



# Kibare

Newsletter of the ADEA Working Group on Non-Formal Education

**English Version**

**N° 006**

**December 2014**



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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 the different stakeholders of non-formal education and promote the holistic vision of education. This fits into the scheme of the new change in paradigm which has guided ADEA’s intervention since the Ouagadougou Triennial. Your opinion and comments are very welcome as they will enable WGNFE to improve on Kibare’s contents and form.*

**Ibrahima Bah-Lalya,  
WGNFE Coordinator**

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The Working Group on Non-Formal Education, WGNFE, is one of ADEA’s nine working groups. It was launched 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 development of individual and communities, be a reality in Africa, in accordance with international and sub-regional pledges”.

In the beginning, the working 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:

- 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 practitioners’ capacities ;
- The consolidation of partnership between the public, private and civil society ;
- The strengthening of non-formal education providers’ capacities along with civil society, in general ;
- Contributing to resource mobilization, especially financial resources.



*WGNFE has been actively involved in educational activities within countries. Here, two representatives of WGNFE personnel are visiting remote schools in Manga and Toécé, rural areas located about a hundred kilometers away from Ouagadougou, Burkina Faso. (Coll: I. B-*



## 2. WGNFE's Activities

### WGNFE Presents its 2014 Research Results

*ADEA Working Group on Non-Formal Education (WGNFE-ADEA), in collaboration with its partners, organized a workshop from 08 to 10 December at the Ouagadougou Pacific Hotel. This workshop brought together experts from several countries of the sub-region and had as aim to gather informed opinions on the Group's 2014 products, carry out possible adjustments and technically validate these products.*

The research results of six studies were presented, namely: (1) Developing a conceptual and methodological approach of a common set of core skills that includes the non-formal and holistic vision; (2) Designing an assessment grid aimed at identifying alternative programs and promising initiatives in the domain of non formal education; (3) Using the lessons learned at the Triennial on innovative approaches, knowledge and endogenous know-how to improve school - Community relations, (4) peer review in Burkina Faso, (5) peer review in the Democratic Republic of Congo and (6) nomadic education in Sahel-Saharan zones. Participants also had to listen to reports on (1) the creation and maintenance of the African network for vulnerable youth and (2) the reconstruction of the WGNFE website.



*Coffee break with IAO WGNFE, the APENF representatives, accompanied by one of the consultants*

ADEA also used the opportunity to organize the December session of the WGNFE Advisory Committee.

In attendance to this important meeting were the Director of the Swiss Cooperation Office in Burkina Faso, the representative of the Minister of National Education and Literacy, Working Groups from Senegal, Niger, Benin, Mali, and Burkina Faso, as well as international institutions such as the UIL, CAE, ERNWACA, PAMOJA West Africa and CORADE. In the same light, WGNFE Coordination, its consultant teams that carried out the various studies as well as renowned international consultants such as the former Director of UIL and former Minister of Education of Mali, a former UNESCO official and retired Professor, representatives of nationally and internationally recognized associations such as Andal, Pinal and APENF also took part. Participants at the workshop hailed the dynamism that characterized WGNFE activities in 2014, they made very constructive suggestions for finishing studies and technically validated them dependent on their suggestions being taken into account. Participants at the workshop volunteered to accompany WGNFE in finalizing studies.



*View of the meeting room. From left, the former CEO of UIL and MENA representatives from IAO Praia, Niger, ERNWACA and Benin*

## 2. WGNFE's activities

### WGNFE Advisory Committee Second Session for 2014

*On the sidelines of the workshop to validate WGNFE 2014 studies, was the December 2014 session of the Group's Advisory Committee. Participants at this session were Committee members, observers and guests including representatives of national WGs and Education Without Boarder, a very active Korean Association in Africa whose support to WGNFE in 2014 was significant.*

The meeting aimed at reviewing the implementation state of recommendations formulated during the June 2014 session of the Advisory Committee and at informing the members on the activities planned for 2015. Of the 13 major recommendations formulated in June 2014, 12 have recorded significant progress; opening the Zanké Faba site to other languages, is the only recommendation that is yet to start.

Suggestions and recommendations were made to speed up the implementation rate for activities. They include: strengthening cooperation ties between WGNFE and other sister institutions such as ERNWACA, RECOPA, Tin Tua in Burkina, AREN in Niger, POTAL MEN Benin, ARED Senegal, EDM-APENF Consortium;

Capitalizing on studies already carried out by these institutions and by national WGs. Proposals were also made for the opening of the Zanké Faba site to other African languages but ensuring the quality of various products prior to publication; mobilization of financial resources to support activities related to the management of the Zanké Faba site. As concerns this last point, a request will be submitted to the SDC and other partners.

Committee members volunteered to contribute in the quality control of the studies presented at the meeting.

Regarding WGNFE 2015 Budget Program, the advisory committee listened to the proposals made by the WGNFE Coordination after



*The participation of EWB representatives from Korea and other international institutions stepped up debates at the WGNFE Advisory Committee Session for December 2014*

consultation with key partners. Pending feedback from the ADEA Steering Committee on these proposals, participants at the session gave some suggestions for its implementation. They made the following specific recommendations: strengthening the development of dynamic synergies between the activities of the group and those of its partners, taking into account the concept of the 'Holistic View' in the programs and strengthening the Group's participation in regional and sub-regional programs such as the RAMAA and Global Coalition. To conclude, they congratulated the Group on the renewal and dynamism that characterized the running of its activities in 2014 and expressed New Year wishes for 2015 to the entire NFE network and coordination.



*Family photo in the garden of the Ouagadougou Hotel Pacific at the end of the workshop*



## 2. WGNFE's Activities

### WGNFE participates in the Commemoration of the International Literacy Day in Burkina Faso

*Literacy is recognized by all States as a prerequisite for any sustainable human development. It helps combat underdevelopment, ignorance and dependence. It is in this regard that it is a right and also the reason for the establishment of the International Literacy Day (ILD) celebrated worldwide on September 8, each year.*



*Burkina Faso authorities during the International Literacy Day celebrations in Dédougou*

In Burkina Faso, the ceremony took place in Dédougou on 25 September, under the theme "Literacy and Sustainable Development". WGNFE took part in this important commemoration.

Featuring in the highlights of the day, were speeches from the following personalities: the representative of the Mayor of the Dédougou council, His Excellency the Canadian Ambassador to Burkina Faso, TFP leaders, the representative of the patron of the ceremony and the Minister Delegate for Literacy. They all stressed the role literacy plays in the sustainable development of countries and expressed their commitment to continue the fight against illiteracy.

Learners used the ceremony to express satisfaction for the lessons learned. Stakeholders in non-formal also used the event to reiterate their commitment towards intensifying their efforts to eradicate illiteracy in Burkina Faso and



*UNESCO Prize Certificate award to the APENF representative by the Vice Minister in charge of Literacy*

Africa, in general.

The end of the ceremony was marked by the award of certificates of recognition and decorations to stakeholders working to eradicate illiteracy.

Most especially, was the official award of the 2014 UNESCO king SEJONG Literacy Prize to APENF by the Minister Delegate in charge of literacy. This award is a global recognition by the international community for all the good that has resulted from the cooperation between Korea and APENF for their support to women in rural areas in Burkina Faso.



*« A prizewinner, happy as she is when receiving her literacy certificate from the godmother of the Literacy Day» (Coll: I. B-L)*

## 2. WGNFE's activities

### WGNFE Participates in a Workshop to Validate results of RAMAA's Main Survey in Senegal.

*A workshop to validate results of Senegal's Action Research on the Measurement of Learning Outcomes of participants in Literacy programs' (RAMAA) main survey held in Dakar on Wednesday, September 10, 2014 in the conference room of the National Center for Educational Resources (CNRE) ) in Senegal.*

The Director of the National Center for Educational Resources (CNRE), the representative of UNESCO BREDIA, the representative of the union of associations of local elected officials (UAEL), the Director of the Directorate for Literacy and National Languages (DALN), investigators, literacy inspectors and stakeholders/trainers of regions covered by the study all participated in the workshop. The Burkina Faso RAMAA team with a delegation of two members in which WGNFE was represented also took part.

This meeting was an opportunity for stakeholders to recall the interest and relevance of RAMAA. Indeed, it is seen as a good tool to monitor and assess progress in literacy and it is based on a highly participatory process.



*Burkina RAMAA Representatives*

The presentation of the synthesis report results of studies and discussions were utilized to make recommendations to improve the production of the final report in December 2014.

With the aim of providing a better orientation to some participants anxious to get an assessment of literacy programs, the representative of WGNFE, who is also a member of the Burkina team, recalled that WGNFE/ADEA is conducting a study through the Inter-Country Quality Note to implement a program assessment grid in the 14 member countries of this Node.

The meeting was also an opportunity for the UNESCO BREDIA representative to announce the advent of RAMAA 2 which may take into account other aspects that escaped the actual RAMAA and provide solutions to problems faced by beneficiaries and actors in the provision of literacy programs.

At the end of discussions on the results presented, participation certificates were given to the data collection staff in recognition for their commitment and work quality.



*A general view of the workshop's participants*



## 2. WGNFE's Activities

### Setting the pace for Education in Burkina Faso: The Partnership Framework Meeting

*Burkina Faso's Ministry of National Education and Literacy (MENA), technical and financial partners involved in education, the civil society and social partners met on 10 October 2014 within the framework of periodic meetings of the "partnership framework". The meeting was to assess the implementation phase of recommendations for the Basic Education Sector Ten-Year Program (PDSEB) whose implementation is monitored by five thematic groups, namely: Quality, Access, Management, Financial Management and NFE.*

Important issues were discussed including curriculum reform introduced in March 2013, measures to admit successful candidates in the "Certificat d'Etudes Primaires Elémentaires" (C.E.P.E) into secondary school, implementing reforms in the post-primary, the strategic plan for capacity building, the development of the RESEN

(Status Report of the National Education System) study and preparations for the meeting of the board of directors of SMEs. At the end of the debate, the next stages were identified.

To be retained from this meeting that the essential part of the initiatives of this reform focuses on the implementation of the holistic vision as recommended by the ADEA Triennial that held in Ouagadougou in 2012. This justifies the fast tracking of reform activities at all levels in the non-formal as well as in the formal sectors and the concern to structure them by seeking better ways. Curriculum reform aims at contextualizing teaching programs and adapting them to all groups, notably the underprivileged.

Let us hope that this dynamism will continue with the motivation and enthusiasm currently portrayed by the stakeholders.

### APENF, Host Institution of WGNFE, Winner of the 2014 UNESCO Confucius Prize

*The Association for the Promotion of Non-Formal Education (APENF) is one of the 2014 happy winners of the prestigious UNESCO Confucius Prize for Literacy. The Association receives this award for its strong involvement in non-formal education initiatives in Burkina Faso and the West-African sub-region, in general.*

Its program dubbed "Empowerment of Women Living in Extreme Poverty in Burkina Faso", attracted particular attention. It successfully combines traditional literacy training, digital literacy and vocational training. Based on a learner-centered approach, the program identifies learning needs through a participatory process in which community members share their concerns and prioritize actions to be included in their curriculum. Classes are held at various times of the day, in five local languages and cover topics as varied as the fight against malaria, hygiene and sanitation, cultivation of bean fields and management of micro-loans. These measures explain the success of the program, and its recognition by UNESCO.

The Association for the Promotion of Non-Formal

Education (APENF) is the host institution of the ADEA's Working Group on Non-Formal Education (WGNFE). Created in 1997 on ADEA's recommendation, it serves as a national forum that facilitates dialogue between Burkina Faso's ministries of education, civil society organizations and all partners active in the area of literacy and non-formal education.



View of UNESCO and the host country representative at the awards

Source URL: <http://www.adeanet.org/portals/v2/fr/news/lapenf/institution-hote-du-gtenf-laureate-2014-du-prix-confucius-de-lunesco>



### 3. News of National Working Groups and Partners

## World Literacy Day, an Opportunity to take Stock of Illiteracy in the World in 2014

*Like the previous years, 2014, was marked by continuous illiteracy in several countries. Even cases of a return to illiteracy were observed. Consequently, more than 775 million adults are still illiterate.*

The South and West Asian as well as the sub-Saharan African regions are the most affected.



Global Literacy rates; adult literacy rate  
Source : UNESCO

"If these trends continue, 743 million adults in these regions, plus 98 million young people will lack the basic literacy skills by 2015," according to statement by UNESCO.

This deficit is worsened by a lack of life and professional skills, thus hindering proper education for children that will help improve the quality of their lives. Unfortunately the achievements of literacy campaigns are hardly maintained in an environment which is unfavorable to new literates. As such, literacy always searches its brands in an environment where human capital cannot be despised. These consequences are a reflection of poverty intensified by inequalities thus creating a fracture at the society's structure. It is therefore in this

context that the World Literacy Day was commemorated in 2014.

This commemoration is an opportunity for all stakeholders in education and training to remember that literacy is the basis for development. An illiterate population is weakened when faced with key issues such as health, preservation of the environment and living conditions, preservation of natural resources, and others.

The Association for the Development of Education in Africa (ADEA) through its Working Group on Non-Formal Education (WGNFE) falls clearly in line in the fight against illiteracy. Therefore, it endeavors to share good practices on literacy in Africa and support African education systems by developing innovative approaches, tools, serving as exchange platform for experts to reflect on the stakes and major issues on education and training systems.

Literacy must be strengthened and taken seriously by policy makers to make it a priority in educational policies.



His Excellency the Canadian Ambassador to Burkina Faso receiving an award from representatives of Burkina Faso people for his indefatigable support to Literacy in Africa

### 3. News of National Working Groups and Partners

## The APENF Burkina Faso Convenes its General Assembly in Ouagadougou

*More than 400 people honoured this invitation including members of the 13 Coordinations corresponding to the 13 regions of Burkina Faso, technical and financial partners, sister associations and continental institutions like the WGNFE. The Secretary General of MENA chaired the ceremony, as representative of the Honourable Minister of Education and Literacy.*



Opening of the GA by Mr. General Secretary of MENA

The participants focused on the life of the Association and the report of the activities carried out in the last two years by the Executive Secretariat and its Coordination committees. They focused on four issues namely: the mobilization of financial resources, the visibility of the Association, its credibility and governance. Discussions were also held on commissioned studies on APENF's communication strategy, its advocacy plan and the status of public utility to which the structure considers obtaining. It can be concluded that despite the challenge in mobilizing adequate resources, APENF is becoming more professional and succeeding in

its mission, which is to work for the promotion and scaling of educational innovations, and also to advocate recognition and sustainable financing of Non-Formal education.

In conclusion, the Assembly approved reports and took major decisions that included the organization's change in status. Strong recommendations were made, particularly as concerns: institutionalizing a day for each of the coordination, promoting the use of ICT at regional coordination levels with the aim of improving communication, restoring the study on advocacy with MENA authorities, local authorities, stakeholders on the ground and PTF. In addition, the decision was taken to officially launch the advocacy platform in Ouagadougou with the involvement of ministers as supervisors. The Assembly also instructed the Executive Secretariat to seek the contribution of WGNFE in solving the problem on significant differences between the statistical data related to innovations of stakeholders and those of the coordination.



View of the conference room during the APENF General Assembly



### 3. News of National Working Groups and Partners

#### Effectiveness of the Right to Education in Burkina Faso

*In 2014, APENF began a new investigation into the state of affairs concerning the effective implementation of the right to education in two municipalities in the Sanmatenga province. It is within this framework that it organized a workshop on 27 and 28 November 2014 at Kaya in the North Central region of Burkina Faso to present its results.*

Supported by IIEDH and UNESCO Chair of Bergamo, the study's goal was to build an integrated assessment tool for education strategies at the local level involving a multiplicity of actors. The main objectives of the workshop were: 1) measure the effectiveness of the right to education at the municipal level and identify barriers to good practices; 2) Ensure sustainability by encouraging stakeholders to appropriate this new local planning process.

The study sought to answer two central questions namely: how do local stakeholders handle education issues and to which indicators and what maps should we turn for an effective integration of the rights to education.

These issues were analyzed from three perspectives: primary, post-primary and non-formal education while focusing on the four abilities namely: acceptability, adaptability, accessibility and adequate allocation. A number of indicators were selected to fill in each capacity.

Analysis of different indicators show that much still has to be done to ensure that the effectiveness of the right to education is a tangible reality in the Barsalogho and Kaya communities, be it at the formal or non-formal level.

The actors present (representatives of the Ministry of National Education of the North Central region of Burkina Faso, the decentralized services of education in the region, teachers, the National

Commission for UNESCO) congratulated the APENF on its ability to prioritise problems plaguing education at North Central level and hope that this experience be extended to other areas.

#### National Consultations on the Future of Higher Education and Research in UEMOA Countries

*Most UEMOA member countries have organized many national meetings to discuss and build strategies and action plans to guarantee a bright future for higher education, become with the advent of knowledge economy, of vital importance to development.*

Unfortunately these meetings have failed to cause the required major changes in a context where challenges are an everyday occurrence. National consultations held in UEMOA countries, intervene in a particular context marked by the need to present a report on the diagnosis of higher education and research carried out for almost a decade and the need to share the lessons gleaned at Community level. Far from being another meeting, these consultations were particularly participatory, having included all sectors of the society in a listening approach.

The National Commissions organized most of the meetings with different components of the society, including the civil society. These meetings were an opportunity to diagnose, share and generate action plans.

In order to achieve the synthesis of these national meetings, essential to any future regional commitment, the UEMOA Commission and ADB in consensus with the Member States decided to hold a regional consultation, synthesis of the national conferences.

### 3. News of National Working Groups and Partners

## «The Youth Capacity Building Program» Of CNRE, An Alternative for the Excluded from Formal Schooling

Several studies have shown that illiteracy is one of the major causes of poverty. Unfortunately, despite significant efforts to ease access to educational opportunities, an important segment of the Senegalese population is still illiterate. Indeed, 54% of the population can neither read nor write in a language and, about two households or individuals out of eleven suffer from all forms of poverty, monetary and heritage problems. The majority of this population is made up of women and youths. These youths usually aged 15 and above end up learning a trade.

That's why, through its support missions to the literacy subsector, the CNRE initiated in 2013, a Youth and adolescents Capacity Building project through a dynamic partnership with the United States Embassy that helped raise almost \$220 000 US \$ 60 000 of equity capital.

The overall objective of this capacity building project was to improve the living conditions of the excluded youths in the target areas through literacy centers involved in economic integration activities.

Through this program, the State of Senegal in collaboration with its partners aims at achieving the following Millennium development goals: 1. "Reducing extreme poverty and hunger", 2. "Achieving Universal Primary Education for All", and 4. "Ensure Education for All (EFA) "Improving adult literacy levels by 50%, especially for women, by 2015, and ensure that all adults have equitable access to basic education programs and long standing education".

For the two years, 363 youths excluded from the formal system benefited from this project. These are mainly outgoing children from basic community schools aged 9 to 14 and who in general are excluded from the formal system and have never received an educational offer. They are taken care of in a four-year course which gives them the option to either enter the formal system after evaluating achievements, or to integrate working life after learning a trade.

The project is also open to other groups excluded from the system who are either completely or partially illiterate. These are young people who

have never had an opportunity to be educated and are learning a trade in traditional workshops or are left to themselves. These are vulnerable youth aged between 18 and 25. Among them, we have mainly:

- Young handicap(s) excluded from the formal education system and in precarious situations;
- Dropouts or out-of-school children candidates for illegal emigration;
- Youths who find themselves on the wrong side of the law and are detained in prison, correction



*Koungheul Tailors (Senegal)*



### 3. News of National Working Groups and Partners



*Koungheul Carpenters (Senegal)*

homes or juvenile delinquency centres. Furthermore, the project covered different regions in Senegal particularly neighborhoods with a high concentration of people like Medina, the suburbs of Dakar and less developed rural areas of Koungheul, Fatick, Kaolack, and Kolda. It targeted several trades based on the needs of the beneficiaries including: wood carpentry, auto mechanics, sewing, hairdressing, metalwork, poultry farming, market gardening, rural engineering, processing agricultural products, fish farming, building electricity, masonry, electricity, tiling and auto mechanics.

#### Strategy adopted by the project

With the aim of ensuring a better management of these young beneficiaries, the project adopted an inclusive approach involving various stakeholders:

- At the level of institutions (Ministry of National Education / Secretariat of State, Ministry of Justice, Ministry of Vocational Training, of Employment ...),

Career professionals (corporations, master craftsmen, technical training structures ...),

- Premises.

In the implementation process, the project is unique in that it consisted in:

In terms of training

- Developing literacy opportunities adapted to the technical and communication needs of the beneficiaries;
- Strengthening the technical and professional skills of targets based on local development needs and learners aptitudes;
- Implementing management training in order to equip young people with managerial techniques of their production activities.

At the organisational level

- Using local technical resources in training. The beneficiaries are either entrusted to master craftsmen depending on their training needs, or they are accompanied by officials of local technical services or vocational and technical training structures operating in the area;

### 3. News of National Working Groups and Partners

- Implementing the Faire-faire strategy by contracting local service providers whose main responsibility is to serve as intermediary with the National center, at the same time the youth are monitored and accompanied by academic services such as education and training inspections.

In terms of integration

- Grouping the youth according to economic interests depending on production sectors and geographical proximity;
- Equipping them and setting up production workshops.

In terms of Monitoring

- Ensuring regular monitoring after the youth are settled to sustain the workshops; the management committee ensures the smooth running of the different centers' activities and their operation. Externally, service providers ensure regular monitoring by making field visits with monitoring sheets to take account of interviews with beneficiaries and the community. The CNRE and partner

organizations hold periodic coordination meetings. Similarly, the embassy, in collaboration with the CNRE conducted a field visit to evaluate the project's progress.

- Stabilizing an effective cost integration model- that shows that it is possible to achieve a lot with few resources

- Capitalizing on good practices that will lead to a transferable model

By focusing on a training opportunity based on enhancing literacy skills and technical ability, the National Centre for Educational Resources (CNRE) implemented a tested model that includes training and individual fulfillment needs.

At assessment, it appeared that the viability of the project is clearly established. However, particular emphasis should be laid on encouraging communities to mobilize the youth so that they will benefit from the support of local communities to gain market shares.



*« By articulating training and capacity building, CNRE in Sénégal developed a model that can be used elsewhere on the Continent » Coll :I. B-L)*



### 3. News of National Working Groups and Partners

## Literacy, the Royal Road to Development in Mali

*On the occasion of the commemoration of the International Literacy Day on September 8, 2014, a ceremony regrouping policy makers, NGOs and civil society associations was held in Bamako, Mali on the national theme "Literacy, a must take road to lasting peace."*

Chaired by the First Lady of Mali, Mrs. Aminata Maiga Keita and attended by the Minister of National Education, the ceremony particularly aimed at reaffirming the Malian government's commitment to literacy, non-formal education and promoting national languages for sustainable peace and socio-economic development.

### *A Key Issue to Boost the Communities*



©His Excellency Boubakary Konaté the Malien Minister of National Education during the commemoration

!!If the theme adopted this year at the international level is: literacy and sustainable development, it is precisely to remind the international community that literacy is one of the key elements needed to promote sustainable

development, as it gives individuals the means to make the right decisions in economic growth, social development and environmental integration, "said Mr. Lazarus Eloundou, Representative of the UNESCO Office in Bamako, while referring to the message of the Director General of UNESCO, Mrs. Irina Bokova.

### *Literacy, Malian Government's Key Program*

!!Our country is in recent years, facing socio-economic and security problems that are a major concern for all Malians. Their resolution is bound to begin with education in general and literacy in particular because there are about 68% of illiterates in Mali, for whom all the major social projects are often designed, discussed and adopted ", reiterated Mrs. Jacqueline Togola Nana, Malian Minister of National Education.

Despite the progresses made in this field, Mali is still, according to statistics from UNESCO, one of the countries where adult literacy rate remains below 50%. The Malian government has therefore, in collaboration with its technical and financial partners, designed a sound program to promote literacy and national languages, which will be put at the heart of development initiatives for the coming years. The ceremony was also marked by the award of several prizes to winners of the national languages competition as well as the CIWARA award to the Swiss Cooperation for their work in the field of non-formal education.

In addition, the celebration of this day will be followed by nationwide cultural and artistic animations, such as sketches, thematic debates, radio messages and television broadcasts. These activities will end on 14 September at Ourikila in the Sikasso region.

### 3. News of National Working Groups and Partners

## UNESCO and "UN Women" regional branch laud the achievement of women

*In the United Nations spirit of Delivering as One, the UN Women Regional Director Mrs. Josephine Odera and the Director of UNESCO Dakar, Ann Therese Ndong-JATTA on Saturday, July 5, 2014 visited some beneficiaries of the PAJEF literacy project for Young Girls and Women in Senegal in the Dakar and Lac Rose suburbs.*

The tour began in the home of a young girl KEWE Ndiaye. The choice of KEWE is no accident, this young girl is one of the "ambassadors" of PAJEF who participated in the project launch in Paris in the presence of the Director General of UNESCO and the Director of UN Women on the one hand and on the other hand she successfully completed her training. In addition to her ability to read and write in her mother-tongue, she plans to open a sewing workshop to help other young girls of her entourage living with the same difficulties as she did (illiteracy, lack of vocational training, economic constraints) to benefit from the skills she acquired during her training. An initiative approved by UNESCO's main initiator of PAJEF project in Senegal.

This visit was an opportunity for young KEWE to share her ambitions and seek the support of UNESCO and UN Women to realize her project. Very satisfied with this young girl's performance, the Director of UNESCO and that of UN Women encouraged her approach, acknowledging and promising to review and support the project.

After this visit, the Directors went to the literacy center of the Niague Community. Here, the project registered a resounding success like in young KEWE's case. The 33 beneficiaries of the PAJEF project demonstrated what they had learned during their training. Each showed with pride what she has become. Such basic skills as making use of a cell phone, making use of reading skills to identify a bus number and its destination, keeping the accounts of a small business, browse in a computer have now been



UNESCO joint visit to literacy centres in the Dakar suburbs

mastered by these women. Emotions ran high in both Directors who in turn expressed their pride and encouragement.

The Regional Director UN Women hailed this initiative. Pleased with these women's commitment and courage, she congratulated them and expressed hopes that other women will emulate their example. For her the women's empowerment is very important because it ensures a better future for the family and the country while contributing to socio-economic development. She made herself available by finding ways to support UNESCO to ensure the sustainability of the project.

"I am proud to see the project achieve the desired results," Ms. Ann Therese Ndong-JATTA said. "Educating girls and women is paramount, but guiding them to become leaders and autonomous is necessary." For this reason she calls on all national and international partners to support UNESCO in this approach.



### 3. News of National Working Groups and Partners

## Technology Fuels illiterate Women's interest in Learning

*UNESCO's experience in Senegal shows that mobile phones, computers, the Internet and television renders literacy-focused classes are much more attractive to illiterate women.*

*"We realized that technology increases illiterate women's interest in learning new skills that help them to be self-confident because they are now able to read, write their own messages and use the keyboard to correct their own sentences," explained Ann Therese Ndong-Jatta, Director of UNESCO Regional Office in Dakar.*

"Currently, we have literacy-focused classes that allow women to make a transition towards the use of mobile phones and computers in learning; it became a means that attracted a lot of interest," she added.

Through a partnership with government structures, NGOs and Communities, UNESCO

Dakar is currently running the PAJEF project since 2011. For some, the courses are real but for the majority, they are virtual and are carried out online or through CD, mobile phone messages and television programs.

This allows women not only to improve their literacy and information technology skills, but also vocational training and life skills, which is an integral part of the literacy package. Financial assistance to enhance income generating activities is also given to each class (of about 30 learners).

### *A sense of freedom*

Why is technology so important for women's commitment? The answer given by learners of PAJEF courses is as follows: "Technology gives them a sense of freedom."



UNESCO/Always. Information technologies have become an indispensable tool in African Universities

### 3. News of National Working Groups and Partners

Most women do no longer need help writing text messages or dialing numbers on their cell phones. Through online posts and televised literacy-focused classes they gained access to lectures and studied when they wanted.

"Before, I was worried about everything and spent my time asking myself questions. Now I can write things without help" said Marima Dafe, who receives literacy-focused classes on television. "I take my notebook and pen, I follow up lectures on TV, and then I can go back to my chores."

The PAJEF project includes several innovative ways to use technology in literacy programs:

- *Digitized classrooms*

Two hundred classrooms are equipped with a digital kit (Sankore kit ) containing laptops, interactive beamers, and infrared stylus touch pens used to write on a digital board. The kit contains software adapted and designed to encourage participation and greater retention of knowledge thus enhancing a more active than passive learning method.

- *Using mobile phones and television in classrooms*

The partnership with RTS- 'The Senegal National Television' is also a key element in the project; it relies on various articles and educational programs used during lectures. This is a guarantee that women not only improve their basic reading skills, but also learn about nutrition, health, environment and other important issues within the PAJEF women's literacy program.

- *Online courses*

Online learning courses were produced using an approach called "Alpha-Omedia". It allows users to learn French and several local languages at their own pace. It can also track their progress and choose courses for them. It is also available

and can be installed on the mobile phones of users. It is also designed for offline use.

- *literacy-focused classes through TV shows*

A 10-minute literacy lesson is broadcast from Monday to Friday on television as part of a popular program for women. The program is dubbed "Diegak Keureum" (the housewife). It is broadcast during the day on national television. "The Literacy sequence" includes an introduction, an educational section with a lesson on literacy or techniques of computation, and a mini-report on how to apply this lesson in everyday life. These sequences are broadcast in the local language Wolof. Another television program, also broadcast in Wolof, is "Jang of Wess" (it's never too late to learn).

- *A model for other countries*

PAJEF is now seen as a strategy to accelerate national literacy while achieving economies of scale. Following the encouraging results obtained in Senegal, UNESCO announced that the project will be extended to Kenya and Nigeria, with the last launch of a similar literacy project in March 2014. Gambia has also expressed its interest in copying the project and more countries, including Pakistan and Namibia, are interested in knowing more about the project.

The literacy project is a partnership between the Government of Senegal, UNESCO and the multinational private sector company, Procter & Gamble.





### 3. News of National Working Groups and Partners

#### A Project to Promote Girls and Women Literacy in Senegal

*UNESCO Dakar coordinates the PAJEF literacy project for 40,000 young girls and women aged 15-55 in Senegal.*

*Senegal is one of the ten countries in Africa where more than half (58%) of adults are illiterate. The majority of these are women.*

Launched in January 2012 and spanning for two years, PAJEF offers quality literacy programs in national languages and French using the Internet, mobile phones and CD/DVD. In 2012, it opened 260 classes as part of the program to reach out to about 4,000 illiterate women.

PAJEF concerns all learners in existing and literacy centers as well as in new ones opened specifically as part of the project in the seven regions most affected by illiteracy (Diourbel, Fatick, Kédougou, Matam, Saint-Louis, Dakar and Tambacounda).

#### Results obtained in 2012

In terms of accessibility, 3998 girls and women enrolled in the program; 193 physical classrooms were opened; 2300 girls and women were admitted and are currently benefitting from online training program using an application developed together with the Coalition of Literacy Practitioners.

With the National Collective for Alternative Education, 900 girls and women were enrolled in the programs and 54% planned for the passage

into formal education.

Academic support was given to nearly 1,000 girls facing difficulties in their schooling to prevent them from dropping out of school.

Courses are available on CD, TV, on mobile applications, and website.

110 teachers were trained to teach PAJEF courses and 23 regional literacy officials received training in monitoring, evaluation and management; 66 literacy coaches as well as 45 facilitators, 40

outreach workers and 4 supervisors were trained to provide academic support to 794 girls at risk of dropping out of school.

96% of girls in the program passed the examinations or were promoted to the next class while 4% repeated the class. Of the 93 learners, 84.1% passed school leaving exam (BFEM) in 2012.



*Learners at Pikine Neighborhood, a Poor Suburb near Dakar*

#### Public/private partnership

The funds for the project, amounting to US \$ 750,000, were provided by UNESCO and the multinational Procter & Gamble (Always) to the Republic of Senegal.

In terms of management, the National Literacy Directorate (DALN) and the National Center for Educational Resources (CNRE) were able to test their ability to effectively manage education sector resources. Local communities were mobilized and provided substantial support to the project (in-kind donations, wage increase, and purchase of computer equipment ...). PAJEF is today at its modeling phase to be adopted as a strategy for accelerating national literacy while achieving of economies of scale.

### 3. News of National Working Groups and Partners

## South Africa, Algeria, Burkina Faso, Ecuador and Spain receive UNESCO Literacy Award

*The Director General of UNESCO, Irina Bokova, has announced the laureates of the UNESCO International Literacy Prizes, focused this year on the theme "Literacy and Sustainable Development". The recommendations were made by an international jury, which met at UNESCO Headquarters in July*

Each prizewinner will receive US \$ 20 000, a medal and a diploma during a ceremony in Dhaka (Bangladesh) on the occasion of International Literacy Day on 8 September.

Each year UNESCO awards five literacy prizes: three UNESCO Confucius Prizes for Literacy, a prize established in 2005 thanks to the support of the Government of the People's Republic of China and two UNESCO King Sejong Prizes for Literacy, a prize established in 1989 thanks to the support of the Government of the Republic of



*DR - DRT the Molteno Institute for Language and Literacy (South Africa) and the International Literacy Institute for the "Bridges to the Future Initiative", two innovative programs that use information and communication technologies to empower people of all ages in rural and less developed urban areas*

Korea.

The 2014 laureates of the UNESCO King Sejong Literacy Prizes are:

- Ecuador's Ministry of Education, for its "Basic Education for Youth and Adult project" that has benefited close to 325 000 people since 2011. The program does not only teach writing and reading but also includes teaching of citizenship, health and nutrition. The teaching of indigenous population is conducted in their own mother-tongue in an approach sensitive to their worldview.

- Burkina Faso's Association for the Promotion of Non-formal Education is recognized for the "Empowerment of Women living in extreme poverty program in Burkina Faso", which aims to improve women's lives through literacy education, health and sustainable economic development training as well as providing micro-credit facilities. The program, which has reached 18 000 women since its creation in 1997, in a multicultural and multilingual country, has made inroads in fighting poverty, deforestation and pollution through activities carried out in five local languages.

The laureates of the UNESCO Confucius Prize for Literacy are:

The Algerian Association for Literacy IQRRA (which means "reading" in Arabic), is a non-governmental organization founded in 1990, for its program on "Literacy, Training and Integration of women. "IQRRA's programs are based on a holistic and innovative approach to the integration of women living in extreme poverty in isolated areas. Literacy courses and training aimed at developing income-generating skills were suggested to these women. The program, which has benefited more than 17,000 people to date, also provides former trainees with legal counseling to help them manage their new businesses

- Lifelong Learning School for Community Development Poligno Sur (Spain) is rewarded for its "Networking as an Educational Project" serving a culturally-heterogeneous population of



### 3. News of National Working Groups and Partners

Spanish citizens, North African migrants and members of the Roma community. The program offers training in literacy, vocational education, and Out-of-school education for certification as well as skills for entrepreneurship. Through a number of community activities such as music and drama, it enhances and ecological awareness. This innovative program has successfully imbedded basic literacy into the larger community development processes and demonstrated the catalytic and transforming potential of literacy.

- The Molteno Institute for Language and Literacy (South Africa) and the International Literacy Institute (USA) are rewarded for the "Bridges to the future Initiative", an innovative program that uses information and

communication technologies to empower people of all ages living in rural and less developed urban areas. It provides interactive literacy courses to youths and adults in English and three African languages. The program, started in 2007, has benefited 6,000 youths and adults in Basic Education and Training centers for adults and 30 000 out-of-school children. It also focuses on sustainable development by providing learning content that cuts across health, the environment, social development and vocational training. This program is the result of a fruitful North-South partnership between the International Literacy Institute at the University of Pennsylvania (USA) and a national South African organization working in several countries in the region.



*Children trying hard to study in overloaded classes, an evidence that Africa's future is taken seriously, in spite of enduring challenges (Coll: I. B-L)*

## 4. WGNFE Publications

### Youth employment -a major challenge in West Africa **Youth Employment - a Major Challenge in West Africa**

*An ADEA' presentation at regional workshops (2014-2016) for Political Dialogue in West Africa Program (PDWA) of the Adenauer Foundation by I. BAH-LALYA,*

**T**he issue of Youth employment in Sub-Saharan Africa presents a striking contrast between potential and reality. On the one hand, there is reason to hope for the African youth because, at a time when major economic crises plague the rest of the world, Africa is blessed with its huge natural resources, its tremendous cultural diversity and a booming economy. At



*A booming African informal economic sector to protect*

present, the continent contains six of the ten fastest growing economies in the world. Furthermore, at a time when the progress of the rest of the world is handicapped by its aging population, the African continent has more than 200 million young people who contribute to its economic boom and are "200 million potential". On the other hand, the reverse is true. This potential, in fact, fails to reap the fruits. Result: the African continent tops youth unemployment records. Statistics show that it is here that youth unemployment rate doubles that of adults.

ADEA sought to understand and analyze this phenomenon through several research studies,

while identifying bottlenecks that bar youths and determining challenges faced by our countries in an attempt to solve the thorny problem of under-employment and youth unemployment.

It is within this framework that ADEA organized a Youth Forum in Rabat in 2011 to listen to first of all the youth and compare their understanding of this phenomenon with those of the stakeholders, especially States, the civil society and partners.

The debate initiated by the Inter-Country Quality Node on Technical and Vocational Skills Development (ICQN-TVSD) between public authorities responsible for youth employment and training in 28 countries, economic and professional organizations and actors of the civil society are the many activities that raise this problem. The conference, which was very fruitful, resulted in very constructive proposals which included:

(1) reforming systems and youth skills development courses to better target the actual needs of the youth in the World of work, (2) referring the youth to existing and accessible jobs, (3) facilitating the youth transition from training to employment, (4) developing incentives that encourage entrepreneurs in formal and informal economies to hire young people, (5) creating jobs in trades and industries considered as creators of wealth and value addition at the national, sub-regional and regional levels, and (6) developing effective measures to support activities created by young people themselves.

The conference ended by proposing an action plan at regional level in the field of youth employment. It emphasized the need to: (1) strengthen the continuum between education and training, (2) train for professions that actually exist or are emerging, (3) make training more responsive to the needs of the local labor market, (4) strengthen inter-country cooperation in youth employment policy.

The next step will be to create conditions for the implementation of this plan.

All these efforts have helped to identify the persistent challenges as stated below:



## 4. WGNFE Publications



*Street Children, the left out of today's education who will face unemployment challenges tomorrow*

Among the persistent challenges

**1. Youth exclusion from decision-making and governance at all levels.** Young people interviewed expressed concern about their never being involved in decision making regarding their future. This phenomenon begins in the classroom where frontal teaching persists in many educational systems where the child does not actively participate in the educational process. This continues in the place of work and in public life where important decisions are made without their involvement. Among the reasons given to explain this phenomenon, some raised the issue of a traditional culture based on gerontocracy which is prevalent in most African societies, and that may have been 'corrupted' by unscrupulous politicians;

**2. Upstream difficulties faced by some young people, to acquire basic education and appropriate training :** Despite the progress made during the last two decades, quality education and training still remain inaccessible to this famous last quarter of the population that the EFA and MDG programs have not reached. In 2011 in sub-Saharan Africa, over 23% of children of school going age were still excluded from school, thus representing nearly 30 million people. In countries like Burkina Faso over 1,010,000 children were involved in 2013. In addition, more than 845,000 others in Mali and 950,000 in Niger were in the same situation<sup>2</sup>. Still in sub-Saharan Africa, UNESCO identified

in 2009, more than 21 million dropouts (aged 15 to 21) to which must be added 153 million adults (21 and over), of which 60% were women<sup>1</sup>. This number is huge and it is the main breeding ground for those who will later be exposed to unemployment, delinquency, prostitution, precarious health and sanitary conditions, insecurity and recruitment by groups that maintain armed conflicts in Africa;

3. Lack of support given to graduates from training schools, most often due to a lack of funds. In many reported cases there is a clear shortage of community-based and support facilities to inform the youth about the realities of the 'World of work', guide, advise, and help them set up projects to facilitate their integration.

4. Lack of technical aid from the system. A study conducted by ADEA for example reveals that only 43% of young people have access to the internet, mainly in the cities, through Cybercafés, 20% at the work place and only 11% at home.

5. Difficulties, from the very start, to bridge the gap between school and the world of work. Mindful of the difficulties in getting the perfect first job, too many youth go to work too early, thus they take up low paying jobs and are condemned to live on a very low salary scale; others lack the skills required in the labor market and find themselves doing work for which they are not trained for; others are overqualified for the available jobs and find themselves stuck in a low productivity job;

6. Difficulty of building professional careers in an environment characterized by constant changes, which force them to constantly move from one job to another and from one organization to another;

7. Lack of entrepreneurial skills in youth who could have otherwise started their own business if they are in situation of unemployment: too many young people lack the knowledge and skills to identify opportunities, innovate, manage a business, create networks essential for the growth of their businesses, maintain a viable and sustainable market for their production;

8. Lack of coordination and partnership

## 4. WGNFE Publications

between the state, the civil society and partners who are interested in the situation of the youth;

9. Lack of strong cultural references widely shared among the youth. African cultures and values that were before at the center of education and public morality systems are greatly challenged as young people at the same time, face the difficulty of fitting harmoniously into modernity;

10. The challenge of living a healthy life into adulthood and old age.

Suggestions to surmount these challenges

Beyond identifying challenges, ADEA in collaboration with the youth as target group, suggested some solutions that should be immediately tested in the field. These led to the following proposals :

1. Putting youth employment at the center of economic, social and cultural policies of countries and international organizations;

2. Directly including the youth in designing policies concerning them;

3. Ensuring a radical restructure of all education and training systems with the aim of:

a. integrating subsystems (formal, non-formal and informal) into a centralized holistic vision, beyond the simple mastery of knowledge, mastery of 'skills', wherever the place of learning,

b. using alternative formulas to facilitate access to basic education of the "Last Quarter" that includes the left out of traditional education and training systems,

c. moving towards more practice and less theory in primary and secondary schools through practical work, pre-professionalization and others

d. including training modules on entrepreneurship, enhancing the initiative, leadership and creativity spirit in secondary and higher education,



*Promoting rural activities is one of the solutions for youth employment in Africa: Here, a young cattle breeder taking care of his herd*



## 4. WGNFE Publications

e. strengthening the skills of young people in the informal sector,

f. encouraging the use of New Information and Communication Technologies in educational and administrative processes of schools and training centers,

g. integrating the teaching of ethics and civics in all curricula and address human rights. This type of education should not be theoretical nor detached from its environment;

4. Putting African knowledge and endogenous know-how at the center of curriculum for a more relevant education that is in conformity with Africa's culture, history and values and responding to the labor market through targeted interventions by the authorities in particular States;

5. Opening community-based and support structures not far from the resident of the youth to inform them about the realities of the world of work; to guide, advise and help them design projects to facilitate their integration into the employment environment;

6. Encouraging companies to be actively involved in work-based learning;

7. Helping young people to become entrepreneurs and create their own jobs;

8. Increase funding and optimise budget management for education and training;

9. Encourage the youth to live a healthy life in the face of 'globalization' with its widespread pleasures; and to conclude

10. Seriously consider the call of the youths FOR A FAIRER AFRICA.

Young people interviewed by ADEA, working with the Association itself, consider that the issue on youth employment is an important tool for peace, security and development in Sub-Saharan Africa. As one young Burkinabe said during an interview "Either you elders take care of us or we the younger ones will sooner or later take care of you!" It is on this prescient note that ADEA concludes the regional workshop on Political Dialogue in West Africa (PDWA) organized by the Adenauer Foundation from 20 to 23 October 2014 in Ouagadougou, capital of Burkina Faso.

Literacy issues in the African context  
by A. Seurat

The proportion of illiterate adults in sub-Saharan Africa declined between 1985 and 2008, but the number of illiterate people has actually increased during this period. It is in this context that the international community has pursued since April 2000 the process to achieve Education for All, aimed at improving adult literacy levels by 50%, by 2015. This question aims to analyze the extent to which primary education and literacy programs, two processes in which education policies can intervene, enable individuals from sub-Saharan African countries to acquire basic reading skills.

In the vast majority of African countries, analyzes conducted based on household surveys show that it is not enough to have completed primary school to be able to read as an adult and that it is essential to have received some quality education. Moreover, for the same teaching period, the degree of literacy of individuals is very different depending on the countries, thereby indicating wide disparities in the quality of education. These differences cannot be attributed to the difference in the amount of resources allocated to education systems, but rather appear to be related to differences in the teaching periods enjoyed by individuals on the one hand, , and on the other hand, to the organization of the schooling within that time. If primary education does not, in its current operation, ensure the sustainability of an individual's ability to read, this means that literacy activities have a significant role to play. Results from these household surveys show that participation in literacy programs remains on average very limited in SSA. In addition, there is a very high variability between countries in the impact of literacy activities on individual's ability to read. This is probably due to the wide variety of literacy programs that have been implemented.

This diversity, plus the near absence of real national literacy development policy, makes it very difficult to identify the modalities.

## 5. Latest news

### **ERNWACA to Organize in Bamako an International Colloquium on Education and Training for Integration, Peace and Socio-economic Development in Africa**

The Educational Research Network for West and Central Africa (ERNWACA) in collaboration with the Malian Ministry of Education will organized an international colloquium on education and training for integration, peace and development in Africa. The colloquium fits into the scheme of ERNWACA strategic plan implementation. It aims, firstly, to share the network's research works and secondly, to give the opportunity to others to share theirs. These exchange activities should result in the capitalization of experiences and realities likely to eradicate the socio-educational and economic canker faced by our societies today.

This international colloquium that was to hold from 8 to 9 December 2014, was postponed to a later date due to the outbreak of the Ebola virus epidemic in some ERNWACA member countries. Following further consultation with Malian authorities, the conclusions drawn were favorable; the date of the conference was finally slated for 2 to 3 March 2015.

Firstly, the conference comprised a concept note and a call for papers, to be published on the ERNWACA website, followed by a pre-selection phase and finally the assessment and final selection phases by the ERNWACA Regional Scientific Committee (CSR). Of the 94 approved abstracts, 52 were pre-selected. 22 complete proposals were finally validated. 3 research reports on the Educational Research Grants

Program (ERSP) of the 2013 edition on higher education were added to this number. From the perspective of creating synergies and partnership actions to strengthen the sharing of experiences, scientific partners are also called upon to write papers.

Indeed, this program consists of a series of activities that are organized into three thematic sections: round tables, workshops and a conference. To these is added upstream, an opening ceremony and downstream a closing ceremony.

Infill moments will be animated by printed and audiovisual documentary exhibitions.

Roundtables will focus on discussions in general or related to the general theme. They are 4 in number and the number of papers to be presented varies between 4 and 6. They will be preceded by introductory papers with specific thematic backgrounds suggested by the stakeholders.

Regarding the workshops, other than the three ERSP 2013 research reports, papers are selected entirely depending on the CSR list. The workshops are 3 in number and the number of papers to be presented is between 3 and 6. Facilitators are 9:4 moderators in number with 5 rapporteurs.

On the sidelines of workshops, a consultation meeting will be held between ERNWACA authorities and ministers. The time for the event will be announced later.

## 5. Latest news

### Appointments to Burkina Faso's Ministry of National Education and Literacy

Appointments to Burkina Faso's Ministry of National Education and Literacy  
Following the changes made at the political level in Burkina Faso, a new MENA team has been put in place. Appointments were made specially for the following key positions:

1. **Mr. Coulibaly Samadou** was appointed Minister of National Education and Literacy of Burkina Faso to replace Mrs. Koumba Boly / Barry;
2. **Mr. Paul Yombo DIABOUGA**, was appointed Secretary General, to replace Mr Emmanuel W. Goabaga;
3. **Mr. Emile KAHOUN**, certified teacher of secondary schools, was appointed Director General of Non-Formal Education to replace Mr Abu Remy who combined the position as the focal point of ICQN/ALN;
4. **Ibrahima Sanon**, certified teacher of High Schools and Colleges, has been appointed Director General of the Institute of Education Reform and training replacing Ms. Kaboré Juliet.

WGNFE welcomed its newcomers and wished the outgoing ones a successful career continuation



