



# Kibare

Non-Formal Education and Literacy Journal

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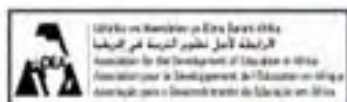


Working Group on Non-Formal  
Education (WGNFE)

Association for the Development  
of Education in Africa (ADEA)

11 BP 692 Ouagadougou  
CMS 11 - Burkina Faso  
Tél. : 00226 25 36 58 45

[www.gtenf.org](http://www.gtenf.org)



## EDITORIAL

The latest Kibaré no. 11, your journal on non-formal education, features the flagship event of the Association for the Development of Education in Africa (ADEA), the 2017 Triennale on education and training in Africa, which was held, from 14<sup>th</sup> to 17<sup>th</sup> March 2017, in Diamniadio, Senegal, located in Dakar's suburb. As reflected by its name which stands for "peace" and "dialogue", Diamniadio has been a meeting place for the representatives of the majority of Africa's education policy makers.

Twenty four African Education Ministers, twenty eight national delegations and several special guests, including His Excellency, Mr. Macky Sall, President of the Republic of Senegal as well as the President of the African Development Bank Group (AfDB), Dr. Akinwumi A. Adesina, who reflected on ways and means to be considered for achieving the Global 2030 Agenda and Africa's Agenda 2063. Your journal provides you with the results of this high-level policy dialogue.

It will also highlights the results of the Peer Review in Angola, a country with immense potential, whose ambition is to use education as the main instrument for recovering from two painful civil wars, and a major economic crisis. In Angola, education is considered as the mean to overcome national challenges and envisage a bright future with solid economic and social development.

Your journal also continues to examine the implementation of a Common Set of Core Skills for all educational sub-systems attended by African youth, with the specific aim of integrating non-formal education in the process. The experiment is already being studied in pilot countries such as Benin, Ghana and Senegal, with the aim of proposing practical and feasible implementation arrangements.

Moreover, your Kibaré continues to publish a series of works on traditional education in the Tuareg nomadic areas, whose origins go back to ancient Africa, long before the European cultural civilization. At the same time, it presents specific cases of national educational system development as the one implemented in Burkina Faso through PDSEB, the "Programme de Développement Stratégique de l'Education de Base au Burkina Faso" .

On behalf of the Working Group on Non-Formal Education (WGNFE) Team, I would like to wish you a good reading and encourage you to submit your comments and contributions.

Bah-Lalya



## 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).

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

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

### The ADEA 2017 Triennale was held in Diamniadio located in Dakar's suburb, Senegal

The 11<sup>th</sup> session of the Triennale of the Association for the Development of Education in Africa (ADEA) was held in March at the Abdou Diouf International Conference Center (CICAD), situated in Diamniadio (Senegal), in the northern suburbs of Dakar. 24 African Education Ministers and 28 national delegations from the following countries attended this important international event. They included: South Africa, Angola, Botswana, Burkina Faso, Cameroon, the Central African Republic, the Republic of Congo, the Democratic Republic of Congo, Côte d'Ivoire, Egypt, The Gambia, Guinea, Kenya, Liberia, Madagascar, Mali, Morocco, Mauritius, Mauritania, Mozambique, Niger, Rwanda, Senegal, South Sudan, Tanzania, Togo, Zambia and Zimbabwe.

One of the main highlights of this great policy dialogue meeting for education in Africa, was the participation of several distinguished guests including His Excellency Mr. Macky Sall, President of the Republic of Senegal; the President of the African Development

Bank Group, Dr. Akinwuni A. Adesina; the Representative of His Majesty, the King of Morocco, Mr. Omar Azziman; the African Union Commission Chairperson, Mr. Moussa Faki Mahamat; the World Bank representatives, Mr. Rodgers; and Mr. Filmer, the UNESCO Representative. There were also: Mr. Matoko, the ADEA Executive Committee Chairperson, Peter Materu; the Minister of Education and Special Envoy of the President of the Arab Republic of Egypt, Abdel Fattah al-Sissi, Dr. Tarek Galal Shawki Ahmed; the Minister of Education of the Republic of Angola, Dr. Mpinda Simao, as well as several financial institution directors and representatives of the international intelligentsia. (for more details on participation please refer to <http://www.adeanet.org/triennale-2017/en/spotlight-on-the-adea-2017-triennale-and-its-key-takeaways-on-education-and-training-in-africa>).

During four days, this high-level meeting addressed the theme: "Revitalizing Education Towards the 2030 Global Agenda and Africa's Agenda 2063": The Challenge of how to achieve this".



Sources: [fr.allafrica.com/stories/201705090628.html?lb=9a162271ad...du](http://fr.allafrica.com/stories/201705090628.html?lb=9a162271ad...du) 8 mai 2017 (Photo credit: I. B-L)

Deliberations addressed mainly the reasons why African education fails to implement what it has planned. Deliberations focused on three questions:

(1) How to achieve what was envisaged?

(2) What are the bottlenecks? and

(3) How to learn from both successes and failures.

After discussions, it clearly appeared that:



## 2. WGNFE'S ACTIVITIES

- (1) there is a big gap between education policy decisions and their translation into concrete actions in the classroom because teachers in the field are inadequately involved in the decision-making process;
- (2) innovations must go beyond theory to explore feasibility in the particular contexts of learning places;
- (3) there is need to develop functional knowledge sharing platforms so that what has been conceptualized is exposed to realities on the ground and that in return, the lessons learned are shared throughout the continent;
- (4) we must end our dependence on external resources and rely on endogenous capacities;
- (5) African languages must regain their rightful place as a work tool at school, communication tool, cultural development mechanism, and exchange instrument among human groups (families, ethnic groups, nations, etc.);
- (6) it is essential to focus on the teacher and
- (7) we must learn as much from our successes as from our failures.



Address by, Ms. Oley Dibba-Wadda, ADEA Executive Secretary during the plenary session of the ADEA 2017 Triennale (Photo credit: I. B-L)

These lessons helped to make several recommendations aimed at achieving a profound paradigm shift at school level. In particular, there is need for in-depth reflection for “deconstructing” the current school and replacing it with a “New African School” rid of

the school form. The new school must adopt a definitely holistic approach, be closer to learners’ daily lives, be based on the values of multiculturalism, multilingualism and humanism that are specific to Africa. It will be necessary to integrate effectively Africa’s past including endogenous knowledge and know-how, and at the same time contribute to building peace within communities, and develop into learners’ minds the kind of knowledge and skills essential for human, social and economic development specific to the XXI century.

In collaboration with its partners, ADEA will need to deepen reflection on the form and content this new school should have and the operationalization of such proposal. In parallel to the deliberations of the Triennale, an Africa-South Korea Day was organized at the Abdou Diouf International Conference Center (CICAD).

As a reminder, the 2017 Triennale was jointly organized by ADEA and the Government of the Republic of Senegal. The main sponsors and partners of this flagship event were:

Africa 2.0, the African Development Bank Group (AfDB), the African Union (AU),

Aide et Action, the Conference of Ministers of Youth and Sport of French-Speaking Countries (CONFESJES), the Conference of Ministers of Education of French-speaking Countries (CONFEMEN), the Didier Drogba Foundation,

the Global Partnership for Education (GPE),

Intel, the Islamic Educational, Scientific and Cultural Organization (ISESCO), the MasterCard Foundation, Microsoft,

the International Organization of Francophonie (OIF), QELASY, the Swiss Agency for Development and Cooperation (SDC) and UNICEF.

## 2. WGNFE'S ACTIVITIES



*Their Excellencies Mr. Macky Sall, President of the Republic of Senegal and the President of the African Development Bank Group, Dr. Akinwumi A. Adesina, during the ADEA 2017 Plenary Session (Photo credit: I. B-L)*

### Parallel sessions of the 2017 Triennale

Parallel sessions of the ADEA 2017 Triennale were held at the Abdou Diouf International Conference Center (CICAD) of Diamniadio in Senegal. They offered people and organizations opportunities to contribute to discussions thereby enabling them to comment on best practices, research results, innovative educational approaches, etc. Thus, each delegate had an opportunity to present their point of view, express their ideas and bring perspectives that are different from those offered in the plenary. For the 2017 Triennale, four (4) sub-themes (ST) were identified:

- ✓ Implementing education and lifelong learning for sustainable development (ST1);
- ✓ Promoting science, mathematics, and information and communications technology (ICT) (ST2);
- ✓ Implementing education for African cultural renaissance and pan-African ideals (ST3) and

- ✓ Building peace and global citizenship through education (ST4).

WGNFE, through its Coordinator Prof. Ibrahima Bah-Lalya and his program officers Ms. Eléonore Ouedraogo, Ms. Aminata Nacoulma and Mr. Youssouf Maiga took actively part in the conduct of discussions on sub-theme 3 for which they were the coordinator and rapporteurs.

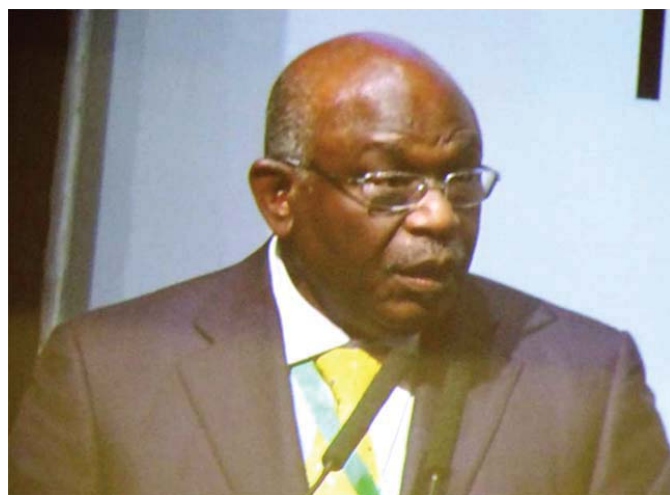


*The ADEA Triennale General Coordinator, Mamadou N'Doye, presenting the summary of studies during the ADEA 2017 Triennale (Photo credit: I. B-L)*



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This sub-theme was chaired by His Excellency, the Minister of National Education of Angola, Dr. Pinda Simao. It was to reflect on the following point: **“How to reinvent a new African school through the implementation of education for African cultural renaissance and the ideals of pan-Africanism in order to promote continental integration and the birth of the United States of Africa.”**



*His Excellency the the Minister of National Education of Angola, Dr. Pinda Simao, presided over the work of Sub-theme 3 on the integration of culture and pan-Africanism in the curriculum of African schools and learning centers (Photo credit: I. B-L)*

Five panel members, namely Prof. Abdourahmane Mohamed El Moctar, Dr. Rikke Vihom, Dr. Ida Jallow and Mr. Alain Richard Héma were selected for further exploring this theme. In turn, they gave presentations on: (i) the review of models and trainings from the colonial period and foundations of a new school reflecting endogenous knowledge, practical knowledge and innovative knowledge in the curriculum; (ii) the integration of endogenous knowledge, practical knowledge and innovative knowledge in the curriculum; (iii) the training of teachers from a pan-Africanist perspective and the promotion of integration through school and the community; (iv) taking into account African languages in teaching and learning in a continental integration perspective; and (v) some good practices on integration of cultural activities in the curriculum: case of Burkina Faso.



*Panel members, Prof. El Moctar from Mauritania, Mr. Hema from Burkina and Prof. Baba Moussa from Benin, in an interview posture with sub-theme 3 Coordinator, Prof. Bah-Lalya (Photo credit: I. B-L)*

The following were on the agenda of discussions that were held during this parallel session; How to:

- ✓ Promote Africa's past in the curriculum and strengthen the teaching of history from an African perspective?
- ✓ Break with that form of education trapped in the school structure by opening up school to the communities' life, endogenous knowledge, African history and culture?
- ✓ Decolonize the African school?
- ✓ Make school dynamic in order to reflect sensitivities, practices outside the classroom.
- ✓ Integrate endogenous knowledge and know-how in the curriculum in a multilingual and multicultural context?
- ✓ Use national languages as a teaching medium and as subjects?
- ✓ Take into account art, the values of citizenship, pan-Africanism and continental integration in the training of teachers?

After the presentations and discussions, a general consensus was reached on the need to reinvent the African school in order to adapt it to the socioeconomic and cultural realities of

## 2. WGNFE'S ACTIVITIES

the continent and get it out of the four walls of the classroom. It was also generally agreed that national languages must be effectively taken into account in educational programs. It was also strongly advised to focus on the training of teachers in the values of citizenship, continental integration and pan-Africanism.



Participants during the ADEA 2017 plenary (Photo credit: I. B-L)

All the discussions and debates resulted in eight (8) recommendations including two (2) as a follow-up to the Triennale namely: (i): establishing a high-level mechanism for assessing the relevance and the feasibility of the recommendations made; (ii): developing and implementing a roadmap for executing the recommendations identified.

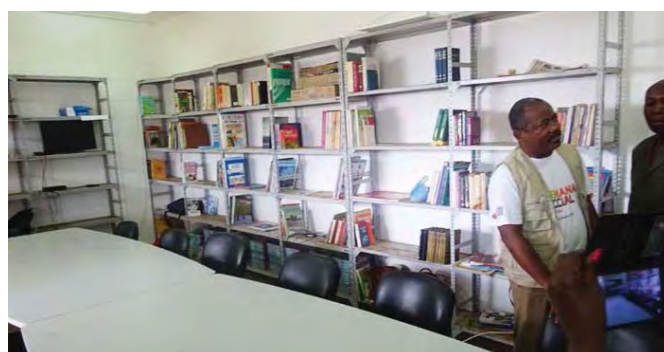
### ADEA is committed to supporting Angola in its effort to promote its media libraries

The Government of Angola requested support from ADEA to evaluate its educational system through a peer review that provides different perspectives from national and international experts on the performance of the country's educational system. This review was mandated to conduct an in-depth review of the achievements and challenges faced in six areas: (1) the quality of education, (2) the training of teachers, (3) the training of inspectors, (4) non-formal education, (5) learning materials and (6) technical education.



The Director of the "Mediatec" presenting a tablet especially intended for young children's learning (Photo credit: I. B-L)

Among these, it was considered urgent to further analyze "Mediatec" considering the strategic role they could play under the reform process. In this context, an ADEA expert mission travelled to Angola from 22 October to 06 November 2016 where it visited 14 municipalities in 5 provinces. At the end of the mission, a debriefing session was organized with His Excellency Dr. Pinda Simao, Angola's Minister of National Education, assisted by his two State Secretaries involved in education and by all the Department's senior executives. This session helped to report to the Angolan authorities on the good quality of the country's educational system.



A typical library of a teachers' lounge in a provincial school, in Angola (Photo credit: I. B-L)

In fact, the operation of the Angolan educational system is based on decentralization which applies local governance, with very well-equipped and competent staff. A national free education policy has been established, which represents a major and strategic investment in the youth promotion and capacity-building



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agenda. A pretty sophisticated flow system allows to optimize the use of the existing infrastructure. Media libraries visited are well-equipped and each school has a functioning resource center.

However, in spite of the unquestionable achievements, the mission emphasized the need to strengthen food and equipment for laboratories and libraries. It also highlighted the need to ensure the production of some of the teaching materials in Angola. Moreover, it underlined the urgency of establishing media libraries throughout the territory as part of a decentralized approach. In fact, the development of media libraries in this country which has experienced two painful civil wars will support a national policy aimed at improving access to education by disadvantaged groups and young people who have been affected by internal conflicts.

These are the reasons why ADEA is committed to supporting the country to develop and promote Angola's media libraries with decentralization in mind. The Association's Steering Committee instructed the Working Group on Non-formal Education to get in touch with Angola in order to discuss the matter further and undertake appropriate actions for its implementation. This activity will be conducted jointly with the ADEA Working Group on Books and Learning Materials (WGBLM) in a resource sharing dynamics.

### Further reflection on the achievement of a Common Set of Core Skills integrating non-formal education

WGNFE had carried out a study on the achievement of a Common Set of Core Skills (CSCS) that includes non-formal education. This study had made recommendations and developed a five-step roadmap to make this CSCS effective at the level of the countries. Three of them have been selected for the piloting: Benin, Ghana and Senegal. These countries are at varying levels of implementation of this

project.



Women and men of culture from Burkina substantially contributed to the preparation of Sub-theme 3 of the ADEA 2017 Triennale. Here, a family photo after the workshop organized by the Swiss Development Cooperation Agency - SDC to facilitate the process (Photo credit: I. B-L)

Thus, Benin is preparing to review the main educational policy documents, while in Ghana the focus has been on the identification of programs relating to the diagnosis of the existing CSCS. In Senegal, the work is at a fairly advanced stage as it is already in phase 4 of the process, namely the diagnosis of national educational policy documents, particularly that of the Quality, Equity and Transparency Improvement Program (PAQUET). These are documents that organize and structure the line Ministry's actions for the implementation of their CSCS. The latter include non-formal education and are an essential part of the paradigm shift recommended by the Triennale held in Ouagadougou (Burkina Faso) in 2012 and reaffirmed by the latest one held in Diamniadio (Senegal). There is a good chance that this process will be completed in 2018 in accordance with the road map and that countries will have an efficient tool for undertaking educational reforms towards creating a common core of knowledge, skills and attitudes that effectively integrate those excluded from educational opportunities in Africa.

### ADEA's WGNFE evaluates the Revitalizing Adult and Youth Literacy (RAYL) Program in Nigeria

To overcome illiteracy, which affects more than sixty million citizens, including more than twenty million among young people and adults only, Nigeria has launched in 2011, an ambitious

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project called “Revitalizing Adult and Youth Literacy (RAYL)”. With an investment of more than 6 million dollars, this project targeted five million unschooled and out-of-school young people and adults. RAYL was carried out until its completion in 2016, despite the insecurity situation which has recently affected Nigeria. Once the project came to an end, it needed to be evaluated. Tenders have therefore been invited. WGNFE submitted a bid and was awarded the contract. An external and in-depth evaluation was conducted following the process. It led to the conclusion that RAYL has accomplished extraordinary achievements under very difficult conditions.



*Two Mina women very focused during a literacy course in a RAYL-supported literacy training center in Mina (Photo credit: I. B-L)*

Indeed, after the bombardment of the UNESCO premises in 2012 by Boko Haram, and serious incidents that occurred in the recent history of States such as Bornou and Adamaoua, the project was able to reach effectively over 4,589,637 learners among which 1,576,700 were able to complete their studies and obtain their certifications. Moreover, well-targeted awareness-raising activities have been conducted both at the level of populations and policy makers of the Federation, the States and local governments. As one beneficiary notes, “RAYL was really able to open the eyes and ears of Nigeria’s policy makers”. Capacity-building for trainers has been another remarkable achievement of the program. Thousands of facilitators and trainers’ trainers were

familiarized with the latest adult learning and literacy techniques for young people. Similarly, the program contributed to the drafting and improvement of several learning materials including manuals.



*Practice is one of the key components of the curriculum in RAYL-supported literacy centers (Photo credit: I.B-L)*

Based on all these achievements, the WGNFE evaluators congratulated the project and supported its being continued for a second phase. With this in mind, they made recommendations to the Federal Government, UNESCO, State Governments and Local Governments. WGNFE considers this evaluation as a “give and take” exercise because the Nigerian experience is an example that it can disseminate, as a good practice example of , throughout the non-formal education network and with other stakeholders. This is the reason why it strongly recommended that UNESCO should favorably examine the conditions for the duplication of RAYL in other African countries with high illiteracy rates.



*With RAYL, literacy is coupled with trades apprenticeship. (Photo credit: I. B-L)*



## 3. NEWS FROM COUNTRIES, WORKING GROUPS AND PARTNERS

### The Association for the Promotion of Open Educational Resources proposes a reading of the ADEA 2017 Triennale

The Association for the Promotion of Open Educational Resources (APRELIA) is a network consisting of several associations including ADEA whose main objective is to facilitate and offer support for developing so called "Open" Educational Resources. As a partner of our association, it gave a highly appreciated reading of the major lessons to learn from the ADEA Triennale. It said:

At the end of the 2017 edition of the ADEA Triennale, which achieved great success, with the following theme: "Revitalizing Education Towards the 2030 Global Agenda and Africa's Agenda 2063", African governments:

- ✓ reaffirmed their commitment to the revitalisation and the transformation of educational systems on the continent;
- ✓ are committed to promoting and implementing appropriate and consistent interventions and policy practices, in order to provide young Africans with the needed knowledge and skills for meeting the challenges of the XXI st century, thus facilitating their integration in the labor world and entrepreneurship while preparing them to become genuine citizens not only of Africa but also of the world.

Thus, the creation of decent jobs for preserving social cohesion and eliminating radicalization could contribute to guaranteeing the realization of our national, regional and continental visions;

- ✓ are committed to prioritizing quality school learning, particularly for children at risk and communities with sub-optimal results, and by favoring increased financial investment in school learning and quality nutrition programs;
- ✓ have agreed to support and collaborate with socioeconomic partners,

development cooperation partners, the African diaspora and other education stakeholders to implement recommendations adopted during the Triennale with special emphasis on the sharing of best practices and successful programs in African countries with a view to transforming and developing education;



As stated by Minister Mamadou N'Doye, General Coordinator of the ADEA Triennale, "

*It is necessary to operate of a new shift as the Right to Education For All is concerned. The new model must be based not only on the right of everybody to be educated but also on revitalizing pedagogical cultures in Africa so that failing at school must no longer perceived as a normal thing".*

Source: azactu.net

- ✓ have committed to consult their respective countries regarding the initiative for the establishment of an African Education Fund (AEF) which will be a continental and sustainable financial mechanism designed to provide a solid base for the provision of financial resources in order to support the implementation of comprehensive inclusive, equitable and quality educational projects and programs that are consistent with Africa's Agenda 2063 and the Continental Education Strategy for Africa 2016-2025 (CESA 16-25); a financing mechanism meeting Africa's various educational needs and challenges, financed by African governments, education partners and stakeholders, and managed by a pan-African organization.

For further information visit: [www.aprelia.org/index.php/fr/evenements-publications](http://www.aprelia.org/index.php/fr/evenements-publications) of 30 May, 2017

### 3. NEWS FROM COUNTRIES, WORKING GROUPS AND PARTNERS

#### ADEA participates in the dialogue on the future of work initiated by ILO

An ADEA delegation led by the Program Officer, Mr. Youssouf Ario Maiga, attended a seminar held by the International Labor Organization, on “How to better prepare the work we want”. This meeting, which was held between 6 and 7 April 2017 follows the global mobilization initiated in 2013 by this UN agency, which was intended to sound the alarm after recognizing the depth of the current changes that have taken place in the world of work. It has indeed become urgent to think about the place of Man in this new professional environment deeply disturbed by demographic developments, climate change, information and communication technology innovations, the changing boundaries of poverty and prosperity, economic crises and the new faces of production and employment. This seminar was intended to initiate a global dialogue on the future in order to anticipate the profound changes that will determine the future of work. The seminar which brought together 700 people was structured around four themes: “Work and Society; Decent jobs for all; Work Organization and Production; Work Governance”. A special session was dedicated to young people and their points of view on the future of work.



*Through the Geneva seminar, ILO proposes that we give further thought to key skills to be acquired by children and young people for work in the future (Photo credit: I. B-L)*

After extensive discussions, the seminar made several recommendations including: improving social dialogue between government and

social partners, improving industrial safety, social protection, democratization of the discourse on the future of work throughout the world; broadening the concept of work to include unpaid work and self-employment; disseminating information technology in educational programs and strengthening the teaching of mathematics, science, and technology at all levels and innovation to prepare for the work of the future. As part of these recommendations, ADEA could conduct high-level advocacy with its member States, the Regional Economic Communities –RECs-, and the African Union –AU-. This would better prepare young people for the future, and offer its services to ILO for further reflecting on key skills to acquire for the work of the future in Africa. It would also ask its Working Groups, Inter-Country Quality Nodes and other entities to propose activities for its 2018 program in line with the recommendations made by this seminar and share its productions on employment and training with the ILO senior management.

#### Development of the literacy-training best practice toolkit for vulnerable youth in Africa

As part of the implementation of its activities, the Zanké Faba network has developed a toolkit that provides evidence and shares best practices initiated for vulnerable youth in Africa. This toolkit aims to promote and disseminate best practices from projects and programs dedicated to vulnerable youth in Africa. It has selected around twenty promising initiatives out of over forty identified throughout Africa. The document aims to facilitate learning and the acquisition of functional literacy skills. As research progresses, the document was expanded to eventually reflect projects and actions implemented by development associations or organizations in order to promote the integration of literacy with life skills and vocational training. This refocusing was due to the fact that these individual projects, are generally built around a good practice.



## 3. NEWS FROM COUNTRIES, WORKING GROUPS AND PARTNERS

Three areas are identified: basic instrumental knowledge (literacy and numeracy in particular), life skills (hygiene, quality of life, etc.) and pre-vocational skills. This toolkit is eagerly awaited by the network members because it will serve as a guide in the maze of initiatives on education in Africa. It will be especially useful for guiding researchers in key areas, namely functional literacy, development of life skills and pre-vocational training. For more information, visit the WGNFE website.

### The African Development Bank appoints Ms. Oley Dibba-Wadda as Director of Human Capital, Youth and Skills Development

The ADEA non-formal education Network and the Working Group's Coordination join ADEA in congratulating Ms. Oley Lucretia Clara Dibba-Wadda on her appointment at the African Development Bank Group (AfDB) as Director of Human Capital, Youth and Skills Development. This appointment demonstrates the trust AfDB has for the Association for the Development of Education in Africa (ADEA).



Ms. Oley Dibba-Wadda delivering her presentation at the ADEA Triennale

(Photo credit: I. B-L)

The Bank shows, in particular all its respect and appreciation for the work accomplished by Ms Oley Dibba-Wadda, as ADEA Executive Secretary. As President Akinwumi Adesina pointed out: *"Oley is a well-respected leader in the field of education and her leadership has been inspiring in mobilizing African decision makers to focus on human capital and youth development on the continent. Her extensive experience, passion and commitment to the education of girls and skills development for the youths, will help advance the Bank's focus on building Africa's workforce of the future and creating jobs for the youths"*



Source: (Photo credit: ADEA)

The development of competent and trained human capital, especially as regards the promotion of youths and women, is the way of the future for our education and training institutions in Africa. WGNFE is convinced that Ms. Dibba-Wadda has the necessary experience for doing a remarkable job and make a significant impact for all young Africans, particularly those from disadvantaged groups. Already, when she was appointed as Executive Secretary, WGNFE had noted in its journal Kibaré, Oley's great potential for senior management positions.

### APENF General Assembly satisfied following review of activities

The fifth General Assembly (GA) of the Association for the Promotion of Non-formal Education (APENF) was held from 22<sup>nd</sup> to 23<sup>rd</sup> June 2017 at the Cardinal Paul Zoungrana

### 3. NEWS FROM COUNTRIES, WORKING GROUPS AND PARTNERS

Center in Ouagadougou, Burkina Faso. This meeting is part of the Association's regular GAS held in compliance with its Statute and Rules of Procedure. The meeting aimed to present the 2014 – 2016 moral report and the financial report for the January 1<sup>st</sup> - December 31<sup>st</sup> , 2016 period which was audited and certified by an accounting firm mandated by the Swiss Development Cooperation Agency (SDC). It should be noted that the accounts of 2016 and the first semester of 2017 will be audited during the second half of 2017.



*A view of the APENF congress room (Photo credit: APENF)*

This meeting was attended by the Permanent Secretary of the Minister of National Education and Literacy (MENA), officers from MENA central and decentralized departments, members of the APENF 13 coordination units, technical and financial partners, APENF members and sympathizers.



*The new Chairman of the APENF Board of Directors, Dr. Noel PODA on the microphone, together with the former Chairman of the Board, Mr. Anatole NIAMÉOGO and the MENA Technical Advisor, Catherine KABORE (Photos credit: APENF)*

During this conference, a new bureau was elected and a new board of directors established. Moreover decentralized structures were asked to pay their dues. The program of action, the "TI – MANEGDO II", was presented, discussed and approved. The new program is based on the big issues of the education sector at the national level, i.e. the holistic vision of education/vocational training, emphasis on youth training in education programs, improving the external efficiency of education, taking into account the various intervention areas (rural and urban areas). The Assembly provided the opportunity to note that APENF has accomplished remarkable achievements during the past year. More specifically, it provided significant support to the Regional Coordinations' activities; monitoring of centers with alternative approaches was effective and the documents have been produced; coordination between Regional Coordinations and decentralized government services was improved.

#### **UNESCO Institute for Lifelong Learning –UIL- and its partners organize in Ouagadougou a technical workshop on the competency frameworks (RAMAA II)**

The second technical workshop on the competency frameworks (RAMAA II) was launched the morning of March 28, 2017 in the Laïco hotel conference room at Ouaga 2000, Ouagadougou, Burkina Faso. This meeting follows the one held in October 2016 in Côte d'Ivoire. The objectives of the Ouagadougou meeting were as follows (i): capitalize on the competency framework developed in the first phase of RAMAA II; (ii): present the good practices in relation to the competency framework developed as part of major international surveys such as PIACC, IVQ and PALAAM; (iii): analyze common competencies and specificities, typologies and levels of mastery that will be consensually identified by the RAMAA II countries.



## 3. NEWS FROM COUNTRIES, WORKING GROUPS AND PARTNERS

The opening ceremony was chaired by the Permanent Secretary of the Minister of National Education and Literacy (MENA) of Burkina Faso, Mr. Yombo Paul Diabouga, accompanied by MENA's Director General of Statistical and Sectoral Studies (DGESE), Mr. François Sawadogo, the UIL Representative, Ms. Madina Bolly and the Working Group on Non-Formal Education (WGNFE) Coordinator, Mr. Ibrahima Bah-Lalya.



*The presidium during the RAMAA 2017 workshop which was held at Laico Hotel, Burkina Faso (Photo credit: I. B-L)*

Representatives of institutions such as the International Organization of Francophonie (OIF), the Islamic Development Bank (IDB), the Swiss Development Cooperation Agency (SDC), RAMAA coordinators and experts from Côte d'Ivoire, Cameroon, the Central African Republic, Morocco, Benin, Chad, the Democratic Republic of Congo, Senegal, Togo, Niger, Mali and Burkina Faso were also in attendance. The workshop lasted three days and consisted of the following phases: plenary sessions in the form of presentations on the opening statement and the broad lines of RAMAA II, papers on the sharing of PIAAC, PALAM which are programs relating to the RAMAA II competency framework and finally group work followed by reporting back and discussions. All sessions were chaired by a moderator and daily rapporteurs. After all these deliberations, the need to standardize terminologies between the countries and UNESCO should be noted. The next steps will focus on establishing relationship between the competences to be evaluated and the way in

which the evaluations have been conducted under RAMAA 1 on the one hand and on the other hand linking conceptualization with the evaluation tools (using specific examples). With respect to the content of literacy programs, 4 aspects have been identified on the basis of the UNESCO guidelines, namely: (i) beneficiaries, (ii) the conceptualization of competencies and other terms, (iii) program content, (iv) the logistics established in each country. Regarding the standardization issue, most countries distinguish basic competencies from common/functional competencies.



*Working session during the RAMAA 2017 workshop which was held at Laico Hotel, Burkina Faso (Photo credit: I. B-L)*

The discussions led to the conclusion that there is need to find a typology that helps to agree on the main objective so that each country can have its contextual specificities. However, there is still a concern about how to find the means to harmonize competences. The issue of the inclusion of national languages in the RAMAA II program provoked the discussion. It was proposed that this issue, as well as those relating to entry (post)evaluation, certification, tools, traditional and cultural knowledge be included in the discussion. It was decided that all the productions of national units would be submitted to the RAMAA II program coordination. The Ouagadougou meeting was an opportunity for all stakeholders involved in the program to have a consensual vision of the next stage of the work. It was also an opportunity for WGNFE to discover the best practices on vulnerable youth with the PALAM experience. The working group is planning to continue negotiations with this partner.

### 3. NEWS FROM COUNTRIES, WORKING GROUPS AND PARTNERS

#### **New appointed coordinators for the ADEA's Inter-Country Quality Node on Peace Education (ICQN-PE) and the Inter-Country Quality Node on Teaching and Learning (ICQN-TL)**

##### *ADEA informs that:*

The inter-country quality nodes serve as catalysts in the process of accumulation of information on innovative educational experiences in Africa and for the implementation of the lessons that each country or group of countries draws from those experiences to improve their own programs. These nodes which bring together representatives of education ministries from different countries to address issues designated as national priorities that are already included in current programs. The countries concerned form a network for discussion and sharing of problems they have encountered and solutions they have tried. They take a joint problem-solving approach, in which they are supported by one or more specialized national and/or regional institutions allied with a strategic partner (ADEA working group or expert international institution). There are 6 Inter-country Quality Nodes: (1) Literacy and National Languages (LNL); (2) Early Childhood Development (ECD); (3) Technical and Vocational Skills Development (TVSD); (4) Peace Education (PE); (5) Teaching and Learning (TL) (6) Maths and Science Education (MSE). Changes have occurred in the Inter-Country Quality Node on Teaching and Learning and the Inter-Country Quality Node on Peace Education with the respective appointments of Dr. Michael Tusiime Rwibasira and Mr. Charles Mwaniki as Coordinators of these Nodes. Dr. Michael TUSIIME is the new head of the Examination and Accreditation Department of the Rwanda Education Board, and therefore the new ICQN-TL Coordinator. He replaces Dr. Emmanuel Muvunyi who has been appointed to a new position at the Ministry of Education. Mr. Charles Mwaniki who was the Deputy Director of Education at the Ministry of Education, in Kenya, currently

holds the position of Coordinator of the ICQN on Peace Education. This follows the departure of Ms. Mary Kangethe from the Ministry to join Kenya's National UNESCO Commission. Mr. Mwaniki will be assisted by Ms. Dora Kitala, Senior Education Manager at the Ministry.

Here are Dr. Rwibasira's details: Dr. Michael TUSIIME RWIBASIRA Head of the Examination and Accreditation Department, Rwanda Education Board Email: For further detail, please visit : <http://www.adeanet.org/en/about-us/who-s-who>

#### **Report of the 5<sup>th</sup> Joint Monitoring Mission of the Basic Education Strategic Development Program (MCS/PDSEB)**

The Basic Education Strategic Development Program (PDSEB), adopted in August 2012 by the Government of Burkina Faso, aims to develop preschool education, achieve universal primary education in 2021, remove the bottleneck between primary and post-primary education and accelerate literacy training. This host country has kindly involved the ADEA WGNFE in the monitoring of this program which, every year, through a joint monitoring mission, seeks to (i) make a technical and financial assessment of the activities and financing, (ii) monitor the PDSEB indicators identified in the multi-level performance measurement matrix (iii), assess the overall results achieved and (iv) develop guidelines for efficient implementation of the action plan. For 2016, the Program has been implemented against a social and political background of (i) restoration of normal constitutional rule with the holding of democratic presidential and legislative elections; (ii) adoption of the National Social and Economic Development Program (PNDES); (iii) exacerbation of challenges resulting from increasingly high population growth rates; (iv) a macroeconomic and budgetary situation conducive to the mobilization of public resources; (v) the preparation of the financing request to the Global Partnership for Education (GPE); (vi) the continued implementation of



## 3. NEWS FROM COUNTRIES, WORKING GROUPS AND PARTNERS

educational reform measures agreed under PDSEB; (vii) the continued transfer of resources and competencies from basic education to municipalities; (viii) the implementation of the basic education continuum; (ix) management of the massive flow of students moving from primary to post-primary education; (x) the implementation of the basic education sub-sectoral strategies integrated into PDSEB and (xi) the promotion of bilingual schools, bilingual Franco-Arabic education and inclusive education.

For 2017, the Program joint monitoring mission was conducted in Bobo Dioulasso in the Houet province. After the presentations it appeared that the PDSEB overall physical implementation rate was satisfactory (73.7%), all programs combined. It was also found that in spite of the provision of a significant CFA F 447.954 billion budget to MENA, the results are below expectations. And in this scenario, non-formal education is the poor relation in the budget trade-offs within the Ministry.

Outside the plenary presentations, further discussions were held in the four thematic groups, namely access, quality, non-formal education and financial management/steering. The exercise was aimed at conducting a detailed evaluation of the results achieved against the targets identified in 2016, the challenges to be addressed and the implementation constraints faced.

With respect to the Burkina Thematic Group on Non-Formal Education development (GTDENF), it appeared that the group was able to meet some of its objectives. However, others have not been achieved because of the following constraints: decreased funding for NFE; late disbursements; inadequate qualified staff and resources for monitoring activities and lack of support for those leaving NFE structures. Advocacy was conducted at the level of the joint mission to improve this situation. At the same time recommendations were made to NFE in order to improve performance from within.

## 4. PUBLICATIONS

### The “TUAREG” indigenous education model

*A contribution from Mauritania's Working Group on Non-formal Education (Continued)*

Around 8 years old, he would sometimes come along with adolescents and adults to drive the herds to the pastures. Education is organized in such a way as to concur with daily activities and enables the child to occupy very early his place in the distribution of work. This primary learning corresponds to basic education that will be confirmed and consolidated by an initiation phase. The adolescence phase corresponds to initiation rites; the young boy will be increasingly entrusted with difficult tasks. He will be judged according to the way he will have performed those assignments, his

behavior and his predisposition to bravery. He will also learn to handle weapons. The most common initiation rite at the time was travelling with a caravan. Among the Tuareg, twice a year and usually in late autumn and early spring, caravans of often thousands of camels, were assembled to fetch salt to the north, or cereals and other utilitarian products to the south. Adolescents were integrated into these caravans primarily for educative reasons. The young caravaner must learn to master not only essential gestures for driving safely both men and animals, negotiate and bring the caravan back safely. The stability and life of the entire camp depends on the success of the caravan. The adolescent will learn to cope with shortages (e.g. water, food, cold, heat, etc.),

## 4. PUBLICATIONS



*Two children following with their eyes a flying raptor that has just snatched away one of their chicks (Photo credit: A. El Moctar)*

He must at no time and under any circumstances ask for water nor for something to eat, even less interrupt the march of the caravan under the pretext of even answering the call of nature. He would have to wait until the stopping times and show no sign of tiredness, thirst or any particular need. If he fails to do so, when the caravan is back to the camp, people would find out and these weaknesses would be known by all. No one would talk to him, but he would know that he is doomed. He would choose to stay in the camp and be the laughingstock of the community or go into exile. Faced with the harshness of a hostile environment, Saharan societies know that they cannot rely on such a man. On the other hand, the young man who has undergone successfully his initiation, would gain recognition which translates into marks of respect and gratifying poems declaimed by the most beautiful girls in the camp. Adults and elders have more respect for him. Elders in particular, take over as far his training is concerned. He would then be offered real courses on the philosophical, political et cultural history of the tribe and the surrounding world. He would also receive economical teaching focused on pastoral management (i.e. animals and pastures, travels and trade negotiations).

The young man turned adult would know how to regulate births within the herd according to the most beneficial seasons. He would refine his skills in controlling the fertilization of ewes for example. Therefore, if he wants to know how many ewes the ram can serve per night, he

would just need, before going to bed, to scarify the chest of the breeding ram so that whenever it fertilizes a ewe, the latter will have a bloodstain on its tail visible in the early morning. Contrary to what modern forestry workers say, nomads do not cut shrubs anyhow. Branches of trees are cut only to make folds for animals or tent pegs. The cutting is regulated. Thus, the axe used to do the cutting must under no circumstances be of poor quality. It is previously sharpened and well cleaned to avoid transmitting a disease to the tree or fatally damage it. Young and central branches are never cut. Species that produce fruits for human consumption are spared whenever possible. For fuel wood, nomads use primarily old fences or dead branches and trees. This tradition is strongly promoted, and practices likely to start bush fires are forbidden and condemned.

Finally, moving camps are not only intended to settle on the best pasturelands but also to avoid overburdening one or several pasturelands over long periods. The diversification of herds is also one of the concerns and the particular attention given to the environment by nomads. When conditions permit, it is forbidden to gather on the same pasture several animal species (e.g. camels, cows and small ruminants). The density and the grazing pattern of each species have a different impact on the grass cover. The adolescent will learn all this in an informal atmosphere closely linked to the daily life of the family home within the camp.

As an adolescent, the young Tuareg is sufficiently equipped to be useful to himself and the community. As an adult, it is an entire society that knows that it can rely on him. He knows how to rationally manage a herd through birth regulation, through destocking or the selection of pastureland according to grass quality depending on the season. He can distinguish toxic, poisonous plants from medicinal plants, whether for men or animals. When hunting, he knows which game he should not kill, such as pregnant females or the dominant male of the herd. He has learned how to locate surface water in the folds of mountains and where this indispensable liquid emerges from the soil in



## 4. PUBLICATIONS

gorges and wadis. He is prepared for survival in a harsh environment, but in which nature offers resources for life. For the purposes of foreign trade, he can drive a caravan to fetch salt to the north or to the south, bring back cereals, fabrics, sugar and tea. He is able to negotiate political agreements with tribes or with more distant peoples. He can anticipate certain events and make useful decisions.

The girl will receive a very severe education. This severity results from the fact that she is the custodian of culture and the guarantor of the community's honor. She will be taught to take the floor without speaking too much, but mostly to make careful decisions. At the age of 12, the girl attends "the ahal", a kind of love court. These gatherings are primarily intended to train collectively young girls and boys through rhetorical games, where they must learn how to speak in a group and to fine-tune their ability to display sharpness of mind and delicate attitudes in public. The young girl, alone in the midst of more than a dozen men, often much older than herself, is obliged to find in herself the necessary resources to hold her "court." Contrary to stereotypes, this is not libertinism, the girl knows her suitor and the two lovers usually meet discreetly away from rhetorical games. Her style and behavior will determine her reputation and even her future as a woman, a wife, a mother and probably her public responsibilities within the community.

The girl, contrary to boys her age, begins early her social, cultural and even political "humanities". She uses men as a social field where she has the opportunity to exercise the knowledge she has received from women, particularly her mother and her aunts. Every word, answer, and even the tone of her voice are carefully selected and measured. The use of metaphors is the rule. She will address people of wit with sophisticated language, use appropriate popular language with vassals and employ friendly language with clowns while showing restraint and moderation. Her listening skills, her patience, her bearing and self-control must be absolutely impeccable because every man in her court is often more

attentive to these errors than to her qualities and would inevitably spread around any misconduct. Obvious signs that the girl has successfully completed this initiation rite can be measured from her wider circle of courtiers within her camp and the number of men from neighboring camps. But the real proof that she has passed this test remains undoubtedly the poems that men will declaim in her honor.

From that moment, the community knows that a new custodian of the culture and honor of the community has joined the community's circle of educators. But that does not mean that the girl's training is over, as the elder women will take care of her and complete her training. As with the boy, this will cover the history of the people, the health of women, children and men. Thus, all Tuareg women aged over 40 master the use of medicinal plants, know how to regulate births using traditional contraceptive methods and when absolutely necessary, know how to terminate a pregnancy. They are also the ones who perform usually minor surgery (e.g. removal of cysts, extraction of decayed teeth, hernias...). Being adult and initiated, young people can get married, very early for girls, i.e. from the age of 15 and from 21/22 years for boys. A couple's life is based on the segregation of duties the spouses have memorized throughout their learning, from childhood to adolescence.

While the woman manages everything under the tent and within the area of the camp in which the couple resides, the man takes care of the hard work and everything outside the camp. Obviously, in the absence of her husband, the woman handles all the tasks he used to do. In any case, major decisions must be necessarily made by consensus. In case of disagreement, the woman's opinion will prevail. This education model, it must be understood, largely rests on the woman. For the reasons cited above but also because the Tuaregs consider that women are the most reliable value for the perpetuation of their race. If the woman is the womb, therefore an identifiable value, man however is the backbone. He has the latter's place and role. Like her, he is anonymous and versatile.

## 4. PUBLICATIONS

### **Advocacy for scaling-up the use of indigenous knowledge in the school programs and curricula of Africa's educational systems (continued)**

*A contribution of Abdourahmane Ag Mohamed El Moctar WGNFE –Mauritania*

Education cannot be a development tool as long as it does not take into account the community's knowledge and values. The problem of integrating and scaling-up the use of indigenous knowledge in school curricula is of interest to most students' parents and has been raising for decades a lot of questions without providing many responses. This problem is based on a bitter observation: (i) the mismatch between the school curriculum and African realities; (ii) the inadequate inclusion of the communities' relevant indigenous knowledge, values and know-how in the official curriculum; (iii) the weak exchange/bridge between knowledge transmission systems (e.g. indigenous knowledge, traditional Kuranic education and formal education); and (iv) the lack of involvement of the population in the definition of the purposes of education and school curriculum content development. This dimension is to be taken into account.

Indeed, the colonial system had only one objective, that is, to train agents to serve the mother country. After independence, African leaders have not been able to carry through

educational reforms. As a result, parents lost interest in school, which, rather than solving problems, exacerbated them. Today, children complete their schooling without life skills for their socioprofessional integration. This leads to unemployment, frustrations, dropout, crime and others.

### **What solutions to consider?**

There is no appropriate solution to these structural problems. However, it is possible to identify a number of measures that can contribute to limiting them. There is need to:

- ✓ Have strong political will;
- ✓ Revisited educational policies and programs in order to integrate this dimension and ensure its strict enforcement;
- ✓ Demonstrate the need for integrating and scaling up the use of indigenous knowledge in the curricula;
- ✓ Train teachers in the collection of indigenous knowledge and their integration in the curricula. And finally, advocate for sensitizing decision-makers to this absolute need which is a necessary precondition for Africa's development (case of Asia...).

*Abdourahmane Ag Mohamed El Moctar WG – Mauritania*

## 5. LATEST NEWS

### **A team is set at WGNFE to supervise the the Zanké Faba network of Vulnerable Youth**

The "Zanké Faba" African Vulnerable Youth Network builds its capacities with the arrival of a new team for its operation. Therefore, Ms. Aminata Nacoulma, a linguist, takes on the position of Program Officer, and Mr. Kisito Bado, ICT expert is the senior consultant. Mr. Toua Ladji Traoré, an intern and communication specialist, supports the team in the implementation of its communication

component.

As a reminder, the Zanké Faba network is an initiative recommended by 7 African countries participating in the Bamako 2011 Conference on the issue. It is supported by the Hamburg-based UNESCO UIL (UNESCO Institute for Lifelong Learning), ADEA, SDC and the Canadian cooperation agency. WGNFE is responsible for the implementation. This network is a tool for sharing good practices in the education and training of vulnerable youth in Africa.



## 5. LATEST NEWS

### Ms. Mary-Luce Niada Fiaux, the West Africa Education Representative of the Swiss Development Cooperation Agency (DDC/BUCO) leave West Africa for a new appointment in East Africa

After more than two decades spent in West Africa, including several years in Burkina Faso and in Benin, Ms. Mary-Luce Niada Fiaux is leaving to take up a new position within the Swiss Development Cooperation Agency (SDC).



Mary-Luce during one of her frequent appearances on the front line of the battle for those left behind in the education field (Photo credit: I. B-L)

Mary-Luce had built a strong reputation as a professional, passionate about those left out of the education system, the voiceless, the disadvantaged and the vulnerable.

Whether in the making of strategic decisions or in the field, you were certain you could rely on her voice to champion their causes. It was quite natural that our paths crossed and that she contributed, significantly, in developing the Working Group on Non-Formal Education of which she was the coordinator and representative of the other technical and financial partners in the Group's Advisory Committee. Her commitment to non-formal education helped to support and develop relevant and sustainable educational alternatives for those left behind and to bring them to scale.

On behalf of the WGNFE in Ouagadougou, the NFE network and ADEA's family, we wish her every success in her new responsibilities.



Mary-Luce during the ADEA 2017 Triennale in Diamniadio in Senegal (Photo Credit: I. B-L)

## « Kibare, the link between non-formal education actors in Africa »



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

11 BP 692 Ouagadougou CMS 11 - Burkina Faso - Tél. : 00226 25 36 58 45 - [www.gtenf.org](http://www.gtenf.org)

