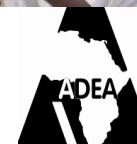
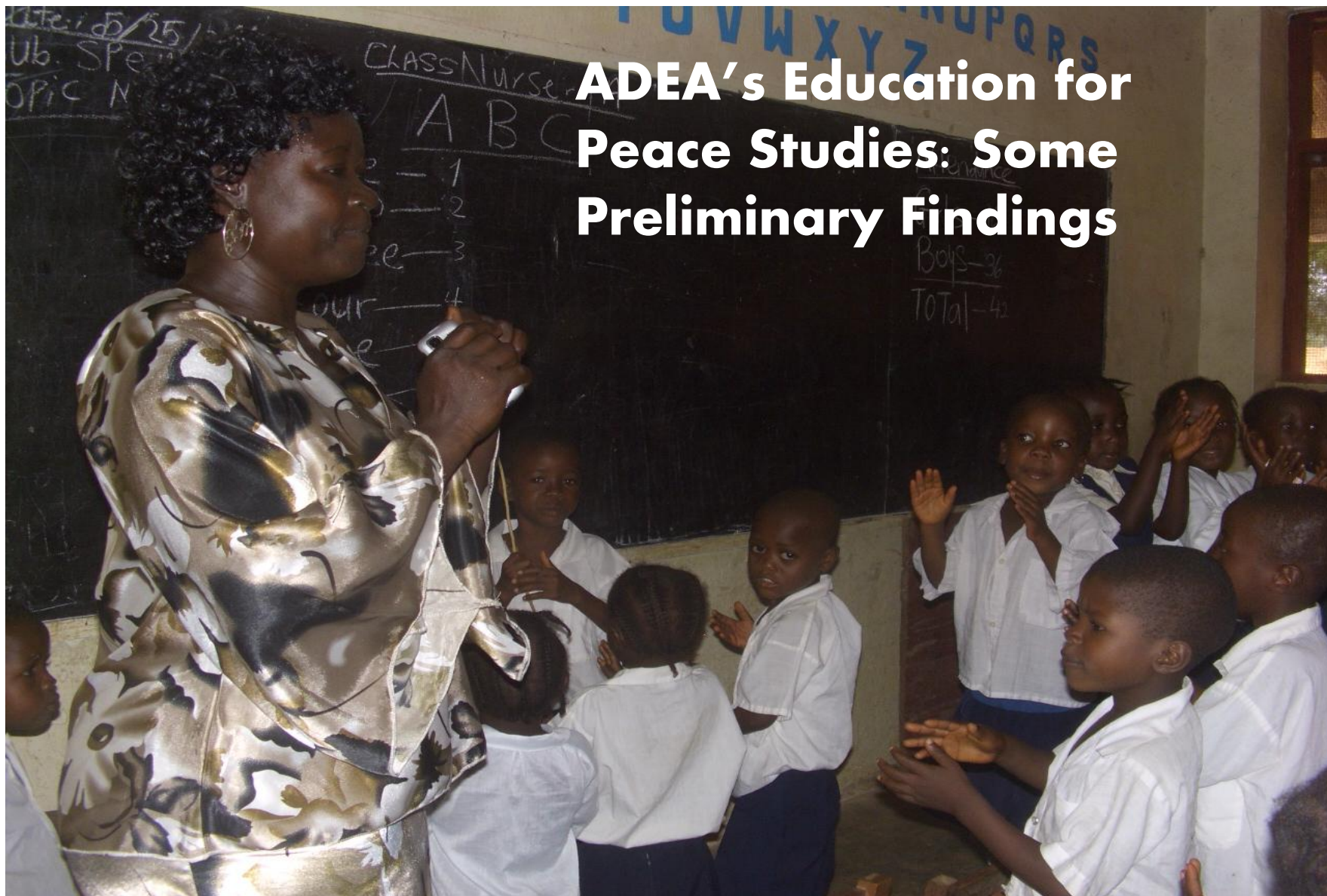


ADEA's Education for Peace Studies: Some Preliminary Findings



Association for the
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ADEA's Africa wide Policy Dialogue on Education Transformation

- Focusing on how to promote critical knowledge, skills and competencies for sustainable development in Africa
- **Acquisition of common core skills for lifelong learning**
- A shift to a holistic, integrated and inclusive approach to basic education
 - full recognition of alternative pathways
 - and the emphasis of reform on learning processes and outcomes relevant in learners' lives and in the context of sustainable development
- The link between skills and the world of work, and how transferable education outputs are in improving employability of youth



Education Responsiveness to Reconstruction Studies

- Seek to find how 4 countries involved in education reconstruction after a socio-political or economic melt-down can offer policy lessons
- The challenge of responding holistically to the education needs of all ensuring sustainable development, peace and prosperity
- All 4 countries are in recovery and reconstruction but at different development points.



Focus of Study: Education Management and Policy Support – Contribution to Peace building

- Conceptual framework of Education for Peace and Holistic Education
 - Recognizing that education in a broad sense can both mitigate and exacerbate fragility (state unable to deliver core functions to majority of people, esp the poor)
 - Diverse pathways to accessing education ; lifelong and lifewide education.
- Focus on country responsiveness in policy, planning, coordination, financial management and resource mobilisation
- Countries in transition out of crisis to long term stability.
- Methodology and scope – Liberia, Kenya, Zimbabwe and DRC



Tentative Lessons learnt

- A tendency to adopt Policies wholesale without considering how they will be implemented, their consequences. So the urgency to redress issues vs time needed for government to learn what is possible. Eg. OVCs, Decentralisation, per capita grants, curricula
- Tension between national goals of developing sustainability vs implementing international goals.
- Participation of all stakeholder representatives are essential. Inclusive coordination can make the difference – internally within ministries, across and externally.



Tentative Lessons learnt

- Potentially unequal partnership between donors and govt – creates a misalignment of goals; lack of ownership when resource mobilisation and donor buy-in rely on external expertise eg sectoral diagnosis
- Lack of holistic approach - Old formal model of education is prevalent – new modes unexplored. High costs involved – politically and financially. Tension between formal vs recognition of the informal sector.
- Under recognised response for Youth!
- Intra-sectoral approach essential esp for skills development but poor coordination across Ministries, competition for resources, concept of Skills Development poorly articulated - confusion
- External funding difficult to source in transition period vs emergency or stable situation. However, new funding modalities are possible that are flexible and quick to mobilise without the huge emphasis on sector analysis.





Thank You



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