



# Kibare

Newsletter of the ADEA Working Group on Non-Formal Education

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Working Group on Non-Formal  
Education (WGNFE)

Association for the Development  
of Education in Africa (ADEA)

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## 2. About WGNFE

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

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The Working Group on Non-Formal Education (WGNFE) is one of the nine working groups of the Association for the Development of Education in Africa (ADEA).

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 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 regional frameworks”.

In the beginning, WGNFE aimed at studying nature and impact of diverse forms of education opened to dropouts and out-of-school children, as well as to 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:

- Deployment of a forum of exchanges on non-formal education, at the continental\_level ;
- Identifying and disseminating promising initiatives and programs on non-formal education ;
- Strengthening non-formal education providers’ capacities ;
- Consolidating public, private and civil society partnership ;
- Contributing to resource mobilization, especially financial resources.



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### WGNFE attends the Burkina Faso Partnership Framework Special Session

The **Partnership Framework** is an initiative of the Burkina Ministry of Education whose aim is to build on stakeholder relationship based on exchanges. It is a forum dedicated to promising pedagogic initiatives, best practices in education, and reports on the activities undertaken within the framework of the National Basic Education Development Program (PDSEB). Participants at such forums come from Ministries of Education, technical and financial partners, and Civil Society. ADEA's WGNFE always attends these forums and participates to discussions taking place there.

The Special Session which was held in April 2015 aimed at review a preliminary report of a study on Observing Teachers Practices in Relation to Students Learning (OPERA). It was carried out within the framework of cooperation between Sheikh Anta Diop University of Senegal (represented by Pr Nacuzon Sall), the University of Koudougou in Burkina Faso (represented by Dr Afsata Paré Kaboré) and the University of Nimes in France (represented by Marguerite Altet).

This study was designed as a means to improve quality of basic education in Burkina Faso. It laid particular emphasis on teaching practices for Mathematics, French and on awakening subjects (History, Geography, science, etc.). The purpose of the study was to make a diagnosis of teaching and learning process in primary school classes in Burkina Faso and to examine ways and

means to implement and strengthen teachers' capacities to teach these subjects.

The survey was conducted with a sample of 90 teachers coming from 45 schools, and for 2 levels: CP2 which corresponds to Grade 2 in the English educational system, and CM2 which corresponds to Grade 6.



*A mathematic class in a typical West African school*

In this light, four areas were considered: 1) teacher-student relationship; 2) nonstructural approaches used by teachers to teach on issues relating to knowledge acquisition, skills and behavior; 3) class space and time management; and 4) the mastery of psychological approaches in relation to the Learner.

At the end of the study, it was observed, among others, that teacher's perceptions of the student role in education process vary significantly from one teacher to the other. Also, in most cases, the learning itself is overshadowed by class organizational matters. Teachers spend more time and energy on organizing their class than on didactic aspects. The study also led to many other pertinent

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findings that spurred the authors to make the following recommendations: (1) clarify underlying learning theories, (2) seek more appropriate and diversified ways to train teachers and trainers and (3) reflect on training modules and tools used in teaching Mathematics, French and awakening subjects in Burkina Faso.

The study comes at a time when the move to reform African education systems is marked by promotion of science, mathematics and communication at various levels of teaching and learning processes. Its final report could therefore be better disseminated throughout Africa and used to help other countries to better diagnose strategies used to teach these subjects. ADEA in general and WGNFE in particular, could take the lead in disseminating this report. The study is available at: [www.opera-burkina.org](http://www.opera-burkina.org).

### UEMOA<sup>1</sup> Member Countries Discuss the Introduction of Community Colleges in West Africa in a Bid to Address the Issue of Youth Training for Employment

Youth employment is a major challenge for UEMOA countries. To overcome this challenge, these countries diligently carried out a study to assess to what extent the community college model, implemented in America, could be introduced and generalized in West Africa.

Reforms initiated by UEMOA countries on Technical and Vocational Education and Training (TVET) have so far « *failed to*

*provide adequate solutions to the problems of employment and to meaningful integration of youth in society. Today, unemployment and underemployment of youth have become a major risk factor for our countries' stability* ».

UEMOA countries are therefore seeking innovative solutions to better create a balance between training and employment. Thus, a study was carried out to address this major challenge and resulted in the conception of a detailed report on teaching. This study advocated the introduction of community colleges<sup>2</sup>. A workshop to validate findings of the report was therefore organized in March 2015 in Ouagadougou.

The workshop was attended by officials of organization in charge of this department within UEMOA, their partners, representatives of the six countries concerned, and consultants; mainly Canadians, who conducted the study.



Lively discussions took place during the UEMOA Workshop on introducing Community Colleges in the UEMOA zone

2 The notion of "College" is different depending on whether we are dealing with the Anglo-Saxon or French systems of education. The former, refers to the idea of post-secondary studies leading to a Bachelor's Degree, while the latter, rather refers to post-primary education (between the 7<sup>th</sup> and 8<sup>th</sup> year of studies). Community colleges are therefore 1<sup>st</sup> degree universities crowned by HND (Higher National Diplomas).

1 UEMOA (« Union Economique et Monétaire Ouest Africaine » in French) is the West African Economic and Monetary Union, WAEMU.



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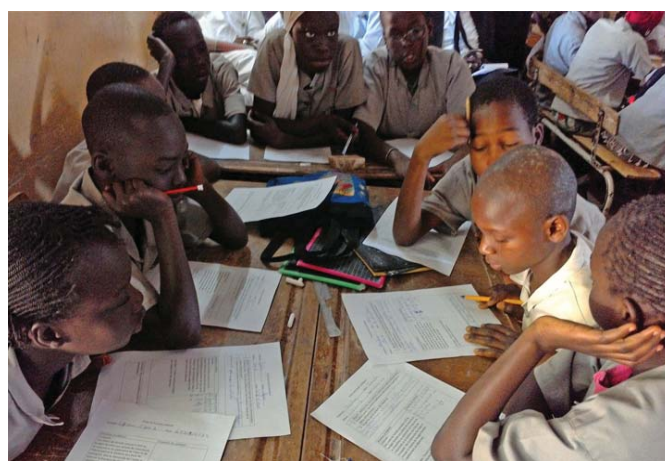
There were three highlights: (1) Presentation and discussion of the report on the feasibility studies, (2) Reviewing of the current state of vocational training in the countries concerned and their stance as concerns the introduction of colleges, (3) and presentation and discussion of conditions to experiment a pilot phase of community colleges within UEMOA countries.

At every step, particular attention was laid on issues relating to (a) Governance, (b) Partnership, (c) Pedagogical Matter and (d) Financing.

Overall, participants subscribed to the idea of introducing Community colleges within UEMOA. Actually, over 1 000 studies have documented the positive impact that such form of education could bring to local economies and to communities, in general.

However, for such potential to realize it is critical to further examine and find solutions to such issues as: (1) ways and means to finance Community colleges in the West African context and have students to contribute through fees tuition and others, (2) the kind of partnership to establish between local business and Community colleges, (3) how to best manage students enrollment in various fields needed to develop the local economies and society, (4) what would be the share of general education in the curriculum, (5) how to match proposed educational programs in these community colleges with ongoing national reforms and frameworks, (6) in the same vain how to match Community colleges with ongoing higher education reforms, notably the BMP<sup>3</sup>, (7) How to

effectively train trainers and adjust their status and incentives to the needs, (8) How to build in, at the conception phase, efficient monitoring and evaluation tools, thus ensuring a thorough follow-up of the programs (9) Which cooperation and networks could be developed between various Community colleges of an area, a country or UEMOA zone, (10) How to adjust the program to both contexts, upstream with the labor market and downstream with Basic education, (11) How to take into consideration institutional cultures that characterize education systems in the UEMOA zone, (12) What advocacy and sensitization initiative to undertake in order to market the Community college concept in Francophone Africa, (13) How to upscale the initiative in a way to have it extended to countries beyond those of UEMOA, and (14) What partnership with other stakeholders including ADEA to foster ?



*Pupils studying in groups*

The idea to experiment a pilot phase was passed though some participants thought that it was necessary to investigate the above issues before launching the idea

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of Community colleges. Introducing Community colleges in West Africa is certainly a good initiative because it is in line with at least four priority areas of ongoing major reforms in Africa. First, it is in line with decentralization which aims at giving more say and leadership to local educational communities. Second, it would provide a better balance between training and employment. Third, it focuses on affirmative policy for the Youth currently implemented in Africa and, by the same token, promote “the demographic dividend” that is characteristic of today’s Africa.

A fourth argument to favor Community colleges is the concern of French-speaking African educational systems to strengthen practical training and the mastery of know-how in the curriculum. It is therefore important that ADEA be part of this initiative aiming at generalizing Community colleges in Africa. It could play a role in its Steering Committee, or contributing to quality control of the programs to be initiated. Another idea would be to support capitalization of the pilot phase, thus contributing to advocacy, sensitization and dissemination of community college concept throughout Africa.

### WGNFE and APNFE Participate in the ERNWACA Colloquium Held in Bamako

The Executive Secretariat of the Educational Research Network of West and Central Africa (ERNWACA) organized an international colloquium in March 2015 in Bamako on “*Education and Training for Integration, Peace and*

*Socio-economic Development in Africa*”. This was part of the 2012–2016 strategic implementation plan of this network. In attendance were representatives of the sixteen ERNWACA national country chapters, NGOs, partner institutions, bilateral and multilateral agencies, Ministries of Education and renowned researchers in and out of Africa. The colloquium opened with a presentation of three documentaries which served as the basis for discussions. The first of such documentaries focused on ERNWACA activities, the second on the BMP approach<sup>4</sup> and the third on the concept of Peace.



The socio-professional integration of youths was one of the main issues discussed during the Bamako 2015 ERNWACA colloquium. Here, a young student indulges in petty trading in one of Africa’s big towns

<sup>4</sup> LMD System is a major reform of university systems in Francophone Africa. It was inspired by the anglo-saxon model that is structured around just three levels: Bachelor Degree, Master Degree and PHD, thus the abbreviation “BMP”



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Then, there were three roundtable discussions on: (1) *“Education and Training for African country's Integration, (2) Peace and Socio-economic Development in Africa”* and (3) *“Prevention and Management of Conflicts in Africa”*.

After these plenaries, the colloquium continued with a series of workshops on the following themes: (1) *“Education and globalization: perspectives for a quality and equitable inclusive education”, (2) “School dropout and socio-professional insertion of youth: what are the facts, the priorities, and the prospects to envisage?” (3) “Higher Education and Employment: issues at stake and employment prospects for trainees”*.

Both WGNFE and APNFE chose the 1st theme and shared their respective experiences on peer reviews and on developing indicators of the right to education at regional and communal levels. The gathering ended with two presentations: 1) the Research findings on part 1 of transnational studies regarding *“Feasibility studies for the elaboration of an original school program that enhances preparation for the employment of students in Gambia, Guinea Bissau, Nigeria and Senegal”* and 2) *“Higher Education for what governance, and what leadership?”*. The colloquium was honored by the attendance of Mali and Senegal Ministers of Education.

### Conference on EFA in Africa: African Ministers make Firm Commitments for Post-2015

A high profile meeting between partners of education held in Kigali in February 2015. One of the major decisions taken during this enlarged meeting was

to encourage all African Education partners, notably African Ministers, to revisit their priorities, strategies and objectives for Post – 2015.

Within a context marked by new prospects and emerging challenges, participants at the conference approved the main objective whose aim is to *“Ensure equitable, inclusive and quality education and promote lifelong learning possibilities for all”*.

In the final document, African Ministers of Education highlighted significant progress achieved in the domain of Education throughout the continent and identified priority areas to be targeted after 2015.

These areas include : equitable and inclusive access to education for all and issues relating to inclusion, equity and gender equality.



Kigali provided the opportunity to reiterate the main objective of education in Africa i.e., *“to ensure equitable, inclusive and quality education for all, including the vulnerable youth”*



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Participants emphasized the need to sustain global policies on teachers in African Nations. They also called on « *a collective action aimed at increasing investment for the recruitment, training, deployment, management, assessment, continuous vocational enhancement and improving the wellbeing of teachers at all levels, both formal and non-formal* ».

The meeting was an opportunity for participants at the conference to congratulate African Union (AU) Heads of State and Government on the decision taken at the Summit in Malabo (Equatorial Guinea) to request that studies be carried out on the training, life, and working conditions of teachers in Africa. They invited policymakers, syndicate organizations and stakeholders in education to establish consistent and constructive social dialogue geared towards improving the working conditions of teachers, increasing mutual sense of responsibility and creating a learning environment that is conducive, peaceful and productive. In addition, participants at the conference expressed the wish that innovations in the training of teachers and pedagogic practices that cover the use of Information and Communication Technologies (ICT) be introduced.

The importance of gender equality and empowering women for sustainable development was highlighted and in the wake of the conference the decision was taken to: support policies and plans that cover gender issues; include gender related issues in training of teachers; ensure an end to violence against girls, unwanted pregnancies, and early marriages; curb risky sexual behavior and HIV/AIDS through teachings

on reproductive health adapted to age; fighting against harmful cultural practices; ensure that girl child continues school to the higher education level, sustained among other things by food and nutrition programs; make toilets, health centers and secondary schools accessible and offer scholarships; link women literacy programs to the rights of women, leadership, health, nutrition, peace and security, and entrepreneurial skills; ensure that learning environment takes gender issues into consideration.



School environment is important for effective learning to take place: Here, a properly maintained school playground

The conference participants assess quality education and learning outcomes as urgent issues and recommended the implementation of policies, strategies and legal frameworks geared towards providing resources, defining standards, encouraging multilingualism and the use of African languages in teaching learning processes, appropriately monitoring learning outcomes, and studying innovative approaches, upscaling the use of Information and Communication Technologies in the curriculum and for monitoring progress made toward achieving national and regional goals.

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The conference equally advocated the strengthening of leadership and school governance that includes local communities while guaranteeing conducive learning environments that are free from violence, are inclusive, and integrate gender aspects.

The participants also requested that Science, Technology and development of skills be reinforced to encourage innovation, creativity, entrepreneurship and employment with much attention paid to youth, girls and marginalized groups.

The meeting pledged to promote and include development, use and broadcast of native sciences in education systems. To this effect, participants at the conference called on all stakeholders in education in Africa to reinforce research, teaching, and learning of science, technology, engineering and mathematics, at all levels of teaching, including formal, non-formal and informal sub-sectors *"while maintaining dynamic links with social and productive services"*.

They also called for a total transformation of Technical and Vocational Education and Training (TVET) and of Higher Education Teaching systems with priority given to quality, regional cooperation and to ensure common programs, recognition and transfer of credits and flexibility on admission and readmission procedures of students into working life and continuous training.

The conference equally requested elaborating mechanisms that ensure quality and assess progress made at the national and international levels, while remaining connected to job market

through acquired skills and reinforcing Information Systems in the job market (SIMT) that are in line with national plans for development of human resources.



Participants at the conference call for the development of a framework to set the Post – 2015 Agenda and a platform for action focusing on youth.

While acknowledging globalization and progressive interconnection of a world faced with emerging human and environmental issues which create conditions and tensions that require a more significant cooperation and harmony between humanity and nature, the conference also recognized the importance of Global Citizenship Education (GCE) in the promotion of values, attitudes and skills necessary for a more peaceful, just, inclusive and harmonious world. The participants requested institutionalizing education in view of a sustainable development EDD-ECM through formal, non- formal and informal education through: a) adoption of a humanistic approach to education (Spirit of Ubuntu) which strengthens



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among other things self-respect, respect for others and the planet, b) commitment of all stakeholders to foster the EDD-ECM agenda, c) use of existing regional protocols and ongoing initiatives to foster EDD-ECMs, d) assessment and integration of EDD-ECM elements into all subjects at all levels of teaching.

The Conference noted that high percentage of youths is a potential asset for Africa's transformation. Considering high rate of adult and youth illiteracy, especially in girls and women, and the substantial number of school dropouts and youths, the conference called on stakeholders to ensure that all youth and adults, particularly women, have access to continuous lifelong learning and to functional literacy, as well as the skills required to live and work if the wish is to see youths produce output needed. Moreover, it is imperative that government and stakeholders create more attractive and pertinent youth and adult literacy programs adapted to African context.

Kigali once again reiterated urgency to address problem of youths within the framework of lifelong learning. The conference observed that governments bear primary responsibility for adequate, equitable and sustainable funding of education.

It recognized the low investment in education, weakness in governance and in administrative structures of education systems. It then vowed to strengthen financial governance and increase national allocation of resources and internal mobilization in favor of

education targeting especially sub-sectors that lacks resources, notably ECCE, illiteracy of youth and adults, TVET and Higher education, among others.

The recommendations made in this regard have included respect for internationally recognized limits which stand at least 6% GDP and 20% public expenditure on education as well as adequate use and equitable targeting of resources.

The contribution of the Global Partnership for Education (PME) to fill the funding gap was recognized by the Conference and a call was made to expand the areas of support to achieve set post-2015 education objectives. Another appeal was made for development partners to again commit themselves to better target and coordinate public development aid in accordance with regional and national educational priorities and plans.

The conference expressed its commitment to promote civil society organizations within a coalition working on education in Africa. In this regard, the participants approved the use of systems and mechanisms of governance which are open and transparent for monitoring, reporting and budgetary accountability in order to ensure the efficient use of resources.

The Conference was the culminating point of two-year on new global objectives and global targets for the post-2015 education agenda that had been going on for two years. It has also

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paved the way for the World Education Forum in Incheon, Republic of Korea, scheduled for May 2015, as well as the General Assembly of United Nations to hold in New York in September 2015.

Previously held consultations resulted in important agreements including Muscat Agreement, Final Document of the General Assembly of the United Nations, Open-ended Working Group (OEWG) for sustainable development goals, common African position post-2015 (CAP) and African Agenda 2063, and assessment of the national Education For All initiatives.

The Conference participants called on UN agencies, development partners, civil society organizations, youth representatives and private sector under the leadership of UNESCO and African Union to maintain the momentum in order to design a comprehensive and coordinated post-2015 education agenda and platform for action.

### **Burkina Faso Minister of National Education and Literacy meets WGNFE-ADEA Coordinator**

The coordinator of ADEA Working Group on Non-formal Education (WGNFE-ADEA), Pr. Ibrahima BAH-LALYA, held a working session with Burkina Faso's Minister of Education and Literacy (MENA), His Excellency Coulibaly Samadou. The Chief of Staff and the Secretary General of the MENA and WGNFE Program managers also took part.

WGNFE and MENA are working hand in hand to achieve their educational goals. For this purpose, the two institutions

meet regularly to review programs and projects in which they are involved.



*The WGNFE benefit from a strong partnership with the Ministry of National Education of the host country, Burkina Faso (in the picture)*

Following the MENA Secretary General statement, the Coordinator thanked the Minister. He reiterated on behalf of Ms Oley DIBBA-Wadda, Executive Secretary of ADEA, acknowledgements, as MENA contribute in all ADEA forums, particularly Sessions of the Forum of Ministers and the Steering Committee.

In addition, he presented WGNFE's activities, and explained ongoing partnership with MENA and APNFE<sup>5</sup>. He recalled the main programs by which the partnership is particularly fruitful:

- 1) Peer Review with which ADEA should, as part of the new reform, intensify reflections on curriculum, matching and pre-vocational situations ;
- 2) Inter-country Quality Node on Literacy and National languages; here, the two structures must work together to coordinate actions



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for the target groups of the 14 countries of the Node ;

- 3) Joint mission to review the Basic Education Strategic Development Program in Burkina (PDSEB) and participation in the related thematic group work ;
- 4) WGNFE contribution to the partnership framework ;
- 5) WGNFE's commitment to the program "Educate a Child", financed by Qatar and in which WGNFE is taking part ;
- 6) Analytical studies on sensitive points such as reshaping roadmap on Measuring the Right to Education.

The Minister reiterated his commitment to continue this fruitful collaboration. It is in this light that he informed WGNFE delegation that *Burkina Faso promises to pay all its unpaid dues as an ADEA member country*. He added that all necessary actions will be taken to strengthen this partnership during his term of office. Indeed, for His Excellency the Minister COULIBALY, ADEA objectives are in complete harmony with those of MENA.

The meeting ended with exchange of Kibare newsletter documents that the Coordinator handed on to the Minister.

### Education For All: The Conference of African Ministers of Education COMEDAF Advises a Common African Stand To The Post-2015 Agenda

The Conference of Ministers of Education of the African Union (COMEDAF VI) piggyback on the Kigali Regional

Conference on EFA to hold an extraordinary session. COMEDAF VI aim was to affirm a collaborative African approach to the post-2015 global development agenda on education. The idea behind this initiative is to ensure that the decisions taken during AU Summit on the COMEDAF VI report are taken into consideration in discussions, and that they contribute to the development of the Post 2015 Education Strategy.

This meeting was open to all Ministers of Education present in Kigali along with their representatives and major partner<sup>6</sup>. Important issues that were addressed focused on the need for post-2015 programs to include at least the following aspects:

- i. Set a clear agenda for science education in schools ;
- ii. Bring Science and Technology at the forefront of curriculum intended to teacher training schools ;
- iii. Put an emphasis on realistic, feasible and measurable programs and activities ;
- iv. Strengthen pedagogical and managerial capacities of stakeholders ;
- v. Strengthen partnership and Inter-African cooperation ;
- vi. Pay special attention to children from disadvantaged youth, the

6 Countries represented by their Ministers of Education : Angola, Botswana, Comoros, Cape Verde, Eritrea, Ghana, Côte d'Ivoire, Lesotho, Mali, Mauritius, Namibia, Niger, Rwanda, South Soudan, Sao Tome and Principe, Senegal;

□ Countries represented by high Executives: Burkina Faso, Burundi, Chad, Central African Republic, Congo, Djibouti, Ethiopia, Kenya, Madagascar, Malawi, Mozambique, Uganda, Zambia, and Zanzibar;

□ Attending partners : UNESCO, ADEA, CONFEMEN, PASEC, CEMASTE, FAWE, and ANCEFA.

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- marginalized and the vulnerable youth ;
- vii. Improve tools used for to evaluate achievements in a bid to have a full picture of the status of Education in Africa, gather robust statistics and make informed political decisions ;
- viii. Redefine the notion of basic education which must cover both Pre-primary and post primary education ;
- ix. Effectively consider lifelong learning which must be distinct from technical and vocational training ;
- x. Effectively introduce knowledge and endogenous know-how in the curriculum;
- xi. Strengthen teaching of African cultures and values ;
- xii. Reform curricula in a bid to strengthen teaching of Mathematics, Science and Technology ;
- xiii. Put an emphasis on problems relating to the marginalized, including Talibé children and children from nomad communities ;
- xiv. Promote distance education with current technological resources in the countries. Cape Verde requested to become a Partner of the PanAfrican University in the area of marine sciences ;
- xv. Students' involvement in discussions on the post-2015 agenda.





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Following very rich exchanges among delegations, the meeting agreed to reflect on aforementioned topics in view of developing a Continental strategy for Post-2015 education. Participants endorsed the UNESCO EFA evaluation results presented at the Kigali Conference, which is consistent with the mid-term evaluation of the Second Decade of Education for Africa undertaken by AU. They agreed to consider EFA joint effort made as the final evaluation of Second Decade of Education for Africa. They urged the AU Commission to prepare EFA Assessment synthesis report in North Africa with that of sub-Saharan Africa geared towards the common continental strategy Post-2015 for Education development.

At the end, Ministers of Education of Member States of African Union, their representatives and their partners were invited to engage in the process from Kigali to Incheon, Korea, and to New York for the adoption of the Sustainable Development Goals post-2015.

It was agreed that they will express the views of a united Africa according to Common African Position and the African Agenda 2063.

### In Kigali, Education Partners Take Stock of EFA in Africa and Plan for Post 2015

Kigali, Rwanda, hosted the elite of African education systems and their partners to take stock of 2000- 2015 development of education in the continent and to lay the foundation for programs relating to post-2015.

It appeared, following brilliant presentations and intense activities within thematic groups, that many African countries have fallen through achieving the EFA goals due to several factors including structural, programmatic and financial. Regarding the 1<sup>st</sup> Objective on EFA in relation to early childhood, only seven countries are close enough to the set goals namely South Africa, Angola, Ghana, Cape Verde, Botswana, Equatorial Guinea and Seychelles.

Regarding the 2<sup>nd</sup> Objective on primary education, the results are better with gross rates reaching 90% in many countries. However, there is this famous last quarter that includes all those who resist formal education and for whom promising alternative formulas should be considered and better adapted to conditions of disadvantaged groups. Concerning the 3<sup>rd</sup> Objective, on secondary education, results are notoriously low because over half of youth who are of age have no access to secondary education. Only Botswana and Seychelles have reached their targets.



*We need bold alternative formulas to reach out to the "Last Quarter" of the left out of the MDGs and EFA programs*

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The 4<sup>th</sup> Objective concerns adult literacy. At this level, African community is very far from set targets. Only Equatorial Guinea's population is close to a literacy rate of 95%.

The 5<sup>th</sup> Objective is about ending disparities between boys and girls. At this level, the rate is generally satisfactory because at least 23 African countries are close to the target, with parity indices exceeding 0.95.

Regarding the 6<sup>th</sup> objective on Quality, there is no statistical evidence that quality has been improved. On the contrary, it appears that quality is notoriously low. Thus causing very low levels of learning, considerable repeating and high losses.

One of the successes of the conference in Kigali was to highlight problems of the African youth. The high percentage of youths in Africa is both a potential and a challenge: twenty million young people, means 20 million potential. However they also represent twenty million challenges given high level of illiteracy in this segment of the population, particularly at the level of the disadvantaged groups.

The conference in Kigali therefore called on stakeholders to ensure that all school dropouts and out-of-school children, all young people and adults, particularly young girls and women, have access to *"a continuous lifelong learning and an appropriate functional literacy program"*. This is the essential condition for *"youth"* dividend to fully exercise its potential.



*Precarious school infrastructure was at the center of discussions on the Basic Education Ten-Year Program in Burkina during its last joint mission in April 2015*



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Governments and partners must have the issue of attractive and relevant literacy programs for children, youth and adults at the center of their concerns.

Other success of Kigali conference was to emphasize need for African education to adapt to requirements of XXI Century and to acquire new technologies. In a context of Globalization, marked by digital technology, innovation and generalization of literate environment,

counter-performances of African education is a serious challenge.

In Kigali, African countries pledged to vigorously tackle all these challenges.

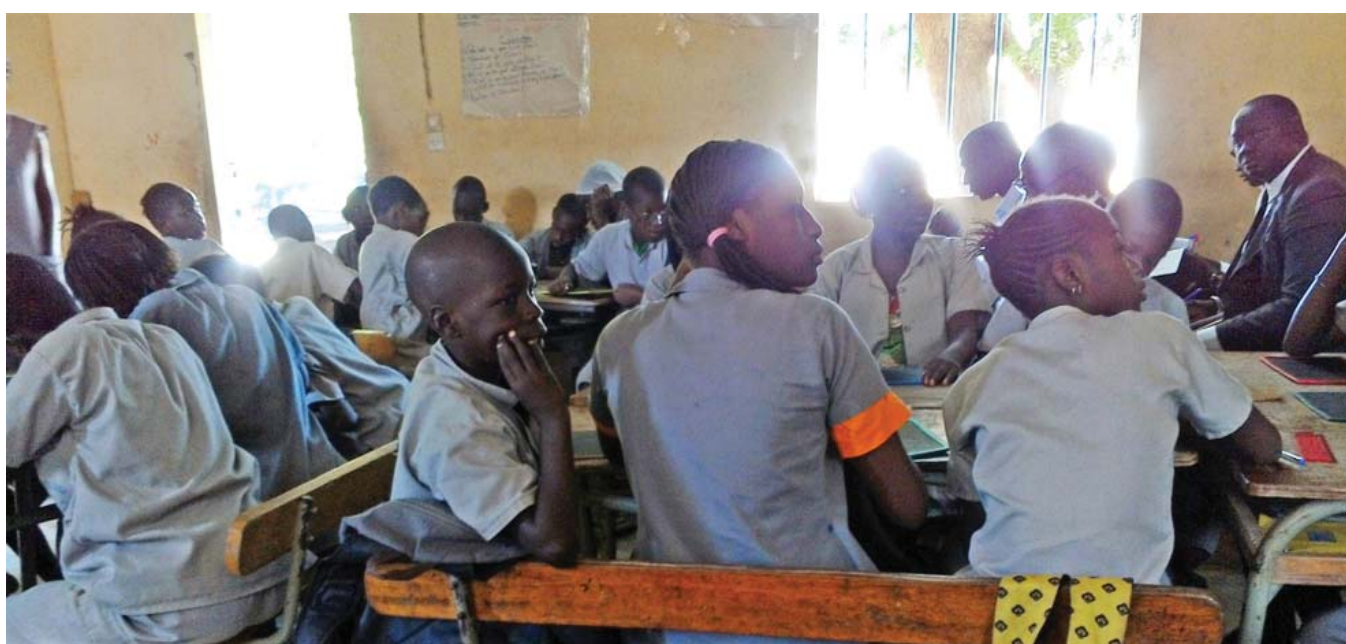
It is this commitment that will underlie their participation in debates that will mark agenda Post-2015 and bring in other forums such as those planned in New York, Oslo and Seoul.

## 3. NEWS OF NATIONAL WORKING GROUPS AND PARTNERS

### **Burkina Faso and its Partners Assess Progress Made by the National Basic Education Development Program – PDSEB**

The Ministry of National Education and Literacy (MENA) and their main technical and financial partners, as well

as those of civil society, local authorities and partner ministries conducted annual monitoring report on activities of Basic Education Strategic Development Program-PDSEB from 07 to 10 April, 2015 in Dédougou, a town located Northwest of Burkina Faso.



*As the number of students increases thanks to EFA, issues on infrastructure and equipment become a real challenge for the PDSEB. Here, a crowded class taking place in a suburban area*

### 3. NEWS OF NATIONAL WORKING GROUPS AND PARTNERS

Assessment, dubbed Joint Monitoring Mission of PDSEB, aims to evaluate progress made by basic education subsector. Third of its kind since the program was launched in 2012, this session was intended to: (i) take stock of technical and financial activities, (ii) revisit 2014 funding by sub-program and collect data provided within the framework of checking of PDSEB indicators retained in the measuring matrix for results at multilevel, (iii) assess overall results registered and (iv) provide guidance for implementing an effective 2015 action plan.

To achieve these objectives, the work was sequenced in several phases:

The first phase presented technical and financial results, and those related to school governance, continuum, new curriculum, governance of NFE, and basic education Capacity Building for Civil Society Organizations Project (CBCSOP).

Second phase focused on technical workshops with thematic groups covering Access, Steering, Non-formal Education (NFE), Quality, and Financial Management. Each thematic group met with the aim of amending PDSEB monitoring report, assess performance of the education sub-sector, assess implementation phase of recommendations of PDSEB 2<sup>nd</sup> joint mission and propose amendments of its sub-theme.

At the end of this process, participants met in a plenary session in a third phase to draw up a synthesis report and formulate recommendations. During

this session, participants noted that the 2014 report had been improved upon through (1) introduction of an executive summary that gives an overview of achievement rate of activities, (2) use of a participatory approach through surveys of all stakeholders in the production of report, (3) framework in line with PDSEB programs and (4) a significant effort to check NFE indicators.

However, participants noted that some challenges still remain: most of targets referred to in monitoring matrix within the framework of 2014 results indicators have not been achieved. Some indicators are not assessed; other indicators are poorly justified; comparative reviews of regions lack tables that divide data by region.

Regarding NFE sub-program in particular, priority theme of the NFE group focused on Capacities Building of NFE basic personnel. This theme is very relevant because it raises the issue of status and career plan of NFE basic personnel (facilitators, supervisors, trainers in fields of work, FTS officials, and literacy coordinators). It was suggested that a study on the status of such personnel be carried out. This would ensure a comprehensive diagnosis and will identify effective development strategies.

Apart from this specific point on the topic to be further researched on for this 3rd joint mission, observations were made on (1) training of supervisors of non-formal education, (2) data related to literacy rate of the National accelerated Literacy Program in Burkina Faso (PRONAA),



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(3) dissemination of promising literacy programs (4) number of centers funded by FONAENF and (5) strengthening financial allocations.

Regarding the latter, it was noted with regret that funding NFE sub-sector is steadily declining. It has decreased from 8% in 2008 to 4% in 2014. Recovery measures should be immediately considered for survival of the sub-sector.

At the close of the workshop, it was recommended that analyses be systematized taking into consideration risks and speculations and assessing the overall performance of the implementation of PDSEB before addressing programs themselves.

Participants produced a reference guide which approves activities, in a bid to better monitor implementation of recommendations of 3rd joint mission and preparing that of 2016.

### ADEA Participates in the 6th RAMAA Workshop in Abidjan

Ivorian capital hosted a workshop in May organized by RAMAA, an UIL program on "Action Research on the Measurement of Learning Outcomes" of beneficiaries of Literacy Programs". The 2015 meeting was intended to take stock of progress achieved by RAMAA I and to lay the foundations for RAMAA II.

Four major activities marked this workshop: (1) an opening session under patronage of Côte d'Ivoire Ministry

of National and Technical Education and UNESCO Office in Abidjan; (2) a critical review of 1<sup>st</sup> phase of RAMAA I in which six (06) countries participated (Burkina Faso, Mali, Morocco, Niger, Mauritania and Senegal), (3) developing a consensus on key issues of second phase dubbed RAMAA2 in which six (06) other countries were included (Benin, Cameroon, Côte d'Ivoire, CAR, DRC, Chad and Togo) and (4) a synthesis session and closing.



WGNFE coordinator with UIL Director.

At the end of the process, 12 countries adopted a consensus to "move forward". A global roadmap was proposed for major stages. And on this basis, each country proposed a timetable considering its level of progress and its programmatic requirements.

UIL, in collaboration with stakeholders, shall:

- (1) continue institutional dialogue with the 12 countries, including 6 new comers
- (2) finalize concept paper based on discussions held in Abidjan;
- (3) support countries of 1<sup>st</sup> wave to finalize RAMAA I;
- (4) form a steering and a scientific

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group before July 2015; (5) develop a research plan before the end of July 2015; (6) work on a common frame of reference starting from what exists and experiences of similar programs; and (7) support countries to mobilize funding.

The Abidjan gathering was an opportunity for WGNFE to exchange on specific issues with key partners such as UIL and the representative of the Senegal WGNFE national chapter.

Major recommendations of Abidjan meeting include the following:

- Clarify “What we rally intend to do with RAMAA” and how actions taken should strive towards such intent;
- Reflect on the: “How” and “When”. (i.e. proceed in a bid to reconcile the need for a common framework and to respect diversity between countries, their programs, approaches and levels of progress in the implementation);
- Reflect on strategies to be deployed to raise funds;
- Commission external consultants to effectively assess progress achieved so far with RAMAA I;
- Reflect on «communication and advocacy » for this program.

Abidjan meeting was a success thank to UIL, the organizing country, UNESCO Offices in Abuja and in Abidjan and to the 12 countries represented. The rich debates that characterized this meeting is an indication of countries’ and partners’ motivation to make RAMAA a reference in African educational landscape.



*A One-on-one between the UNESCO representative, also coordinator of the ADEA Working Group on Early Childhood and the WGNFE Coordinator*

#### **ADEA attends a meeting in SENEGAL to promote teaching of Mathematics and Science**

A sub-regional workshop was organized by Senegal and Japan International Cooperation Agency (JICA) in May 2015 to complete the drafting of ongoing training modules for Mathematics, Science, and technologies for West African countries. The meeting also aimed at acknowledging achievements and initiatives of various countries. It also served as a platform to share experiences on issues related to teaching and learning of Mathematics and science and technologies in the sub-region.

For four days, participants presented their experiences on the matter, shared results of studies carried out on ongoing main activities, identified challenges, and visited classes as well as educational resource development centers to assess concrete implementation of initiatives proposed within the framework of this program.



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ADEA, which was invited to this important gathering, was represented by the Coordinator of the working Group on Non-Formal Education (WGNFE). In his presentation on behalf of the Executive Secretary, Mrs. Oley Dibba-Wadda, the Coordinator praised the partnership with Japan and West African Ministries of Education and training.

Activities carried out within the framework of this program are indeed in tune with those underway within ADEA, notably with regards to experience sharing to reinforce mathematics and science in curricula of African educational systems. For this reason the association has created a Working Group on this particular theme. The objective of such

working group is to improve teaching and learning strategies and programs for Mathematics and science in Africa. This group became an Inter-Country Quality Node for more efficiency, better spreading of good practices and better adaptation to challenges of the 21<sup>st</sup> Century.

It is also the reason explaining that ADEA, through its Working Group on Non-formal Education, is mapping out Koranic schools in Burkina Faso, Mali, and Senegal in a bid to help complete the education programs used in these schools that insufficiently address Mathematics and science in their curriculum.



*Workshop presidium: from left to right the JICA program manager in Senegal, the ADEA representative and WGNFE Coordinator; the Secretary General of the Senegalese Ministry for Education ; and and the JICA resident representative.*

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ADEA Group equally oversees peers reviews in Congo and in Burkina Faso with the concern to reinforce the use of information and communication technologies both in school administration and in learning process. Fruitful and sustained discussions took place in two Senegalese cities (Dakar and Thies) and dealt with the following pertinent points: (1) sustain achievements by carefully planning out institutional activities, (2) strengthen the role of learners in a reform which intends to switch from teaching based to learning based approaches (3) ensure that supervisors do not overshadow teachers in classroom setting, (4) identify

training modules to write, support and share, (5) implement a holistic approach, within a “Continuum” framework that take into account primary education as well as preschool, post primary education, and the non-formal subsector (6) identify strategies to upscale JICA supported programs in a way to make them available to all African learners throughout the continent (7) ensure consistency of data from quantitative as well as from qualitative research, (8) secure funding (9) examine how to best integrate the ASEI-PDSI approach into national frameworks and programs and within teacher training schools.



*Students on a team working session*

The plenaries and the field visits resulted in the formulation of eight major recommendations:

1. Consider to set-up the team learning module with teachers;
2. Reinforce monitoring tools with the program;
3. Introduce the modules in the initial training frame of reference;
4. Advocate for effective support from leaders to the teaching of mathematics and science at all levels;
5. Urge supervisors to organize ‘Action-Research’ activities;



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6. Organize periodic sub-regional meetings on a rotation basis;
7. Plan activities that are likely to guarantee a continuum (pre and post primary, non formal);
8. Introduce ICTs for the promotion of Science and Mathematics.

The JICA and Senegal Ministry of National Education workshop has effectively contributed to strengthening the approach used by Japan to support education in Africa, especially as it

concerns Science and Mathematics in the curriculum. On the other hand, it has substantiated the strategic choices made by ADEA for an African education that meets the real needs for social and economic development of the continent. The forthcoming ADEA triennial which would take place in Morocco and would continue the exchanges that begun in Dakar and Thiès thanks to Japan cooperation and the Senegalese Government.

## 4. WGNFE PUBLICATIONS

### **Mixed achievements of the EFA 2000-2015 highlighted by UNESCO in its "EFA Comprehensive Monitoring Report for 2000-2015" <sup>6</sup>**

The Oslo Conference, held on April 2015, was dedicated to launching the latest EFA comprehensive report 2000-2015. This was a golden opportunity to take stock of initiatives undertaken since Dakar 2000 to improve education in the World. This launching brought together confirmed experts, worldwide.



*Education of children from underprivileged groups was at the centre of concerns expressed in the 2015 EFA Monitoring Report. Here, a sensitization campaign on education in nomadic zones.*

Objective of this meeting was on one hand to launch the Report and, on the other, to reflect on the Post-2015 Agenda. Recommendations resulting from this meeting would feed in the debates on Post 2015 starting in Oslo Conference, and continuing with of the New York and the Icheon Conference in South Korea.

WGNFE had the privilege to participate to this gathering and to present its program on the Vulnerable youth Network.

This workshop led to several observations and recommendations. First, it acknowledged the progress made in area of Access to education throughout the world. In 2012, 184 million children had access to pre-primary education. This was an increase of close to 2/3 as compared to 1999. In primary education, net enrollment rate increased by more than 20% during the same time period in 17 countries, 11 of which we from Sub-Saharan Africa.

## 4. WGNFE PUBLICATIONS

The rate of schooling at secondary education level increased from 71% to 85% during the same period too. A majority of low income countries legislated for free and compulsory basic education. As adults are concerned, illiteracy rate dropped slightly from 18% to 14% between 2000 and 2015.

Gender Equality, which was also another main objective of EFA, increased though not satisfactorily. With regards to Quality, student-teacher ratio dropped at primary education by 83% of the 146 countries with reliable data on the matter.

With regards to funding, many countries have increased education expenses. It is worth acknowledging that technical and financial partners made efforts in the process.

In spite of these very laudable achievements, the report stated that, globally, progress made by the Education For All Agenda was mixed as several objectives had not been adequately attained.

With Dakar 2000, the target set was that all learners, especially women and young girls in difficult situations and those of ethnic minorities, have access to free and quality education by 2015. Unfortunately these targets had not been achieved as close to 58 million children throughout the world are still not educated.

Another very disturbing fact is that 20% of those who have had the chance to go school failed to complete primary level.. In low income countries, close to 100 million children have still to complete primary school. To this number can be added illiterate ones.

Confusion between education and schooling persisted throughout the decade, leading to many education systems to neglect non-formal and informal alternative approaches although these two have the advantage of being more relevant vis-à-vis people needs of r better still, to reach those who have resisted schooling.

These school dropouts and out-of-school children generally come from underprivileged groups. For instance, in Philippines a mere 69% of children from poor families are admitted to secondary school against 94% of children from rich families.

As for adults, despite all efforts, 781 million persons, especially women, are still illiterate. With Dakar 2000 the pledge was that all credible EFA plans would be financed. Unfortunately, that had not been the case as several countries developed solid EFA plans but never got funded.



*Empowering women , especially those from impoverished backgrounds, is one of the focuses of post-2015 programs*

To conclude, the EFA 2015 Monitoring Report proposed a number of solutions to face the challenges listed above. Among them the following are outstanding:



## 4. WGNFE PUBLICATIONS

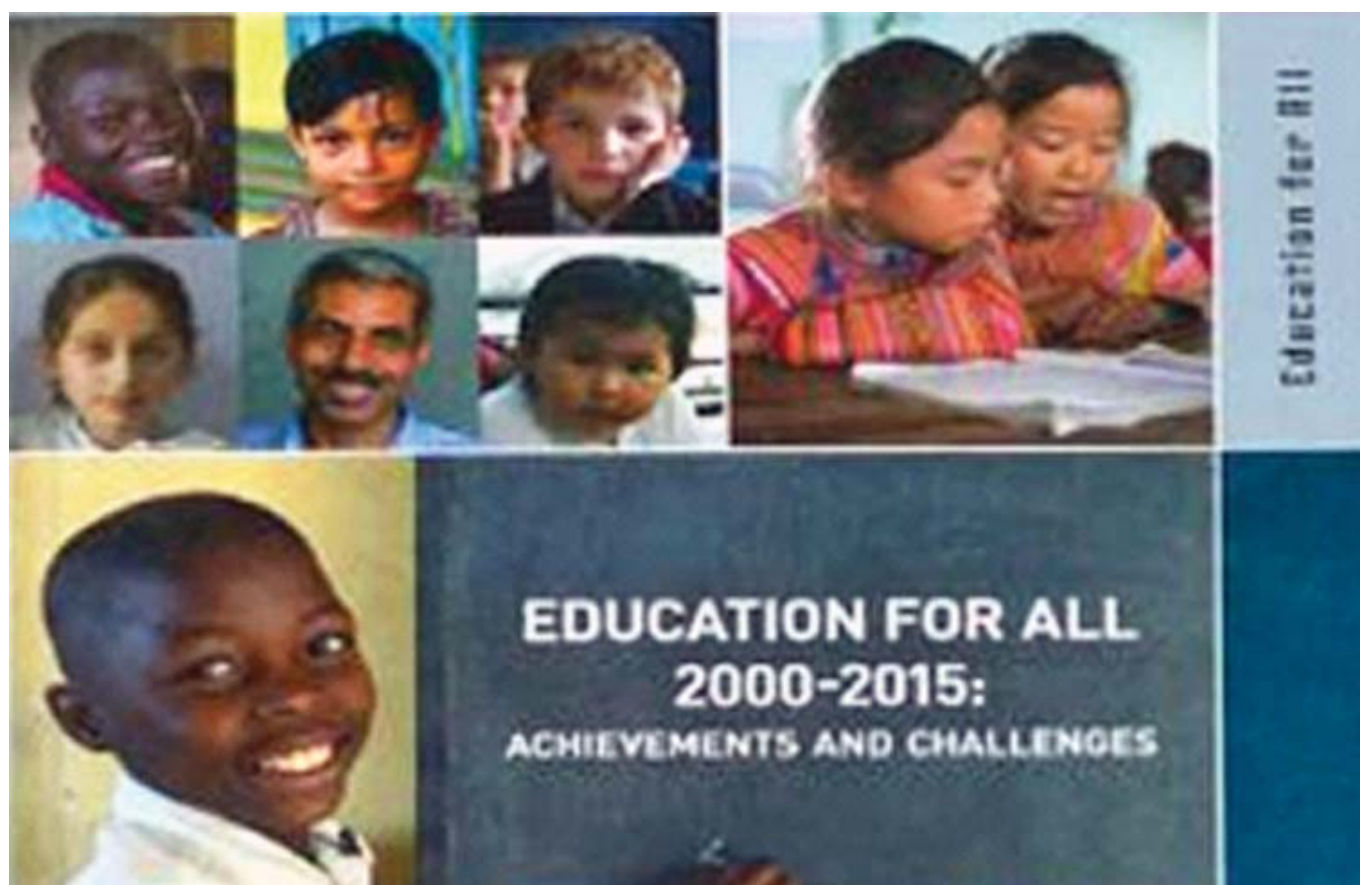
- Direct education efforts towards underprivileged groups, especially those in conflict and post conflict situations;
- Reinforce information and management systems to allow for informed decisions and to allow developing convincing arguments with donors;
- Lay particular emphasis on teacher training , as teachers play a key role in quality education;
- Reflect on the most innovative methods to eradicate illiteracy;
- Review the fundamental issue of funding;
- Continue to produce monitoring reports which have the advantage of giving relevant information,

mobilizing partners, and proposing viable prospects;

- Seek political back-up , in addition to technical solutions.

In summary, it is necessary to conceive a new paradigm that would take education out of its ivory tower, allow for the elaboration of more viable inter- and intra-sectorial programs along with more efficient programs to favor those having been left behind, between 2000 and 2015, by EFA and the MDG

The EFA Global Monitoring Report is available on the UNESCO web site. For more information, contact WGNFE.



UNESCO Publishing. EFA Global Monitoring Report 2015 ; Education for All 2000-2015 : Achievements and Challenges. ISBN 978- 92-3 -100085 -0

## 5. LATEST NEWS

### **The 7th FONAEF General Assembly: a Critical Step in the Development of Non-Formal Education in Burkina Faso**

The 7th General Assembly for Literacy and Non-formal Education (FONAENF) was held in Ouagadougou, at the Cardinal Paul Zoungrana Centre, on 18 - 19 June 2015. This Assembly was a critical step in the development of non-formal education in Burkina Faso.

As a reminder, FONAENF is a structure created at the national level in Burkina Faso to ensure more coherence and coordination in the support that the sub-region receives from partners.

With ten years of hard work in the field, FONAENF has acquired a reputation of excellence at the sub-regional level. As a matter of fact, it is recognized for its *"stability, rigor at work, continuity and zero tolerance for everything that concerns management of funds it has been entrusted with"*.

Due to this reputation, it could mobilize close to CFA 14 billion Francs, create

hundreds of jobs and produce close to 90% result in illiteracy in Burkina Faso. In spite of these significant results, the structure is still faced with a number of challenges:

- budget allocated by the Burkina Government for Non-formal education (NFE) has been dropping considerably in past years;
- it is still a challenge to forecast and adequately program activities as funding is not secured;
- despite considerable efforts, adult literacy rate in Burkina Faso is still one of the lowest in the world;
- Effective decentralization is still a problem.

These challenges were discussed during the meeting and the financial report for 2013-2014 examined.

Recommendations of the 16th General Assembly were also examined. Particular emphasis was laid on the role of FONAENF in decentralization.

Proposals for a new focus were made to adapt FONAENF procedures to this new



*Literacy of parents is an essential factor in the education of the child. Here, a little girl is doing her homework under the care of her mother who is however illiterate*



## 5. LATEST NEWS

policy. Empowering local authorities was listed during this General Assembly.

7th General Assembly ended with renewal of the Board of Director. The former Secretary General of MENA (Mr Emmanuel Goagba), who represented Government in several PDSEB working sessions, was elected as the new Executive of FONAEF.

ADEA, through WGNFE, as well as the Non-formal Educational Network of the working group, express gratitude to the outgoing team and wish good success to the new one.

### A new team appointed at ADEA

ADEA Executive Secretariat left Tunis to come to its new offices based at ADB Headquarters in Abidjan, Cote d'Ivoire. These offices are located at the Banque Atlantique Building, 6th floor, Avenue Nogues, Abidjan, Cote d'Ivoire.

In the same process there were major appointments:

At the helm of the Executive Committee, the official mandate of Dr. Nzingai Mutumbuka came to an end. He was replaced by Mr. Peter Materu, Head of the World Bank Education Sector for West and Central Africa.

With the Executive Secretariat itself, several persons left among whom:

(1) Dr Hamidou Boukary, the Lead Specialist in Education, (2) Mme Thanh-Hoa Desruelles, Senior Officer in Charge of External Relations and Communication, (3) Mme Sabine Diop, Senior officer in charge of Finances and Budgeting, and (4) Mr Beedeeanun Conhye, Senior Officer in Charge of Knowledge Management, (5) Mme Olfa Battik, Finance Assistant; (6) Mme

Raoudha Bouhani, Officer in charge of Assisting the knowledge Management Officer; and (7) Mme Samia Harzi, Administrative Assistant.

Some stayed with new positions, while other remain in the same, but redefined positions: (1) Mr Shem Bodo who was a Program Officer at WGEMPS became the Lead Specialist in Education; (2) Mme Raky Gassama Coly who was the Program Assistant became officer in charge of Knowledge Management; (3) Mr Aloïse Prosper Faye remained at the position of Officer in Charge of Human Resources and Administration; (4) Mme Sanou Leye Diop also remained at the accounts office to interim the Senior officer in charge of Finances and Budgeting, (5) Mr Mamy Razafimahatratra was also maintained at the position of Assistant in Knowledge Management.

To these officers were added: (1) Mr Stefano De Cupis at the position of Senior Officer in charge of Communication, (2) Mr Foday Kargbo, at the position of Senior Officer in charge of Finance and Budgeting; (3) Mme Aida Sylla as Senior Administrative Assistant, and (4) Mme Ramata Almamy Mbaye in charge of External Relations and Strategic Partnerships.

On behalf of WGNFE and all the members of the Non-formal education network, the Coordinator of WGNFE, Prof. Bah-Lalya wished an excellent career path to outgoing colleagues and a hearty welcome to the new ones. He assured them that they can count on WGNFE in carrying out the tasks that the Executive Committee has assigned the Working Group. He also assured them of WGNFE support to their activities at Executive Secretariat. WGNFE will fully play its role as one of the "arms of ADEA".

# *Kibare,* the link between stakeholders of Non-Formal Education and literacy in Africa



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