



Kibare



Bulletin du Groupe de travail sur l'Éducation non formelle de l'ADEA
Newsletter of the ADEA Working Group on Non Formal Education

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Number 02/2012, December 2012

1. About WGNFE

WGNFE in a nutshell

WGNFE, the Working Group on Non-Formal Education, is one of ADEA's nine working groups. It was created in 1996 in Dakar by African ministries of education and training, development agencies supporting education, and other public and private partners. WGNFE's vision is that "the exercise of the right to quality education for all and in a lifelong learning perspective, at the service of personal and community growth, be a reality in Africa, in accordance with international and sub-regional pledges".

In the beginning, the group aimed at studying the nature and the impact of diverse forms of education opened to dropout and out-of-school children, as well as youth and adults. Gradually, these objectives were extended to better contribute to the enhancement of education in Africa. Its range of interventions was also extended to five principal areas:

- The deployment of a forum of exchanges on non-formal education, at the continental level;
- The identification and dissemination of promising initiatives and programs on non-formal education;
- The strengthening of non-formal education providers' capacities;
- The consolidation of partnership between the public, private and civil society

- Contributing to resource mobilization, especially financial resources.

These policies reflect ADEA's strategic

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

Ibrahima Bah-Lalya, WGNFE Coordinator

Kibare offers the following rubrics:

1. About WGNFE
2. WGNFE activities.....
3. News of national working groups and partners.....
4. WGNFE publications
6. Latest news

objectives.
WGNFE's coordination office is based in

Ouagadougou, Burkina Faso, within a host institution, the Association for the Promotion of Non-Formal Education (APENF). It is supported by an Advisory Committee and a lead agency, the Swiss Development

Participation to CONFINTEA V Follow-up Meeting held in Praia

The Department of Adult Education of Cape Verde, UIL and UNESCO organized, in cooperation with ADEA and CIDA, a follow-up meeting in Praia, from 05 to 08 November 2012. The purpose was to examine the progress made in implementing the CONFINTEA VI recommendations. During this meeting, a particular attention was paid to identifying action points aiming at increasing the youth and adult participation in education and training.

From a review and analysis of successful programs addressing the youth in Africa, the participants, representing the key players in literacy and non-formal education in Africa were mandated to identify factors that are conducive to successful policies, good governance, and effective participation in policy and practices. From this basis, they would propose regional collaborative strategies and concrete action points that have the potential to increase participation in learning and education of the targeted groups.

The meeting lasted four days with an opening ceremony presided by the Cape Verde Minister of Education, Mme de Brito L Marques and a closing session chaired by the Minister of Youth, Mme Almada. During the first day methodological session, three major themes were identified as follows: (1) Policy, (2) Governance, and (3) Participation/Quality/Equity.

The sessions were designed in a way to have for each day a major theme covered. The findings were analyzed in a way to identify the needs, agree on action points, define

Cooperation. Its activities are sustained at country level by national working groups, which pledge for the promotion and recognition of non-formal education at the national level.

mechanisms and discuss strategies to use at regional level in order to follow through.

In the afternoon of the last day a site visit was paid to Cidade Velha, a UNESCO World Heritage Site.

The PRAIA meeting led to 22 key recommendations: 6 on policy, 5 on governance and 11 on participation. These recommendations could be grouped into 5 categories:

- 1) Those addressing assessment and the mapping of youth education and training in Africa to effectively identify where the needs are and be able to intervene and prioritize;
- 2) Recommendations concerning advocacy for youth participation to education and training;
- 3) Proposals related to tool development to enable more efficient support to the youth;
- 4) Those concerning Building capacities of young people so that they can better participate to the programs. This would also allow stakeholders to provide more efficient support; and
- 5) Proposals concerning the Sharing of good practices so that individual experts, programs and countries could learn from each other.

It was advised that the organizations represented in Praia, together with their partners, make sure that these recommendations are implemented so that the CONFINTEA VI Moto "*from Rhetoric to Action*" is realized.



On another more specific matter, the Praia meeting was used as a venue to convene all the parties involved in the development of a joint initiative on a network focused on the vulnerable youth (see annex 3). ADEA, UIL and CIDA, together with the 7 countries that attended the November 2011 Bamako meeting on the vulnerable youth (see annex 2) would support the policies and programs targeting the *“vulnerable young men and women, through knowledge-sharing/joint monitoring between African governments, NGOs and youth organizations”*. The Praia gathering provided an opportunity to envisage concrete follow-up steps.

Drawing up the 2013 Program of Activities and the 2012 Activity Report

WGNFE has designed 2013 work plan while taking into consideration the important recommendations made during the Triennial on the competences to be developed in education and training (cognitive, work, lifelong...) for sustainable development in Africa. The new vision of ADEA is to contribute to having a united, prosperous and peaceful Africa, ruled by its citizens and constituting a dynamic force at the international arena. This vision cannot be achieved without a major contribution of NFE as it involves training illiterate and marginalized groups and promoting the rich cultural, linguistic and historic heritage of Africa.

Therefore, in 2013, the Working Group intends to pay particular attention to key messages resulting from the Triennial and work in collaboration with Inter-Country

quality Node on literacy and African Languages (ICQN/L&NAL) to implement them. It will equally pay attention to pertinent transversal issues as a way of recognizing NFE and contributing to updating the Right To Education indicators. Its scope of work will also encompass capitalizing on good practices in specific domains of interest identified by the ICQN. These include, among others: the financing of NFE programs and activities, capitalizing on indicators on the Right To Education, the use of national languages in teaching / learning processes, development of integrated curricula that reflect the integrated diversified and holistic vision, development of alternative approaches that include professional training, and the issue of bridging and certification

In this regard, the WGNFE will focus on 3 out of the 5 strategic objectives set forth by ADEA. These are as it follows:

- The development of policies, strategies, practices and programs that promote knowledge, competences and qualifications;
- The search for African solutions to the challenges occurring with African education;
- Institutional and organizational capacity building of WGNFE and ADEA, in general.

Various activities were identified and Programd In order to implement these three strategic objectives.

A new deputy accounting manager has been appointed to WGNFE and has been posted in Ouagadougou

The second half of the year 2012 was marked by remarkable reshuffles in WGNFE. Ms. Nicole Gantenbein returned to Switzerland after two years of very useful and faithful service. Mr. Celestin, on his part, resigned in order to open his own business, after about ten years of excellent contribution to the smooth running of WGNFE.



Mr Celestin BATIONO

An internal recruitment process was immediately set in motion to replace the latter in this “strategic” position of accounting manager of the Group. At the end of the process, Ms. Saratou Zamtako-Kaboré was appointed. The candidate is a holder of a Bachelor’s Degree in Accounting. She masters English language and has 7 years of professional experience in the private sector and with development associations.



Ms. Saratou Zamtako

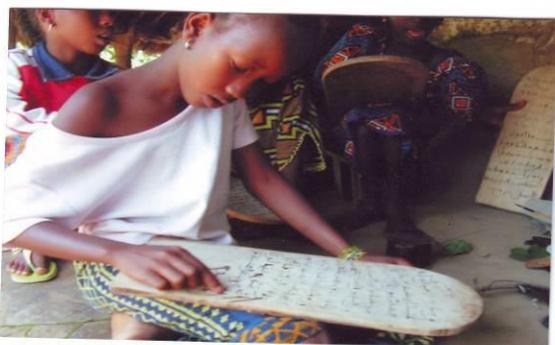
Mme Saratou Zamtako Kaboré

We welcome her on behalf of the Executive Secretariat of ADEA, the national working groups, the Advisory Committee and the entire non-formal education/literacy family. We helped her get started and assured her of the total collaboration of the entire ADEA family while pledging to work with her for the interest of education and training of the African child, the adolescent and the adult. We informed her on the key role that non-formal education plays in Africa and the place ADEA and its partners occupy, in this process.

2. Activités du GTENF

Participation at the workshop on the pedagogic management of NFE classes

From 22 to 24 October, ADEA, ISESCO and the Republic of Niger held in Niamey, a workshop on the pedagogic improvements to be carried out in centers in charge of non-formal education. ADEA was represented by WGNFE in this important gathering.



The MDGs and the EFA goals could only be attained if Africa resorts to approaching education holistically, using all forms of teaching learning approaches. Here a girl from remote rural Africa learning in Ajami, an approach that combines African languages with Arabic alphabet

The activities conducted during the workshop were in line with the Triennial Recommendations and the WGNFE priorities set for the 2012-2013 Plan of Action. They reflected on ways and means to improve, within the member States educational systems, the pedagogic management in non-formal education settings. Particular attention was paid to the approaches, tools and methodological steps to improve in order to ensure full participation of non-formal education actors in country's national education plans.

Five core ideas resulted from the exchanges that took place among the participants:

First, the richness of these exchanges were noted as a wide range of ideas was proposed by government and civil society and thoroughly discussed. One should take particular note of the originality and pertinence of contributions of representatives from Niger Basic Education Centers (CEB/Niger), Burkina Faso Basic Education Centers for Non-formal Education (CEBNF), Niger Bridging centers of the RAEDD Non-Government organization, the Niger World Children's, the Multi-Actors Program on Literacy in Mali (PMA-MALI), Niger Support to Literacy and to Health program (SALSANI), and the Volunteers for Educative Integration (VIE) of Niger.

The Niger Head Office on Literacy and Non-formal Education (DGANFE) of the Ministry of National Education, Literacy and the Promotion of National Languages also distinguished itself through its participation in the debates.

Second, the participants remarked the originality and high potential of innovative practices happening on the field and relating to: 1) the quality of learning processes occurring in non-formal educational settings, 2) the linkages to build between formal and non-formal education and 3) the integration of endogenous knowledge into the holistic, integrated and diversified vision of education;

Third, the participants observed the urgent need to improve capacities in pedagogical planning, management, follow-up and evaluation of activities for NGOs, Civil Society and member State representatives;



Administrators of Non Formal Education and literacy programs showed great interest for the pedagogical approaches advocated during the Niamey gathering

The fourth point stressed during this gathering was the need to strengthen cooperation at the level of activities carried out on the ground between ADEA, ISESCO and their partners, notably concerning A&NFE;

Last the meeting appreciated that human relations between experts of the 2 organizations (ADEA and ISESCO) were strengthened through this exercise. This will indubitably contribute to more efficiency in organizing collaborative activities in the future.

For more information see the meeting report on: <http://www.gtNFE.org>

Official Launching of a Special Campaign on Literacy in Burkina Faso

(With the contribution of Mr. Rémy Abou, General Director of Literacy and non-formal Education)

In September 2012, the Ministry of National Education and Literacy of Burkina Faso proceeded to the official launching, as a way of experimenting, of a special campaign on Literacy (CSA), in three regions of Burkina Faso: Ouagadougou, Bobo-Dioulasso and Koudougou.



The Ministre-Délégué of National Education and Literacy of Burkina Faso during the preparation of the Special Campaign on Literacy in Burkina Faso

This campaign is an initiative put in place to accelerate and promote strategies that favor the development of Literacy and Non-formal Education. It fits within the framework of the implementation of the National Acceleration Program of Literacy in Burkina Faso (PRONAA).

Its philosophy is defined as a strategy that has as objective to reconcile the “Public Private Partnership strategy” with others while calling on solidarity, national will as well as the capacity to mobilize all resources that will accelerate learning and increase the literacy level up to 60% by 2015 as set forth by Burkina Faso authorities.

The approach is geared towards finding appropriate solutions to problems that will facilitate access to education and ensure quality education in order for literacy to be an effective weapon in the fight against poverty.

As the Minister enlightened it, the objective of this initiative is to recruit and train at least sixty thousand (60,000) newly registered women and men from the age of 15 and beyond and to make a better use of education infrastructures during summer holidays. Learners who have already passed the 1st level could seize this opportunity offered by CSA to undergo the basic complementary training

(FCB) in level 2, get evaluated and subsequently be included in the group of declared literates of Burkina Faso.

The training will run from June to September and the formula used is bilingual, namely using national languages to teach and, by the same token, learning basic and functional oral French. Languages other than French and the local language may be used at the request of the learners, in accordance with Article 10 of the Law on the Educational Framework.



Representative of decentralized educational structures listening carefully to the keynote address, during the launching of the literacy Campaign in Burkina

From the evaluation of the results and the lessons learned, similar actions could be undertaken annually throughout the period during which PRONAA would be functional. One of the specific features of this special literacy campaign is the harmonious integration of element III of the Special Program for the Creation of Employment for the youth and women (actions for rural youth). The cost of the operation is estimated at 850,691,832.00 CFA francs (about 1.7 million U.S. dollars).

Reversing the Trends for the «Not in Education, Employment and Training” Youth –NEET-

An article Submitted by the South Africa Reflect Network (SARN)

The Education for All (EFA) and Millennium Development Goals (MDGs) were adopted a dozen years ago but huge numbers of youngsters still drop out of school before completing their studies and find themselves entering adulthood with no place in education, employment or training. Their fundamental right to learn is denied and their chances of finding decent work in a rapidly changing and increasingly technologically oriented world are sharply reduced. Although education consumes a high proportion of national budgets, it fails to deliver for this group.



Ms Gracia Machel and Pr. John Aitchison during the YALE Roundtable

A research was conducted in five southern African countries - Angola, Lesotho, Namibia, Mozambique and Swaziland. It looked into the laws, policies and institutional frameworks governing the sector. It was supervised by Pr. John Aitchison and commissioned by the Open Society Initiative for Southern Africa (OSISA), in collaboration with *dvv international*.

The findings confirmed or complemented earlier outcomes from works on other countries in the region. It highlighted key issues that entire Africa needs to address now. Over forty five recommendations were made, including the following key ones:

- All five countries need clearer policies, better financing and improved governance to help youth and adults enjoy their right to education;
- Policies covering the components of youth and adult education (literacy, non-formal education, vocational education, life skills or continuing education) are patchy and ambiguous; and,
- There is a dearth of hard information, with very little effort being made at policy level to aggregate data to get a clearer view of the big picture.

The findings have triggered much-needed reflection and debates on youth and adult learning and education (YALE), starting with roundtable discussions in each of the studied countries as well as a major regional conference, which brought together over 50 regional and international participants, including high level representatives from Government, Civil Society and Academia.



Pr. Bah-Lalya from ADEA (GTNFE) and the representatives of dvv listening to the presentation of the findings

ADEA, through its working Group on non-formal education, was invited to attend this gathering because it has been a strong advocator, especially with the Ouagadougou Triennial, of a genuine attention to the educational and training needs of Considering this great potential, and in order to move “from rhetoric to actions”, the delegates made a decision to sign an Agreement for Action to ensure that current YALE campaigns are enhanced to engage and influence key decision

the disadvantaged groups and to educational reforms that are sensitive to youth employability and socialization. The Meeting was prominently highlighted by a keynote address from Ms Gracia Machel, the “*Former Minister of Education of Mozambique, a citizen of the continent, and our Dear Mama Africa*”.

Delegates discussed the findings of the regional research report and agreed upon an action plan to ensure the provision of quality youth and adult learning and education services in order to give everyone the chance of a brighter future – and to make southern African societies fairer and more equal for all. They advised that the Report be used as a tool for facilitating lobbying policy makers and the finance sector, and for mobilizing the media on non-formal education issues. It would also be an efficient tool to facilitate arbitration in favor of the subsector, the sharing of good practices, enhancing current literacy and non-formal education campaigns, raising funds, stepping-up advocacy for a holistic approach to learning and education and developing networks of youth to take forward the issues raised through the findings.



Delegates from Namibia and Lesotho during the roundtable

makers from all interested parties including those of Government, Civil Society, LBC associations and International Organizations.

The full research report can be downloaded at:

*Time to focus on youth
and adult education*



Source: osisa.org

Research on Youth and Adult
Learning and Education in
Southern Africa

**Validation of Modules and CDROM
on Citizenship, Decentralization and
Environment for Newly Literate
People of CREEA Member Countries**

A workshop was held in Ouagadougou from 05 to 07 December 2012, on the validation of modules and CDROM products within the framework to consolidate initiatives taken by municipalities and the civil society for the promotion of information and communication technologies in CREEA countries (the Regional Council of Adult Education and Literacy in Africa (CREEA)). The first objective of this workshop was to implement the quadrennial plan to relaunch CREEA's activities given that its second was dedicated to expanding access to ICTs. The intent was to support initiatives taken by municipalities and Civil Society of CREEA member States through providing cybercafés and CDROMS with themes on emerging ideas. This would enable more people, including women and young people from the formal basic education or non-formal education, to have access to computers and to Internet. The workshop was attended by representatives of Burkina Faso, Côte d'Ivoire, Mali, Chad and Togo. The CREEA Executive Secretary and Program officer from Togo, the CREEA Coordinator, and the Chairman of the Steering Committee for CREEA as well as WGNFE and consultants for the 4 themes attended as well.

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The workshop validated the 4 modules on citizenship, decentralization, environment, water and sanitation, provided that amendments proposed by the participants would be taken on board.

**The 2012 - 2016 EPENF Work Plan is
Validated, the General Assembly
held and part of the Steer.Com.
Renewed**

The Association for the promotion of non-formal education, Working Group on NFE in Burkina Faso, held a national workshop, from 13 to 15 November, to finalize the design of its Four-Year Work Plan (2012-2016), called Ti-Manegdo in Mooré national language, which means "knowing how to build or to plan for happiness of all".



Lively debates during the APENF General Assembly

This workshop was followed by a General Assembly meeting during which APNFE presented its 2008-2011 report on its activities to its members. This was also used as an opportunity to renew membership. As a reminder, the Swiss Cooperation together with an international consultant helped APNFE in drawing up the Work Plan. The process began in October 2011 with a meeting to determine the terms of this plan. The consultant began working in November of the same year. This process was participatory and allowed all thirteen regional coordinators to present the activities they intend to cover for the coming years. After its approval by the Steering Committee, the product was to be validated by the General Assembly.

The first two days enabled the entire assembly to get insights on the Work Plan in plenary sessions and in group works. The last day was devoted to the General Assembly. This process clearly indicated that the Work Plan, Timanegdo took into account the concerns of its members and redirected its activities with a prospective vision that involves the latest progresses made in NFE.

The document received the approval of the participants, and a satisfactory report was presented regarding the activities carried out from 2008 to 2011. Nevertheless it was noted that the Triennial was marked by a budget deficit which hindered the achievement of all the planned activities.

The renewal of the Steering Committee Membership was done in a way to replace ¾ of the positions within this committee (i.e., the Secretary General, the Treasurer and the Auditor positions).

WGNFE was honored with the election of two of its members, Ms. Eleanor Ouedraogo-Zongo (WGNFE Program Manager) and Mr. Celestin Bationo (WGENF Finance Officer),

as Secretary General and Treasurer of the Association.



The Burkina Faso Ministry of Education showed high interest on APENF development. Here the Ministry's General Secretary delivering his keynote address to the participants. On his right the two GTENF members that were newly appointed to the APENF Steering Committee

Burkina WGNFE (APNFE) Tours in 5 Regions to Popularize the Framework on the Holistic Vision of Education

The Association for the Promotion of Non-formal Education (APNFE), which is the national Working Group of NFE in Burkina Faso (WGNFE / BF) launched a tour in November 2012 to promote the policy paper on the holistic vision to its members and actors in education. The regions covered were: Ziniaré, Kaya, Dori, Bobo-Dioulasso, and Banfora. This activity falls in line with a series of other activities geared towards popularizing this framework. The WGNFE played an active role in this tour.

Setting up of a virtual network for the vulnerable youth

ADEA, through its Working Group on Non Formal Education was solicited by UIL and

CIDA to contribute to the development of a virtual network targeting the vulnerable youth. Term of References (TOR) were designed to this effect and communicated to UIL, CIDA and a few other key partners. They were discussed and amended during the CONFITEA follow-up Regional Workshop held in Praia, thanks to contributions from seven African countries, CIDA and UIL. A way forward for the project was also discussed. It was agreed that ADEA, together with its partners and the countries concerned, will take charge of the implementation as soon as funding is secured.



The initiative for the vulnerable youth started with two policy forums on “Literacy and Basic Life Skills for Vulnerable Youth” organized in Bamako and Cairo in cooperation with UNESCO, CIDA, and other partners including the Danish-Egyptian Democratic Initiative. Here youth delegates from seven countries attending the 2011 Bamako gathering

Meeting with the Representative of the ADEA ICT Taskforce

The Burkina Faso Working Group on Non-formal Education (APNFE) and the WGNFE met on November 7, 2012, Mr Tarek CHEHIDI, the representative of the ADEA Task Force on the New Information and Communication Technologies. He was accompanied by Mr Dalla Claude, the Burkina Ministry of Education focal point on ICTs.

The meeting aimed at getting insights into how MENA and its partners are integrating ICT in their education programs. Mr. Tarek discussed

also the same issue with APNFE and WGNFE representatives.

Following fruitful exchanges, it was decided that the ICT Working Group can help the APNFE in building capacities for the designing of comic strips for educational purposes which could be used in educational activities. Given that the country is gifted with talented artists, it could equally underline the training of some young artists on how to use ICT in their artistic work. The organization of cultural jamborees is a great opportunity and will serve as a window of opportunities to vulgarize ICT. This could specially be the case with the FESPACO, the SIAO, and other cultural major gatherings organized in Burkina

Other suggestions like support for the capitalization of MENA’s activities, especially those related to the use of ICT in non-formal education, remain a challenge to be surmounted by the group.

Participation in the CONFEMEN Regional Meeting

Within the framework set for the implementation of its 2011-2012 Work Plan, CONFEMEN, in collaboration with OIF and other partners organized a meeting on the revival and galvanizing of professional and technical education and training in francophone countries, especially those belonging to the South. The meetings aimed at disseminating relevant strategies designed to meet challenges that the sub-sector encounters, to analyze the contexts in which policies are implemented, and to provide practical recommendations to all CONFEMEN member States.

The meetings took place between September 4 and 7 in Ouagadougou, under the theme “**Technical and professional competences**

for a more stable socio-economic life of the youth.” This theme was broken down into three specific topics:

- Political trend and government structures;
- Central management of the non-formal and formal training;
- Development of capacities, a shared responsibility;



The CONFEMEN Regional Meeting held in Ouagadougou provided an opportunity for French Speaking participants, coming from numerous countries throughout the World, to discuss common concerns

Participants in this meeting included partners from OIF, DDC/Switzerland, CIDA, FDA, CFB, the Luxembourg Cooperation and CONFEJES. Multilateral international organizations were also invited. They included: WB, IDB, GIZ, ECOWAS, SME, BAD, UNICEF, UNESCO, UNDP, EU, AU, and ADEA. Were also represented the OIF operators such as AIMF, APF, AUF, and TV5 Monde. Last not the least most ministries in charge of education and training from French speaking countries were represented. Eminent experts were also invited to deliver key addresses on specific topics.

Many side events were organized to complete this event. They included display of successful innovations on professional and technical teaching and training

This would allow participants to learn from each other by sharing and harmonizing successful experiences in order to enhance the performance already existing systems.

The GTNFE was solicited by the Ministry of National Education and Learning to organize this exposition and to contribute to the substantive debates.

Non-formal indicators used to measure the progress made in the domain of education in Africa

A Contribution of Mr Claude Dalbera, Consultant

The Education for All global reports shows that it is in Sub-Saharan Africa and South Asia that the level of education and training remains the biggest worry. Cognizant of the need to enhance this situation and to make more progress, the African Union initiated in 2006, the Second Decade of Education in Africa to be monitored by an AU Observatory. WGEMPS, the ADEA Working Group on Educational Management and Policy support, has been working in synergy with this Observatory to support the Nonformal education group (WGNFE) in order to make sure that non-formal education is taken into consideration in the Second Decade Plan of Action. It is in this vein that the WGNFE proposed six non-formal indicators which are to be incorporated in the follow up provision such that the contribution of this sub-sector can clearly be spelled out and effectively enhanced. The technical index of these indicators were finalized following a reiterative and participatory approach evolving over 180 contributions from members of ADEA's advisory groups and renown experts in this domain. These experts include representatives of financial and technical

partners such as those of UIL, ISU and the Switzerland cooperation.

Non-formal education indicators... Is it possible? Let's talk about it...

The first proposed indicator aims at **measuring the Share of funding from the State's own resources for education (formal and non-formal basic education) in GDP.**

This indicator intends to measure the State's commitment to basic education, disaggregated into the formal (primary) and non-formal subsectors (literacy programs for youth or adults) as suggested by the Dakar 2000 Forum.) Efforts made in the domain of non-formal basic education are not without hitches. According to the UNESCO, every State should attribute at least 6% of its GNP to education with 3% of this same GNP going to basic education. Most sub-Saharan African countries still fall far below this benchmark. External technical and financial partners support cannot make up or substitute for this internal effort if countries want to strive for long term sustainable development of their education, in an integrated and holistic way.

In fact, experience has shown that when basic education is poorly financed, the non-formal is usually the one that suffers the most. It would be easily neglected in favour of purely quantitative approach to primary education

The second indicator would be used to measure the **Share of funding for non-formal basic education in the overall budget from the State's own resources for education, including all types and levels.**

This indicator helps to measure the State's commitment to non-formal basic education compared to what happens with other subsystems (formal, technical vocational, etc.)

in measuring the commitment of the State to non-formal education, not in relation to the global wealth of the country but to the national budget set aside for education in general this indicator could be an effective follow-up of the resolutions taken by all African countries

during the African conference in Bamako in 2007 on literacy which recommended that a minimum of 3% of internal budget for national education of each country should be attributed to youth and adult literacy. Currently, it is still stands at 1%.

The third indicator is used to measure the contribution of non-formal education to national literacy. It focuses on the **Literacy levels of people who are aged fifteen years and over, who have not attended formal schooling or have not attended school for a significant period of time.** In fact this indicator would measure the contribution of the Literacy and Non-Formal Education programs (self-training at home by family, from peers or other social groups, notably, religious etc.) to the general literacy rate.

This extra-curricular contribution is difficult to measure but it is of utmost importance to considering the development of competences among the rural or peri-urban population, which is usually ignored or neglected despite its vital importance in the promotion of education.

The fourth indicator aims at **measuring the proportion of a certain age groups which are not educated (or drop outs) who take part in youth and adult non-formal education programs.** It can, to an extent, be considered as the equivalent of the Net Enrollment rate in formal schooling (educated children in a particular age group in relation to the population of this same group) but in our case it applies to participants of the non-formal subsector. As with the above indicator, it is a challenge to calculate it because, if the number of programs is generally known or easy to reconstitute, it will be difficult to estimate the reference population. Despite this challenge, having an idea of the proportion of persons involved in any other form of literacy than the formal one is of critical importance in terms of basic strategies and capacities

The fifth indicator would be used to identify the **average rate of actual teaching hours per**

annum in both formal and non-formal basic education.

It compares actual time devoted to teaching with planned teaching hours required to master targeted knowledge. In other words, this would compare what is real with what is required. This Indicator is for measuring the quality and potential of standards-compliant learning time at formal and non-formal level, respectively. By Comparison actual time devoted to teaching compared to planned teaching hours required to master targeted competence. This Indicator helps measuring the quality and potential of standards-compliant learning time at formal and non-formal settings. This type of indicator has not been given the attention it deserves both in the non-formal and formal context. It is difficult to calculate because it is not easy to collect the pertinent data needed (dates and starting time for lessons, absences etc). However, despite its shortcomings, information on this subject will allow for a better organization of the non-formal education (notably, literacy) for the realization of the EPT in full time.

The sixth indicator would be used **to provide more information on the percentage of those who, having completed the non-formal basic education program, have acquired the necessary skills corresponding to the UNESCO's definition of literacy.** This definition is made up of two levels: At the first level, the literate has a mastery of elementary arithmetic, reading and writing of a simple and short text about his/her life. At the second level the literate has mastery of enhanced and functional skills of the first level as well as psychosocial and socioeconomic capacities needed in everyday life, most especially, at work. The assessment of this indicator, therefore, supposes that there are feasible provisions for the evaluation of skills or those specific investments could be carried out in this vein.

This is currently the case in five sub-Saharan countries with the RAMAA project (Research

on measures put in place to ensure the learning process of the beneficiaries of the literacy programs. In spite of the complexity of the application of the provision on the establishment of this indicator, it is good to persevere as this may bring a slightly different but clear answer to the question of the reality of the capacities of those who have completed the non-formal program. This is the reason why the GTNFE wants to continue with its researches, dialogues and its plea still in this vein.

For the year 2012, only the first two indicators will be piloted by the GTGEAP. This will continue till 2013 when the piloting of other programs will be envisaged.

It should be noted that these six indicators are not exhaustive. Instead they have been specially designed to complement and to fine tune other already identified indicators within the Framework of the Second Decade and which concern gender equality, the percentage of women/girls who are part of teaching staff, the place of national languages in the curriculum, the percentage of qualified male and female teachers, the rate of loss etc. Their usage will efficiently determine the challenges and opportunities offered by the non-formal education in order to diversify this sector and support the prospect of a long term development to enhance education in Africa especially the one that targets the less privilege by taking them into account.

A Holistic Vision of Education in Senegal; From Concept to Reality

A contribution of Mr Amadou Wade Diagne

Within the framework of the 37th national week of literacy, the task force of the non-formal education of Senegal organized, on the 10 and 11 September 2012 at the Dakar National Resource Center, a workshop aimed at sharing the holistic and integrated vision of education in Africa. This was co-financed by

the ADEA Working Group on Non-Formal Education. The objective was to sensitize the general secretaries, technical advisors, planning directors of the three ministries in charge of education, the academic inspectors and education partners on the necessity to put in place the terms of reference of a lifelong holistic, integrated and diversified vision of education.

On the other hand, it was aimed at organizing working sessions with Directors in charge of studying regional educational personnel training centres (CRPFE). This will enable them to concretize the concept of a holistic vision in the field through an integrated responsibility to train the non-formal educational personnel in the system of reference that is being designed in Senegal. The objective was to effectively respond to the fundamental educational needs of the population irrespective of their age, the type of education offered or the modalities guiding the training programs.

Apart from the workshop, this partnership established with the Ministry of education and BREDA/UNESCO made the following progress as the holistic vision is concerned:

- The new policy letter of the Education sector (LPSE) devoted to a holistic vision and spells out that “ the development of the sector depends on the one hand, on the program approach and on the other hand, on a decentralized planning system.” Equally, this policy letter underlines the need to apply pertinent curricula, the training of actors and the institution of an equivalent system and linking system with the classic system”
- The same letter of policy replaced the concept of non-formal education with that of basic education for youth and literate adults” who shall benefit from a 3% increase in the education budget as recommended from now up to 2025; this change in paradigm aims at giving credit and support to a sub-sector that has been neglected for a very long time due to unfavorable misconceptions;

- The drawing up of the Education and Training Development program (PDEF) 2012-2025 was an opportunity to concretize the holistic vision using Logic model and measure and output framework (CMR) not only based on managing results (GAR) but equally on the new policy letter of the education sector which is a result of the diagnosis of the education system done in 2000 and 2011. This helped in identifying and organizing the key problems to be solved like: access, quality, education governance and training using an integrated and diversified approach;
- BREDA/UNESCO, within the same framework organized in Saly, a workshop to help Senegal in putting in place a national system of training teachers for basic education, a training which integrates ANFE from a common base as well as at the level of CRFPE and of the academic structures. With this support the varied nature of the new teaching and inspection profile is affirmed. At the end of this intervention, Senegal will have an integrated holistic training policy with ANFE and CRFPE as well as universities. These ones will be reinforced to ensure the effective training of AENE personnel.



Saly, another opportunity to concretize the holistic vision

As one can notice, Senegal is trying to apply the holistic, integrated and diversified vision of education through policy papers and planning, which are, the Policy letter of the Education sector (LPSE) and the education and training development program (PDEF) 2012-2025. For the implementation, ADEA AND UNESCO through a more than three years sensitization program joined their efforts to support

Senegal, notably, by training all teachers including all the sub-sector, in a unique framework which is the CRFPE. A footpath has been created. It is for us now to transform it into a boulevard.

4. Publications

Publication in Portuguese of the Policy Paper on the Holistic, Integrated and Diversified vision of Education

The strategic basic education policy paper on the holistic, integrated and diversified vision of life long education whose French and English versions were diffused during ADEA Triennial were translated and edited in Portuguese. It is a simple guide which allows for a diagnosis of the educational systems in Africa in order to be able to provide solutions. This document was distributed during the regional follow-up CONFITEA VI meeting which took place in Praia in Green Cape at the beginning of November. Remember that the frame work is the result of a collaboration launched in 2007 between GTNFE, GIZ, UIL, the Switzerland cooperation and eminent well experienced researchers. This document is available on <http://www.gtNFE.org/index.php/fr/la-triennale/etude-vision-holistique-de-leducation>

Synthesized documents on the Burkina GT holistic vision

Within the framework of the popularization of the policy paper on the holistic, integrated and diversified vision, the APNFE synthesized the document in order to facilitate the appropriation of the holistic vision of education by its members, by those in charge of the MENA deconcentrated services and the non-formal actors of provinces and regions. This document written in simple French will help in carrying out of the plea activities in taking into consideration the holistic vision by education actors/actresses in the regions and provinces of Burkina Faso. <http://www.gtNFE.org>

- **Video Documentary on the implementation of Holistic Vision in Capo Verde**

During the CONFITEA VI regional follow-up meeting held in Praia in Cape Verde at the beginning of November the GT produced and diffused a documentary video entitled: “Right to education and holistic vision: the Cape Verde Solution.” The objective is to promote the new initiatives and practices in ANFE according to the holistic approach of education. This video presents essentially the experience of a group of women who succeeded to form an association to fight against poverty. It shows how these women moved from literacy to handicraft thereby affirming the rights of women and gender equality. This video runs for 45 minutes.

5. Latest news

From Nairobi to Sevres, the Triennial follow-up continues to take shape

Within the framework of the Triennial follow-up, a meeting was organized in Nairobi from 1 to 5 November 2012 between the representatives of the Ministry of Education in Kenya, the Executive Secretariat of ADEA and the coordinators of the working groups. International consultants were also invited to present papers and contribute to debates on specific matters.

The aim of this meeting was to consolidate and share a better understanding of the Ouagadougou Triennial outcomes. This would be also an opportunity for the participants to take a look at Kenya's activities regarding the Triennial follow-up. This would facilitate the design of short and long-term follow-up strategies and enable a good start of the preparations regarding the 37th Session of the Steering Committee Meeting to be held in December.

Specifically, this meeting was geared towards clearly defining the steps to take for 2013-2017, determining, still within this framework, the activities for 2013, strengthening the process of integration of the Working Groups into ADEA's activities and programs and reflecting deeper on the financial implications of proposed activities.

In the same light, the Nairobi meeting was to dwell on some specific questions that resulted from the propositions made in Ouagadougou, including those regarding the ADEA New Vision and Mission, as well as those regarding the strategies to use in order to better integrate the new information and communication technologies in African curricula, to decide on criteria for ADEA permanent membership

status, to the ways and means to use in order to better Africanize ADEA's activities and to concretely expand the ADEA family through the integration of Youth, the Private sector and the Diaspora.

The Steering Committee Session held in Sevres in December 2012 was a follow-up of this meeting held in Nairobi. It was to continue discussions started in Kenya and decide on the propositions that were made there.

As usual, the actual Session was preceded by 3 other meetings: the Meeting of African Ministers of Education and Training, The Meeting of Partner Agencies and a Seminar. During these the three, the main questions raised in Nairobi were discussed in detail, particularly those on the ADEA's Vision and Mission, on its Medium and long-term strategic plan, on private/public partnership and on membership / partnerships.

These topics were subject to relevant proposals that were submitted to the Steering Committee for approval and possible adoption.

Four of these proposals marked the 37th Session:

1. It was agreed that the adoption of the ADEA's Vision and Mission needs be deferred until the next Session and in order to facilitate the process, the two documents should be separated. In the meantime, comments will be incorporated by consultants. For those who have not had the possibility to read and discuss the document other deadlines have been set according to following: end of January 2013, deadline for submitting input from members and friends of ADEA; end of February 2013: deadline for the consultants to complete incorporating the comments; end of March 2013: the document is distributed to members of the Steering Committee for final comments; end of April 2013: deadline for the consultants to incorporate these comments and prepare the final version; in May 2013: The final version is submitted to the Steering Committee for approval. ; Still in May 2013, the ADEA 2013-17 Medium Plan will be finalized and

validated. This critical document is drawn from the ADEA new Vision and Mission.

2. The 2013 program was accepted including the proposed strategic objectives, the selected activities and the budget. The Executive Secretariat was authorized to implement it during the first four (4) months and at the same time to continue with fundraising. During the next session, in May 2013, the Steering Committee will take a final decision depending on the outcome of this fundraising. In the meantime, the Secretariat will prepare, before the end of January 2013, a minimum plan of activities for the January-April;

3. The organizational audit will be conducted as soon as possible by including issues related to the working groups (What personnel? What mode of governance? Which financing? etc.). USAID would continue the financing of this consultation, up to July 2014; a Task Force will assist the overall process. It will be constituted on a way to avoid conflicts of interest;

4. The next Steering Committee meeting will be held on May 2013, in Tunis or somewhere else.

A few side-meetings were held during this 37th Session including one conducted with the representative of the DDC. We also discussed the issues of reshuffling the WG human and financial capacities, support to provide to the ICQN on national languages and literacy, the organization of a meeting in Chad, the updating and strengthening of non-formal education networks, and cooperation with DDC.

As the ICQN/LNL is concerned, DDC would support, as usual, the WGNFE and ADEA. The later would provide seed money in a way to permit representatives of the thematic groups and the agencies to provide technical assistance to the ICQN. The WGNFE itself will be in touch with the ICQN/NLL in order to contribute to

organizing the long due validation workshop. Such workshop will be prepared according to the suggestions made during the 37th Session of ADEA Steering Committee Meeting.

Concerning the workshop on Alternative Quality Education, to be held in Chad from 5 to 8 March 2013 with the support of the host country, DDC and their partners, the WGNFE is invited to participate. It would use this opportunity to further disseminate the Holistic Vision approach and to contribute to sharing good practices throughout the ADEA network.

Regarding strengthening of networking between WGNFE and DDC, the two institutions will stress cooperation in the areas of information and knowledge building. News concerning non-formal education, which are disseminated by DDC, will be replicated in Kibare and other WGNFE media means. The intent is to allow a broader dissemination of experiences and good practices in effect in the non-formal subsector. This would also help better positioning of our leadership vis-à-vis current trends and debates in education.

The Steering Committee seized the opportunity to wish a Happy New Year to all members and friends of the ADEA.

Online debates on the future of Education

UNDP, together with UNESCO, Unicef and their key partners is organizing an online debates on defining Post 2015 Education agenda. You are very welcome to contribute to this exercise that will definitely impact on what our subsector will be doing for the coming years in Africa.

These debates are scheduled according to the following:

10/12/12 – 24/12/12: Access and Equity in Education

05/01/13 – 19/01/13: Quality in Education

23/01/13 – 06/02/13/13: Global Citizenship, competencies and Employment:

10/02/13–24/02/13: Governance and Financing

Following these debates a meeting will be scheduled, probably by the end of February 2013, to pull together the findings, discuss the outcomes, and come up with recommendations.

For more details please consult:

<http://www.worldwewant2015.org/sitem>

[ap](#) and

<http://www.worldwewant2015.org/>