaborated and will be broadcast within the network; many good practices have been identified thanks to the partnership with UIL and other organizations that were involved in the program; the English version of the site is underway; several social partners including Tin-Tua, APENF and EDB/Burkina and Pamoja/Ghana were visited for discussions in order to design a relevant program.

Presently, particular challenges arising from the field are identified and they call for particular attention. These include: difficulty to mobilize national and local correspondents which usually run very busy schedules and have problem to add the Vulnerable Youth Network to their programs; poor internet connection; electric power breakdowns and/ or unavailability of electricity in certain areas which further complicate the connectivity problem; lack of funds, and others. Despite these challenges, which are addressed in the 2014 ADEA/WGENF Program and Budget, prospects for this program are very positive.

In Morges, the network on education of DDC focuses on those who are hard to reach and easy to forget

Members of the DDC Education Network gathered in Morges, Switzerland, in September 2013 to reflect on the implementation of DDC and ADEA Education and Training Regional programs, within a framework set forth by the Ouagadougou Triennial. The objective of this workshop was to propose an exchange forum on best practices with regards to advocacy for quality education for all, including for the disadvantaged. This involved, in particular, experience-sharing on policy dialogue, analysing tools that were developed to have a positive influence on national and international policies and discussing the linkages between national and international policies. This process should lead to the identification of effective and coordinated responses for the entire network which is still confronted with unresolved challenges within the framework of EFA and MDGs, with a view to having a favourable influence on the development of the Framework for Action Post-2015.



Arrival in Morges of African delegates and representatives of partners including UNESCO and CONFEMEN

3. News on National Working Groups and Partners

Over 70 participants responded to the invitation, amongst which representatives of the Civil Society, socio-professional networks, research networks, specialized institutes, donor agencies, services of the SDC and the Swiss Department of foreign affairs.



Arrival of representatives of ACAMEDIA and schools specialized on non)formal education

The first day of the meeting consisted in having an overall look at pertinent experiences of policy dialogue on non-formal education and the types of alliances to be built in order to strongly carry forward the message of quality education for all, including specific programs targeting the marginalised.

The second day focused on tools to be exploited with a view to having a positive influence on policy dialogue at all levels, with special attention on measurement and evaluation tools. Participants also took advantage of this day to visit education and training centres for disadvantaged groups. On the third day, the workshop focused on the types of education to be encouraged and supported in the so-called “fragile” countries such as Afghanistan, Haiti, Mali, Pakistan and Chad. A plenary session re-examined the main lessons to be drawn from this meeting.

The meeting ended with the following major observations:

Remarkable progress has been accomplished during the last two decades with regard to access to basic education and gender equity with, however, huge disparities linked to economic, social, cultural and life style differences.

Progress accomplished in terms of Quality has been mediocre which is mainly due to the inappropriateness of certain educational provisions, very high dropout rates, poor educational management strategies which often focus on formal education and on State structures-, and the complicated poverty situation in a good number of “fragile” countries which has been lately complicated by conflicts and natural disasters.

Pertinence, which should normally support quality and which concerns a closer match between educational provisions and the real Education needs expressed by learners, is neglected in a good number of education policies.

Monitoring and evaluation processes must be reviewed as well as inter-level evaluation policies put in place so as to take into consideration values, attitudes and behaviours.



Representatives of the WGNFE during the Morges Meeting, in Switzerland

3. News on National Working Groups and Partners

In order to bridge these gaps and others, the workshop recommended that the network's advocacy should be refocused on disadvantaged groups and that policy dialogue should be reviewed such as to enable them to be:

- to be multi-actors, multi-level;
- to better target neglected challenges including weaknesses observed in the inclusion of non-formal education in education strategies, refocusing on training in rural areas, funding, the holistic vision, links between basic education and professional training;
- to be reoriented towards ways and means to include “the voice of the voiceless”, the marginalised groups, those resisting education, and “those who are hard to reach but easy to forget”;
- to be able to develop instruments, which are not only capable of explaining new education strategies that are becoming more and more complex, but which do not cling on to the dogma of “measurement”. The fundamental challenge for the network is to: (1) clarify concepts especially that of NFE, (2) identify effective working frameworks, (3) build alliances, (4) disseminate good practices, (5) ensure that proper attention is given to the case of marginalised groups in the post-2015 program, (6) follow-up funding to ensure that it is sufficient and appropriate, (7) support more effective governance and (8) integrate State structures into the network, even if, in the case of Africa, ADEA, which is a member of the SDC network, already fulfils this function with its own network of 56 education ministries.

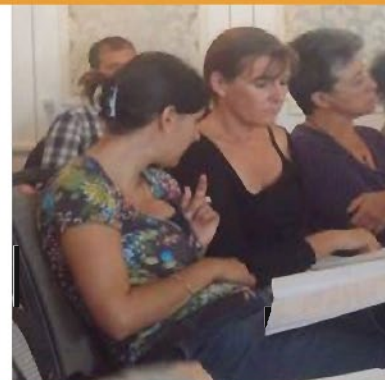
In concrete terms and for the time being, it was suggested that a strong message, targeted on 3 or 4 major issues be drafted

and sent through several channels including ADEA, GRALE, CONFEMEN and the ICAE Conference. The aim is to have it included in the Post-2015 Programs.

The meeting ended on a very positive note of the representative of the SDC, who expressed the wish for the Morges Meeting to be a first step towards the coordination of an active and effective network which would have a positive influence on the future of education in the world.



Visit to a class of adolescents who need to strengthen their competences before the big leap into the job market



The Meeting of Morges was also an ideal opportunity to exchange ideas between colleagues on the field



Girls students attending a remedial program in a vocational school near Morges

3. News on National Working Groups and Partners

Learning outcomes are being better known and measured in Africa thanks to the RAMAA program

Action Research on Measuring Learning Outcomes (RAMAA) was initiated by the UNESCO Institute for Lifelong Learning (UIL), in collaboration with five African countries, namely Burkina Faso, Mali, Niger, Senegal and Morocco (see Kibaré No.003). This program is at various levels of progress. Morocco has already completed its national research and its report is available. Burkina Faso and Senegal shall carry out their national surveys before the end of December 2013. Niger has just launched a pilot survey and Mali, considering the upheavals experienced by the country, is in the back pack with the preparation phase of the pilot survey.

RAMAA is part of a collaborative program that aimed at taking up the challenge of providing quality education and training to excluded groups as well as strengthening networks established between programs, the purpose of which is to meet the needs of the disadvantaged. This explains why the WGNFE is fully involved in the program both at the national and international levels. The action- research project (RAMAA) is a response to the real need of proposing reliable data on real outcome of new literates to the international community.

In Tallahassee, Florida, researchers are examining the issue of “Koranic Schooling” and how to cater for school dropouts in Africa

The implementation of EFA programs and the Millennium Development Goals has helped to accomplish remarkable progress with regard to access to basic education in Africa. The Net Rate of School Enrolment in Sub-Saharan Africa alone has increased from 14.4 points between 2000 and 2009 to a record figure of 82% . In countries such as Burkina Faso, the number of enrolled children has increased from 2,349,559 in

2006 to 2,708,620 in 2010, which means it has leaped from 59.2% to 75.6 % in less than four years.

This progress, which has been unanimously lauded, however has grey areas. While there was progress in access, and to some extent, in equity, there were also significant school dropouts, creating a huge number of out-of-school youth. For instance, it is observed that from a representative sample of sub-Saharan Africa of 6 countries – Burkina Faso, Ethiopia, Mali, Niger, Senegal and Chad, out of a total of 5 million children registered in the first year in 2010, the unweight average monitoring rate in the 6th year was barely 57% (P. Easton) . This means that out of the total number of children enrolled in school in these 6 countries, 43% had abandoned school. At the end of the first four years of secondary school, the dropout rate rises to 63%. This phenomenon is an indication of “mal-être” which easily leads to delinquency and worst, to enrolment in gangs and guerrilla groups in countries beset by military, social and political conflicts.



In Tallahassee, participants were very attentive to the WGNFE presentation on the faith of dropout and non-schooled children from the sahelo-saharian zone

²CIEFFA. Current situation in the achievements of MDGs 2 and 3 and Objective 5 of EFA by African Union member countries in 2009.

³Easton and al. (2013), *Social Trajectories and Literacy Retention among West African School Leavers and Dropouts*. Proceeding of the CIES-DTLR, Florida State University

⁴UNESCO EFA Global Monitoring Report 2010

3. News on National Working Groups and Partners

Unschooling children –those who never attended any formal schooling- should be added to this portion of school dropouts: in sub-Saharan Africa alone, data indicate that more than 30 million children were not attending school in 2009 that is 23% of those who are of school age . At the same time, 21 million adolescents were excluded from the school system. As for adults (21 years and above), 153 million of them, amongst which 60% of women, had no minimum basic competences in reading, writing and arithmetic.

In general, these school dropouts and unschooled children are from rural areas, from poor households in rural-urban fringes, underprivileged ethnic groups or groups living in areas beset by political and ethnic conflicts.

Another notable characteristic of this population with serious education needs is that a good number of them come from, Islamic cultural zones where economic poverty, sociocultural constraints and poor geographical distribution of school facilities complicate the situation. In addition, the landlocked nature of certain areas and other factors predispose such underprivileged



Identifying pertinent criteria for measuring learning outcome in non-formal education constitutes a real challenge that the RAMAA program will help to address. Here, literacy program managers consulting data on student achievements

groups, particularly girls, to drop out from school.

A particularly unfavourable factor is that learners here easily find themselves trapped between two different education systems. On the one hand, there is the modern system introduced by the Europeans and which is

using material in European languages (English, French, Portuguese etc.), and on the other, traditional systems based on learning how to read and write in Arabic or local languages, in what is commonly known as "Koranic Schools". Trapped between the two systems, several learners end up not mastering basic competences in any of the two systems. At the end of the process, they are vulnerable and find themselves at the mercy of hazards, including delinquency and engagement in disreputable adventures.

A study recently conducted by CERFI, an Islamic NGO very active in this domain in Burkina Faso, indicates that there are at least 7500 of such schools in Burkina Faso alone.

Counties	Number of Active Koranic schools	Proportion(%)
Boucle du Mouhoun	1405	18,7
Cascades	448	6,0
Centre	254	3,4
Centre-East	441	5,9
Centre-North	468	9,0
Centre-South	398	5,3
Eqst	598	8,0
Hauts-Bassins	591	7,9
North	594	7,9
Plateau Central	284	3,8
Sahel	1238	16,5
Sud-West	110	1,5
Total	7502	100,0



Very often these children, who find themselves trapped between modern and traditional education systems, fail to master basic competences and end-up wandering the streets

3. News on National Working Groups and Partners

This question received the attention of the WGNFE and its partners amongst which the ministries of education, community associations and international researchers. The subject was discussed during the CIES conference held in Tallahassee in October 2013. Three options were particularly discussed:

- The traditional sub-systems could be enhanced, modernized and used as second-chance school to facilitate the reinsertion of learners excluded from the formal system;
- Consistent with what Burkina Faso is attempting to do, Koranic Schooling would be integrated into the national education systems with a view to providing them with a legal framework; thus enabling easy mobilisation of resources for them, the promotion of access to and quality of education in these traditional centres and the offer of better prospects to those graduating from such centres;
- A third option, which complement the previous two, would be to foster bridges between Koranic and modern school systems so that competences acquired in both non-formal and formal education systems in these sub-systems are recognised and developed. This will help to strengthen facility conditions for the Koranic schools and to reintegrate those excluded from formal school in a form of education. Moreover, it would facilitate access to formal education for best learners from the non-formal systems.

At the end of presentations and discussions held in Tallahassee, it emerged that all three alternatives could be feasible if certain measures are taken, including the followings:

1. Collect reliable data with a view to effectively identifying categories and the number of learning facilities and learners, characteristics of the learning environment



In Burkina Faso, authorities are actually involved in efforts to integrate traditional and modern education. Here, the Deputy Minister of Literacy during a national meeting on the subject

and all other parameters which are indispensable to the development of solid education policies;

2. Fundamentally review the curricula content and reflect on the learning languages and on the integration of Muslim schools into the national educational processes, in line with what took place in countries such as Indonesia, Turkey and Bangladesh;

3. Strengthen the level of Muslim teachers and provide incentives;

4. Effectively involve parents as well as learners since their "collaboration" is an essential condition for the success of these types of programs;

5. Take advantage of traditional (e.g. rural radios) as well as modern ICTs (e.g. mobile phones) to promote the programs and spread good practices;

6. Reflect on the issue of cultural values, prejudices and what is politically and socially correct, so as to develop policies which take account of realities in African campaigns;

7. Deepen reflections on the use of knowledge and competences acquired within this framework and on the "employability" of graduates since European languages are used as official languages

3. News on National Working Groups and Partners

(French, English, Portuguese, Spanish) whereas the majority of Koranic Schooling operate on the basis of African languages associated with Arabic;

8. Deal decisively with the effects of poverty. This involves, amongst others, the construction of canteens for the needy, the strengthening of learners' parents and other proactive measures and other measures aiming at alleviating the effects of poverty on teaching/ learning processes;

9. Carry out wide-scale advocacy campaigns for the general public;

10. Ensure targeted and sufficient funding.

The WGNFE and its partners are positioning themselves, in 2014, to examine each of these themes in greater depth through analytical work with a view to further identifying challenges, better highlighting opportunities and formulating practical and useful recommendations.



Koranic Schooling are established in mainly Islamic cultural zones combining economic poverty, sociocultural constraints, poor establishment of the modern school, non-enrolment and massive school dropout.

Integration of ICTs in Education in Africa on the agenda of the Tunis Forum

Over 200 policy makers, experts, opinion leaders, cooperation agencies, private sector representatives and the Academia met in Tunis, from 09 to 11 December 2013, to jointly reflect on one of the most significant challenges currently faced by African education: that of narrowing the digital divide in the continent educational and training systems.

Africa was represented at this important meeting by more than 20 countries and about 10 ministers of education. Amongst the co-organisers of this Forum initiated by ADEA were the Ministry of Education TUNISIA, the AfDB, UNESCO, the Francophone International Organisation (OIF), INTEL, SAMSUNG and other important institutions which have been working on the ICT domain.



Representatives of the Academia, the ADEA and all its partners on the podium of the Forum

The Forum sought to assist African ministers of education to design, put in place and implement effective and pertinent policies on the integration of New Information and Communication Technologies (NICT) in Education so that Africa can catch up with the rest of the world in this domain which holds the future. The idea was to examine how to strategically speed up the transformation of African education and training systems through ICTs, so as to make them powerful levers for the production of "human capital" which the continent so highly needs. This is the key to sustainable development and to successful integration into the new knowledge-based society.

3. News on National Working Groups and Partners

Africa is currently confronting the extraordinary challenge of having to offer quality basic education to more than 30 million unschooled children and school dropouts, look for a means to recruit more than 100,000 teachers so as to meet the pressing needs of schools and other education and training centres, find appropriate education and training strategies for marginalised groups including nomadic herders, rural women and learners from minority ethnic groups. The continent must also face the daunting challenge of quality in a context where teachers receive insufficient training and incentives, learners are equipped with insufficient books and a learning environment that is barely conducive to learning.

Admittedly, these challenges are in themselves very daunting. However, they can be overcome thanks, amongst others, to the new information and communications technologies, provided that Africa effectively and carefully harnesses their potential.

First, there is need to put in place a regional platform of high-level policy dialogue and share knowledge already existing in the domain and which had been belaboured during the Tunis Forum by experts from various backgrounds and programmatic contexts.



The presentation of Professor Peck Cho from South Korea was particularly noted

Next, decision makers have to confront the enormous challenges rising from the field such as how to effectively training teachers on ICT, how to deploy relevant networks and adequate equipment at school levels as well as in non-formal education centres, how to circumvent tough field realities including lack of electricity, and so forth. They also have to resolve multiple issues of connectivity, spread a culture of digital literacy and creativity, support the everyday use of ICTs, reflect on strategies to be put in place with a view to adapting them to the needs of African learners, scale-up learning opportunities for the marginalised and strengthen public-private partnerships for ICTs in education.



A view of the room during a very lively discussion session

Introduction to ICTs and the strengthening of their use wherever they are already exploited can, if minimum precautions are taken, contribute to strengthening access and equity, optimising policies on training and on the deployment of teachers, and enhancing the quality of education and educational practices. ICTs would help to better target groups that are in greater need of education, propose a wider range of teaching aid and

3. News on National Working Groups and Partners

improve pertinence. ICTs would multiply the number of learning and training opportunities if used effectively and properly.

The case of South Korea, which was eloquently presented during the meeting, greatly illustrates this point. This country started from nothing to become one of the world leaders in digital technology today.

The presentation of Professor Peck Cho from South Korea was particularly noted. The Tunis Forum which enabled discussions on this issue and other issues marks a milestone in the way forward with regard to education in Africa.

It was also an opportunity to strengthen networks around the subject and to consolidate partnerships through the signing of memoranda of understanding with technical and financial partners such as INTEL and the Southeast Asian Ministers of Education Organisation (SEAMEO).



Here the President of Administrative Committee of ADEA signing an agreement letter with the representatives of Intel

4. Publications

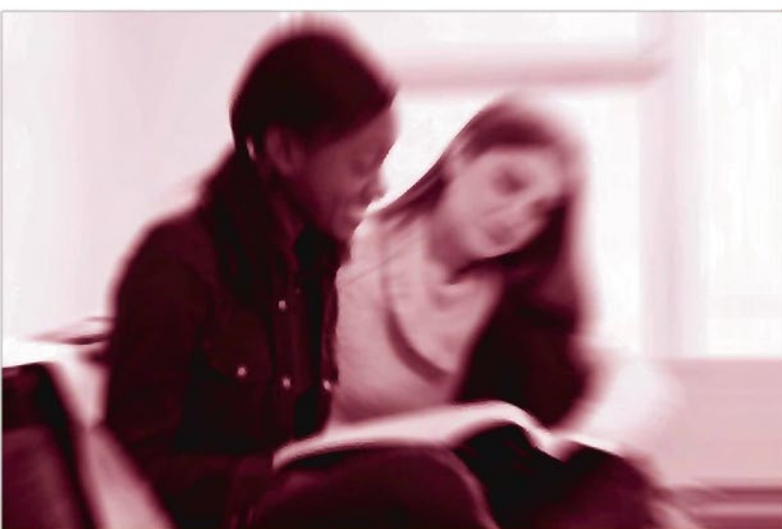
Literacy and linguistic diversity in a global perspective: An intercultural exchange with African countries

Edited by Neville Alexander et Brigitta Busch

The document entitled “Literacy and linguistic diversity in a global perspective: An intercultural exchange with African countries” presents several contributions on the issue of developing literacy in a context of linguistic and cultural diversity, contributing to developing people autonomy, and facilitating their integration into the knowledge-based society. The editors pulled together contributions from several partners from the North, including Austria and UNESCO, as well as from the South, in particular the African Academy of Languages (ACALAN). The objective was to “open dialogue, adopt a comparative perspective and define potential cooperation and exchange domains as mutual sources of enrichment”. Several underlying issues are examined throughout this very enriching document. In particular, there is the whole debate launched on the promotion of non-dominant languages in a multi-linguistic and multi-cultural context, sensitisation on the use of local languages during the first school years, and motivation

for a reading culture in an environment characterised by oral tradition. Some contributions also focus on the development of criteria applicable to teaching and learning aid which respect linguistic diversity. The document concludes that the preservation of multilingualism in Africa and its use for sustainable development and peace is pertinent for Africa as well as for Europe and the United Nations in general. A reciprocal flow of knowledge and expertise between the North and the South is possible and desirable in order to tackle delicate issue and develop education policies that respect multilingualism, in a sustainable development perspective. However, in order to put these ideas into practice, there are certain preconditions to be laid down and challenges to be overcome. These preconditions are mentioned in the eight articles comprising this document.

For more details, please consult



**N. Alexander & B. Busch ed, (February 2007).
Literacy and linguistic diversity in a global
perspective: An intercultural exchange with African
countries. Edition, Languages for Social Cohesion.
Council of Europe ISBN 978-92-871-6140-6**

4. Publications



Promoting critical knowledge, skills and qualifications for sustainable development in Africa:

A Synthesis by G. AFETI and A. L. ADUBRA

During the ADEA Triennial on education and training in Africa which was held in February 2012 in Ouagadougou, special attention had been given to the development of technical and professional competencies of youth. A good number of presentations examined the various facets of this question which is crucial to the future of Africa. These presentations were the subject of a summary elaborated by Georges Afeti and Ayélé Léa Adubra.

Starting with the history and context of current development, the synthesis resulted in a certain number of proposals necessitated by the paradigm change in education and training advocated by ADEA. With a particularly high rate of youth unemployment on the continent, and the poor efficiency of education and training systems as they are currently functioning, it is an imperative to revitalise technical education, effectively integrate the informal sector into the training process, ensure substantial public funding and integrate the private sector into the general effort of strengthening the capacities of youth.

According to Afeti and Adubra, studies presented at the Triennial confirm the need to revitalise the informal sector, to anchor education policies within the framework of development policies of countries, strengthen competences in the agricultural sector, and realise that employment prospects are

narrowly linked to economic, commercial and industrial policies of countries. These studies also helped to confirm that the mere acquisition of competences does not necessarily lead to employment. Though being a prerequisite, it is not sufficient.

In view of the preceding, it is necessary to conceive and implement reforms which take into consideration the harmonisation of legislative norms, the creation of solid partnerships between public and private sectors and the enhancement of the quality of general education as a prerequisite to solid professional training. In addition, these reforms should consider the requirements of equity and transparency. They should be conceived from a holistic vision which allows graduates to put forward their skills no matter where they were acquired. The new approach should be sensitive to the messages from the market and dominating sectors of the economy, in particular, agricultural and petty trades.

In order to be effective, training should be accompanied by technical and financial support measures. Training should focus on the development of competences required to operate in a modern system of production, technological innovation and value added. National languages have a role to play in the dissemination of knowledge in the rural world. This explains the importance of the role that non-formal education programs should play in this new paradigm.

For more information :

consult the ADEA website (www.adeanet.org) reference: G. AFETI and A. L. ADUBRA (February 2012), Promoting critical knowledge, skills and qualifications for sustainable development in Africa.

5. Latest News

Bobo Civic Center to Host the Burkina Faso 4th NFE Forum and the International Literacy Day

Following the three forums on non-formal education successfully organised in 1999, 2004 and 2008, the 4th forum was held on Tuesday 17 December 2013, at the Bobo-Dioulasso Cultural Centre. The opportunity was taken to launch the International Literacy Day celebrated on 20 December 2013. The theme of the event was: "for the achievement of the objectives of the national program to speed up literacy, actors and actresses, and mutualise our experiences and successful practices".

It was in a packed cultural centre that the forum's matron Madam Chantal Compaoré made an opening speech in which she affirmed that "the holding of the 4th forum is an expression of the strong will of the Government of Burkina Faso to realise the effectiveness of the right to education and create a favourable environment for endogenous development". The message of the Prime Minister, Mr Luc Adolphe Tiao was presented by Madame Koumba Boly, the Minister of National Education and Literacy. This message reaffirmed the intention of Burkina Faso to "be an African reference in the domain of literacy". Reiterating the words of the matron, the Prime Minister called on participants to contribute to collective discussions and to make concrete proposals susceptible to strengthen non-formal education in Burkina Faso, in Africa and the world before the end of the meeting.

From the presentation of Mr. Ivan Robert, representative of technical and financial partners of non-formal education, following that of the Minister of National Education, it emerged that non-formal education is experiencing a crucial lack of resources. For instance, for an estimated budget of 12 billion, there is a shortfall of more than 4 billion FCFA for NFE.



View of Bobo-Dioulasso Civil Centre during the Forum and International Literacy Day

According to the representative of female literacy providers, Madam Assétou Nikiéma, literacy constitutes an opportunity to be grasped: "if we the illiterate speak French today, it is thanks to the literacy that you were able to provide us", she stated.

The work started with presentations on subjects dealing with the situation of NFE from 2008 to date, the implementation of PRONAA which is a benchmark of innovations, the implementation report from the 3th Forum, the presentation of CEBNF and finally the presentation of the KARANTA foundation. This was followed by exchanges on issues regarding the decentralisation of FONAENF, the collection of statistical data, and the municipal NFE map. Progress made with the implementation of on-going alternative Education formula and the developments of innovations were reserved for group discussion.

These exchanges helped to overcome the challenges encountered in each theme, make recommendations towards the effective decentralisation of FONAENF, the strengthening of capacities at central and decentralised levels in NFE, the dissemination of municipal maps of NFE and the improvement of a mechanism for the collection of statistical data on NFE.

The closing ceremony of the forum was presided over by the Vice Minister in charge of Literacy. A summary of the General Report, Messages of Thanks, the Conference Resolutions and the Recommendations were presented and adopted.

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The International Literacy Day was organised around the theme: "Literacies for the 21st century". The ceremony was attended by Mr. Hamadou Diemdjoda Dicko, Vice Minister in Charge of Literacy in Burkina Faso, the Haut Bassins Government representatives, the Mayor of the City, and the representative of literacy providers and technical and financial partners, Madam Assétou Nikiéma,.

Activities kicked off with the handing out of material by UNICEF to schools. At the opening ceremony, the Vice Minister in Charge of Literacy called for intense discussion and advocacy for NFE. He recalled the urgent need to develop pertinent initiatives for quality literacy, through the strengthening of functional aspects of literacy, educational innovations and partnership, activities requiring adapted policy instruments and an adequate funding mechanism.

The ceremony ended with the acknowledgement of the merits of some active educators and trainers working in the non-formal sector through recognition awards and decorations.

ADEA Major lines of Action Debated Upon during the 39th Session of its Steering Committee Meeting

The 39th Session of the ADEA Steering Committee Meeting, which was held from 12 to 13 December 2013, marked a decisive milestone in the growth of the Association.

It started with the examination of the 38th Session General Report which was discussed and approved. Next, the report on the Forum on ICT in education in Africa was presented. The steering Committee acknowledged the content of this report, recognized the importance of the topic for the future of education in Africa, congratulated the organizers and advised to now focus on the implementation of its recommendations (See article above).

The following important issue considered by the Steering Committee was the Organizational Audit. The Committee expressed gratitude to USAID for having financed and supported this activity and for having contributed in the production of a more comprehensive and balanced final report, compared to the initial one. It adopted the report and suggested to now focus on implementation matters. In this regard, it observed that the Audit recommendations could be grouped under 3 categories: (1) those recommendations that can be implemented without additional costs. For these, the Committee advise to

The 39th Session of the SC was marked by rich discussions on the major stakes



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immediately go ahead; (2) those whose implementation require funding and which should be considered in the Medium-Term; (3) Recommendations that relate to structural changes which could be considered for implementation later on.

As for the ADEA Financial situation, which was next in the agenda of the Meeting, the Executive Secretariat was congratulated for the budget cuts it had already undertaken. Additional cuts were advised to reduce the expenses related to the functioning of the Working Groups and the Secretariat. New



The Angolan Minister of Education and the President of the Steering Committee of ADEA listening to a presentation

recruitments were to be put on hold, and the Executive Secretariat was asked to propose recommendations on ways and means for reducing expenses related to the organization of the steering Committee Meetings.

Beside these expenditures cuts, The Steering Committee advised to develop a sound fund mobilization strategy for ADEA through several initiatives including: increasing contributions coming from African countries (In return ADEA's activities should be centred on satisfying the demands of these countries), a better valorization of ADEA's productions of which requests should be based on results achieved by the association, and a better use of the privileged position of having the ADB as host institution. This agency has already increased its support to

ADEA through several means: contributing to the maximum authorized without a waiver from AfDB Board, reducing administrative fees paid by ADEA, and financing some activities of the Association.

Concerning the rationalization of Working Groups, another issue that powered discussions, the SC recognized the pertinence and the use of these groups but resolved that, due to the present condition of ADEA, it is necessary to reflect further on their evolution and their practicability in the future. The Secretariat was instructed to draw up suggestions which ended in the following propositions: The Working Group on Books and Learning Materials and the Working Group on Teaching Profession would merge and be transformed into a Quality Node under the leadership of Uganda. Maths and Science WG could be transformed into a

The agencies were largely represented during this 39th session of the SC. Present here are representatives from CIEP, DDC, and from DFID



node under the auspices of Kenya. The Working Group on Higher Education could be transformed into a taskforce on ICTs in Education, under the leadership of AfDB. The Steering Committee advised that these propositions shall be completed and examined during future SC Sessions.

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Concerning the Communication Strategy, another critical issue debated during the 39th Session, the Steering Committee noted the importance to strengthen communication which is one of Achilles tendons of the Association. It advised that the focal points at country level play an important role in this strategy in order to expand the visibility and the efficiency of ADEA. The choice of these focal points needs to factor this requirement in.

Concerning the next Triennial, it was said that it had been slated for 2015. But, 2015 is also characterized by important events that may overshadow ADEA's key event. The SC advised that the participants to the Meeting reflect on this and eventually propose a new date, a host country -preferably in Northern Africa- and a major theme.

Concerning the relocation of ADEA's offices to Abidjan, participants were reminded that the Association cannot spend an additional year in Tunis. Relocation should be immediate and the cost will fall back on ADEA. With the cost of living being 26 % higher in Abidjan, the question was raised once more as if it would not be better that ADEA seizes this opportunity to begin constructing its own legal entity and business model. If that be the case, the SC suggested that the SIMEAO model be an inspiration.

It is in the light of these considerations that the Program and Budget 2014 was finally presented and discussed. All things considered, the SC did not endorse it because the 2013 expenditures had not been audited. It was therefore suggested that a temporary plan be put in place to continue the activities already started. While waiting for the next SC session, no new activity shall be implemented. The Secretariat is advised to draw up a list of activities already in the pipeline which implementation would continue. It shall develop an Action Plan and a Road Map for them. The recommendations from the Audit should be incorporated in such plan.



Picture of our dear JM, together with the Angola MOE, the President of the Steering Committee of ADEA, the former Executive Secretary of ADEA and the representative of WGNFE

Moreover, the Secretariat was authorized to receive subventions and to contribute in activities that had been approved. It can sign MOU with external partners. Such documents shall be reviewed and approved by ADB legal services before they take effect.

The 39th session of the ADEA Steering Committee Meeting closed with a warm farewell party in honour of the outgoing Permanent Secretary, Mr. Jean Marie Ahlin Byll Cataria, our dear JM, whose term in office was marked by his exemplary professionalism and exceptional humanism.

2014 HAPPY NEW YEAR

The WGNFE team – ADEA's Working Group on Non-Formal Education takes this opportunity to wish you Merry Christmas and best wishes for the New Year.

May 2014 bring you and your loved ones good health, spiritual peace and success in all your undertakings.... and may partnership between our institutions be strengthened!