

Kibare

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Working Group on Non-Formal
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Association for the Development
of Education in Africa (ADEA)

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Touareg script, the Tifinagh, is one of the
oldest alphabet in the world.



EDITORIAL

The current Kibaré issue is published on the eve of the ADEA 2017 Triennale to be held from 15 to 17 March in Marrakech, Kingdom of Morocco. In order to increase its readers' understanding of non-formal education, as practiced in this part of Sahelo-Saharan Africa, WGNFE is publishing a series of articles on non-formal education practices specific to the Sahelo-Saharan and Maghreb sub-region.

These include, in particular, traditional education in Tuareg areas, particularly in Mali and Mauritania, non-formal education programs used in Morocco for disadvantaged groups and the virtual network development initiative to build youth-focused program managers' capacities.

In the same vein, WGNFE has undertaken to hold a competition to identify, reward and promote vulnerable youth who have refused to give up and have taken significant initiatives to "make it in life". The winners of this competition received awards from representatives of the Ministry of National Education, APENF and WGNFE.

The WGNFE Coordination Team would like to take this opportunity to wish a very Happy New Year to all WGNFE network members, to all Kibare readers and to the great family of ADEA. It wishes that the upcoming Marrakech Triennale in March 2017 make an effective contribution to solving the continuing educational challenges facing African Education. It hopes that 2017 will be the year for identifying appropriate strategies addressing the needs of those left behind by the formal educational system. May this Triennale bring about a renewal for "Our ADEA"!

1. About WGNFE

Dear Readers,

« Kibare » which means « The news! » in several West African languages is a newsletter created by WGNFE 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 a new change in paradigm which has guided ADEA's intervention since the Ouagadougou Triennial.

Your opinions and comments are very welcome as they will help us improve on Kibare's content and form
"Kibare"

Ibrahima Bah-Lalya,
WGNFE/ADEA Coordinator

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WGNFE, the Working group on Non-formal Education is one of the working groups of the Association for the Development of Education in Africa (ADEA).

It was created in 1996 in Dakar by African Ministries of Education and Training, development agencies supporting education and other public and private partners.

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

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

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

2. WGNFE'S ACTIVITIES

Burkina Faso's Ministry of National Education grants an audience to WGNFE

As part of the partnership between WGNFE and the Ministry of National Education and Literacy (MENA), an audience was granted on 31 August 2016 to the WGNFE Coordinator by the MENA Permanent Secretary assisted by his/her Senior Advisor. Five points were discussed including (1) the external evaluation of the Burkina Faso Peer Review, (2) WGNFE support to the introduction of pre-vocational training; (3) the launching of the study on Burkina Faso's educational continuum best practices; (4) participation of MENA in the ADEA 2017 Triennale in Marrakech; and (5) organization of a vulnerable youth competition game



The Permanent Secretary of the Ministry of National Education and Literacy, Yombo Paul Diabouga expressed MENA's willingness to build a strong partnership with WGNFE (Photo credit: the Internet)

By way of introduction, the WGNFE Coordinator reiterated ADEA's gratitude to Burkina Faso, MENA and APENF for their generous hospitality to WGNFE, which they have been hosting for almost a decade now. This was followed by very constructive discussions between the two parties, which resulted in a consensus on the various items on the agenda. MENA expressed its willingness to receive the consultant in charge of evaluating the peer review and the necessary arrangements will be made for this purpose. It also indicated an interest in conducting two studies respectively on the introduction of pre-vocational training in the curriculum and

documentation of best practices relating to the curriculum. As a reminder, these studies had been recommended by the peer review whose mandate was to contribute to the ongoing reflection on (1) the relevance of the new orientations of the curriculum, (2) anchoring formal education and non-formal education and (3) the introduction of pre-vocational training.

With respect to the preparation of the Triennale, WGNFE thanked MENA for its contribution to the preparation of documents for Sub-theme 3, which was discussed in Luanda. On behalf of ADEA, WGNFE stressed the key role Burkina Faso is expected to play for the preparation of the Marrakech meeting. Actually, MENA has extensive experience in holding Triennales, which ADEA can put to good use. Burkina has therefore been invited to participate in this continental meeting.



Kindergarten is an essential step for successful schooling of young Africans

Regarding the vulnerable youth competition, WGNFE, asked for the Ministry's contribution for wide dissemination of information and for its participation in the award of prizes to the winners.

The Permanent Secretary appointed his Technical Adviser, Mr. Issa GANDEMA as focal person, for all matters pertaining to collaboration between his Ministry and ADEA. Before concluding, he recalled the excellent cooperation between the two structures. In his opinion, it is important to "share ideas" among colleagues and to put our heads together to

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find the ways and means for the practical implementation of these ideas. WGNFE was able to achieve smooth integration into all MENA's initiatives for the best interest of the young Burkinabe. It is a real member of the family.

A shoeshiner turned business manager is awarded a prize by the Vulnerable Youth Program

WGNFE, through its Zankey Faba program, initiated an international competition for vulnerable youth who innovate "to make it in life". The idea was to use these creators to inspire other young people, create a positive atmosphere around vulnerable youth and to generate enthusiasm. The theme for this competition was: "Let's find life stories of vulnerable young people who innovate in African towns".



After deliberation, the jury members announced the results of the vulnerable youth competition game (Photo credit: I. B-L)

This was a way for WGNFE to provide a platform for sharing original experiences of young people, who had refused to give up, and had triumphed over adversity. The competition was open to citizens of African countries with good practices or experiences to present on young people. It was designed particularly for those who were already active in the Zankey Faba network and were from countries like Burkina Faso, Mali, Niger, Ghana, Nigeria, Benin, Mauritania, Cape Verde and Zimbabwe.

For two months (August and September 2016), a competition was held among young people with a variety of innovative experiences, about those who have been able to defeat

adversity: street vendors, cleaning girls, small artisans from the informal and other sectors providing them the opportunity to express themselves and succeed. These young people proposed a collection of writings, videos, and image montages to support and illustrate their innovations.

The documentaries will be used, later, to feed the platform of the African vulnerable youth network. Many prizes including international participation certificates, laptop computers, cameras and solar lamps were awarded.

2. WGNFE'S ACTIVITIES



The representatives of UNICEF (holding the microphone) and of Burkina Faso's Ministry of Education (MENA) were present to show their support to vulnerable young people and to the competition game WGNFE dedicated to them (Photo credit: I. B-L)

20 works received by the expert committee

As part of this competition game, WGNFE received 20 works from Burkina Faso and other African countries. At the end of the deliberation, which took place during the training workshop held in October 2016, in Ouagadougou, Mr. Aziz Abdoul Sawadogo, from Burkina, who won the first prize. Mr. Sawadogo had created ECIMOD, a leather polishing and processing company which had allowed him to not only fulfill himself professionally, but also to employ several other vulnerable young people in Ouagadougou. Today, he is a business leader who has successfully moved over to the production of household garbage collection tools and employs about 20 workers, including young people who had been vulnerable before meeting Mr. Sawadogo who is an example of fighting spirit and success for other young people.



The shoeshiner turned business leader, Mr. Sawadogo, receiving his prize from the WGNFE Coordinator (Photo credit: I. B-L)

It is primarily for this reason that the selection committee applauded his initiative and awarded him the first prize, a high-quality laptop computer. The 2nd prize went to IQRA, an association dedicated to children in Koranic School Centers. IQRA had proposed a video on a sewing workshop established by a young lady from these centers. This workshop had enabled its founder not only to have a stable income but also to offer employment to other young girls. The third prize was awarded to a group from Hoggo Sambowel, a village of Fulani transhumant pastoralists specialized in training and social and professional integration.



Vulnerable young people are often exposed to work that is detrimental to their self-fulfillment. While developing prevocational programs at schools, Zankey Faba is concerned about avoiding this kind of pitfall (Photo credit: I-BL)

In addition these three prizes, WGNFE offered to all participants solar lamps by way of incentive prizes.

For ADEA and its partners, who staged this competition, the most important thing was to highlight the capacity of vulnerable young people to be self-confident, to face adversity and win thanks to their knowledge, their inventiveness and their business acumen. According to a proverb from Niger: "When you are poor, knowledge and inventiveness are assets that allow fulfilling yourself".

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WGNFE builds the capacities of the Zanké Faba vulnerable youth network

A regional workshop was held by WGNFE from 6 to 8 September 2016 in Ouagadougou, on the theme “*Strategy for revitalizing the Zanké Faba vulnerable youth network* “. Participants included Focal Points from Benin, Burkina Faso, Ghana, Mali, Mauritania, Niger and Senegal. The workshop's opening was chaired by the WGNFE Coordinator.



Ms Angela Owusu-Boampong from the UNESCO Institute for Lifelong Learning (UIL), during a visit in Ouagadougou, at the Vulnerable Youth Program Coordination Unit (Photo credit: I. B-L)

During the deliberations, the participants focused on three areas: selection of good practices in education for disadvantaged groups, revision of country action plans for vulnerable youth and improved communication within the Zanké Faba network.

To successfully organizing the competition, WGNFE provided training on New Information and Communication Technologies for the Zanké Faba Focal Points and representatives of some organizations. The challenges to be addressed included poor knowledge of the use of the Zanké Faba platform by participants. With this in mind, the team seized the opportunity to train the participants on modules relating to presentation of the Zanké Faba virtual platform and the use of social networks.



The WGNFE Vulnerable Youth consultant, Dr. Sylvestre Ouédraogo, during the revitalization workshop for the network's member countries' Focal Points (Photo credit: I. B-L)

This concern was addressed during the training on the use of Facebook. With respect to the use of this social network, participants were trained on the various computer security settings and participation in running the network on Facebook. Proposals were made for improving communication within the network and for integrating Zanké Faba in the social networks that are most frequently used by the target audience. It was also decided to strengthen interactivity between the vulnerable youth network forums for better ownership of activities. It was also asked to update the countries' action plans based on Senegal's plan and the model used by ADEA. The new plans will be sent to WGNFE within 45 days for review and possible inputs.

The participants emphasized the need to strengthen confidentiality within the network in order to make forum contributors very comfortable. Country Focal Points were also mandated to compile useful information and assist in the dissemination of these good practices through the Zanké Faba platform. On this note of satisfaction, the participants said goodbye to each other.

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A press briefing to share the results of the peer reviews in Burkina and in Congo

WGNFE shared the results of the peer reviews of the Burkina Faso and Congo educational systems during a press briefing held in Ouagadougou on 9 December. Stakeholders of

the educational system and support institutions were also present. The event was under the patronage of the Permanent Secretary of Burkina Faso's Ministry of National Education and Literacy (MENA) represented by Mr. Ibrahima Sanou, accompanied by the WGNFE Coordinator, Prof Ibrahima Bah-Lalya.



Family photo after the Zankey Faba network revitalization workshop (Photo credit: I. B-L)

Concerned about constantly improving the quality of their educational systems, Congo and Burkina Faso had decided to seek technical and financial support from ADEA to conduct reviews of their respective educational systems by national and international peers. In Burkina, the theme of this review was *"Improving the Quality of Basic Education, under the PDSEB, Decentralization and Continuum Educational Reform Frameworks"*. In Congo, it was decided to rather focus on a *"review of programs related to the EFA and MDG goals"*, with special attention to the training of teachers.

The authorities of both countries validated the reports from the reviews during two workshops, held respectively in Koudougou in 2015 and in Brazzaville with the assistance of educational specialists. During the press briefing, the representative of MENA's Permanent Secretary said that the dissemination of the reviews' contents is an opportunity for enriching them through the various participants' contributions. This is the reason why he wished that the conclusions would live up to expectations.

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One of the strengths of the peer review was to give a primary role to national peers, which would be later responsible for implementing recommendations. Here, Burkina Faso national peers' leader, Sèni Ouédraogo facing journalists (Photo credit: I. B-L)

The WGNFE Coordinator supported the original character of the various reviews that were conducted mainly by African peers. While expressing satisfaction with the results obtained, he hoped that educational programs would be Africanized.

Each of these reviews consists of two parts including a country self-assessment and an international report including major findings on both educational systems. Recommendations were also included to improve the performance of the educational systems. While appreciating the content of the reviews, the participants made recommendations to better guide decision-makers in the implementation of educational policies.

A new program officer at WGNFE to revitalize the “Zankey Faba” vulnerable youth program and the newsletter Kibaré

Many challenges lie ahead for WGNFE in 2017. That is why, at the beginning of this New Year, it has engaged a Program Officer to revitalize the “Zankey Faba” vulnerable youth network, Ms Aminata Nacoulma.

Ms Nacoulma, is a Linguist by training and communication specialist. She worked tirelessly in the area of non-formal education in Burkina and in the Sahel-Sahara Strip. With the assistance of WGNFE and its partners, particularly Mr. Ladji Traoré, a newly recruited intern at WGNFE, she intends to use this training and this professional experience to reinvigorate the “Zankey Faba” vulnerable youth network. Zankey Faba is an information and communication tool initiated by WGNFE and with support from its partners including DDC, UIL and the Canadian Cooperation. It aims to share best practices in developing the skills needed for the socioprofessional integration of young Africans who have found themselves in a situation of vulnerability. Ms Nacoulma will also be in charge of the newsletter Kibaré, endogenous knowledge studies and other activities specified in the terms of reference.



The new Program Officer, Ms Aminata Nacoulma, has been recruited to enhance the implementation of WGNFE activities (Photo credit: I. B-L)

3. NEWS FROM COUNTRY WORKING GROUPS AND PARTNERS

In conclusion to the peer review, Angola accords top priority to education

After Burkina Faso, Gabon, Mauritius, Nigeria, the Republic of Congo, it is Angola's turn to be scheduled for a peer review in accordance with ADEA's approach. After a preliminary visit in July 2015, international peers made a field visit to Angola from 22nd October to 6th November 2016, at the invitation of this country's government.



His Excellency, the Angolan Minister of Education, Dr Pinda Simao (at the center), accompanied by his two Secretaries of State, during the Session organized for sharing the peer review outcomes. (Photo credit: I. B-L)

The mission consisted of prominent researchers and professionals from Burkina Faso, Ghana, Guinea, Kenya, Niger and Togo. As was emphasized by Dr Narciso Damasio dos Santos Benedito, during the international peers' visit to Angolan authorities, the mission's mandate was to review the performance of the Angolan educational system with a particular focus on (1) the training of teachers, (2) the training of pedagogical supervisors, (3) education for disadvantaged groups, (4) the quality of education, (5) educational materials. In collaboration with the international peers, the mission team visited educational and training institutions of 14 municipalities in 5 provinces selected by the Angolan side: Bengo, Iuge, Kuanza Sul, Luanda and Namibe.



The Angolan Vice-Minister of Education, in charge of Vocational Training, Dr. Narciso Damasio dos Santos benedito, a key player for the organization of the peer review in Angola. (Photo credit: I. B-L)

These visits were opportunities to attend courses, review the school infrastructure and equipment, speak with students and adult learners, discuss with schoolteachers and meet school supervisors at various levels. Back to Luanda, the mission team had a debriefing meeting with the Minister of National Education, assisted by the two State Secretaries and all senior officials of the Ministry.



Infrastructure is an essential condition for good learning, here a well-equipped classroom in the province of Bengo (Photo credit: I. B-L)

During this debriefing session, the missions' findings were presented to the peer review Coordinator, Prof. Bah-Lalya who highlighted the main challenges and opportunities identified on the ground. Then the international peers' recommendations to improve the performance of the system in the six areas to be reviewed were presented. Mr. Jean Mary A. Byll Cataria, former ADEA Executive Secretary, the review's

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Senior Consultant completed this presentation, before giving the floor to the experts who presented the findings within their individual areas and made recommendations and suggestions for improving the system. After these presentations, extensive discussions were held among national and international peers and with educational officials.

balance among the regions, carry out the qualitative revolution of teaching, and strengthen the training of teachers which guarantees this quality teaching, build the supervisory staff's capacity. In short, Angola is a vast undertaking where everything is a priority and resources are limited. Nevertheless we will make sure that education is a top priority".



The Angolan educational system's main concern was to provide quality equipment and materials to all its schools and training centers. Here, an electronic workshop in a professional school of the Namibe province (Photo credit: I. B-L)



Re-schooling is a priority for Angola which has experienced two lengthy wars. This is the reason why the government has been devoting a great deal of effort to children with special needs (Photo credit: I. B-L)



The peer review in Angola noted that special attention was given to gender parity. Here young girls in a group work session in a provincial school (Photo credit: I. B-L)

In conclusion, His Excellency the Angolan Minister of Education Dr. Pinda Simao stressed that: *"ADEA's mission has done an excellent job that will contribute to peace and harmony in Angola. The peer team's profound observations show that they have done an excellent job. There has been a real family dialogue. As was rightly proposed, we will continue to build illiteracy-free areas, seek a better*

It is on this very encouraging note that the peer review's field mission in Angola ended. It is now the parties' responsibility to make every effort to translate these recommendations into policies and practices. This would facilitate meeting the challenges ahead as the country, with huge potential, is still struggling the effects of civil wars that lasted two decades. Indeed these have had a profound lasting impact on the country. Added to this predicament there has lately been a sharp fall of oil prices, which may undermine some important gains of its hard-won peace.

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Family photo with the Honorable Ministers of Education of Angola and the international peers' team members (Photo credit: I. B-L)

Preparations for the 2017 Triennale reviewed at the Cairo Forum

A continental forum was held in Cairo, on 22nd and 23rd November 2016, under the high patronage of the Egyptian Minister of Higher Education and Scientific Research, Hon. Prof. Dr. Ashraf El Shihy and the Executive Secretary of ADEA Ms Oley Dibba-Wadda. The meeting was intended to make a final review of preparations for the ADEA Triennale before the run-up to this event. Specific objectives were to present, discuss and validate the results of the analytical work of sub-regional meetings, as well as the synthesis reports of the four sub-themes and the first draft report of the Triennale's General Coordination. This also afforded the opportunity to consider the funding issue for the Triennale and to review the tentative timetables both for completing preparations and for holding the Triennale itself.



The Giza pyramids were a source of inspiration for the Cairo meeting designed to take stock of preparations for the Triennale to be held on "Revitalizing education towards the 2030 Global Agenda and Africa's Agenda 2063". (Photocredit: I. B-L)

Participants included Ministers and high-level officials in charge of education in Angola, Botswana, Burkina Faso, Burundi, Egypt, Kenya, Liberia, Mauritius, DRC, Senegal and Rwanda. Partners present at the meeting included representatives AfDB, Africa 2.0, the African Union Commission, CIEP, CONFEJES, GESCI, GPE, OIF, UNESCO, UNICEF), JICA, South Korea, and renowned researchers and academics. The session opened with the speech by the Egyptian Minister of Higher Education and Scientific Research who stressed the essential role played by ADEA in promoting education and training in Africa. He underscored the importance of having young Africans receive a better quality education to avert scourges such as terrorism that are affecting Africa.



The 2017 Triennale Sub-theme III coordinators discussing at the Cairo forum (Photo credit: I. B-L)

In response, the ADEA Executive Secretary said ADEA was highly honored to hold this meeting in Egypt, the birthplace of one of the greatest human civilizations. She thanked, on behalf of representatives of African countries in attendance, the Egyptian Government for hosting this continental event, which is the last step before Marrakech 2017. The results of the analytical work that were discussed at this forum included the synthesis of the Triennale's sub-theme 3 on "implementing education

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for culture, panafricanism and continental integration". Prof Ibrahima Bah-Lalya, the Coordinator of the ADEA Working Group on Non-formal Education (WGNFE), presented this synthesis. This was the result of a group effort based on "co-construction", a strategy recommended by the Triennale's organizers.



The Cairo Forum was graced by the presence of the Egyptian Minister of Education, His Excellency Prof Ashraf El Shihy, accompanied by the ADEA Executive Secretary, Ms Oley Dibba-Wadda (Photo credit: I. B-L)

As different schools of thought have addressed African cultural renaissance and continental integration, this synthesis attempts in a first place to review the major concepts related to the theme. Then, it makes a diagnosis of good practices relating to the theme and an analysis from which lessons are drawn. This approach helped identify strong recommendations to educational authorities in Africa who are willing to integrate the cultural and panafrican dimensions in the Curriculum in order to contribute to successful and sustainable continental integration (For more information, please visit the WGNFE and ADEA Web sites).

The ADEA 2017 Triennale's General Coordinator, Mr. Mamadou Ndoeye, former Senegalese Minister of Education and former

ADEA Executive Secretary, also made a situation analysis of Education in Africa in connection with the Triennale's general theme: "Revitalizing education towards the 2030 Global Agenda and Africa's Agenda 2063".

Mr. Mamadou Ndoeye noted in particular that several African educational systems are facing serious difficulties resulting primarily from the history of education in Africa and some questionable educational policy options that contributed to the development of extroverted, pyramidal, elitist educational systems based on memorization and excessively centralized. As a result, school has become an island of knowledge that is isolated from the grassroots community and university, an ivory tower that is insensitive to the real concerns of the surrounding job market.



Family photo at the end of the Cairo deliberations on the Triennale (Photo credit: I. B-L)

He argued that to end this situation, there is need to maintain instead a process based on a holistic, cross-sectoral, systemic approach, that should be contextualized, interactive with the surrounding environments in order to build learning societies. In the context of this Triennale, the focus will be on identifying good practices consistent with this approach.

The Cairo Forum ended with the proposal of a roadmap for Marrakech 2017 and with a review of the fund-raising to support this Triennale. The Forum also afforded the opportunity for returning to roots in the Giza Valley of the

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kings. Pyramids and all that they represent are very symbolic of the wealth of African civilizations and the depth of African history that is definitely an ongoing process. The strong message that it conveys is that it is our duty to go on and pass the baton to the next generations through a genuinely African school with an educational approach geared towards culture, panafricanism and continental integration.

ADEA is concerned about strengthening the link between education and training in Africa

(Excerpt from www.adeanet.org, article published on 9th November 2016)

The Ministry of Technical Education and Vocational Training of Cote d'Ivoire, in collaboration with the Inter-Country Quality Node for Technical and Vocational Skills Development (ICQN-TVSD) and ADEA launched in Abidjan, on 7th and 8th November, a seminar on **"Promoting the Education-Training Continuum"**. The objective was to find appropriate solutions for accelerating universal access to education and training in Africa.



Group photo with the Minister of Technical Education and Vocational Training, M. Paul Koffi Koffi (in the center) during the workshop's opening ceremony. (Photo credit ADEA)

The participants in this seminar included representatives of Ministries of National Education, Higher Education and Scientific Research of Cote d'Ivoire, as well as representatives of the ADEA Executive Secretariat, the Swiss Cooperation (DDC), UNESCO, the School/Business Partnership

Development Unit, other technical and financial partners, the private sector and country experts. The seminar aimed to:

- (i) identify 4 or 5 knowledge and skill acquisition systems, implemented by participating countries, that are promoting an effective continuum between education and training;
- (ii) explore together how these systems could be strengthened at the national level and pooled as part of inter-country cooperation; and
- (iii) make proposals for enhancing and scaling up these systems for the 2017 ministerial conference.

Mr. Paul Koffi Koffi, Minister of Technical Education and Vocational Training, who chaired the opening ceremony, said in his address, *"the TVSD concept launched by ADEA, aims to promote innovative policies and practices in Africa in teaching and training, through the pooling of reflection, experiences, learning and knowledge through the development of a holistic vision of the educational system"*. He explained that only such an approach would make it possible to integrate all formal, non-formal and informal ways and means for professionalization, likely to enable the greatest number of young people and adults to acquire the skills needed for sustainable integration into the job market.

The ICQN-TVSD Coordinator, Mr. Amara Kamaté, focused his address on the need to strengthen inter-country cooperation in the areas of vocational training, technical and vocational skills development, creation and entry of young people in the labor market. The seminar will provide the Node's Ministers with a platform for exchange and pooling of successful experiences of the Education-Training Continuum.

Speaking on behalf of the ADEA Executive Secretary, Ms Oley Dibba-Wadda, Mr.

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Shem Bodo, ADEA Senior Program Officer, said that this seminar is a follow-up to the process, which was initiated in Abidjan in 2014 during the ministerial conference on “Youth Employment in Africa”. During this conference, the Ministers had identified 3 priority areas for the ICQN until 2017: (1) Implementing inter-country experiences and mechanisms for employment creation for young people; (2) Support for investment in skills acquisition by trainers and entrepreneurs; and (3) Promoting the implementation of the education-training continuum.

In conclusion, Mr. Bodo recalled the importance of the three post-2015 development frameworks for Africa, namely, (1) The 2030 Agenda for Sustainable Development, (2) the African Union’s Agenda 2063 and (3) the March 2017 ADEA Triennale in Marrakech, in the Kingdom of Morocco.

The ADEA Executive Secretary invites India to take part in the Marrakech 2017 Triennale
(Excerpt from www.adeanet.org the article published on 9th November 2016)

On 31st October, Ms Oley Dibba-Wadda, ADEA Executive Secretary met His Excellency Shri R. Ravindra, the Indian Ambassador to Cote d’Ivoire, Guinea and Liberia to discuss a possible partnership between ADEA and India. The Executive Secretary seized the opportunity to invite India to take part in the Triennale, a key ADEA event to be held in Marrakech in the Kingdom of Morocco from 15th to 17th March, 2017.



Ms Oley Dibba-Wadda, ADEA Executive Secretary and His Excellency Shri

R. Ravindra, Ambassador of India to Cote d’Ivoire (Photo credit: ADEA)

Ms Dibba-Wadda also informed H.E. Ravindra about ADEA’s activities and sought His Excellency’s facilitation for putting ADEA in contact with Indian Education authorities. She indicated that the association would like to discuss opportunities to establish ongoing collaboration for sharing knowledge and experience on education and training.

With “the Global Book Alliance”, ADEA and USAID are supporting the development of teaching materials in national languages
(Excerpt from the article from www.adeanet.org published on 5th December, 2016)

The US Agency for International Development (USAID) and the Association for the Development of Education in Africa (ADEA) encourage the promotion of national languages in Africa through the Global Book Alliance. The objective is to transform and change current practices in the design, acquisition and distribution of books, to ensure that all learners have the books they need, and in the native languages with which they are more familiar. In Africa, it is ADEA, which will assist in launching and promoting this important initiative with the book chain stakeholders, educators, African communicators and decision-makers.

The Association is entrusting to its Working Group on Books and Learning Materials (WGBLM) the organization, in close collaboration with the Global Book Alliance and USAID, a series of field activities in 2016 and 2017. These activities aim at sensitizing and advocating for establishing, in countries, innovative and efficient mechanisms in the production, acquisition, distribution, and management of school manuals and other reading materials in national languages. This would provide a solid and sustainable basis for quality education for all learners.

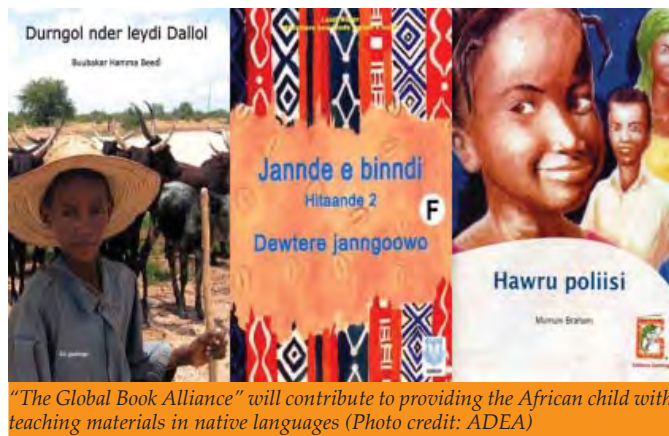
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One of the reasons for establishing the *Global Book Alliance* is the severe shortage of appropriate and attractive reading materials in native languages, which is one of the barriers to the improvement of learners' reading skills. Actually, these learners are usually unable to read in the languages they speak fluently and best understand. Moreover, if adequate reading materials are not provided, it is difficult to get girls and boys interested in reading, to give them the possibility to practice reading.

The "TUAREG" indigenous education model

A contribution of Maitre El Moctar, WGNFE/Mauritania's national coordinator

The Tuareg traditional education model prepares the child, from an early age to achieve harmony between life on Earth and the cosmos. In other words, even if it is important for the child to learn to avoid pitfalls on Earth, it is equally useful for him to be spiritually equipped.



"The Global Book Alliance" will contribute to providing the African child with teaching materials in native languages (Photo credit: ADEA)

This "philosophy" is based on the idea that (human and animal) beings, plants and even inert matter have a soul and every soul deserves respect and esteem. Non-necessary violence against animals and inert matter must be banished from the human being's behavior because every abuse creates an imbalance in the cosmos. This can arouse the anger and wrath of supernatural powers. So, for example when a playing child hits the sand or a shrub with a stick, he is often told that this is wrong and

that one day the sand or the shrub will retaliate. As we can see, environmental education is provided early among Tuareg children. Among pre-Islamic Tuareg people, no subjects or themes were strictly prohibited. Everything has an explanation and the explanation refers to a situation where everyone can clearly understand the meaning and scope of his/her actions so that he/she can answer for or benefit from them, whereas in the religious dogmas, there are postulates that one should not try to understand but simply apply.

Women are at the heart of the Tuareg "almoud" educational system, whether it is girls' or boys' education. From birth every child receives a present from his/her maternal uncles "ashiof" (a sort of savings), usually a domestic animal. This is no coincidence and this tradition should be understood as the desire to improve understanding of women's role in the Tuareg social, economic, cultural and political organization. "Ashiof" generally serve as the basis for building up a small personal herd that will enable the child, when he grows up, to enjoy economic independence and have a "good start" in life.

From 0 to 7 years, the child remains in his/her parents' tent. At this age, the mother is exclusively responsible for his/her education. Later, the child would get away from the tents to keep small domestic animals, together with other children of his age. At this stage in his/her life, the child begins to receive basic education. He would receive orally in the form of tales and riddles, explanations to many of his/her questions. Adults are very attentive to the awakening of the child's mind. The rule is that all the child's questions must be answered. These questions are usually related to adults' attitudes, the behaviors of animals and the characteristics of the immediate environment.

3. NEWS FROM COUNTRY WORKING GROUPS AND PARTNERS



In the Tuareg environment, early childhood education is primarily provided by the woman (Photo credit: El Moctar)

Women start to teach him on the sand “tiffinagh”, the Tuareg script as well as some basic social conventions. To develop the child’s personality, building his/her confidence from the cradle is a key element of his/her education. All those who have already stayed at Tuareg camps were surprised to see young children attend, just like adults, animal immolation rituals, shooting contests, minor traditional surgeries or delivery of women, which are considered as violent practices elsewhere and from which children would be kept away. The objective is to develop very early in the child, mental alertness, the sense of participation, and the need to be involved in community life. Even at this age, observational skills and critical thinking are developed.

He/she should be able to measure early the need for and the price of effort. At the same time he/she is taught how to control his/her feelings and to understand that life is not all games. This is a necessity for surviving in the Sahara. Continued vigilance must be exercised. Because the slightest mistake can have terrible consequences. Therefore the child learns early how to behave in emergency (lack of water, lack of food, scorpion sting, etc.).

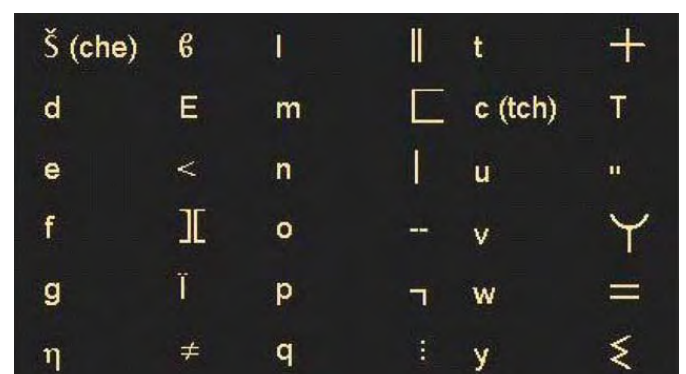
The teaching he/she receives from women and the other adults continues through the “open-air” book that is nature and through practical exercises. He/she will be able to

recognize tiffinagh inscriptions that he will have learned from the camp woman, as he/she explores a mountain wall, on commonly used objects or branded animals (this will be his/her history book). Thus, when the child sees on the pasturelands, herds that he has never seen, he would be able to determine from their branding to which family or tribe they belong. If the herd has no shepherd, the child will understand that they have escaped from their master and have gone astray. As a result, he/she will take precautionary measures.



Grazing animals (Photo credit: DR)

He would be able to track a camel, a cow and could even tell, from the footprints, whether it is a female or a male. He would be able to distinguish just by the way a camel gets around trees or obstacles, whether the animal is blind in one eye and especially which one, the right eye or the left eye. The first tracks the child learns to identify are naturally those of his/her father or mother. The first animal sounds he is able to identify are those of his/her family’s animals.



Tifinagh, the Tuareg script, one of the oldest in Africa and in the world... (To be continued)...

3. NEWS FROM COUNTRY WORKING GROUPS AND PARTNERS

Non-formal education in Morocco wants to attract 70,000 beneficiaries in 2017
(Excerpt from Meryem Laftouty's article published in *Aujourd'hui Maroc*)

No less than 69,642 students have benefited from non-formal education programs during the 2015-2016 school year. This has offered these young people, who were not able to attend school or who have dropped out early, a second chance to continue their education. Among them, 29,873 are the “Second Chance School (E2C)” Program beneficiaries, according to the Non-formal Education Directorate’s assessment. This first program was established through partnership agreements between the Ministry of National Education and Vocational Training and 430 associations.



Learners of a “Second Chance School” in a classroom in Morocco (Photo credit: DR)

For this purpose, these associations recruited 1,188 facilitators including 49% in the rural environment. At the end of the 2015-2016 school year, the E2C Program reintegrated 10,620 students, 6,818 of which were able to continue their formal education program, 3,802 were able to join the vocational training program. This represents 36% of all those enrolled in this first program.

Therefore, the E2C provides educational support for children aged between 9 and 16 who, because of their precarious situation, had to drop out. These children are cared for during one year by some associations, before returning to public education or vocational training.

The budget allocated for this operation is DH 1,200/year/child, provided by the Ministry of National Education. The training provided by the associations, is “re-training”, according to the Directorate for Non-formal Education, which provides skills updating for young beneficiaries in the main languages (French-Arabic) and mathematics. During the same period, the students sit tests and examinations, and are even visited by national education inspectors. At the end of the reintegration year, the student stands an examination that gives him/her access to a public education school if he/she still aged between 10 and 11 years. He/she can also be advised towards vocational training, if he/she is over 15. It should be recalled that this initiative was introduced in 2010. It not only aims to guarantee success for children from the E2C program and who have been integrated into the formal system, but also children who have been directly integrated through the “Caravane” and “Child to Child” operations. For this purpose, 3,056 beneficiaries of the school support program benefitted from direct integration in formal education at the end of the 2015-2016 school year. With respect to the community mobilization and educational watch program, (The Child to Child and Caravane social mobilization operation), 36,713 students were integrated through the program, including 6,816 immigrants. The beneficiaries of that program have been directly integrated, and consist of school dropouts (who have been forced to leave school), and also out-of-school children (who have never received any schooling).

Objectives for the 2016-2017 school year

In continuation of its efforts to fight against school dropout and illiteracy, the Ministry of National Education and Vocational Training is working this year 2016-2017 towards enrolling 70,000 children and young

3. NEWS FROM COUNTRY WORKING GROUPS AND PARTNERS

people in the various non-formal education (NFE) programs. It also intends to pursue the establishment and development of the New Generation Second Chance School (E2C-NG) for educational upgrading and socioprofessional integration. To do this, the supervising Ministry intends to upgrade the institutional machinery of NFE programs (certification, bridges, management of centers). It is therefore necessary to improve the quality of these programs' services. Improving the quality of these programs' management is also part of the Ministry's objectives that would be achieved through training of the information system's stakeholders, etc. The Ministry is going to conduct the pilot experiment of digital non-formal education and non-formal secondary school, taking into account the need to develop a curriculum for the educational inclusion of immigrant children.



In Morocco, educational programs cover both Arabic and French (Photo credit: DR)

For more details, go to: <http://aujourdhui.ma/societe/education-non-formelle-lecolede-la-deuxieme-chance-veut-attirer-70-000-beneficiaires-en-2017>

90,000 out-of-school children enrolled in non-formal education classes for the year 2016-2017 in Morocco

(Article published in Yabiladi No: 47572 of 07-10-2016)

Some 90,000 children and young people have benefitted from non-formal education (NFE) classes for the year 2016-2017, which started on 10th October.

"The start of the NFE school year coincides with the National Non-formal Education and Illiteracy Eradication Day", said, on Friday, the Ministry of Education and Vocational Training. He indicated that this operation, conducted in partnership with the civil society, aims to give a second chance to dropout and out-of-school children by integrating them in formal education, in vocational training or in the job market. According to the same source, the number of children benefitting from non-formal education programs for the previous year (2015-2016) rose to 64,465, of which 808 out-of-school students (boys and girls) were directly reintegrated in primary and secondary education through the social mobilization program.

The beneficiaries include 2,598 children who will benefit from the "new second-generation program", aimed at the educational qualification of out-of-school young people, assisting in guiding them and their socioprofessional integration, according to the statement.

The previous year's start of the NFE school year was characterized by the educational integration of migrants as part of the national immigration and asylum strategy, said the announcement. In all, 422 immigrant children in addition to 905 foreigners enrolled in normal secondary education attended non-formal education courses.

Source : www.yabiladi.com/articles/details/47572/enfants-non-scolarises-beneficient-classes-l-education.html

4. PUBLICATIONS

3rd Global report on Adult Learning and Education



Published in 2016 by the UNESCO institute for lifelong learning, the third global report has three objectives:

- analyzing the results a UNESCO Member States monitoring to determine whether the countries fulfill the commitments made at CONFINTEA VI;
- promoting adult learning and education through evidence of their positive impact on health and well-being, employment and job market, as well as social, civil and community life; and
- providing a platform for debate and action at the national, regional and international level.

This report emphasizes the following points:

- The countries are achieving significant progress in all areas of the 2009 Belem Framework for Action;

- Adult learning and education are an essential component of lifelong learning and will make a significant contribution to the 2030 Agenda for Sustainable Development;
- The low adult literacy rates remains alarming;
- gender inequalities are still preoccupying;
- Despite remarkable progress in monitoring and evaluation since 2009, basic data on adult learning and education remain inadequate and their real impact are poorly understood;
- As part of the implementation of the 2030 Agenda, developing adult education and learning are tools to be prioritized to provide individuals with the means to meet the requirements of the future.

The content of this report should be well known by the various educational stakeholders. The report can be downloaded through the following link: unesdoc.unesco.org/images/0024/002459/245917f.pdf

2nd African Ministerial Forum on ICT Integration in Education and Training



4. PUBLICATIONS

The Report of the Second African Ministerial Forum on ICT, held from 7th to 9th June 2016, in Abidjan, presents the guidelines for improved integration of New Information and Communication Technologies in education and school administration.

This issue is a major concern for ADEA, which was holding for the second time this continental meeting of education policy makers. This forum is a policy dialogue mechanism maintained by ADEA and its main partners including AfDB, UNESCO, ISESCO, and Member States.

This edition brought together more than 150 participants from 37 African countries; partners specialized in New Technologies and world-renowned specialists.

The forum consisted of seven (7) thematic sessions covering all the concerns of those in charge of introducing, strengthening and perpetuating the use of these technologies in the curriculum of African educational systems:

- National ICTs in education and training policies and strategies – Lessons learned;
- Empowering marginalized populations through ICT-based educational initiatives;
- ICT and Technical and Vocational Skills Development (TVSD) for youth employment and entrepreneurship: Promising models;
- Application of ICT in the teaching/learning of science, technology, engineering and mathematics (STEM) – Lessons learned;
- ICT Integration, shared leadership and consistency of policies;
- ICT and education in areas and regions facing crises and conflicts;
- Inclusive knowledge societies and role of education and ICT.

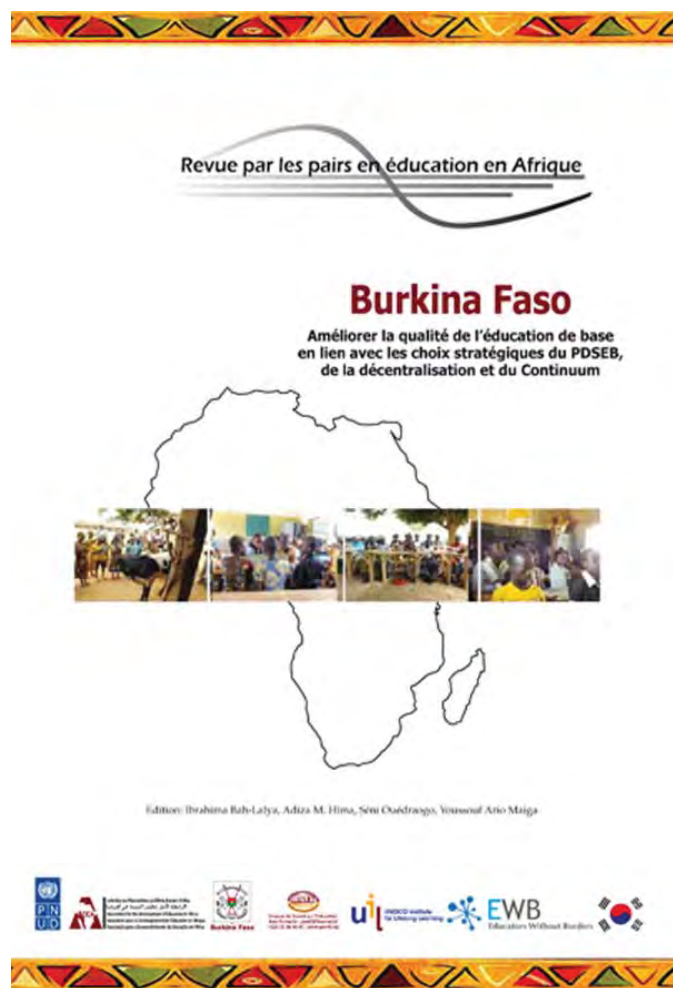
Very well documented presentations and intense discussions helped to draw lessons from the various experiments under way on the continent and formulate recommendations for improved integration of ICT in education and developing the necessary skills for learners and educational systems, in this 21st century characterized by uncontrolled globalization and the importance of the added value of knowledge and know-how. Among these recommendations, the participants insisted on the following:

- Engage in shared regional and national strategies and transformation actions and programs at the continental level;
- Strengthen public-private partnerships to expedite the operationalization of policy decisions.
- Consider ICT as a lever for change in formal, informal and non-formal education;
- Develop in the learner, design and problem-solving capabilities in order to adapt to the 21st century workstation;
- Adapt regional and national qualification frameworks for diversified accreditations and certifications;
- Engage in multi-sector, multi-partner and multi-system networks to carry out the strategies' priority actions

The performance of Burkina Faso's educational system reviewed by the ADEA peers

A peer review was conducted in Burkina Faso as part of the continued cooperation between this country and ADEA and its partners, particularly UNDP and South Korea. The theme of this review was "Improving the Quality of Basic Education under the PDSEB, Decentralization and Continuum Educational Reform Frameworks".

4. PUBLICATIONS



The 146-page report produced by the peers is a tool for helping the country to improve its educational practices and policies in order to make Burkina Faso an emerging country in 2025.

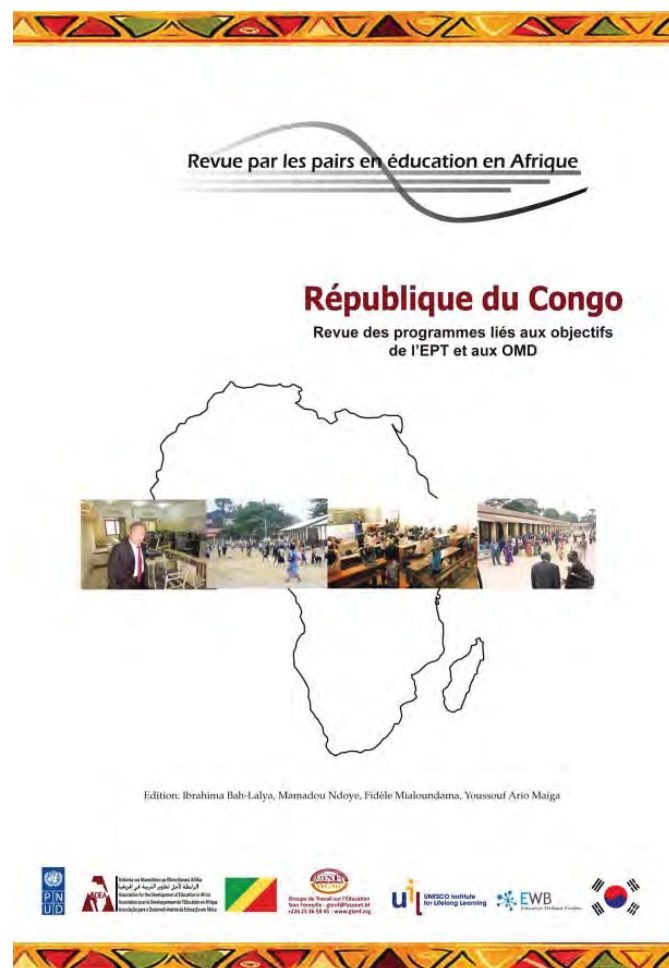
Three thematic areas had been identified for this review: (i) reviewing the consistency, the practice and feasibility of the formal education curriculum; (ii) anchoring the formal education curriculum with the non-formal education curriculum with a view to building a unifying basic education curriculum with functional bridges and; (iii) integrating pre-vocational training in the basic education curriculum.

A diagnostic analysis of educational programs was carried out and resulted in educational policy proposals that should improve access, learning quality, equity and governance.

For all three thematic areas, about sixty recommendations were formulated, 14 of which

were selected for short-term implementation. At present, 10 of these recommendations have already been adopted in Burkina Faso's educational systems. MENA gave assurances that the others would be implemented as soon as resources are available.

ADEA peers contributed to the review of the Republic of Congo's EFA and MDG programs



Congo-Brazzaville is a practical example of a country that has gone through a long period of unrest and was able to reorganize itself through two major national programs. The first of such program was **"the New Hope"**, which focused on the country's reconstruction after the civil war. The second, **"The way to Future"**, aimed to make Congo a socially stable and economically developed country.

These programs have been implemented notably through efficient management of oil revenues and a social policy based on peace

4. PUBLICATIONS

among the various regional components that constitute a rich and complex national mosaic.

Commissioned by the Congolese government, supported by ADEA and its partners, and coordinated by Minister Mamadou Ndoeye, the review noted the remarkable progress achieved by the Congolese educational system. However, in order to improve educational achievements, authorities need to pay sustained attention to a few areas. School dropout is still high; staff training and deployment must be improved. Furthermore, young people's need must be considered, administrative management needs

can also be modernized using new technologies that must also be further developed in education. A greater balance can be achieved and targeted educational programs can be found according to (urban, semi-urban, rural) areas, regions (the country's various provinces) and (Bantu, 'Indigenous' and other) population groups.

Regarding those issues, the peers made recommendations, 14 of which were accepted and validated by the Government and its partners.

5. LATEST NEWS

I .C.I_Partenaire Entreprises is seeking to recruit a Program Officer for the Swiss Cooperation Bureau in Burkina

Reference of the offer: I.C.I P.E. is recruiting in 2016/

Main tasks:

- Ensure the (operational and financial) monitoring and evaluation of the activities financed by the Swiss cooperation in Burkina Faso mainly in the area of basic education and occasionally in the area of vocational training;
- Be versatile and ensure good synergy with the other programs
- Be the interlocutor of some of our partners;
- Participate in the identification and formulation of new actions;
- Draft various documents, (terms of reference, project, capitalization documents, ...)
- Represent the Bureau in the work of sectoral dialogue frameworks as well as some thematic consultation frameworks and contribute to the coordination and harmonization of assistance in its sector;

- Actively contribute to the internal discussions on the entire Swiss program;
- Participate in knowledge sharing and management within exchange networks.

Requirements

- Hold a university degree (postgraduate qualification)
- Having at least 5 years' professional experience in the area of basic education and in vocational training is desirable;
- Have development program management knowledge and skills;
- Be fully available and be able to travel frequently within the country and occasionally in the sub-region;
- Have a good knowledge of common IT tools;
- Have a good working command of English;
- Women are encouraged to apply.

Skills required

- Possess synthesizing and analytical skills in oral communication and document

5. LATEST NEWS

preparation;

- Be capable of formulating specific and well-argued recommendations;
- Have teamwork skills and be comfortable working in a team environment;
- Be able to be self-critical and make constructive criticism;
- Be able to work within a team and in a multicultural environment;
- Have strong organizational, workload prioritization and adjustment skills in order to work to tight deadlines;
- Have a sense of initiative and responsibility-taking;
- Be flexible, versatile and accept unforeseen tasks.

Contents of application

- A detailed curriculum vitae (4 pages maximum)
- A cover letter
- A certified copy of diplomas
- Employments certificates and / or letter of recommendation
- A birth certificate
- A criminal record issued within the last three months

A certificate of citizenship

Applications should be sent no later 19 January, 18 hours, to:

- ICI Partenaire Entreprises, 40 avenue Kwamé N'Krumah – 01 BP 6490 Ouagadougou 01
Telephone: +226 25 31 05 53 / 80 – Ouagadougou – Burkina Faso
- or by email at: recrutement@ici-partenaire-entreprises.com

In Memoria

- *Late Amadou Wade Diagne*

In the words of Birago DIOP:

“Those who are dead are not gone forever

They are in the paling shadows

And in the darkening shadows”

Our beloved Amadou Wade Diagne was called home by God on 16th October, 2016.

As a Senegalese education expert and Director of the Consulting firm AWADIA-SARL, Mr. Amadou Wade Diagne made the fight against illiteracy in Africa, his priority. He worked for WGNFE since the Group started operations, in Ouagadougou, within the Swiss Cooperation.

He drafted a number of fundamental documents including those that guided the establishment of FONAENF, the institution that is currently coordinating and regulating most of the funding for NGOs and associations working in the field of literacy and non-formal education in Burkina Faso. He played a decisive role in the contribution of non-formal education for the ADEA 2012 Triennale. He notably conducted the synthesis of the WGNFE studies. But beyond his scientific capabilities, our late Amadou Wade Diagne was known for his humility, sensitivity and relentless fight against ignorance among African populations.

May his soul rest in peace and the earth of our ancestors lay gently over him!!!



5. LATEST NEWS

• *Late Brighthon Mutasa*

Kibare has just been informed the passing away, on February 3rd 2017, of Mr Brighthon MUTASA.



Brighthon worked several years with the ADEA Working Group on Education Management and Policy Study –WGMPs where he is remembered as a very friendly colleague, always willing to go the additional step to help.

The Non Formal Education network members share the sorrow. They join his wife and children in their prayers. May his soul rest in peace. Amen!!!

Meeting Around African Education in Marrakech

As Africa is meeting in Marrakech to discuss the faith of Education in our continent, Kibare would like to share with his readers two critical abstracts, the first on Agenda 2063, and the second on the 2030 Education for sustainable Development Program.

Abstract from:

AGENDA 2063; The Africa We want

ASPIRATION 2.

An integrated continent, politically united, based on the ideals of Pan-Africanism and the vision of Africa's Renaissance 19. Since 1963, the

spirit of Pan Africanism, focusing on liberation, and political and economic independence, has inspired the quest for African Unity. It is motivated by development based on self-reliance and self-determination of African people, with democratic and people-centred governance.



We aspire that by 2063, Africa shall:

- Be a United Africa;
- Have world class, integrative infrastructure that criss-crosses the continent;
- Have dynamic and mutually beneficial links with her Diaspora; and
- Be a continent of seamless borders, and management of cross-border resources through dialogue.

ASPIRATION 5:

An Africa with a strong cultural identity, common heritage, values and ethics 40. Pan-Africanism and the common history, destiny, identity, heritage, respect for religious diversity and consciousness of African people's and her diaspora's will be entrenched.

We aspire that by 2063:

- Pan Africanism will be fully entrenched;
- The African Renaissance has reached its peak; and
- Our diversity in culture, heritage, languages

5. LATEST NEWS

and religion shall be a cause of strength, including the tangible and intangible heritage of Africa's island states.

Abstract from:

Transforming our World: the 2030 Agenda for Sustainable Development



GOAL 4.

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries
- 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

Happy New Year 2017

Bonne et Heureuse Année 2017

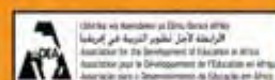
العيدة للسنة نمنن لى أفضل

Kibare, the link between Non-Formal Education actor in Africa



Groupe de Travail sur l'Éducation Non Formelle (GTENF)
Association pour le Développement de l'Éducation en Afrique (ADEA)

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Bulletin du Groupe de Travail sur l'Éducation Non Formelle de l'ADEA