**Association for the Development**

**of Education in Africa**

Association
pour le développement
de l'éducation
en Afrique

**THREE-YEAR PROGRAMME
OF ACTION (2013-2015)
THE INTER-COUNTRY POLE
OF QUALITY ON LITERACY**
AND LANGUAGES

**Mars, 2011**

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**ABBREVIATIONS**

| | |
|---|---|
| **ADEA:** | Association for the Development of Education in Africa |
| **AENF:** | Literacy and Non Formal Education |
| **AI:** | Initial Literacy |
| **A3F/CMD:** | Basic and Functional French language learning / Multi Centre - areas |
| **AMT:** | Workplace Literacy |
| **ALFA:** | Learning the French Language from the literacy skills |
| **APENF:** | Association for the promotion of non-formal education |
| **BREDA:** | Regional Office in Dakar |
| **CA** | Board of Trustees: |
| CBN/MRP | Centre Banma Nuara |
| **CCEB:** | Framework for consultation of active  NGOs and associations in basic education field |
| **CEB:** | District Basic Education |
| **CEBNF:** | Centre for non-formal basic education |
| **CES:** | Economic and Social Council |
| **CONFINTEA** | International Conference on Adult Education |
| **CPAF:** | Permanent center for literacy and training |
| **CREAA:** | Regional Council for Education and Literacy in Africa |
| **PRSP:** | Strategic framework to fight against poverty |
| **DEP:** | Director of Studies and Planning |
| **DGAENF:** | Directorate of Literacy and Non Formal Education |
| **UNLD:** | United Nations Decade for Literacy |
| **ECOM:** | Community school |
| **EFA** | Education for All |
| **FCB:** | Additional basic training |
| **FDC:** | Foundation for Community Development |
| **FONAENF** | : Fund for Literacy and Non Formal Education |
| **FTS:** | Specific technical training |
| **FTI:** | Fast Strack Initiative |
| **IPS:** | Gender Index |
| **OMD:** | Millennium Development Goals |
| **OSEO** | Swiss Labour Assistance |

**PDDEB:**        Year plan for the development of basic education

**PDT:**        Pedagogy of the Text

**PENF:**        Partnership for Non-Formal Education

**ICQN**        Inter Country Pole Quality

**PQIP-A/LN:**        Inter Country Pole Quality on Literacy and National Languages

**TFP:**        Technical and financial partner

**REFLECT:**        Regenerated Freirian Literacy trough empowering community Technics

**UIL**        : Unesco Institute for Lifelong Learning

**UNESCO**        United Nations Educational, Scientific and Cultural Organization

## I. Introduction

Literacy is a vital right of all human beings without discrimination. However, 759 million adults according to UNESCO have not yet had the chance to enjoy this right. This observation is a measure of the immense challenge posed by literacy in the world, mainly in Africa and Asia.

This is all the more overwhelming that illiteracy establishes a clear link to underdevelopment, poverty and vulnerability of affected populations.

The international community recognizes as a whole, in fact that no progress is possible without the empowerment of all stakeholders of progress; empowerment that only education can.

African states are questioned on the need to redouble efforts therefore, in research and implementation of appropriate strategies for their populations out of the rut of ignorance, the source of misery.

This is a great challenge that no country can claim to be able to meet in a situation of isolation. keeping this in mind, ADEA supports the establishment of effective networks of reflection known as the international cross-country poles of quality (ICQN) with the aim to raise the capitalization of experiences of innovative education and training in Africa, implementation of the lessons that each country or group of countries take to strengthen the strategic and operational policies.

The result of this synergy partnership is the creation of educational systems more relevant, effective, inclusive, well organized and well managed.

In the specific area of literacy / training for youth and adults, the technical workshop on issues of quality , held in Ouagadougou, Burkina Faso, 20 to 22 December 2010, has offered to decision makers of member countries, this joint program of activities. This program is thought to be coherent, realistic and achievable, taking into account the real challenges shared by all Member States.

It has three (03) points: (i) the context and rationale for the 2013-2015 three-year program, (ii) the conceptual framework and guidance and (iii) the program priorities.

## II- Background and rationale

Numerous initiatives have been undertaken during the decade, by UNESCO, the African Union and other institutions to stimulate the convergence of actions towards achieving the EFA goals and the Millennium Development Goals (MDGs).It should be noted, according to the Global Monitoring Report on EFA in 2007, the objectives expected by the deadline is a challenge for most countries, mainly those in sub-Saharan Africa where about 150 million adults in which two thirds are women who do not yet possess basic skills in literacy.

This situation have recently added new challenges that could seriously undermine the ambitions for widespread education. These are mainly the financial and economic crisis accompanied by a reduction in

foreign aid, various drastic consequences related to climate change, disease pandemics, poverty and structural destabilization of the foundations of social cohesion, political and cultural life in several states.

The relationship between the illiteracy rate of men and women, in other words, the index of gender parity is low like the average illiteracy rate. It lies between 0.63 and 0.77 in sub-Saharan Africa, Arab States and South Asia and West and is greater than 0.90 in the rest of the world.

For example, it is less than 0.50 in countries such as Benin, Burkina Faso, Mali and Niger, where the overall adult literacy is below 50% .

Recognizing the role of literacy as a starter and catalyst for social and economic development, the United Nations Decade for Literacy (UNDL) (2003-2012) has made one of its main fields of action. It is precisely this vision of literacy / education that justifies the strong commitment of the ADEA to the countries facing this challenge and all the dynamics which underlies the implementation of initiatives for the expansion and the improving the supply of education. It is the same for managers who need to share successful experiences in large groups organized.

Held in Ouagadougou from 20 to 22 December 2010, a technical workshop on issues of the international division of inter-country quality of the ADEA confirms the need to strengthen cooperation among States, to unite efforts to better accelerate the eradication of illiteracy and its consequences. They considered that this has no borders between countries.

Organised with the support of the ADEA in collaboration with the Government of Burkina Faso, the meeting was attended by thirteen (13) African countries (Benin, Burkina Faso, Cameroon, Central African Republic, Gabon, Mali, Niger, Senegal, Chad, Togo , Zimbabwe, Mozambique and Gambia) and various regional, international and private sector with the major objective to bring the participating countries to identify common challenges, in terms of literacy.

These challenges declined as a program covering the first three-year period (2013-2015) are proposals to be submitted to a conference of Ministers for approval. The operations selected will be subject to careful monitoring of policy makers and the pole quality cross country (ICQN).

### III-Presentation of the cross country pole of quality  (ICQN) on literacy and national languages
Quality poles were originally designed as a mechanism for monitoring the ADEA Biennale 2003. The evolution of this vision can be integrated today as catalysts for the capitalization, the sharing of successful experiences and best practices of innovative education and training in Africa.

Clusters inter-country quality of the ADEA is therefore appropriate frameworks and learning opportunities for the identification, documentation, analysis, dissemination and systematic sharing of lessons learned through the process improving the quality of their education systems.

As for the cluster inter-country quality of literacy, it was established during the Regional Meeting on Literacy held in Bamako, Mali from 10 to 12 September 2007, under the patronage of His Excellency Mr. Amadou Toumani TOURE , President of the Republic of Mali. Such a meeting which brought together

over 500 participants, was attended by the  General Director of UNESCO, some African First Ladies, Ministers of Education and Finance, representatives of development partners, NGOs, Civil society organizations, professionals of Literacy, private providers, publishers and media.

The purpose of cross-country quality center on literacy and national languages is to facilitate exchanges between countries on common issues between biennial / triennial to improve the quality of adult literacy in the African space.

## IV-Reasons to invest in literacy and national languages

Literacy can be defined as all educational activities and training to young people and adults to ensure the acquisition of basic skills in one language and that can lead to the learner's autonomy . It is a component of non-formal education. From this point of view, literacy can not be reduced not only to the mastery of instrumental knowledge (reading, writing and arithmetic). It is beyond, to enhance the skills of learners in their daily activities and enable them to participate effectively in the improvement of individual and collective life.

This is why the international community attaches to literacy / training a key role in creating a balanced society that accepts the empowerment of individuals to be more enterprising.

Indeed, experience shows that people who have received proper education, become aware of their situation and engage more effectively with measures to improve gradually their living conditions, both individually and group. Therefore, all specialists in human capital theory argue that education promotes social change and find that investment in human capital pays the best interest.

## V-Conceptual framework and  program orientation

### 5.1 Basis

This program is based on the interest of uniting the initiatives in literacy / training in order to make a real tool for development and enhancing social equity. For this reason it favors:

- The expression of beneficiaries on the menu of their training and the necessary interface with the requirements of economic growth, respect for human rights, democratic values, the principles of decentralization, the well-being in general, etc..

- Capacity building and good governance, promoting constructive and informed participation of learners or training adult literacy organizations in the management of local development policies and especially their effective involvement in the process of promotion and support of transnational cooperation and networks for sharing of successful experiences.

- The development of joint capable of generating significant leverage effect in terms of partners and funding sources for literacy / education

### 5.2 Vision and expected impact

The program ICQN part of the vision of an Africa pledged enhanced practical skills, able to promote its culture and production, to actively participate in initiatives of dialogue, integration and joint development in the African space as well as at the International level.

From this point of view, the actions foreseen in the program will promote the availability of literacy / training hinged to the integral development of man.That is to say an educational provision which is rooted in the basic principles of human balance, "being, having the knowledge and power."Being, to build the inner man and the conditions of its confidence building, having to assert his rights and duties and participate in the process of building successful companies and solidarity, knowledge, to plan, organize, manage and capitalize the social, economic, cultural and political power and, finally, to make decisions and implement projects of life and sustainable societies.

### 5.3 Objectives of the program:

### 5.3.1 Overall objective

Contribute to the socio-economic and cultural development of the member countries through joint development, effective national languages and literacy / training for youth and adults.

### 5.3.2 Intermediate objectives

- Support the implementation of policies to policy development of national languages and literacy / education quality, inclusive in the sectoral and national development;

- strengthen national capacities in the design of strategies, resource mobilization and effective management for the benefit of the populations of member states of the pole;

- promote transnational exchanges

### 5.4 Expected results :

- The technical and institutional capacity of those involved in literacy are reinforced and thus allow the designing and conducting training programs in a more professional way;

- The resources allocated to literacy have increased;

- ICQN member countries have enriched themselves through mutual successful experiences and best practices in literacy;

- Indicators of literacy outcomes have improved in all member countries of the cross-country Pole of Country ;

- The literate environment in national languages in countries members of the cluster is developed;

### 5.5 Strategies of Implementation :

The actions will be implemented by countries with the support of the ADEA and other partners.

It will also build and share expertise, success stories and innovative practices in different countries.

It is up to each country to make the necessary adjustments, based on internal realities, local.

The Minister of the cluster leader of cross-country Pole of quality will implement an appropriate monitoring of the evolution of the program in accordance with the timetable adopted by the Conference of Ministers.

The operationalization of the program will be around six priorities or components selected by the expert technical workshop held in Ouagadougou from 20 to 22 December 2010:

1. Capacity building;

2. Financing;

3. Monitoring and evaluation and funding;

4. The quality of the offer;

5. Governance;

6. The promotion of holistic

**VI-Description of priorities or  components of the three-year program 2013-2015**

**01.06 Priority 1   : Capacity building**

**6.1.1 General objective of the component:**

Help to develop the professionalism of the actors at all levels to improve overall quality and supply of literacy in the member countries of ICQN.

**Specific objectives of the component**

The training of executives of the fifty member countries PQIP-A/LN

**6.1.2 Expected results of the component:**

Fifty executives  (at least 2 ) per member country are trained.

**6.1.4   Action Area 1: Training of actors**

**6.1.4.1. Specific objectives of the action:**

- Identify training needs of 24 member countries ICQN.
- Develop and / or read existing modules;
- Upload the modules;
- Enhance the skills of experts from 50 member countries ICQN for their effective involvement in the implementation of literacy programs.

**6.1.4.2 Strategies of implementation:**

To capitalize the training reference developed by the Karanta Foundation with the support of the IUL, and to analyse the identified themes in order to develop new modules and / or to re-read and consolidate the existing modules. For this, the select committee set up to the Minister of the cluster leader will:

- develop tools for data collection;
- deliver these tools to country focal points for filling;
- centralize data;
- abstract and analyze data;
- establish a training plan (Table skill to enhance).

The development of modules will include the following operations:

- retrieval by the core team consists of 10 frames;
- development of TOR for the recruitment of three (03) consultants in the core group;
- hiring of three consultants;

- development of modules by the consultants;
- validation modules.

The team of consultants will have the following profile:
- a specialist in non-formal education with experience in developing training modules and training of adults;
- a specialist in the planning of educational systems;
- a specialist in engineering training.

The multi-disciplinary team based on modules that will be identified will be organized to produce the modules.

Under the responsibility of the Select Committee, the following will be assessed:
- file preparation on training technique: identification of participants, development of TOR, workshop program and launch invitations,
- training of a pool of trainers with a rate of 02 per member country among them the focal point;
- monitor the process of proliferation of courses in member countries by members of the select committee and consultants;
- online modules.

### 6.2 Priority 2  : Funding

Literacy remains the poor relation of education. Development partners are hesitant to invest. The benchmark proposed by the international community that is 20% of the budgets for the priority should be given to education is not a reality in most countries.

**6.2.1 General objective of the component:**

Foster partnerships and the growing mobilization of resources for the achievement of the pole.

**Specific objectives:**

Make available to the country, a strategy and advocacy document for resource mobilization.

Contribute to strengthening the partnership between the member countries of ICQN and financial partners to diversify funding sources (private sector, NGOs, communities and individuals) of literacy / training.

**6.2.2 Expected results:**

Member States have a strategy  and advocacy document for resource mobilization.

New partnerships are established between the member countries of ICQN and financial partners to diversify funding sources (private sector, NGOs, communities and individuals) of literacy / training.

Progress is being made in implementing the recommendation of the CONFINTEA V trying to get countries to devote at least 6% of GNP to education, and work to increase investment in learning and education of adults.

## Priority 3: Monitoring and Evaluation

For this first phase, the program proposes to retain the "system of collecting and processing of statistical data" for several reasons among which: (i) the need for reliable data to achieve reliable and realistic planning, (ii) the difficulty felt in almost all countries in relation to the mastery of statistical data of non-formal education.

## General Objective

- Contribute to improving systems for collecting and processing data for efficient monitoring of the evolution of the sub-sector of non-formal education (literacy / training for youth and adults) in member countries of the pole .

**Specific objectives**
- Support the harmonization of tools for collecting and analyzing statistical data;
- Facilitate the monitoring of changes in indicators of literacy for youth and adults

**Expected Results:**
- Indicators of non-formal education are defined and controlled by the players;
- Tools for collecting and analyzing data are harmonized;
- The real situation of illiteracy among youth and adults in developing countries is under control;
- Action planning non-formal education in each country is more realistic.

**Action Area: Support for improving systems for collecting and analyzing statistical data**

**Specific objectives**

- To provide tools for country data collection and analysis and aligned
- Facilitate the use of harmonized tools
- Facilitate monitoring of the evolution of the indicators and the sharing of best practices for improving the supply and quality of non-formal education at the country level .

**Strategies for implementation:**
The implementation of this activity will take into account two key elements:
Component 1: alignment of tools
(I)   a regional meeting to exchange experience and develop tools consensual
(Ii) advocacy for the use of these tools by the various member countries of the pole.

Component 2: Development and dissemination of the report
(Iii) building a team to develop the analysis report

(Iv) dissemination of the report through national workshops to share and ownership

For the implementation of this activity prior analysis of the existing will be considered in partnership with ADEA (working group on education management and policy support), UIL, UNESCO and others to avoid duplication of efforts. The use of the ADEA for the provision of experts for the implementation of the activity is desired.

**Priority 4: Quality of education provision**

Improving the quality of teaching / learning of young adults requires continuous and numerous efforts : the selection and adaptation of methods and content, a needs assessment of learner-centered, skills growing of the trainers, the provision of quality learning and support sufficient and so on.

## General objective:

Contribute to improving the quality of teaching / learning of young people and adults to make them more likely to self-promotion and more active participation in achieving socio-economic equity and good governance.

**Intermediate objectives:**

Facilitating the capitalization and sharing of good practice in teaching / learning of young adults and especially in the specific area of production of teaching materials;

Support countries in the production of teaching materials in sufficient quality and quantity.

**Expected Results:**

- Good practices in the production of teaching materials are known and shared
- Quality of teaching materials in sufficient quantities are available in national languages in the member countries of the pole.

**Action Area: Support for the development and dissemination of teaching materials**

**(Curricula, textbooks, guides, etc.).**

The development of a literate environment favorable to learning actions, including the provision of quality educational materials in sufficient quantities is one of the fundamental strategies of promoting quality in literacy provision.

In this vision, the program will lay a special emphasis on any policy of design, production, distribution and management of educational materials.

**Specific objectives of the activity:**

- Make available to the countries of educational materials tailored to the curriculum, in sufficient quantity and quality.
- Get countries to implement an effective editorial policy;

**Strategies for implementation:**

- Make an inventory of good practices on the basis of existing studies;
- Arrange a meeting to share best practices in the specific field of the production of teaching materials;

- Organize a training session for officials from member countries of the pole on the implementation of an effective editorial policy.

## Priority 5 : Governance Education and promotion of national languages

*Good governance helps to implement the policy learning and adult education in an effective, transparent, accountable and fair manner.*

*Representation and participation of all stakeholders is essential to take into account the needs of all learners, particularly the most disadvantaged* [2] .

Among the many actions that determine the realization of good governance structures in the literacy / education, is the thorny issue of the recurring development of a language policy of explicit nature, in most countries as an tool to facilitate a better use of local languages.

This justifies the choice of this topic as important part of making a more informed and control calmer literacy policies. Indeed, literacy in multilingual contexts is a reality faced by most African countries.

One concern is to achieve the implementation of holistic, integrated and diverse education while giving prominence to national languages.

### 6.5.1 General objective of the component:

- Contribute to the implementation of a control system more participatory and more effective sector of non-formal education in the country, including by strengthening the literate environment in national languages.

### 6.5.2 Expected results:

- National realities, including the linguistic and cultural diversity are reflected in literacy programs;
- The literate environment in national languages is developed

### 6.5.3 Field of action: development of a literate environment in national languages

### 6.5.3.1 Specific objectives of the activity:

Contribute to the effectiveness of the representation and participation of all stakeholders of non-formal education in the implementation of the joint;
- Contribute to national capacity building in language planning ;
- Allow the inclusion of cultural and linguistic diversity in literacy programs / training.

### 6.5.3.2 Strategies for implementation

This conducts training that will bring together executives responsible for the design in order to impregnate the issues and principles of language planning.

**6.3         Priority 6  : Promoting holistic education.**

The challenge is in line with the recommendations of Harare (December 2010). This is to challenge the country on current educational policies in order to increase the benefits to be derived from the valuation of different educational methods and their interaction.

Indeed, educators have always compared the different subsystems of the breasts of the same mother, hence the need to treat them fairly. The ideal situation would therefore be in education *"to recognize that all the various educational offerings, regardless of their targets, their methods of delivery, the sub-sector in which they are placed., are of equal dignity, all contribute to achieving education throughout life, maintain fruitful interactions between them and deserve to be valued, supported, articulated and coordinated as part of a holistic, diversified and integrated education. "* [3]

Noting the urgency of this challenge, the member countries of the inter-cluster quality literacy involved in thinking through the inclusion of two activities in the joint program.

These include: (i) the implementation of gateways and (ii) the harmonization of concepts.

**6.6.1 General objective of the component:**

Contribute to the harmonious integration of different subsystems in order to accelerate the achievement of targets in education set by countries and the international community .

**6.6.2 Expected results:**

Interdependencies and equivalencies between the different educational opportunities are recognized and established as part of learning throughout life;

The equivalence established between the different offers certified can apply the bridges and interactions between these offers.

The countries members of the cluster have a common understanding of major concepts used in the context of non-formal education.

**6.6.3 Field of action: development and implementation of gateways**

The idea of bridges goes hand in hand with the variety of formulas that work in the education systems of countries.This issue is so important that it should be considered at the stage of writing programs by multi-sectoral teams with the effective involvement of national bodies for the programs.

**6.6.3.1 Specific objectives of the activity:**

Contribute to the effectiveness of flow of students between education systems under formal and informal, both within countries in the African space of cluster quality.

Permit the establishment of equivalences between the various offers of education, including formal and informal;

**6.6.3.2 Strategies for implementation:**

The implementation of this important project requires meetings to exchange experiences that will lead to the development of a harmonized procedures manual. This first phase will involve specialists and technical managers of the countries. The results will then be submitted to a workshop of policy makers, for validation.

Following this validation step, a communication plan developed and implemented will promote the new vision and facilitate its application.

**ANNEX 1:**

**Logical framework of the joint program of cross-country quality center on literacy (2013-2015)**

**Priority or Component 1: <u>Capacity Building</u>**

| *Intervention logic* | *Objectively verifiable indicators (OVI)* | *Sources and means of verification* | *Risks and assumptions* |
|---|---|---|---|
| *GO:* Help develop the professionalism of the actors at all levels to improve overall quality and supply of literacy, in the member countries of ICQN. | Number of actors trained | Activity Report | Availability of financial resources, actual release of funds, mobilization of skilled human resources. |
| **SO:** Strengthen the skills of experts from 50 member countries ICQN for their effective involvement in the implementation of literacy programs. | Evaluation results of completion | Activity Report | Not business planning |
| **RA1** 50 senior design and focal points are formed. | List of managers trained Testimonies of the beneficiaries of literacy programs | Activity Report Personal list | Availability of financial resources, actual release of funds, mobilization of skilled human resources; |
| **A 1.1** Identification of training needs / Development of training modules | List of country needs Modules developed | Mail records Contracts of consultants' s recruitment Report Module Validation | Not business planning Availability of financial resources, actual release of funds, mobilization of skilled human resources; |
| **A1.2** Training of actors | Number of actors trained in this area | Reports from training sessions | Not business planning Availability of financial resources, actual release of funds, mobilization of skilled human resources; |

**Logical framework of the joint program of cross-country quality center on literacy (2013-2015)**
**Priority 2: _Funding_**

| Intervention logic | Objectively verifiable indicators (OVI) | Sources and means of verification | Risks and assumptions |
|---|---|---|---|
| **GO:** Encourage partnerships and the growing mobilization of resources for the achievement of the pole of quality | Number of consultation meetings with donors; Number of agreements signed | Minutes of meetings Announcements made by the partners Agreements signed | Weak mobilization of TFP |
| **SO1:** Develop a strategy document and advocacy for resource mobilization | Advocacy strategy document Positive deviation of budget allocations; Number of new funding sources | Minutes of meetings of trade; Validation Report advocacy document Agreements to grant additional funding signed | No collaboration partners; Non-compliance with agreements |
| **SO2:** support advocacy with international development partners to mobilize more resources. | Number of consultations carried out; Number of persons engaged in advocacy | Minutes of meetings Service contract Report sessions Announces partners for literacy | Inadequacy of advocacy; Reluctance of partners; Worsening international financial crisis |
| **RA1** Member States have a strategy and an advocacy tool to mobilize resources | Additional funding situation | Papers budget allocation in the ministries in charge of finance | Social and political instability of countries; Worsening of the financial and international economic crisis |
| **RA2:** New partnerships are established between the member countries of ICQN and financial partners to diversify funding sources (private sector, NGOs, communities and individuals) of literacy / training. | Number of agreements signed | Agreements archived at the ministries in charge of finance and Literacy | Refusal of countries and donors to cooperate |
| **A1.1:** establishment of a mechanism for resource mobilization | Number of new functional mechanisms of financing of literacy adopted by countries | project documents adopted by countries of the pole | No consultations required under |
| **A.1.2.** Team building for advocacy | Number of personalities and specialists engaged | Service contract Ministerial Conference Report | No consultations required under |

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**Logical framework of the joint program of quality cross-country center on literacy (2013-2015)**
**Priority 3 Monitoring and Evaluation**

| Intervention logic | Objectively verifiable indicators (OVI) | Sources and means of verification | Risks and assumptions |
|---|---|---|---|
| **GO:** Contribute to improving systems for collecting and processing data for efficient monitoring of developments in the sub-sector of non-formal education (literacy / training for youth and adults) in member countries of the pole. | Availability of harmonized tools and analysis results | Activity Report | Lack of resources;<br><br>No activity is held |
| **SO1** Support the harmonization of tools for collecting and analyzing statistical data; | Availability of appropriate tools for collecting and processing data of literacy; | Reports of the production workshop | Lack of resources;<br><br>No activity is held |
| **SO2:** help track the evolution of indicators of early literacy and adult | Number of countries that use the new tools for collecting and processing data from the NFE<br>Number of countries that exploited the analysis results to improve the availability and quality of NFE | Reports of monitoring / evaluation of the different countries | Lack of resources;<br><br>No activity is held |
| **RA1:** Indicators of non-formal education are defined and controlled by the actors. | Existence of reliable data<br>Completeness of the information | Existence of reference indicators of literacy developed collectively<br>Statistical Yearbook<br>Testimony of users<br>Surveys | Non-realization of the reference indicators;<br><br>No stakeholder participation in workshops to exchange |
| RA2 tools for collecting and analyzing data are aligned | Existence of harmonized tools | Reference collection tools and analysis | Non-realization of the reference indicators, non participationn of stakeholder in workshops. |

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|---|---|---|---|
| RA3: The real situation of illiteracy among youth and adults in developing countries is under control; | Availability of additional statistics on the number of illiterates by country | Statistical yearbooks of the countries | Lack of resources;<br><br>No activity is held |
| **RA4:** The planning of literacy in each country is more realistic | Effectiveness of the inclusion of the results of lab reports in the planning | Survey Reports | Not keeping operations investigated by lack of |
| **A1.1** Harmonization of tools for collecting and analyzing statistical data of non-formal education | Number of countries using the same indicators | Manuel indicators stabilized and validated jointly by the countries, available at the technical structures of the state in charge of literacy | Non implementation of the activity |
| **A1.2 Development and dissemination of analysis results** | Number of countries operating analysis reports | Investigation Report | Non implementation of the activity |

**Logical framework of the joint program of cross-country quality center on literacy (2013-2015)**

**Priority 4: <u>Quality of education provision</u>**

| *Intervention logic* | *Objectively verifiable indicators (OVI)* | *Sources and means of verification* | *Risks and assumptions* |
|---|---|---|---|
| **GO:** Contribute to improving the quality of teaching / learning of young people and adults to make them more likely to self-promotion and more active participation in achieving socio-economic equity and good governance. | Availability of curricula more responsive and consistent with the expectations of the countries | Document curricula<br>Surveys | Availability of financial resources, actual release of funds, mobilization of skilled human resources; |
| ▪ **SO1:** To provide countries educational materials tailored to the curriculum, in sufficient quantity and quality. | Availability of educational materials tailored to the curricula, quality and quantity | Educational materials used in literacy / training for youth and adolescents | Activity not done |
| ▪ **SO2:** Bring the country to implement an effective editorial policy | Number of countries with an editorial policy | Editorial policy documents | Consultations unrealized |

**Logical framework of the joint program of quality cross-country center on literacy (2013-2015)**
**Priority 5: <u>Governance and promotion of national languages</u>**

| *Intervention logic* | *Objectively verifiable indicators (OVI)* | *Sources and means of verification* | *Risks and assumptions* |
|---|---|---|---|
| **GO:** Contribute to strengthening the national language readership in the member countries of the pole. | Existence of a national resource center in each member country with a pole | Annual reports of the country; | Refusal of the parties invited to cooperate |
| **SO1:** make available the documents in national languages in quantity and quality in all countries; | Number of documents available in national languages | Activity Report | Rejection of parties invited to cooperate |
| **SO2:** stimulate interest in reading materials in local languages | Many readers of documents in national languages | Annual Reports of the countries | Inadequacy and quality of the documents in national languages |

**Logical framework of the joint program of quality cross-country center on literacy (2011-2013)**

**Priority 6: <u>Promoting holistic education</u>**

| *Intervention logic* | *Objectively verifiable indicators (OVI)* | *Sources and means of verification* | *Risks and assumptions* |
|---|---|---|---|
| **GO:** To contribute to the harmonious integration of different subsystems in order to accelerate the achievement of targets set by countries and the international community in education. | Existence of official texts devoted operationalization of bridges | Official texts | Non-completion of the activity |
| **SO1** contribute to the effectiveness of flow of students between education systems under formal and informal, both within countries in the African space of cluster quality. | Number of countries applying the system of bridges; Number of countries with official documents relating to the operationalization of the gateways; Number of students per country benefited from the system of bridges | Reports of education facilities practicing the gateways | No application of the texts |
| **SO2: To** enable the establishment of equivalences between the various offers of | Existence of regulations on Accreditation of levels between sub-systems or approaches to | Official texts | No application of the texts |

| | | | |
|---|---|---|---|
| education, including formal and informal; | education | | |
| **RA1:** The interdependencies and equivalencies between the different educational opportunities are recognized and established as part of learning throughout life; | Existence of regulations on Accreditation of levels between sub-systems or approaches to education | Official texts<br><br>Surveys in the structures of education | Unavailability of official documents |
| **RA2:** The equivalence established between the different offers can implement the gateway and the interactions between these offers. | Number of students per country benefited from the system of bridges | Structures using the system of bridges; | Unavailability of official documents |
| **A1.1:** Implementation of gateways | Number of countries that undertook the operationalization of bridges<br>number of students per country having benefited from the system gateways | Surveys | Unavailability of official documents |

**APPENDIX 2: technical data for the implementation of actions**

<u>**Data Sheet No. 1**</u>

<u>**Priority No. 1 or component**</u>   **: Capacity building**

<u>**Title of action**</u>   **: Training of actors**

Aim

Help to develop the professionalism of the actors at all levels to improve overall quality and supply of literacy in the member countries of ICQN.

**Expected Results:**

About fifty people from at least two (02) design frameworks are formed by member countries.

### Activity 1: identification of needs

- **Specific objectives**
- Identify training needs of 24 member countries ICQN.

- **Expected Results**

    The real needs for training of member countries are known.
- **Strategies for implementation**

The activity will consist in capitalizing of the reference training tool developed by the Karanta Foundation with the support of the IUL and in analysing the themes identified to develop new modules and / re- read and consolidate the existing modules. For this, the select committee to the Minister of the cluster leader will:
- develop tools for data collection;
- deliver these tools to country focal points for filling;
- centralize data;
- abstract and analyze data;
- establish a training plan (Table skill to enhance).
- **Place**

The identification of training needs will be held in 24 country members of the cluster.

The synthesis of these needs will be held in Ouagadougou under the responsibility of the Select Committee at the Ministry leader.
- **Period**

20 days, in the first quarter of 2012.

- **Cost**

| Serial No. | Name | Quantity / Number of people | Amount Unit | Number of Days | Total |
|---|---|---|---|---|---|
| 1 | Support for the core team | 10 | 50 000 | 3 | 1500000 |
| 2- | Coffee break | 15 | 5000 | 3 | 225 000 |
| 3 | Office Supplies | | | | 25 000 |
| JL CV partial July 2011 english test version | Entry Operator | 1 | 25 000 | 3 | 75 000 |
| | Total | | | | 1825000 |

- **Timeline**

See Annex 1

### Activity 2: Development / playback modules

- **Objectives**
- Develop and / or read existing modules;
- Upload the modules.

- **Strategies for implementation**
- The development of modules will include the following operations:
- Retrieval by the core team consists of 10 frames;
- Development of TOR for the recruitment of three (03) consultants in the core group;
- Hiring of three consultants;
- development / playback modules by the consultants;
- Validation of modules.

The team of consultants will have the following profile:
- a specialist in non-formal education with experience in developing training modules and training of adults;
- a specialist in the planning of educational systems;
- a specialist engineering training.

The multi-disciplinary team based on modules that will be identified will be organized to produce the modules under the responsibility of the Select Committee.

- **Place**

The process of selection of consultants will be engaged in Ouagadougou by the Select Committee established to the Minister leading the division.

The validation of training modules offered by the consultants will be made in Dakar.

- **Period**
- 45 days for the preparatory phase of the study (desk research, consultation) by the core team;

-    60 days in the second half of 2012 for the development / playback modules by consultants under the supervision of the Select Committee;
-    03 days for the validation workshop of technical modules in Dakar by the focal points of ICQN.

- **Cost:**
- **Timeline:**

See Appendix


### Activity 3: Training of actors

- **Objectives**

Enhance the skills of experts from 50 member countries ICQN for their effective involvement in the implementation of literacy programs.


- **Strategies for implementation**

Under the responsibility of the Select Committee, the following will be assessed:
-    file preparation training technique: identification of participants, development of TOR, workshop program and launch of invitations,
-    Training  of a pool of trainers at a rate of 02 per member country among the focal point;
-    monitor the process of proliferation of courses in member countries by members of the select committee and consultants;
-    online modules.


- **Place**

The training activity will take place in Maputo in Mozambique;
The technical preparation will be provided by WGNFE in Ouagadougou with the support of the Technical Committee to the Minister leader.


- **Period**
-    30 days for the preparatory phase of the workshop (TOR, letters of invitation, sent airline tickets, practical organization of the workshop)
-    05 days in the first quarter of 2013 to hold the training session.


- **Cost:**

PM to be developed by the financiers.

- **Timeline**

See Appendix.


**Data Sheet No. 2**
**Component No.   : 2 Financing of literacy and promotion of national languages**

**Action Area:** Development of financing mechanisms of NFE

**General objective:** Foster partnerships and the growing mobilization of resources for the achievement of the pole.

**Activity 1: advocacy and resource mobilization**

**Objective (s):**

- Develop a strategy and advocacy document for resource mobilization to support advocacy with international development partners to mobilize more resources.

Expected Results:

- Member States have a strategy and an advocacy tool for resource mobilization

- New partnerships are established between the member countries of ICQN and financial partners to diversify funding sources (private sector, NGOs, communities and individuals) of literacy / training.

- Literacy and National Languages receive substantial funding for their promotion.

**Strategies for implementation**

Meetings to exchange experiences will be organized in a first step, experts from countries in order to achieve the development of an advocacy document, the document will be validated by the ministers as members of the cluster of inter country.This document will be finally presented at the round table of donors.

Meetings with each financial institution will also be organized by the Ministry leader.

**Location:** the round table of donors will be held in Tunis, Tunisian Republic

**Duration: 2 days**

**Cost: pm**

**EX   : Technical**

**Component No.   : Monitoring and Evaluation**

**Title of action: Support for improving systems for collecting and analyzing statistical data**

**General objective: To** contribute to improve data collection and data processing for efficient monitoring of the evolution of sub-sector of non-formal education (literacy / training for youth and adults) in countries members of the cluster.

**Specific objectives:**

- Support the harmonization of tools for collecting and analyzing statistical data;
- Support the monitoring of changes in indicators of literacy / training for youth and adults

**Expected Results:**

- Indicators of non-formal education are defined and controlled by the players;
- Tools for collecting and analyzing data are harmonized;

- The actual number of non-literate youth and adults in the country is known;
- Action planning for non-formal education in each country is more realistic.

**Activity 1:** Harmonisation of tools for collecting and analyzing statistical data of non-formal education
**Aims:**
- Countries make available data collection tools and analysis harmonized
- Ease of use. Harmonized tools, by different actors.

**Strategies for implementation:**
It is organizing a regional meeting to exchange experience and develop consensual tools.
Workshops of ownership and advocacy at the national level will facilitate the use of these tools by the various member countries of the pole through.
- **Regional Meeting Location: Burkina Faso**
- **Number of participants: 50 participants including 2 participants / country (state + civil society) + 2 experts**
- **Duration: 3 effective days**
- **Cost: PM**
- **Timeline: PM**

**Activity 2: Development and dissemination of analysis results indicators**
- **Objectives:**

Facilitate monitoring of the evolution of the indicators and the sharing of best practices for improving the supply and quality of non-formal education at the country level cluster members.
- **Strategies for implementation**
- formation of a team of consultants to prepare the analysis report.

A meeting of consultants hired for this purpose, for the start of the preparation of the report will be organized.

- dissemination of the report through national workshops to share and ownership
- **Location: Senegal**
- **Duration: 2 days**
- **Total participants: 5 consultants**
- **Cost: PM**
- **Timeline: PM**
- **Responding number**
- (Selection Process Expert): see process ADEA
- Responsibility Centre (lead): countries
- Fulfillment center (one running) consultants or institutions

**Technical Rider**
**Component No.   : Quality of educational provision**

**Title of action:** support for the design and dissemination of teaching materials

General Objective

Contribute to improving the quality of teaching / learning of young people and adults to make them more likely to self-promotion and more active participation in achieving socio-economic equity and good governance.

**Objective (s):**
- Make available to the countries of educational materials tailored to the curriculum, in sufficient quantity and quality.
- Get countries to implement an effective editorial policy

**Expected Results:**

- Each member of the cluster has an effective editorial policy
- Quality of teaching materials in sufficient quantities are available in national languages in the member countries of the pole;

**Strategies for implementation**

This will be to make an inventory of good practices on the basis of existing studies and organize a meeting to share best practices in the specific field of the production of teaching materials.The inventory will be done by a consultant.

Subsequently a training session on the definition of an editorial policy and process implementation will be organized for the benefit of officials from member countries of the pole.
- Meeting place for the exchange: Mali
- Location for training: Cap Vert
- Number of participants for the meeting of exchange: 50 participants including 2 participants / country (state + civil society) + 2 experts
- Number of participants for the course: 50 participants including 2 participants / country (state + civil society) + 2 experts
- Duration of the meeting of exchange: 3 effective days
- Duration of training on the editorial policy: 10 effective days
- Cost: PM
- Timeline: PM

**NB: The** process of selection of experts: see process ADEA
- Responsibility Centre (lead): leave the choice of countries
- Fulfillment center (one running) consultants or institutions


**Technical Rider**

**Component No. 5** **: Governance and promotion of national languages**

**Title of action:** development of a literate environment in national languages

**Objective (s):** Contribute to strengthening the readership in national languages in the member countries of the pole.

**Expected results (indicators):**

Each country has a National Resource Centre

**Activity 1: Create a national resource center**

**Aims:**

- Make available the documents in national languages in quantity and quality in all countries.

- Stimulate interest in reading materials in local languages

**Strategies for implementation:**

Consultants will be responsible for the feasibility study in each country and identifying potential and actual needs of countries in this field.

Countries will provide qualified personnel for the animation of the resource centers.

- **Location:** Any country of the pole
- **Duration:** 3 years
- **Cost:** PM
- **Indicative timetable:**

2012: Resource Mobilization

2012: implementation of a feasibility study and needs analysis

2013: signing of the financing and implementation

2014: Evaluation

- Responsibility Centre (lead): Country leader of the pole
- Fulfillment center (one running): Member countries of the pole

Cost: PM

**Technical Rider**

**Component No. 5   : Promoting holistic education**

**Title of action:** development and implementation of gateways

**Objective (s):**

Contribute to the harmonious integration of different subsystems in order to accelerate the achievement of targets set by countries in education.

**Expected results (indicators):**

- Interdependencies and equivalencies between the different educational opportunities are recognized and established as part of learning throughout life in all member countries of the pole.

- The equivalence established between the different offers can implement the gateway and the interactions between the educational offerings.

**Activity 1: Development of official documents with equivalent levels.**

**Aims:**

-  Contribute to the effectiveness of the flow of students between educational systems within countries and in the space of the African pole of quality;

- Allow the establishment of equivalence between the various offers of formal and non formal

**Strategies for implementation:**

The activity will be achieved through workshops in two steps:

- In each country
- In Africa
- **Location:** Any country of the pole
- **Duration:** 3 years
- **Cost:** PM
- **Indicative timetable:**
- 2012: Resource Mobilization
- 2013: drafting of the country level
- 2013: drafting of the African level
- 2014: Evaluation

## ANNEX 3: TIMETABLE FOR IMPLEMENTATION (2013-2015)

| ACTIVITY PERIODS | Jan | Feb | March | April | May | June | July | August | September | Oct | Nov | Dec |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Priority 1: Capacity building of NFE actors** | | | | | | | | | | | | |
| **Field of action: training of actors** | | | | | | | | | | | | |
| **Activity 1: identification of training needs** | | | | | | | | | | | | |
| Design tools for data collection; | ▓ | | | | | | | | | | | |
| Routing tools for country focal points for filling | | | ▓ | | | | | | | | | |
| Centralized data | | | | ▓ | | | | | | | | |
| Data compilation and analysis; | | | | ▓ | | | | | | | | |
| establishment of an array of skills to build. | | | | ▓ | | | | | | | | |
| **Activity 2. Preparation / review of modules** | | | | | | | | | | | | |
| Retrieval by the core team | | | | | | | ▓ | | | | | |
| Development of TOR for the recruitment of consultants by the core team; | | | | | | | ▓ | | | | | |
| Recruitment of Consultants | | | | | | | | ▓ | | | | |
| Development / playback modules by the consultants; | | | | | | | | | | ▓ | ▓ | |
| Module Validation | | | | | | | | | | | | ▓ |
| **Activity 3: Training of actors** | | | | | | | | | | | | |
| Preparation of a technical dossier of training: identifying participants, preparation of a training plan | | | | | | | | | | | ▓ | |
| Formation of a pool of trainers from member countries | | | | | | | | | | | | ▓ |
| Monitor the process of proliferation of courses in member countries | | | | | | | | | | | | |
| Online modules | | | | | | | | | | | | |
| Animation Site | | | | | | | | | | | | |

# ANNEX 3: TIMETABLE FOR IMPLEMENTATION (2013-2015) following

| ACTIVITY PERIODS | Jan | Feb. | March | April | May | June | July | August | September | Oct | Nov | Dec |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Priority 2 funding** | | | | | | | | | | | | |
| **Action Area:** Development of financing mechanisms of NFE | | | | | | | | | | | | |
| **Activity 1: advocacy and resource mobilization** | | | | | | | | | | | | |
| Development of a strategy document and advocacy for resource mobilization. | | ▓ | | | | | | | | | | |
| organizing a round table of TFP | | ▓ | | | | | | | | | | |
| Minister's advocacy missions leader | | | ▓ | ▓ | ▓ | ▓ | ▓ | | | | | |

# ANNEX 3: TIMETABLE FOR IMPLEMENTATION (2013-2015) following

| ACTIVITY PERIODS | Jan | Feb. | March | April | May | June | July | August | September | Oct | Nov | Dec |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Priority 3: Monitoring and Evaluation** | | | | | | | | | | | | |
| **Action Area: Support for improving systems for collecting and analyzing statistical data** | | | | | | | | | | | | |
| **Activity 1: Harmonisation of tools for collecting and analyzing statistical data of non-formal education** | | | | | | | | | | | | |
| Regional meeting to exchange experiences | | ▓ | | | | | | | | | | |
| development of tools for collecting statistical data | | | | ▓ | | | | | | | | |
| The workshops of ownership and advocacy at the national level | | | | ▓ | | | | | | | | |
| **Activity 2: Development and dissemination of analysis results indicators** | | | | | | | | | | | | |
| constitution of the consulting team | | | | ▓ | | | | | | | | |

| ACTIVITY | Jan | Feb. | March | April | May | June | July | August | September | Oct | Nov | Dec |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| meeting of consultants for the preparation of the report | | | | ▓ | | | | | | | | |
| Held workshops for disseminating the report | | | | | ▓ | | | | | | | |
| **Priority 4: Quality of education provision** | | | | | | | | | | | | |
| **Action Area: Support for the development and dissemination of educational materials (curricula, textbooks, guides, etc.).** | | | | | | | | | | | | |
| **Activity: development of appropriate educational materials** | | | | | | | | | | | | |
| hiring a consultant for the inventory of good practices | | ▓ | | | | | | | | | | |
| Inventory of good practices | | | ▓ | | | | | | | | | |
| meeting to share best practices in the specific field of the production of teaching materials | | | | ▓ | | | | | | | | |
| Training (03) days of 50 frames on the definition of an editorial policy and process of implementation | | | | ▓ | | | | | | | | |
| | | | | ▓ | | | | | | | | |
| | | | | ▓ | | | | | | | | |

ANNEX 3: TIMETABLE FOR IMPLEMENTATION (2013-2015) following

| ACTIVITY PERIODS | Jan | Feb. | March | April | May | June | July | August | September | Oct | Nov | Dec |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Priority 5: Governance and promotion of national languages** | | | | | | | | | | | | |
| **Field of action: development of a literate environment in national languages** | | | | | | | | | | | | |
| **Activity 1: Create a national resource center with** | | | | | | | | | | | | |
| **Recruitment of Consultants** | ▓ | | | | | | | | | | | |
| implementation of the feasibility study and analysis of national needs | | ▓ | ▓ | | | | | | | | | |
| resource mobilization (signing of the financing agreements) | ▓ | ▓ | | | | | | | | | | |
| Implementation of infrastructure | | | | | | | | | ▓ | ▓ | ▓ | ▓ |
| Equipment of Resource Centre | | | | | | | | | | | ▓ | ▓ |
| availability of qualified personnel for the centers | | | | | | | | | | | ▓ | ▓ |
| opening resource centers | | | | | | | | | | | | ▓ |
| monitoring and control and evaluation | | | | | | | | | | | | ▓ |

| Priority 6: Promoting holistic education | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Action Area: Development and implementation of gateways** | | | | | | | | | | | | | |
| **Activity 1: Development of official documents with equivalent levels.** | | | | | | | | | | | | | |
| National workshops to develop official texts concerning equivalence of levels | | | | | | ▓ | | | | | | | |
| extension of the texts adopted | | | | | | | ▓ | | | | | | |
| workshop of exchanges between countries of the cluster systems of equivalence | | | | | | | | ▓ | | | | | |
| dissemination of the report of the exchange inter-country workshop | | | | | | | | | ▓ | | | | |

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[1] Makhoumy Fall (2005) supported by UNESCO: Who and where are the illiterate?Francophone sub-Saharan Africa

[2] UNESCO, CONFINTEA VI, Belem, Brazil from 1 to 4 December 2009

[3] Terms of Reference of the holistic view, 2010

[4] Benin, Burkina Faso, Cameroon, Cape Verde, Central African Republic, Côte d'Ivoire, Djibouti, Gabon, Gambia, Guinea, Mali, Mozambique, Namibia, Niger, DRC, Congo Brazzaville, Senegal, Chad, Togo, Zimbabwe, Rwanda, Nigeria , Ethiopia, Kenya.

**PROGRAM ACTIONS BUDGET ICQN-ALN:**

**I) PREPARATORY YEAR (2011)**

|  | June | July | August | September | October | November | December | TOTAL |
|---|---|---|---|---|---|---|---|---|
| Preparation of the draft agenda by the committee: members of national committee |  | 4,835,000 |  |  |  |  |  | 444835000 |
| submission of the draft program to the Minister President, leader of the pole |  | PM |  |  |  |  |  | 0 |
| dispatch of the draft program to the countries members of the cluster |  |  | PM | PM |  |  |  | 0 |
| preparation of the departmental workshop |  |  |  |  |  |  |  | 0 |
| implementation of the organizing committee |  |  |  |  | PM |  |  | 0 |
| support for members of the organizing committee |  |  |  |  |  |  | 3,200,000 | 3200000 |
| stabilization of the list of participating countries |  |  |  |  | PM |  |  | 0 |
| preparation of draft letters (member countries, partner agencies, local authorities) |  |  |  |  | PM |  |  | 0 |
| development of oral communication for Council of Ministers |  |  |  |  |  | PM |  |  |
| preparation of opening and closing draft |  |  |  |  |  | PM |  | 0 |
| development of the concept paper of the workshop |  |  |  |  | PM |  |  | 0 |
| room booking and hiring of interpreters |  |  |  |  |  |  |  | 0 |
| holding of the ministerial conference |  |  |  |  |  |  |  |  |
| advocacy missions of the Minister President (Ouagadougou, Dakar - Tunis - Hamburg - Ouagadougou) |  |  |  |  |  |  | 8,900,000 | 8900000 |
| Retirement Workshop of Ministers extended to technicians |  |  |  |  |  | 127, 900, 000 |  | 127 900 000 |
| Organising Committee: |  |  |  |  |  |  |  |  |
| Subtotal 1: Preparatory Year |  |  |  |  |  |  |  | 136 800 000 |

**II) PROGRAM ACTIONS BUDGET ACTIONS ICQN-ALN 2013-2015**

| Code. | BUDGETARY | 2012 | 2013 | 2014 |
|---|---|---|---|---|
| 1 | Priority 1: Capacity building of NFE actors | | | |
| 1.1 | Field of action: training of actors | | | |
| 1.1.1 | Activity 1: identification of training needs | **41,417,200** | | 0 |
| 1.1.1.1. | Design tools for data collection; | | 0 | 0 |
| 1.1.1.2 | Routing tools for country focal points for filling | 0 | 0 | 0 |
| 1.1.1.3 | Centralized data | 0 | 0 | 0 |
| 1.1.1.4 | Data compilation and analysis; | 0 | 0 | 0 |
| 1.1.1.5 | establishment of an array of skills to build. | 0 | 0 | 0 |
| 1.1.2 | Activity 2. Preparation / review of modules and validation | **23,480,000** | 0 | 0 |
| 1.1.2.1 | Retrieval by the core team | 0 | 0 | 0 |
| 1.1.2.2 | Development of TOR for the recruitment of consultants by the core team; | 0 | 0 | 0 |
| 1.1.2.3 | Recruitment of three consultants; | 0 | 0 | 0 |
| 1.1.2.4 | Development / playback modules by the consultants (airfare + 5 consultants' fees for 30 days); | 0 | 0 | 0 |
| 1.1.2.5 | Module Validation (3 days, 26 participants: airline tickets, support) | | 0 | 0 |
| 1.1.3 | Activity 3: Training of actors | **89,650,000** | 0 | 0 |
| 1.1.3.1 | Preparation of a technical dossier of training: identifying participants, preparation of a training plan | 0 | 0 | 0 |
| 1.1.3.2 | Training of the pool of trainers (tickets, care, insurance, room rental, translation) | | 0 | 0 |
| 1.1.3.3 | Monitor the process of proliferation of courses in member countries | 0 | 0 | 0 |
| 1.1.3.4 | Online modules | | 0 | 0 |
| 1.1.3.5 | Animation Site | 0 | 0 | 0 |

| | | | | |
|---|---|---|---|---|
| P1 | SUB-TOTAL | **154 ,547, 200** | | |
| II | Priority 2 funding | | | |
| 2.1. | Action Area: Development of financing mechanisms of NFE | | | |
| 2.1.1 | Activity 1: advocacy and resource mobilization | | | |
| 2.1.1.1 | Development of a strategy document and advocacy for resource mobilization. | **6,825,000** | | |
| 2.1.1.2 | organizing a round table of TFP | 0 | | **3,000,000** |
| 2.1.1.3 | advocacy missions Minister's leader (5 tickets, support for 5 people for 15 days) | **11,900,000** | | |
| P2 | SUB-TOTAL | **18,725,000** | | **3,000,000** |
| III. | Priority 3: Monitoring and Evaluation | | | |
| 3.1% | Action Area: Support for improving systems for collecting and analyzing statistical data | | | |
| 3.1.1 | Activity 1: Harmonisation of tools for collecting and analyzing statistical data of non-formal education | | **41,265,000** | |
| 3.1.1.1 | Regional meeting to exchange experiences | | 0 | |
| 3.1.1.2 | development of tools for collecting statistical data | | 0 | |
| 3.1.1.3 | The workshops of ownership and advocacy at the national level | | 0 | |
| 3.1.1.4 | Activity 2: Development and dissemination of analysis results indicators | | **284 400 000** | |
| 3.1.1.5 | constitution of the consulting team | | 0 | |
| 3.1.1.6 | meeting of consultants for the preparation of the report | | 0 | |
| 3.1.1.7 | Held workshops for disseminating the report | | 0 | |
| P3 | SUB-TOTAL | | **325 665 000** | |
| IV | Priority 4: Quality of education provision | | | |
| 4.1 | Action Area: Support for the development and dissemination of educational materials (curricula, textbooks, guides, etc.). | | | |
| 4.1.1 | Activity: development of appropriate educational materials | | **81,000,000** | |
| 4.1.1.1 | hiring a consultant for the inventory of good practices | | | |
| 4.1.1.2 | Inventory of good practices | | | |
| 4.1.1.3 | Training (03) days of 50 frames on the definition of an editorial policy and process implementation | | | |
| P4 | **SUB-TOTAL** | | **81,000,000** | |

**BUDGET PROGRAM ACTIONS ICQN-ALN 2013-2015 (continued)**

| | | | | |
|---|---|---|---|---|
| V | Priority 5: Governance and promotion of national languages | | | |
| 5.1. | Field of action: development of a literate environment in national languages | | | |
| 5.1.1 | Activity 1: Create a national resource center | | | |
| 5.1.1.1 | Recruitment of Consultants | | 6,000,000 | |
| 5.1.1.2 | implementation of the feasibility study and analysis of national needs | | | |
| 5.1.1.3 | resource mobilization (signing of the financing) | | | |
| 5.1.1.4 | Implementation of infrastructure | | PM | |
| 5.1.1.4 | Equipment of Resource Centre | | PM | |
| 5.1.1.4 | availability of qualified personnel for the opened centers | | PM | |
| 5.1.1.4 | opening of resource centers | | PM | |
| 5.1.1.4 | monitoring ,control and evaluation | | 35,000,000 | |
| P5 | SUB-TOTAL | | 41,000,000 | |
| VI | Priority 6: Promoting holistic education | | | |
| 6.1 | Action Area: Development and implementation of gateways | | | |
| 6.1.1 | Activity 1: Development of official documents with equivalent levels. | | | |
| 6.1.1.1 | National workshops to develop official texts concerning equivalence of levels | | | 251,400,000 |
| 6.1.1.2 | extension of the texts adopted | | | |
| 6.1.1.3 | workshop of exchanges between countries of the cluster systems of equivalence | | | 44,525,000 |
| 6.1.1.4 | dissemination of the report of the inter-country exchange workshop | | | |
| P6 | SUB-TOTAL | | | 295 925 000 |
| | **GRAND TOTAL** | | | 919 862 200 |

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- **CONTACTS**
- **AGENDA**
- **Salutation**
- **RE: Réincription au CCNB Bathurst**
- **Re : Projet de Programme PQIP**

Écrire
Supprimer Répondre Répondre à tous Faire suivre Déplacer Actions Suivant Précédent
Dim, 18 sep. 2011 à 8:54
18 sep. 2011
Mail affecté d'une étoile
DE ABOU Remy À 1 destinataire

## Re : Projet de Programme PQIP

Afficher les détails
De

- ABOU Remy

À

- houloug victor

Bonjour

Merci cher Ami, j'espère qu'on se retrouvera bientot pour la suite.

<span style="color:red">Beau frère aura droit à une pintade à sa prochaine visite au Burkina</span>

A bientot!

Rémy HABOU
Directeur Général de l'Alphabétisation
et de l'Education non formelle
tel: (226) 70 26 93 51
OUAGADOUGOU
BURKINA FASO


**De :** houloug victor <houloug_victor@yahoo.fr>
**À :** ABOU Remy <abouremy@yahoo.fr>
**Envoyé le :** Dimanche 18 Septembre 2011 4h23
**Objet :** Re : Projet de Programme PQIP

# M. ABOU Remy salut,

J'ai pris connaissance, avec beaucoup de plaisir, du projet en cours de validation. Félicitations pour le travail abattu et bonne continuation.

Isaac Victor HOULOUG
Coordonnateur national du Programme National d'Alphabétisation (PNA)
Tél. (237) 99 99 86 95
             73 02 02 07
             22 03 54 24


Yaoundé / Cameroun          NB. Beau frère salut

**De :** ABOU Remy <abouremy@yahoo.fr>
**À :** "nekemile@gmail.com" <nekemile@gmail.com>; "ignacesanwidi@yahoo.fr" <ignacesanwidi@yahoo.fr>; "marieclemencekielwasser@yahoo.fr" <marieclemencekielwasser@yahoo.fr>; "awadediagne@yahoo.com" <awadediagne@yahoo.com>; "escebnf@yahoo.fr" <escebnf@yahoo.fr>; "jpbazie@yahoo.fr" <jpbazie@yahoo.fr>; "cathkats@yahoo.fr" <cathkats@yahoo.fr>; "emmagoabga@yahoo.fr" <emmagoabga@yahoo.fr>; "y.ydo@unesco.org" <y.ydo@unesco.org>; "tfniada@gmail.com" <tfniada@gmail.com>; "knyangado@yahoo.com" <knyangado@yahoo.com>; "elmeissa@yahoo.fr" <elmeissa@yahoo.fr>; "dfioetomma@yahoo.fr" <dfioetomma@yahoo.fr>; "houloug_victor@yahoo.fr" <houloug_victor@yahoo.fr>; "laresambiani@yahoo.fr" <laresambiani@yahoo.fr>
**Envoyé le :** Mardi 13 Septembre 2011 17h41
**Objet :** Projet de Programme PQIP

Bonjour Mesdames et Messieurs

J'ai le plaisir de vous soumettre les copies des projets en cours de finalisation. En effet, il est prévu une validation par le Ministre Leader du pôle et les Ministres des pays membres.

Une reflexion est en cours pour arreter une date pour la conférence des Ministres.

Dès que nous avons la moindre information, nous vous la communiquerons.

A bientot!

Rémy HABOU
Directeur Général de l'Alphabétisation
et de l'Education non formelle

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