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Triennale

Education and Training in Africa



Critical Skills to Boost Africa's sustainable development

Editorial

The Triennale is a high point in the policy dialogue among all stakeholders in African education (ministers, representatives of cooperation agencies, civil society, the private sector, the research community, etc.). This year's theme addresses an issue of very special importance. It concerns all sectors of development, but it also enables Africa to project itself into the future, at a time when a number of indicators suggest that the prospects for our continent are rather promising.

By bringing together all development stakeholders to consider a common issue – that of sustainable development – ADEA is helping to bring education and training out of their isolation and implant them firmly in African countries' development policies and strategies.

The Ouagadougou Triennale represents an innovation in several respects. It extends the scope of its delibera-

tions to new actors such as the African Diaspora and the private sector. By organizing a Korea-Africa day, it develops a partnership with an emerging country that, fifty years ago, was in a

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" La liberté "
Sculpture, Damien Kaboré (Burkina Faso)

Focus
ADEA 2012 Triennale
Focus

Critical Skills to Boost Africa's Sustainable Development

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2012 ADEA Triennale

Ouagadougou, Burkina Faso, 13-17 February 2012

Promoting critical knowledge, skills and qualifications for Africa's sustainable development:**How to design and implement an effective response through education and training systems?**

A year ago, this is the vital topic that African Ministers of Education and Training, their external partners in development and education stakeholders in Africa reckoned to be fundamental in the quest to improving the quality and relevance of African education and training systems.

The Triennale will bring to the fore lessons learnt from the research and investigations conducted to provide answers to this question. The Triennale will also dwell into the reforms and paradigm shifts needed to bring about the formation of the human capital Africa needs.

Editorial cont.

situation similar to that of several African countries today, and whose experience can provide inspiration to African leaders.

Lastly, by making the question of ethics, values and governance a central concern, the Triennale introduces into the debates a spiritual dimension that is unusual for this type of meeting, but is essential in order to reassure broad segments of African society that have difficulty in finding their marks and are losing confidence in the future of their countries.

The success of the Triennale will depend not solely on the discussions engendered by the theme, but also on the lessons learned, on the paths proposed for further work, and most importantly, on the follow-up measures that are taken.

We have high hopes that all parties interested in education and training in Africa will see in the Ouagadougou meeting a unique opportunity to project ourselves into a future full of hope for the sustainable development of the entire African continent. ▶

Ahlyn Byll-Cataria
Executive Secretary, ADEA



Education and training for sustainable development

Challenges, issues and prospects for a prosperous 21st-century Africa

By Mamadou Ndoye

Africa's future development stands at the heart of the theme of the 2012 Triennale, urging us to address the crucial issues: chronic poverty, pandemics and epidemics, drought and desertification, food crises, conflicts and civil wars and the scientific, technological and digital divides that aggravate Africa's lack of forward momentum.

It also points towards capitalization on Africa's comparative advantages and development potential: a population the majority of which is young whereas the populations in other areas of the world are old or ageing; immense mining, water, forest and energy resources; a linguistic and cultural heritage that is not exploited; a female population whose economic and social potential is far from being put to full use due to the limits imposed by illiteracy and various barriers erected by discrimination.

Will Africa succeed in this dual enterprise to position itself as the continent of the 21st century in terms of accelerated, sustainable development?

The answer sought by the preparatory exercise for the Triennale is not charac-

terized by any fatalistic outlook or based on the forward projection of constants in building the future. It is inspired therefore neither by Afro-pessimist nor by Afro-optimist scenarios.

The survival and improved wellbeing of African societies or the sustainable development of Africa will depend on the ability of its daughters and its sons to make the radical break with the past that will reverse negative trends and produce structural changes and quantum leaps in quality to initiate a virtuous circle of self-fulfillment and prosperity.

It is a matter of fact that in today's world, and this will be even truer of the world of tomorrow, knowledge and innovation have become the most decisive forces and factors for social and cultural transformation, accelerated economic development and sustainable development. In other words, education and training are absolutely essential levers to be used to drive a process of sustainable development in Africa.

But what education and what training does this involve?

Analysis of the studies and that thinking that feed into the Triennale theme reveals the rich wealth and diversity of responses that undoubtedly stem

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from differences in stakeholders' viewpoints and national/regional contexts. Nevertheless, what emerges is that they converge on a number of fundamental considerations:

- ▶ The required knowledge and innovation will be effective only if policies on education and training are given strategic importance, providing an adequate response to the specific issues and needs of a development project founded within a given context upon a realistic vision of the future.
- ▶ Only education and training that are inclusive and of high quality can form and mobilize the mass and level of knowledge and innovation required to succeed in the task of achieving accelerated and sustainable development.
- ▶ The quality involved here cannot be reduced simply to mastery of knowledge – even mastery by all as argued for by the culture of quality; it centers on the ability of all to use what has been acquired through education and training in seeking, and finding, solutions to address problematic circumstances.
- ▶ Education and training can develop such abilities only if they align their ultimate purposes and goals with what society and the economy demand, and only therefore if they adapt the curricula accordingly by adjusting their objectives, matching learning with the challenges to be overcome and the key advantages to be put to good use in the specific environment to be developed.
- ▶ There is a risk that these changes in paradigm will go no further than expressions of intention if they are not followed, once implemented on the ground, by subversion of the methods of teaching and knowledge transmission, putting the focus on learning as a process of construction by the learner of the skills that enable individuals to live and work with dignity, to participate in their

own self-fulfillment and in collective development ...

These preparatory studies and reflections therefore define a requirement to reform, or even refund, current policies and systems, which are extraverted and elitist and consequently out of alignment with the above views of the future. The changes entailed all center on the core concept of the Triennale's theme: critical skills for sustainable development. This is a core concept in learning because skills integrate and mobilize theoretical, procedural and environmental knowledge, expertise and life skills, fostering inter- and trans-disciplinary approaches. It is a core concept in the interactive relationship with the surrounding context because it develops an ability to use knowledge to solve problems, reach informed decisions, carry through projects, and more. It is a core concept in the radical changes to be brought about: the building of skills develops the capacity to invent solutions to address unprecedented problems; in other words, it interfaces knowledge with innovation.

The critical nature of the skills the Triennale has in its sights adds a further major dimension because critical skills are vehicles for a fundamental strength in human societies in meeting urgent needs for survival in the present and the demands of building a better future.

So what are the critical skills for Africa's accelerated, sustainable development?

The articles that follow offer a more analytical response to the question of the skills involved:

- ▶ Basic skills to promote for all, with no hint of exclusivity, a sense of African citizenship that is aware, empowered and active in responding to the demands of the environ-

ment, social solidarity, patterns of production and consumption, the construction of democracy, peace and lifelong learning as necessary for sustainable development.

▶ Technical and vocational skills to facilitate the transition from training to the world of work and to combat rising levels of youth unemployment, develop a spirit of initiative and enterprise creation, enhance work productivity and raise the level of competitiveness of the economy, especially the informal economy, in order to speed economic growth and eliminate chronic poverty.

▶ Science and technology skills to bring Africa into the era of knowledge- and innovation-based economies, to bring research and training up to international levels, to produce relevant scientific knowledge addressing local development issues, to train abilities to innovate and to disseminate scientific culture widely, notably by developing stakeholder communities and societies.

In the context of the reforms described above, the promotion of critical skills for Africa's accelerated development demands rigorous identification and in-depth understanding of the issues to be resolved. The need is to revisit the history of Africa from the pride of its origins to the growing awareness of the disillusion of new-found independence and including the burdensome handicaps left by the slave trade and colonization. This introspective effort, conducted through education, is a first step in overcoming various psychological, sociological, cultural and ideological barriers that prevent Africa and Africans seeing the present and the future with clarity.

A second step is to measure the impact of the quantitative and qualitative ground lost by Africa in the field of education and training in terms of the

various dimensions of development in order to understand and address appropriately:

- ▶ hegemonic strategies of economic subsistence and their links with spiraling poverty,
- ▶ the impact of global warming in terms of drought, desertification and food crises,
- ▶ the constraints arising from rapid population growth and the possibility of turning them into assets,
- ▶ the impediments to democracy, peace and African integration as they relate to the many internal conflicts and a fragmentation into small States of problematic viability.

This is very much the avenue to which the African Union's three-part vision of the future points – Peace, Integration and Prosperity – and which is built essentially around two pillars: the African renaissance movement and the Consolidated Science and Technology Plan of Action.

This construction, like that of the education and training systems that underpin it, amounts to a vast, long-term enterprise. But vastness is not a reason for postponement, but rather a reason to start the process today without delaying.

To that end, the preparatory work submits four points to the Triennale that support or initiate the construction process.

Firstly, the aim must be to define directions for strategic policies on education and training that break with functional logic and adopt a logic based on long-term development centered on demand and aligned with the engines for accelerated economic growth, the demands of an empowered and active population of citizens, the construction

of inclusive societies and promotion of peace and knowledge- and innovation-based economies. Some African countries – Kenya, Ghana and Mauritius among them – are working this.

What then becomes apparent is the second point: the necessity for each country, or indeed each African region, to structure and make fully operational the above focuses in drawing up a strategic framework for skill development. Such a framework should combine the long-term vision and identification of priority sectors, comparative advantages and key potential for development on the one hand with, on the other, current and future skill-related needs and challenges as defined by rigorous diagnostic and strategic foresight analysis.

This is very much the avenue to which the African Union's three-part vision of the future points – Peace, Integration and Prosperity – and which is built essentially around two pillars: the African renaissance movement and the Consolidated Science and Technology Plan of Action.

This is a condition to be met for the accessibility, relevance, external effectiveness (impact) and national and local sense of ownership of education and training in the sense in which they are effectively at the service of what society and the economy demand for economic, social, political and cultural progress.

And finally, we should emphasize that the importance of all the above must not blind us to the fact that education and training are necessary but not sufficient conditions for development. In order to achieve the desired impact, such strategies will need to be made part of a general social transformation which will also demand changes and new dynamics in economic production, preservation of the environment, social justice, health, political governance, democracy, and other spheres.

Africa's entry into the virtuous circle of sustainable development will be determined by the interaction between the above dynamics of transformation and those of education and training.

A forum for debate

Biennales and Triennales aim for paradigm shifts

ADEA's Triennales and Biennales on Education and Training in Africa is the most important event on education in the continent and worldwide.

Organized since 1993, the event's significance is both in terms of participation – some 700 people are expected at the 2012 Triennale (the first Triennale was in 2008) in Ouagadougou, including some 60 African Ministers of Education – and the depth of the discussions, which are underpinned by solid research, insights on the ground and consultations with stakeholders in the education and other sectors of development.

The Biennale/Triennale is the high point of ADEA's activities, which remains, first and foremost, a forum for policy dialogue. At this forum Ministers, representatives of cooperation and development agencies, researchers and other education professionals engage in robust debate. These discussions aim to be the catalyst for change in Africa's education and thus its development.

At the Biennales/Triennales these gatherings focus on a theme chosen as crucial by African Ministers of Education.

This year the theme is: Promoting the critical knowledge, skills and qualifications for Africa's sustainable development: How to design and implement an effective response by education and training systems

The preparatory work of the Triennale identified the need to build up a critical mass of human capital including:

- ▶ citizens capable of bringing about the social, cultural and political changes required for Africa's sustainable development;
- ▶ workers with skills that will raise productivity at work and boost economic growth;
- ▶ highly qualified human resources that will contribute to the production of scientific knowledge and technological innovation and to the development of globally competitive knowledge-based societies.



As part of its preparations for the Triennale, ADEA has in the past year carried out extensive research, collated country experiences related to the topic and organized consultations with key stakeholders. In a move to expand its platform for debate ADEA included stakeholders from outside the education sector. They include representatives of the private sector, youth, civil society, the health, environment and agriculture sectors as well as from Ministries of finance, employment and rural development.

The results of the work have been synthesized and will be presented.

The 2012 Triennale will therefore consider the reforms and paradigm shifts needed to bring about the formation of the human capital Africa needs.

The 2012 Triennale will take place at the Ouagadougou International Conference Center in Ouagadougou, Burkina Faso, on February 12 -17, 2012.

It will be opened by the President of the Republic of Burkina Faso, H.E. Blaise Compaoré, on February 13, 2012.

The Heads of State of Côte d'Ivoire, Togo, and Niger, Excellencies Alassane Ouattara, Faure Gnassingbe and Mahamadou Issoufou are expected to attend the Triennale, as well as a representative of the President of Rwanda, Paul Kagame.

The Triennale will end with recommendations and an action-oriented agenda.

A number of events will be gravitating around the Triennale (see calendar on the back page), including The Caucus of African Ministers of Education (February 16), the Diaspora Day (February 11), and the Korea Africa Day (February 12). A knowledge and Innovation Fair will also feature innovative and cutting edge projects and initiatives.

More information on ADEA Biennales and Triennales is available on the ADEA website www.adeanet.org

To the core

Wholesale integrated reform for sustainable development starts with the curriculum.

By **Wim Hoppers and Amina Yekhlef**

The biggest challenge for education systems: to serve the needs of all learners in a manner that takes into account the wider needs of communities and the nation at large

At no level is the agenda of reviewing the learning of skills and competencies as urgent as that at the level of basic education.

This concerns the initial learning of children in ECD, primary education and the basic learning of out-of-school youth and adults.

We can speak of a common core of fundamentals consisting of basic knowledge, skills, and competencies, as well as appropriate attitudes and dispositions – to be acquired through any recognized learning pathway: formal, non-formal or informal; institution-based or work-based; face-to-face or by distance; secular or faith-based; or through any combination of these forms.

This article reviews the analytical work undertaken in preparation for the discussions at the ADEA Triennale on Sub-theme 1: Common core skills for lifelong learning and sustainable development in Africa.

Responsive educational systems required

The key question facing educational systems in Africa today is how to build

a response that would enable relevant and appropriate learning outcomes to be acquired in the most effective manner?

The ADEA Maputo Biennale, which took place in 2008 made a significant contribution by recognizing the need to move towards diversified and flexible as well as integrated systems that can better respond to the learning needs of all. Subsequently the 2012 Triennale will focus on the policies and programs to move in this direction; as well as on the quality and effectiveness of forms of learning in relation to the needs of sustainable development. The biggest challenge for education systems will be to effectively serve the needs of all individual learners in a manner that takes into account the wider needs of communities and the nation at large.

A further challenge is to address the acquisition of common core skills (CCS) for sustainable development. This is a continuation of the work by the 1990 Jomtien World Conference on Education for All, which defined 'basic learning needs'.

Common core skills need to be continuously reinforced and built upon throughout lifelong learning, thus enabling young people and adults to continue developing themselves and to adapt their skills and competences to the changing needs for ongoing socio-economic, cultural and political participation. Such continuous learning has an added value because of the need to build capacity and empower African people.

But a general acquisition of common core skills can never succeed without corresponding shifts towards adopting a holistic, integrated and inclusive approach to basic education. Embedding common core skills also requires the full recognition of alternative pathways for education and training in the system; and the emphasis of reform on learning processes and outcomes that are relevant in learners' lives and in the context of sustainable development.

But countries are themselves responsible for what types of common core skills and what combination can best work within their own contexts. At the same time each country has become part of a globalized world and is thus compelled to consider skills that will enable all learners to function in a meaningful and constructive manner in this environment. Common core skills will also vary in relation to the background and dispositions of the learners.

Policies that could bring about change

Many of the common core skills have in various ways become part of efforts to improve the relevance of education for different age-groups, starting with pre-school learners up to adults. These important innovations have been developed in both formal and non-formal educational settings. However, the complex nature of many of these skills requires far more attention and

systematic development in relation to one another across the curriculum.

Given the paramount importance of literacy and early reading, these need to be introduced in the mother-tongue. The basis for cognitive and scientific skills is already laid in the early years of children's lives, through stimulation of children's thinking, their curiosity and their creativity.

An early interest in science needs to be developed in school and at the primary level, with as much parental support as possible. Skilled teachers should capitalize on children's natural interest in their environment and interact constructively with their own sense of the world.

In several countries the exploration of modalities for peace education is an important part of social skills. Progress is being made in this field by enabling young people to reflect more deeply on issues of conflict and peace and also to develop values such as tolerance, respect for other views and cultural traditions and peace-building skills.

The current trend to regard core skills as valuable only in the light of their relevance for the labour market denies their broader significance for the lives of younger and older people as well as for the social, cultural and environmental dimensions of sustainable development. This implies a need for school learning to be connected to learning in the home environment as well as indigenous knowledge for the purpose of helping children to understand the value of different traditions.

The curriculum, it is argued, must be the entry point to wholesale and integrated educational reform towards greater relevance for sustainable development. Consequently, developing a comprehensive curriculum framework to be

valid across all forms of basic education, incorporating selected common core skills, must be the first priority.

The introduction into education systems of skills-based curricula will need to be done in a holistic manner, linking curriculum reform to major changes in teacher education and development, teaching-learning support materials, use of ICTs, school leadership, management and supervision, and assessment practices. Moreover this should involve all forms of education, including ECD, non-formal and informal learning – thus creating 'schools without walls'.

The lifelong learning perspective demands that youth and adult education become integral parts of the overall education system so that essential complementarities can be identified between skills requirements for children and those for their parents, as well as between adolescents and adults. This means that curriculum reform for school education may need to go together with fundamental reform of adult education and functional literacy programs. Large numbers of adults have experienced the same deficiencies (if not more) that characterize current school education and thus are equally poorly prepared to face the impacts of present radical changes in society.

Such holistic reforms will require the participation of all stakeholders in decision-making on design and in the actual implementation processes. This is also necessary for pedagogical reasons as in basic education for children there is need for a pedagogic triangle of teachers, learners and parents as well as the community in order to achieve desirable learning outcomes.

In terms of the further implications of curriculum reform, much attention needs to be given to the actual pedagogical practices in the classroom, to

the effective use of appropriate teaching-learning support materials, and to the central role of learning assessment. Research in East Africa showed that teacher-pupil classroom interaction appears to be the single most important factor accounting for wide differences in outcome measures using the same curriculum materials and purportedly the same teaching method.

Changing pedagogical styles and classroom interaction constitute a major challenge to teachers and to teacher training and development institutions and programs. In addition to the pedagogical skills, other issues include

changing the mindset about teaching and learning and thus about the roles and responsibilities of teachers and learners in the pedagogical process. Teachers need to be assisted to understand and appreciate what they are in for so as to accept what may be an additional workload. This by itself can be a major issue, particularly in countries where teacher motivation and commitment have been negatively affected by decreasing salaries and poor conditions of service.

Further issues concern changes in classroom management and the organization of learning; changes in school governance and organization; the very 'ethos' and culture of schools; the principles governing learners' activities and behaviours; and changes in the manner in which teachers interact with the outside world, from parents to employers. Moreover, changes in pedagogy pose challenges to school heads, supervisors, professional support and quality assurance personnel – and not in the least to learners and their parents.

Inclusivity linked to achieving equality of opportunity for all children regardless of their background, circumstances and age is gradually being

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Developing technical and vocational skills

for employability, employment and economic growth: Things that matter

By George Afeti and Ayélé Léa Adubra

Technical and vocational skills oil the engine of growth

Over the past decade, most African countries have embarked on wide-ranging policy reforms and initiatives to revitalize their technical and vocational skills development (TVSD) systems. These reforms have been fuelled by an increasing awareness of the critical role that technical and vocational skills can play in enhancing labor productivity and economic growth at the national level and incomes and sustainable livelihoods at the individual level.

Countries with skills shortages and human capital deficits cannot compete in the global economy which is dominated by knowledge and skills and much less by primary commodities and natural resources. African countries in particular will need to build a skilled workforce capable of participating in the economic process of value addition to primary commodities as well as producing goods and services at competitive prices for trading on the international marketplace. The manufacturing and productive sectors of the economy thrive on the availability of quality technical and vocational skills. A national workforce imbued with high-level technical, entrepreneurial, and other work-related skills is therefore a critical success

factor for national wealth creation and economic growth.

At the individual level, the acquisition of employable skills is the entry point to the world of work and employment opportunities, income generation, poverty reduction and improved living standards. Poverty is an attack on personal dignity and a threat to national stability and good governance. The key to poverty reduction is economic growth and the creation of jobs and employment. However, poor people without employable skills cannot participate effectively in the productive sectors of the economy or benefit from any economic growth process. The acquisition of skills and job-specific competencies is therefore a crucial intervention in any poverty reduction strategy.

The challenge of youth unemployment

Youth unemployment is a serious concern in Africa. Although the youth (15 – 24 years) make up 40% of Africa's total population, they account for 60% of the unemployed. An estimated 95 million young men and women in sub-Saharan Africa out of a total youth population of about 200 million are illiterate and are either unemployed or in low-paid jobs. Every year, between 7 million and 10 mil-

lion young Africans enter labor markets that are characterized by high unemployment, low productivity and poverty-level incomes. These figures point to the absence of relevant skills for productive employment and demonstrate the reality of the huge numbers of African youth engaged in precarious jobs as street vendors and poorly-paid workers in irregular and seasonal employment.

The large numbers of young people who are not in education, employment or training is not only an indictment on the efficiency of national education and training systems but also a national security concern. As the recent history of conflicts and wars in Africa amply demonstrates, unemployed youth are more likely to be recruited into armed movements and criminal gangs. They are also candidates for illicit activities, including drug trafficking, prostitution, cyber crime, and inter-communal strife. Equipping the youth and the adult population with employable skills is therefore a key development issue and challenge.

Key issues, challenges and policy choices

The ADEA Triennale process has revealed that many countries have indeed undertaken far-reaching policy reforms of their TVSD systems or are actually in the process of implementing innova-

tive interventions to promote skills development for socioeconomic growth. Although it is too early to evaluate the impact of these new strategies and approaches, it is important for policy makers and training providers to keep in mind the policy choices and interventions that are more likely to promote a more robust and effective delivery of technical and vocational skills. Here are the key issues and challenges and the things that matter:

Policy reforms must be rooted in national economic and human resource development strategies. Policy reforms must assign specific national development functions to TVSD. Is the policy focus on providing skills for supporting private sector growth or youth and women economic empowerment? Or is the thrust of the policy on diversifying the national stock of skills and the development of high level skills for participation in the global economy? Of course, a national TVSD policy can address all of these concerns and more. However, it is important to link TVSD policies to clear and realistic economic and national human resource development goals that also take into account national values and technological preferences.

Revitalize the informal TVSD sector. The rapid expansion of enrolment in primary and lower-secondary education in most countries (bolstered in part by the Education for All campaign) without a corresponding expansion of opportunities for upper secondary school education, has led to the presence of a large youth population who do not have much of a chance to continue their education beyond primary or lower secondary school. Education and training systems are therefore confronted with a social demand for post-basic skills training opportunities as well as by economic concerns linked to youth employability and

the dominance of the informal economy in most countries.

The skills needs of out-of-school youth, early school leavers, and adults are best addressed by informal sector training providers. Formal sector training providers are often too rigid in their operations and training curricula, and are ill-equipped to respond to the peculiar training needs of these categories of learners in terms of flexibility in training delivery, teaching methodology, admission requirements, and language of instruction. Revitalizing the informal sector provision of skills will involve concrete efforts at the national level to regularly update the skills of master crafts persons and improve upon their pedagogical skills; introduce reforms into master-trainee performance contracts and agreements, and facilitate the injection of new technologies into the traditional apprenticeship system.

Strengthen skills provision for the agricultural sector

With 60% of the world's uncultivated arable land, agricultural development has great potential for growth in Africa. TVSD policies and strategies should therefore include a strong component on the provision of skills required for areas such as irrigation, farm mechanization, land preparation, food processing, livestock production, marketing, and bio-fuels. In this regard, there is need for review of land tenure systems that hamper access to land.

Policy reforms should also target the development of higher level skills

The type of low-level skills often acquired through traditional apprenticeship (such as hairdressing, dressmaking, carpentry, etc.) are not capable of producing a globally competitive workforce imbued with the higher level skills nec-

essary for technology adaptation and innovation, transformation of national production systems, and industrialization of the economy. TVSD policies and strategies should therefore address the development of both basic and higher level skills.

Mere acquisition of skills does not guarantee employment

Very often national TVSD policies and strategies fail to recognize that skills acquisition in itself does not create jobs or guarantee employment unless the training is matched to demand that is driven by the employment market and the national economy. Providing vocational training merely as a means of keeping unemployed youth off the streets without linking training to the growth and employment-generating sectors of the economy is a poor workforce development strategy that increases the frustration of job seekers who may have skills that are not in demand. It also undermines the credibility of vocational skills acquisition as an effective response to youth unemployment and poverty reduction.

National TVSD policies should therefore be based on a sound analysis of the employment market (the skilled labor employers want) and the education and training market (the type of training being delivered) while paying attention to the phenomenon of occupational elasticity or the rapidly changing typology of occupations.

Skills alone not enough for growth

The availability of skills, even of the highest quality, does not constitute a sufficient condition for increased productivity and economic growth. New technologies and more efficient production systems and machinery are also important and may play a more

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Education through science

Universities should nurture stronger local and regional ties

By Khadija Khoudari and Kabiru Kinyanjui

Quality improvements, growing the numbers in science, technology and engineering courses and differentiating institutions for skills development remain part of the higher education discourse.

As Africa ventures deeper into the second decade of the 21st century, there are indications that the continent is on a threshold of making breakthroughs in socio-economic development. The rate of economic growth - at an average of 4.5% - achieved in the last decade in most of African countries, signals that the continent has put in place reforms and policies that will ensure political stability, the management of economic and social programs and structures for sustainable development. African countries have also articulated policies and programme to enable them to benefit from the global developments in science and technologies. The adoption of ICT and especially telephony technologies in Africa has been remarkable. This has enormous promise of becoming a platform for development of new innovations and entrepreneurship. It is now well recognized that Science and Technology (S&T) is criti-

cal for Africa's global competitiveness, value-addition to the vast natural resources, creation of jobs and overall sustainable development.

Against this backdrop a few key issues, deemed critical to the process of acquisition and utilization of scientific and technological knowledge, skills and innovations for sustainable development have been identified for discussion at the forthcoming ADEA Triennale.

These issues, to be discussed as part of Sub-theme 3, pertain to how Africa's long-term development and interests can be fundamentally transformed by aggressive policies and actions to acquire, adopt, disseminate and utilize scientific and technological knowledge and skills.

There is a need to interrogate how African countries have articulated policies and strategies to realize benefits that emanate from science, technology and innovation (STI). Beyond the articulation of policies, it is important to question what measures are being taken to build capacities and institutions for implementation of the agreed strategies. This is to add value to existing resources while seizing upon the emerging opportunities and markets to create new products, processes and jobs.

Higher education for sustainable development

The discourse starts by focusing on what constitutes the foundations of lifelong learning in science and technology. We have zeroed two elements, an appreciation and incorporation of indigenous knowledge in the learning process in the schools and improving the quality of teaching of mathematics and science throughout the formal schooling system. We are urging for the integration of indigenous scientific and cultural knowledge with what is taught as legitimate school curriculum. In this way, it maximizes the use of local community knowledge to build a firm foundation for learning science among the youth in primary and secondary schools and later tertiary institutions and national research and development institutions. Sub-theme 3 also recognizes that Africa's population is relatively young thus requiring major investments in education, health care, training and in acquiring scientific and technological capability. The challenge for Africa is to recognize the possibilities and the potential the youth represent, and invest accordingly to harvest the demographic dividend that comes with a youthful population.

Africa also has a rapidly expanding tertiary education system fueled by

high demand. A welcome partnership between the public and private sectors has emerged to meet this demand. The expectation is that these institutions will provide training in skills and the knowledge required in the market, undertake research for development, provide community service and in the process become drivers of socio-economic growth. Consequently, African countries are investing enormous resources in the development of tertiary education. However, these investments are not always accompanied by quality provision and outcomes, and are biased toward humanities and the arts. Too small proportion of the students is taking courses in science, technology and engineering.

In general African universities have become complex institutions with growing numbers of students, and a change is now needed in the way in which they are managed. Consequently universities tend to adopt management practices similar to those in business organisations with a particular emphasis on strategic planning, market research, management of research, financial development planning and performance management. This new development is indeed necessary for the development of science and technology in higher education. The quality of research depends largely on scientific staff and financial and physical resources, but more importantly, it is dependent on the management that is capable of linking the research world and the state on the one hand with the corporate world on the other; and which takes care of adjusting research to fit strategic requirements defined by the university and the government.

The universities in most countries are expected to play the critical role of undertaking research and development

and creating innovations that, once linked to productive sectors of the economy, can transform the social and economic circumstances of the majority of African people. Universities together with other research bodies form national science, technological and innovation systems, which well guided, can play an important role in the path to socio-economic transformation and sustainable development in Africa.

Sub-theme 3 has also recognized that certain segments of the population are excluded in the way access to institutions and opportunities are organized and shared, and in particular in the field of science and technology. Gender inequalities and exclusion have been highlighted especially in the access and distribution of opportunities for learning and careers in the science, technology and innovation systems. This tendency could deprive an African country of the talent of half of its population. In our view investment in the excluded segments of the population is critical to equitable and just development of the continent.

Of particular importance at this juncture in Africa's development journey, is the utilization of ICT in the acquisition of knowledge and skills needed for development. ICT is also a necessary platform for the advancement of knowledge and the adoption of innovations in Africa. At the moment Africa is embracing ICT but it faces serious problem in terms of investment in internet connectivity and training of required personnel. Sub-theme 3 argues for concerted efforts to upgrade ICT infrastructure, its utilization in scientific and technological research and in building the necessary capacities needed by the young population to propel Africa into knowledge society and global integration.

The need to build public awareness of the potential of science, technology and innovation and how that potential can be achieved in the society is also a concern of Sub-theme 3. Hence portrayal of science and technology in print and electronic media is critical to building public literacy and awareness of the power and potential of science and technology in dealing with poverty, food security and improved healthcare, fostering entrepreneurship and jobs.

This awareness is critical in mobilization of all stakeholders to work towards the realization of the visions, policies and programs that African countries have articulated in the development of science, technology and innovations.

There is also a need for the transition from "science education" to "education through science". This transition is necessary to reinforce the importance of innovation as well as scientific and technological culture. The effort to ensure relevance can lead the higher education sector to open up more to its immediate surroundings: regional, national and local. The meaning of the "university of development" has thus changed; it no longer refers to a university that evolves according to the ambitions defined by a national development plan, but also to a university that creates stronger ties with its immediate environment.

Finally the discourse recognizes the efforts that African countries are making at continental and regional levels to promote cooperation and collaboration in the development of scientific and technological capacities and institutions. The African Union, UNESCO, UNECA (United Nations Economic Commission for Africa) and regional economic communities have been at the forefront of the current initiatives. This is accepted as imperative: If African countries are to be competitive,

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A Triennale built on partnerships and dialogue

Quality nodes bring together countries

By Richard Walther

The private sector, civil society and the youth were roped in to help shape the agenda of the 2012 Triennale.

The Maputo Biennale in 2008 showed that education and training systems have to be designed, implemented and evaluated within a framework in which the public and private sector work closely together. These partnerships are necessary to ensure education and training systems respond appropriately to the needs of the real economy and the society.

The Biennale also highlighted the degree to which various countries on the continent face common challenges. The unequal access to schooling for the poorest and the most vulnerable population groups is widespread. Similarly, the difficult transition to the world of work for the large number of young people who leave school too early remain a problem.

Convinced by these observations, ADEA decided to involve the private sector and civil society directly, along with young people, in the preparations for the Triennale in Ouagadougou. With

Maputo as their spring board they had fleshed out the nature of the partnerships required and define through mutual consultation the critical knowledge, skills and qualifications likely to promote sustainable development in Africa. In addition initiatives such as the Inter-Country Quality Nodes have been set up to reinforce the sharing of information and experience between countries and sub-regions. The private sector and civil society meet

Relevant skills, a coherent education and training agenda and the neglect of lifelong learning were at the top of the agenda when about 40 employers' federations, social partners, vocational organizations, international, national and local NGOs, and representatives of the diaspora met in Tunis in May 2011.

The three main themes were the following:

Lack of relevance in systems of education and training.

There is a disconnect between education and training systems on the one hand and the labor market on the other, the result is that teaching establishments turn out thousands of graduates every year who lack the skills that the labor market is demanding.

Lack of dialogue between the actors and the managers of systems of education and training

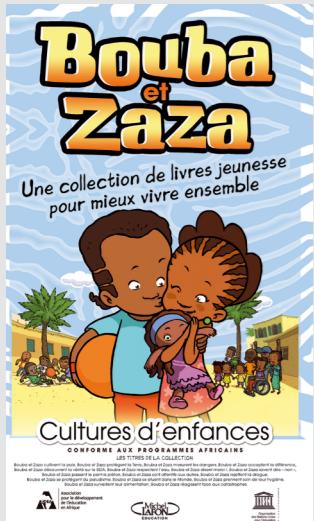
► Although the actors in the labor market and in systems of education and training respect each other and know that collaboration between them will improve their capacity to achieve shared goals, they tend to work in their own separate worlds. The challenge is to bridge the gap between them with a management system based on consultation that develops both the public/private partnership and the frequently non-existent cooperation between the various government ministries charged with education and training.

Lack of lifelong learning

► The ability of firms to be competitive in markets, especially in national and sub-regional markets, depends on their employees' skills, which are, in turn, dependent on the training they have received and continue to receive. Consequently, lifelong training and capacity-building for employees are more necessary than ever before. However, an analysis of the policies in various countries shows that ongoing training for the working population is not high on the agenda - an impediment to the growth and competitiveness of the whole of the economic sector.

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Bouba and Zaza



A new series of African children's books aims to prompt young and old to start talking

Childhood Cultures uses the adventures of two characters, Bouba and Zaza, to introduce topics such as war, HIV and Aids, as well as the protection of water and the environment into household and classroom conversations.

In this way it could build bridges between parents, their children, schools and communities.

But it also focuses on embedding values. Through Bouba and Zaza, young readers could develop their sense of responsibility and their ideas of justice, of "good" and "bad", as well as improve their communication skills and their proficiency with oral and written language.

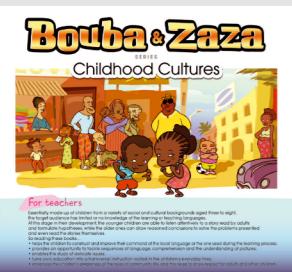
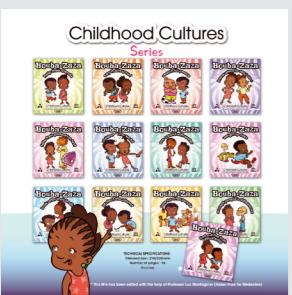
Although the books are primarily aimed at three to eight year-olds, children up to 15 could use them to strengthen their existing reading and comprehension skills.

Africa has the youngest population in the world, with 130 million children (20% of the total population) under the age of 6. Chronic malnutrition affects them severely. International research findings have shown that appropriate food, medical care and intellectual stimulation during the early years of life improve children's aptitude and learning capability throughout their lives. Such research also indicates that the availability of books in the family environment has an incidence on children's level of educational attainment and that children who have many books at home stay in school about three years longer than those who do not.

Developed by ADEA's Working Group on Early Childhood Development and UNESCO's Regional Education Bureau in Dakar, Senegal the series hope to address these ongoing developmental challenges faced by Africa's children.

In addition it will reduce the glaring shortage of appropriate children's books.

Bouba and Zaza will be made available in French, English, Portuguese and Kiswahili. ▶



The voice of the youth

by Marie Tamoifo

We are participating in the 2012 Triennale to voice the concerns of Africa's young, workers, leaders, students, out-of-school youth, entrepreneurs and leaders.

We are passionate about the development of Africa's youth – particularly of those in rural communities – and we hope to see economic opportunities proliferate on the continent.

We are also participating in the Triennale because we are affected by the acquisition of critical knowledge, skills and qualifications for African development and because we would like to see the deliberations on educational reform extended to involve all young people: those in the informal and non-formal sectors, young people out of school, rural and urban youth, young mechanics and craftsmen, young clothing designers, young leaders – in short, all those young people who are talented and active but also have huge needs.

We are often reminded that "you are the leaders of tomorrow", but what is a good leader? What examples do we have? And why tomorrow rather than today? This prompts us to think about education for leadership.

During this Triennale we therefore need to ask: What kind of education is needed for the future of the African youth? Everybody says that the future of the coming generations depends partly on the heritage provided to our children. How indeed can we talk about values without talking about knowledge transmission? And most importantly, which types of knowledge should be transmitted, given the increasing pace of change in information and communication technology and the recent changes in our developing societies?

Only one thing can help to improve citizens' well-being and quality of life: having decent, stable and long-term employment. And the overall purpose is to educate children with a view to their intellectual, physical, civic and moral development, for smooth integration into society, taking account of economic, social, cultural, political and moral factors.

We deplore the "formatting" and "stifling of the imagination" on the part of the universities. We need to invent new models to rethink the African vision and African union. We all need to ask ourselves: What forms of education should we have for what forms of knowledge, what jobs and what opportunities? What education for what leadership and what development? We expect to see, emerging from African schools and universities something other than unemployed graduates, technicians and engineers. We are no longer able to keep up with the pace of global change because we are seeing a real crisis in the transmission of knowledge; since knowledge is changing faster than the time needed to acquire it, we need to quadruple our number of solutions and start running.

We need to find other forms of learning, to return to basic principles, to African history, to African ethics and values, to our traditions, fundamental and ancestral rights and beliefs; we need to integrate the use of new technologies; we need to create another form of entrepreneurship.

Today, the only possible way of keeping up with the world lies in close collaboration, cooperation and contextualisation, which are indispensable to Africa's development. Young people must respect each other, self-actualization, and cohesiveness. These are all forms of learning that call for humility, honesty, exemplary behavior, respect, esteem, tolerance, identity and sharing – values that also, quite naturally, constitute the school of life.

Today, we need solutions that are both immediately applicable and appropriate to our contexts. It is our hope that the Triennale and all the stakeholders and professionals attending it will propose, to the states and governments concerned, effective, realistic and achievable ways and means for successful reform of education systems in Africa. ▶

Marie Tamoifo is a youth leader from Cameroon. This is an edited version of a speech she made during the ADEA Youth Forum held in Rabat, Morocco in October last year.

A first step

Diaspora Day opens dialogue

There are avenues for skills transfer from the African Diaspora to their countries of origin – in particular in the area of science and technology – and they should be explored and strengthened.

This emerged at the inaugural African Diaspora Day organized by ADEA as a starting point to involve citizens and emigrants in the development of their mother continent.

Nearly 250 people participated in the day-long meeting at the International Conference Center in Ouagadougou. It was opened by Burkina Faso's Minister of Foreign Affairs, Djibril Bassolé, who called on the participants to identify means of involving African emigrants in the transformation of education in Africa.

"We need to see how our sons and daughters outside Africa can contribute to the use of an approach that ensures a close match-up between training and employment", he suggested.

The discussions led by ADEA Executive Secretary Ahlin Byll-Cataria enabled the participants to identify avenues for skills transfer from the Diaspora to emigrants' countries of origin,

particularly in the area of science and technology.

In the first part of the round-table discussion, Salah Hannachi, a former Tunisian ambassador to Japan, informed the participants of successes.

"We have taken initiatives with the Tunisian Diaspora in Japan that have had a real impact in Tunisia in the scientific and technical domain, particularly in the water and energy sectors and in scientific programs".

Similarly the experiences of Nigeria,

Mali, Senegal, Burkina Faso, Togo,

Kenya and Sierra Leone revealed a

range of of initiatives already taken by the African Diaspora on behalf of emigrants' home countries. In this respect, Mali's experience with the "TOP Ten" project aroused lively interest among the participants, who expressed the hope that other African countries

would follow Mali's lead.

"The TOP Ten project is a promising initiative led by the United Nations Development Programme (UNDP). We must consider, as was done in Mali,



how we can benefit from this project, so that the Diaspora can participate in the development of science and technology in Africa", remarked Hamadou Saliah-Hassane of Niger, professor at the University of Quebec in Montreal (UQAM).

On concluding their discussions, the participants agreed on the main messages to be communicated - mainly to the African ministers of education - who will attend the ADEA Triennale this week.

A number of panelists felt that the meeting had amply fulfilled its objective of taking the first step toward gradual involvement of the Diaspora in the policy dialogue on educational issues in Africa.

Most importantly, the meeting gave participants a better grasp of the Diaspora's point of view on these questions and enabled them to examine how it can help to resolve the challenges raised by Africa's development, particularly in the education sector. ▶

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All the participants concluded that it was more than ever necessary for each country to develop a strategic vision of education and training and to mobilize all actors for the effective and concrete implementation of that vision.

The Youth Forum

A recent gathering of roughly 60 youth leaders from the continent's various sub-regions began work on a youth declaration on education and training that is expected to be presented at the upcoming ADEA Triennale

Leaders of national councils and national associations of young people, business people, job seekers, young workers in the informal sector and innovators in technological domains such as the representatives of the social networking experiment Africa 2.0 and the training gateway Coders 4 Africa met in Rabat in October 2011.

As the youth they stressed the difficulties they encountered to be included in issues relating to education training and employment in their countries. In addition, they highlighted the obstacles they face as they try to find jobs and the fact that existing systems of education and training appear to ignore the basic components of African culture and values. They are therefore incapable of helping them find out "where they came from, where they are now and where they are going".

In an effort to tackle these experiences, three working groups were created to deal with culture and sustainable development; socio-economic integration; and necessary reforms in systems of education and training. These working groups provided the representatives with an opportunity to define key messages with the Triennale in mind. Subsequently the group decided

to continue their discussions through an interactive forum on the Internet and to prepare a youth declaration. This will address the role that the youth must play in "designing and building effective and relevant systems of education and training". They would like systems that can prepare them to be both active citizens and competent professionals and, ultimately, positive agents of change in an increasingly globalized and interdependent world.

Inter-Country Quality Nodes (ICQN) at the service of a pooling of education and training policies and resources

ADEA set up the Inter-Country Quality Nodes (ICQNs to pool experience, learning and knowledge that can be the catalysts for innovative policies and practices that, in turn, can trigger educational change.

During the preparation for the Triennale the nodes made it possible for countries to cooperate in the areas of Education for Peace, Technical and Vocational Skills Development (TVSD) and literacy.

The ICQN on Peace Education

The Triennale will hear more about cementing peace education into education systems following a round table in Kinshasha in July this year which brought together nine African countries and several continental and international agencies.

The meeting aimed at consolidating the network of supporters of education for peace and to provide concrete input on the political practices necessary to address the challenges of peace in and through education.

The results of the round table will be shared at the Triennale and is poised to invite all African countries to explore the ways in which they can contribute to the Inter-country Quality Nodes' (ICQN) work.

Kenya's Ministry of Education has been leading the way on education for peace. It has been calling for an intra-African dialogue with a view to formulating, reinforcing and implementing strategies and policies for peace education.

To that end, the Ministry hat proposes the introduction of education for peace at every level in the education system through strategic interdisciplinary, inter-regional and multisectoral partnerships.

Although This action relates primarily to States affected by conflict or which are fragile, it is generally a proactive measure and a means of preventing conflict and crisis.

It therefore relates to all education systems and all countries.

The Inter-country Quality Node on Technical and Vocational Skills Development (ICQN/TVSD)

Inter-country working groups are planned on apprenticeships, the development of public/private partnership and national certification frameworks, thanks to the work done by the Inter-country Quality Node on Technical and Vocational Skills Development (TVSD).

the Ministry of Technical Education and Vocational Training of Côte d'Ivoire has launched this quality node. The aim is to enable the many countries involved to benefit from pooled experience, analysis and evaluations conducted in this field at the regional, sub-regional and continental levels. In this way it could address the common challenges: facilitating the transition to work of the

continued on page ...23 >

Youth, civil society and the private sector speak up

By Richard Walther

In the preparatory process leading to the Triennale, representatives from civil society, the private-sector and youth, have expressed and formulated the broad lines of their thinking, analysis and proposals for action that will be presented and debated at the Triennale in Ouagadougou. Key messages emerging from them follow.

Message 1: Education, training and employment must be placed at the heart of Africa's vision of the future

Participants who met during the Private Sector and Civil Society Consultation (PS/CS Consultation) held in Tunis, May 18-20, 2012, expressed the fact that

"Africa's sustainable development demands a shared vision of the future of the continent and a vision in each country, to be defined with all concerned actors" Such a vision assumes that Africa's demographic, economic and cultural riches are core advantages for the continent's future. But that assumption will only become a reality, if *"as part of that vision, education and training become the main drivers for change"*.

The definition of such a vision is, for young people, the only way of *"knowing where they come from, where they are and where they are going and on the basis of those criteria how they can play their role to the full"* (Youth Forum). It must be reflected in a strategic plan at national and continental level *"that puts the management of human resources at the heart of development"* » (PS/CS Consultation) and *"places employment*

at the center of every social, cultural and economic policy" (Youth Forum held in Rabat, October 19-21, 2012). Building the capacities of young people and of adults must therefore be at the heart of policies as an absolute condition to be fulfilled if Africa is to transform its opportunities, its natural riches, the youthfulness of its population and its cultural heritage into effective levers for sustainable development. Only massive investment in education and training will enable the continent to accelerate its development and thus play an active role in a globalized world (PS/CS consultation).

Message 2: Education and training are guarantees for the future on condition that all learners are empowered to become agents of economic and social change

The broad lines of reforms to be brought about emerged from the Private sector and Civil society Consultation (PS/CS Consultation).

The first action for such reform must be to bring the actors in the systems of education and training *"out of their ivory towers"* and eliminate the gap separating them from the labor market. Schools must become open places where all the different players can interact and define collectively which radical changes must be achieved.

The second action should be to move the systems of education and training away from a supply-based logic and towards a logic based on demand. *"The*

systems operate in a manner very far removed from societal concerns in the sense that what they produce is not precisely what society or the labor market need most ... Implicitly, there is a disconnect between education and training on the one hand and the labor market on the other, resulting in the paradox whereby teaching establishments produce thousands of graduates every year despite the dramatic shortage of the skills actually required by the labor market." (PS/CS consultation)

The third action is to move away from a logic based on teaching to one based on learning and to ensure that young people leaving the school system *"become actors and agents in the transformation of their countries"*. For this to be so, they must acquire the crucial skills that are needed for sustainable development, in order to *"develop a spirit of initiative, leadership, creativity and enterprise in order to shoulder their responsibilities in the labor market and play an active part in the economic development of their countries."* (Youth Forum)

The fourth and final action is to ensure effective recognition of the diversity of the education and training systems and pathways existing in communities, companies, membership organizations and NGOs. *"The need for education and training is vast, much greater than the capacities of governments to meet it"* (PS/CS consultation). Educational capacities of society as a whole must be recognized, so that knowledge and skills that have been acquired, irrespective of

how they have been acquired may be acknowledged and certified (ICQN/TVSD) and reinforce the capacities of teachers and trainers in the public sector along with the *"capacities of master craftsmen in the informal sector and trainers in rural areas (PS/CS consultation)"*.

Message 3: There can be no genuine reform without the adoption of a national, sub-regional and regional charter for partnership-based governance

The Biennale in Maputo validated the concept of partnership-based steering of systems of education and training, recommending the involvement of all concerned partners from the design of the education and training content up to implementation and evaluation. The preparatory process for the Triennale is an institutional transcription of that partnership. According to the conclusions of the PS/CS consultation, *"each country must adopt a strategic framework for skill development and a charter for governance instituting effective and transparent partnership between the public sector, the private sector and civil society."* The adoption of a charter of this kind means something more than just a institutional modification of existing modes of governance. What it means is that the establishment of *"permanent dialogue on needs and demands is necessary between all stakeholders: countries, youth, companies, communities, civil society, and so on. Those dialogues must be organized on a regular basis to ensure constant regulation and adjustment of systems of education training"* (PS/CS consultation).

Such a pact of partnership must be founded on *"values of rigor, equity and transparency"* between all actors. Although the priority may be to insti-

tute it at national level, it must increasingly include international partners and evolve towards a pact with a sub-regional and regional dimension (ICQN/TVSD and ICQN on Peace Education).

Message 4: Reform must enable both young people and adults to enter into an era of life-long learning

The PS/CS consultation, the Youth Forum and the ICQN/TVSD considered that current education and training systems largely concentrate on training within school and do not offer those outside the formal education system the possibility of continuing their training and education. The following ideas for implementing life-long learning strategies were expressed:

- ▶ *"Create a school for parents... to help them understand and adopt education conducive to success for their children (Youth Forum);"*
- ▶ *"Establish, nearby places where young people live, support and tutorship mechanisms, which would connect them with the realities of the world of work and offer assistance and guidance to help them build the projects that will ease their integration (Youth Forum)."*
- ▶ *"Organize continuous training for staff in companies that has been relegated to secondary status despite the fact that companies' ability to compete in markets, especially national and sub-regional markets, depends first and foremost on the competence of their workforce (PS/CS consultation)."*
- ▶ *"Reinforce the qualifications of craft workers and agricultural producers, categories currently neglected by governments (PS/CS consultation and ICQN/TVSD)."*

The implementation of all the above initiatives assumes that existing systems

can be accessed by young people outside the school system and to working adults, which is far from being the case. However, there can be no sustainable development unless systems possess a capacity for continuous adaptation of the skills of both young people and the general working population to match ongoing changes.

Message 5: There can be no far-reaching reform unless Africa's specific cultural and ethical values are taken into account

"African culture, history and languages must be placed at the heart of the development of education and training in order for young people to acquire skills intimately connected with their own specific heritage." This assertion made in the "Youth Forum", one that concords with the focuses and the work of the "ICQN on Literacy and African Languages", highlights the fact that Africa's entry into the world of globalization will only succeed if there is ownership by both young people and adults of their cultural and social history, which will enrich their active citizenship in an increasingly globalized world.

But such ownership is not turned back on the past alone. It is also a task for the future insofar as *"individual and collective identity is also constructed in relation to real problems encountered in African societies such as corruption and other behavior to be fostered or fought (Youth Forum)."* Learning about ethics, good citizenship and human rights, peace and conflict resolution (ICQN on Peace Education) must for this reason also be an integral part of the critical skills to be promoted and form a set of cultural and social values without which there can be no sustainable development. ▶

ADEA Triennale 2012: Korea-Africa Day

Ouagadougou, Burkina Faso
February 12, 2012 - Ouaga 2000 Conference Center

Korea shares its experience in the education field with Africa

On Sunday a ministerial delegation presented Korea's experience in the Education field at the international conference center in Ouagadougou. According to the Korean Vice-Minister for Education, Sang-jin Lee, the aim in this meeting was to show Africans how a country deprived of natural or mining resources and at the same level of development as some African states 50 years ago has been able to work its way up to a position among leading Nations through reliance on Education.

Mr. Lee said *"the session today has given us an opportunity to share ideas and knowledge in the field of education with you. Korea has never ceased to continue to educate its children. I can tell you that it has been the privileged role assigned to Education and the value attached to Science and technology that have allowed Korea to develop from its situation in the 1950s to that of today."*

He urged African countries to take inspiration from Korea's experience in building education systems that fit their own specific realities.

Each in turn, representatives from the Korean Institute of Education,

Seoul National University, the Korean Institute of Science and Technology and the Korean National Commission for UNESCO presented the various strategies applied by Korea in the fields of Education, Science and Technology and Life-long Learning.

Tae-wan Kim, who provided a presentation on "The Role of Education in the National Development of Korea" expressed his view: "We want to show you the key role played by Education in national development. Above all, what we want to say is that if Koreans can do this, Africans can also do it."

The various presentations by the Korean delegation aroused sharp interest among those attending, especially from

the African ministers present at the day of exchange of experience, who expressed a wish for further information.

The day session for presentation of Korea's experience took place on the eve of the opening of the ADEA Triennale, the principal theme of which is "Promoting critical knowledge, skills and qualifications for sustainable development in Africa: How to design and implement an effective response by education and training systems."

Nearly 800 participants, including many Heads of State and 60-70 government ministers, are expected to attend the 2012 Triennale.



Conflict is wrecking education in Africa

Report calls for overhaul of global aid priorities

Armed conflict is depriving millions of African children of an education as they are being raped, shot at and assaulted in their classrooms.

Such is the extent of the violence aimed at children that an International Commission on Rape and Sexual Violence backed by the International Criminal Court should be established.

This is one of the recommendations of a call from the 2011 Education for All Global Monitoring Report (GMR) titled The hidden crisis: Armed conflict and education. The report cautions that the world is not on track to achieve the six Education for All goals by 2015. More than 160 countries signed up for them in 2000. Despite progress in many areas, most of the goals will be missed by a wide margin because of warfare.

A total of 35 countries were affected by armed conflict in the period from 1999 to 2008 – 15 of them in sub-Saharan Africa. Moreover an estimated 28 million or 42% of children of primary school age who are not in school live in these poor conflict ridden countries.

The report sets out a comprehensive agenda for change, including tougher

action against human rights violations, an overhaul of global aid priorities, strengthened rights for displaced people and more attention to education failures that can increase the risk of conflict.

In many countries such as Chad, the Democratic Republic of the Congo (DRC), Liberia, Rwanda and Sierra Leone efforts to increase access to education have been crippled by the widespread use of rape and other forms of sexual violence as a war tactic. The insecurity and fear emanating from rampant sexual violence keep young girls in particular out of school.

Of the rapes reported in the DRC, a third involved children – 13% of them younger than 10. Moreover,

unreported rape in conflict-affected areas in the east of the country may be 10 to 20 times the reported level. That would translate into 130 000 to 260 000 incidents in 2009 alone.

The report calls for the end to a culture of impunity surrounding sexual violence and a more rigorous application of existing international law and more importantly the creation of an International Commission on Rape and Sexual Violence backed by the International Criminal Court.

One spin-off of the hostilities is the diversion of public funds for education into military spending. Many of the poorest countries spend significantly more on arms than on teaching children to read and write. In Ethiopia the military budget is twice that of the primary education budget. Chad, which has some of the world's worst education performance indicators, spends four times more on arms than on its primary schools, according to the report. In addition even the aid from donor countries is being diverted to military activities. For instance, the US\$16 billion Education for All external financing gap could be closed with only six days of military spending by donor countries

Donors' security agendas have also led them to focus on a small group of countries while neglecting many of the world's

poorest countries. Aid for basic education has increased more than fivefold in Afghanistan over the past five years, but it has stagnated or risen slowly in countries such as Chad and the Central African Republic.

The humanitarian aid system is failing children, states the report, which calls for a major revamp in aid to education in conflict-affected countries. Education

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Facts and figures

The reports also states that:

- ▶ The number of children out of school is falling too slowly.
- ▶ Many children drop out of school before completing a full primary cycle. In sub-Saharan Africa alone 10 million children drop out of primary school every year.
- ▶ About 38% of adults in sub-Saharan Africa – 167 million people – still lack basic literacy skills. More than six out of ten are women.
- ▶ Another 1.9 million teachers will be needed by 2015 to achieve universal primary education, more than half of them in sub-Saharan Africa.

accounts for just two percent of humanitarian aid and only a small fraction of these requests are met. Donors also need to break down the artificial divide between humanitarian aid and long-term development aid, the report finds.

According to the report the world's refugees and internally displaced people face major barriers to educa-

tion. It calls on African countries to ratify the Convention for the Protection and Assistance of Internally Displaced Persons in Africa, adopted in 2009 in Kampala, which strengthens legal protection for displaced people.

The report also warns that education failures are fuelling conflict:

▶ The 'youth bulge': In many conflict-ridden countries, over 60% of the population is under the age of 25, but education systems are not providing the youth with the skills they need to escape poverty, unemployment and the economic despair that often contributes to violence.

▶ The wrong type of education: Education has the potential to act as a force for peace, but schools are often used to reinforce the social divisions, intolerance and prejudices that lead to war.

▶ Failures to build peace: Education needs to be integrated into wider strategies to encourage tolerance, mutual respect and the ability to live peacefully with others. ▶

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many young unemployed, and to raise significantly the skill level of the working population..

Two gatherings organized in July 2010 and September 2011 attracted government ministers and high-level representatives of both public and private sectors from approximately twenty countries covering all the continent's sub-regions. The 2011 meeting particularly highlighted the necessity of strengthening inter-country cooperation in the fields of apprenticeship training from the level of initial qualification up to that of higher-grade

technician, of developing public/private partnership and putting in place national certification frameworks.

The Triennale will open up more perspectives, which the planned inter-country working groups could explore further.

Towards stronger mutual consultation and dialogue between countries

Several new Inter-Country Quality Nodes (ICQNs) are under way. The Quality Node on Literacy and National Languages has already defined a three-

year program for 2012-2014 in order to capitalize as far as possible on innovative experiments in literacy/training and the teaching of national languages in Africa. Similarly, the Nairobi Regional Conference on Book Development in Africa, which took place in October 2011, provided a useful forum for dialogue between stakeholders on issues that hampers educational publishing in African languages.. Other Quality Nodes are planned on the teaching profession, higher education and early childhood. ▶

Richard Walther is one of the two general coordinators of the 2012 Triennale

FAWE turns 20

It has been changing girls' and women's lives

The African Forum for Women Educationalists (FAWE) will this week announce the detailed plans to commemorate the two decades during which it has had a far-reaching impact on the lives of women and girls.

Chairperson of FAWE Aicha Bah Diallo will unveil the details of a 20 day education-oriented campaign as part of its celebrations.

This is expected to be on Thursday when FAWE will take center stage at the Triennale's plenary from 16:30 to lead discussions on the crucial role of women in sustainable development. This will be followed by the gala dinner where FAWE's birthday candles will be lit.

FAWE has a presence in 32 countries where it has made significant contributions to the promotion of girls' schooling in sub-Saharan Africa.

Schools in which FAWE has undertaken interventions have recorded increased rates of enrolment, retention and completion for girls. Girls have been able to improve their academic performance overall and acquire social skills that allow them to better their quality of life and enhance their life chances.

FAWE started as an ADEA working group in 1992 thanks to five ministers of education — Vida Yeboa of Ghana, Simone de Comarmond of Seychelles, Paulette Missambo of Gabon, Dr Fay Chung of

Zimbabwe, and Alice Tiendrebéogo of Burkina Faso.

Together with donor agency representatives these women Ministers shared a staunch belief that women in decision-making positions have the potential to make a significant difference.

Over the years the ADEA working group on female participation evolved to become a fully fledged vibrant Pan-African NGO, making it one of ADEA's biggest success stories.

As an associate member of ADEA FAWE still participates in steering committee meetings to ensure that women's and girls' issues cuts across all the work it does. ▶

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they should pool their limited resources and maximize on the benefits of regional markets. Collaborations and cooperation are not limited at regional level, but embrace international institutions and entities, thereby bringing into the continent vital lessons in terms of development, organization and management of science, technology and innovations for sustainable development.

The key messages that have emerged as part of the work on Sub-theme 3 are:

- ▶ Countries need to go beyond the articulation of policies to the implementation of science, technology and innovation (STI) policies and strategies;
- ▶ Investments in scientific and technological infrastructure and capacity for the youth is key to unlocking future STI development and jobs in Africa;

- ▶ While appreciating the ongoing expansion of higher education institutions, it has to be accompanied by quality improvements, more attention to science, technology and engineering courses and the differentiation of institutions for skills development

- ▶ The focus should be on strategic scientific and technological needs for the economic growth of the continent;

- ▶ All stakeholders have to be persistent in tackling inequalities in higher education institutions related to gender, social groups and marginalized communities, and
- ▶ Stakeholders should intensify and implement commitments to regional cooperation in STI.

For Africa to realize future global competitiveness and value-addition

to its products and processes, the continent needs to create an enabling environment at political, economic and socio-cultural levels that stimulates and facilitates strategic investments in the acquisition, adoption and utilization of scientific and technological knowledge skills and innovations.. In this way Africa can emerge from poverty and economic marginalization and take its rightful place in global sustainable development. ▶

Khadja Khoudari and Kabiru Kinyanjui are the thematic coordinators for sub-theme 3. It deals with lifelong acquisition of scientific and technological knowledge and skills for sustainable development of Africa in the context of globalization.

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attended to, but it still has a long way to go to ensure that young people can follow different pathways and still have de facto equivalent access to further education and training opportunities. It is suggested that one major factor here is how schools place themselves within the wider environment of available support structures provided by other public and private agencies. A tested strategy to cater for different non-educational aspects of vulnerability is that schools become sites of integrated and comprehensive care and support necessary to improve children's access

to, retention and achievement in school – as is currently pioneered in countries that are part of SADC (Southern African Development Community). (SADC). The learning environment of young people also concerns other aspects related to the integrity and moral behaviour of those who deal with young people. Learners will benefit much from protection against harassment, drugs, violence and conflict; and from the integrity and ethical behaviour of government officials and education staff. In countries emerging from conflict, facing the arduous task to reconstruct

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dominant role in boosting productivity. However, the availability of a skilled and competent workforce is a necessary condition for driving the engine of growth for wealth creation. Investment in skills should therefore be accompanied by the modernization and improvement of production systems.

Economic, trade and industrialization policies impact on employment prospects

Government economic policies that support the manufacturing and productive sectors or stimulate the creation and growth of enterprises can raise the demand for employable skills. As the productive sectors of the economy grow, new or additional job and skills training opportunities emerge and more people get employed. The market effects of globalization on the supply, demand, and prices of imported goods also impact on employability. In effect,

the influx of cheaper imported products on the domestic market can impact negatively on the employability and incomes of skilled workers engaged in the local production of similar goods which are priced out by the cheaper imports. On the other hand, weak economies can take advantage of globalization to support their skills development efforts by ensuring that the national workforce benefits from foreign investment activities in the local manufacturing and infrastructure development sectors through the process of technology transfer.

Conclusion

Africa faces a huge deficit of socio-economic infrastructure in terms of adequate roads, housing, power supply, water and sanitation systems, telecommunications, and transportation among others. A skilled workforce is

required to build and maintain this type of infrastructure. The people exist but the skills are lacking. Africa's working age population (of 15 – 64 years) which currently stands at about 500 million people is projected to exceed 1.1 billion by 2040. The challenge is how to provide this large potential workforce with the education and skills necessary for sustainable socio-economic growth. Meeting this challenge will require the effective implementation of national policies and strategies that emphasize the development of lifelong technical and vocational skills and are firmly rooted in national knowledge and value systems. ▶

George Afeti and Ayélé Léa Adubra are the thematic coordinators for sub-theme 2 which focuses on lifelong technical and vocational skills development for sustainable socio-economic growth in Africa.



Documents produced for the 2012 Triennale

Promoting critical knowledge, skills and qualifications for sustainable development in Africa: How to design and implement an effective response by education and training systems

- ▶ 0.0.1. General Synthesis. Promoting Critical Knowledge, Skills and Qualifications for Africa's Sustainable Development: How to Design and Implement an Effective Response Through Education and Training Systems (Mamadou NDOYE and Richard WALTER)
- ▶ 0.0.2. Introduction to Key Issues and Findings of the ADEA 2012 Triennale : A Reader's Digest, (Compiled and organized by ADEA Secretariat)
- ▶ 0.1.1. Sub-Theme 1: Common Core Skills for Lifelong Learning and Sustainable Development in Africa (Wim HOPPERS and Amina YEKHLEF)
- ▶ 0.1.2. Sub-Theme 2: Lifelong technical and vocational skills development for sustainable socioeconomic growth in Africa (George AFETI and Ayélé Léa ADUBRA)
- ▶ 0.1.3. Sub-Theme 3: Lifelong acquisition of scientific and technological knowledge and skills for Africa's sustainable development in a globalization world (Kabiru KINYANJUI and Khadija KHOUDARI)

Sub-theme 1. Common core skills for lifelong learning and sustainable development in Africa

- ▶ I.1.01. Non-formal education and training practices for young people and adolescents in Burkina Faso: lessons learned about core skills development and preparation for vocational training (Bouma Jean-Paul BAZIE; Fernand SANOU; Antoine BERE; Félix COMPAORE; Aimé DAMIBA; Benoît KABORE; Rémy HABOU; Lucien HIEN; Paul Taryam ILBOUDO; Benoît OUOBA; Germaine OUEDRAOGO; Afsata PARE/KABORE; François SOUILI and Adama TRAORE)
- ▶ I.1.02. Evaluation of the Implementation of the Fight Against Corruption Through School Project in Cameroon PHASE 2 (FACTS II) (M. TAMO)
- ▶ I.1.03. Towards Inclusive and Equitable Basic Education System: Kenya's Experience (Evangeline NJOKA; Donvan AMENYA; Evelyn KEMUNTO; Daniel Ngaru MURAYA; Joel ONGOTO and Andrew Rasugu RIECHI)
- ▶ I.1.04. Study on the current reforms of the national education and/or training systems: curricular reforms in education: the experience of Mali (Bonaventure MAÏGA; Youssouf KONANDI and Bakary SAMAKE)
- ▶ I.1.05. Reaching out to the Educationally Disadvantaged Learner in Africa, with Particular Reference to the Nigerian Case (Ibrahima BAH-LALYA; Charles Oghenerume ONOCHA; Kaviraj SUKON and Gidado TAHIR)
- ▶ I.3.01. Original Training Approaches that encourage the Autonomy of Rural Communities and Sustainable Development (Mary-Luce FIAUX NIADA; Gifty GUIELLA NARH; Gérard Adama KABORÉ; Marie-Thérèse SAUTEBIN and Thérèse DORNIER née TOURÉ)
- ▶ I.3.02. Science Education for Developing Core Skills Necessary for Scientific and Technological Development. Experiences of Japan and Africa (Atsushi MATACHI)
- ▶ I.3.03. Transnational Study on Core Social Competencies - a Sustainable Contribution to Quality in Education and Social Cohesion in Society (Katrín KOHLBECHER; Annette SCHEUNPFLUNG and Mark WENZ MA)
- ▶ I.3.04. Recognition and validation of non-formal and informal learning, and NQFs: critical levers for lifelong learning and sustainable skills development: Comparative analysis of six African countries (Shirley STEENEKAMP; Madhu SINGH)
- ▶ I.3.05. Study on Key Issues and Policy Considerations in Promoting Lifelong Learning in Selected African Countries Ethiopia, Kenya, Namibia, Rwanda and Tanzania (Peter ROSLANDER; Shirley WALTERS and Jin YANG)
- ▶ I.3.06. Gender violence in schools as a factor in non-attendance at school in French-speaking Sub-Saharan Africa (Pauline CHABBERT; Marie DEVERS; Elise HENRY and Elisabeth HOFMANN with Halim BENABDALLAH)
- ▶ I.3.07. Generic Work-Related Skills in Education for a Sustainable Development: a Synthesis of UNESCO-UNEVOC and other Publications (Teeluck BHUWANEE)
- ▶ I.3.08. Status of BEAP Implementation: Responding to the Kigali Call for Action - case studies from 3 countries (Ann Therese NDONG-JATTA; Hassana ALIDOU; Saidou Sireh JALLOW and Fatoumata MAREGA)
- ▶ I.3.09. Teacher Professional Development with an Education for Sustainable Development Focus in South Africa: Development of a Network, Curriculum Framework and Resources for Teacher Education (Katrín KOHLBECHER; Heila LOTZ-SISITKA. on behalf of the team work)

- ▶ I.4.01. Care and Support for Teaching and Learning: a SADC response for ensuring the education rights of vulnerable children and youth (Lynn VAN DER ELST; Manasa DZIRIKURE; Maureen KING; Michael MAIN; Lomthandazo MAVIMBELA; Mhle MTHIMKHULU; Eva SCHIERMEYER)
- ▶ I.4.02. Common core skills for lifelong learning. Which capacities, knowledge and skills must be acquired, and how? Contribution from the perspective of the Pedagogy of the Text (Antonio FAUNDEZ; Fabienne LAGIER and Edivanda MUGRABI; Maxime ADJANOHOUN; Gisela CLAVIJO M.; Alassane DANGO; Blaise DJHOUESSI; Ibrahim FARMO; Soumana HASSANE; Edier HENAO H.; Maria KERE; Boukari OUSSEINI; Rabi SAIDOU; Antonio SANCHEZ; Lopes TEIXEIRA; Octavio Florenço VARELA and Rufine Sama YEKO)
- ▶ I.4.03. Shaping Basic Education System to Respond to the National Vision for Sustainable Development in Ghana (Joshua J. K. BAKU; Isaac K. ASIEGBOR and Felicia BOAKYI-YIADOM)
- ▶ I.4.04. Application of ICT by Basic level Teachers and Learners to the Development of Core Skills for Lifelong Learning: A Transnational Study in Ghana and Mali (Joshua J. K. BAKU; Dzibordi Ama BANINI and B. M. GUIDO)
- ▶ I.4.05. Are our children learning? Assessment of learning outcomes among children in Tanzania, Kenya and Uganda (John MUGO and Suleman SUMRA)
- ▶ I.4.06. Systemic Approach to Environmental Literacy: Towards a sustainable Africa (Sushita GOKOOL-RAMDOO; Ravhee BHOLAH and Anwar RUMJAUN)
- ▶ I.4.07. Analysis of cost/benefits of the Pedagogy of Text education program: the experience of Monde des Enfants from Tahoua in Niger (Fabienne LAGIER; Soumana HASSANE and Amadou WADE DIAGNE)
- ▶ I.5.02. Lessons learnt from testing, in certain African countries, the Strategic Policy Framework for Non-Formal Education as part of a holistic, integrated and diversified approach to lifelong learning. (Amadou WADE DIAGNE)
- ▶ I.5.03. The Lancet Series on Early Childhood Development (2007, 2011): What Do We Know and What is the Relevance for Africa? (Pablo A. STANSBERY; M. BLACK; P. L. ENGLE; S. McGREGOR; T. WACHS and S. WALKER)<
- ▶ I.5.04. Early grade literacy in African classrooms: Lessons learned and future directions (Pablo A. STANSBERY; Carole BLOCH; Amy Jo DOWD; Benjamin PIPER and Barbara TRUDELL)
- ▶ I.5.05. Study on a viable alternative approach to educating young people from nomadic/pastoralist communities in self-empowerment: the case of Burkina Faso, Niger, Mali, Nigeria, Mauritania and Kenya (Mary-Luce FIAUX NIADA; Abdu Umar ARDO; Hassane BAKA; Boubacar BARRY; Nicole GANTENBEIN; Abdourahmane Ag El MOCTAR; John Kabutha MUGO; Amadou SIDIBE and Ousmane SOW)
- ▶ I.5.06. Arguments in favor of education and training systems specifically adapted to the way of life and interests of pastoral and nomadic populations (Mary-Luce FIAUX NIADA; Barry BOUBAKAR; Aminata DIALLO/BOLY; Nicole GANTENBEIN et Oumar MAÏGA)
- ▶ I.5.07. A Case Study of Learning Materials Used to Deliver Knowledge and Skills– or Competency–Based Curricula (in Tanzania) (Herme J. MOSHA)
- ▶ I.5.08. Education in Reconstruction: Promising Practices and Challenges in Four Post-Crisis Countries (Angela ARNOTT and the ADEA WGEMPS team)
- ▶ I.5.09. Qur'anic Schooling and Education for Sustainable Development in Africa: the case of Kenya (ADEA WGEMPS team)
- ▶ I.5.10. School Readiness and Transition in The Gambia (Musa SOWE; Mariavittoria BALLOTTA; Vanya BEROUET; Sven COPPENS; Rokhaya Fall DIAWARA; Jenieri SAGNIA and Yumiko YOKOZEKI)

Sub-theme 2. Lifelong technical and vocational skills development for sustainable socioeconomic growth in Africa

- ▶ 2.1.01. Technical and vocational education and training in Burundi: Towards a new participative management structure and a new system of co-financing (Pascal NSHIMIRIMANA)
- ▶ 2.1.02. THE «MAISON ECOLE» PROJECT: Helping to integrate and re-integrate girl-mothers in difficulty Congo-Brazzaville (Maurice BANOUKOUTA and Gaston DZONDHAULT)
- ▶ 2.1.03. The Professionalization of Agricultural Education in the Democratic Republic of the Congo (Emmanuel MADILAMBA YAMBA-YAMBA)
- ▶ 2.1.04. A Holistic Approach to Technical and Vocational Skills Development (TVSD) Policy and Governance Reform: The Case of Ghana (Dan BAFFOUR-AWUAH and Samuel THOMPSON)
- ▶ 2.1.05. Reform of TVET Teacher Education in Kenya: Overcoming the Challenges of Quality and Relevance (Ahmed FERE; Kisilu KITAINGE and Ooko ZACHARY)
- ▶ 2.1.06. Recognition and Validation of Prior Learning: The Example of Mauritius (Kaylash ALLGOO; Ramesh RAMDASS and Urvashi G SANTOKHEE)
- ▶ 2.1.07. Impact Evaluation Study of the UNESCO-Nigeria TVE Revitalization Project (Masud KAZAURE and Engr. A D K MUHAMMAD)
- ▶ 2.1.08. The Partnership Based Management of Vocational Training Centers in Tunisia (Abdelaziz HALLEB)
- ▶ 2.1.09. PRODEFPE: A Tool for Skills Development for Promoting Employment in Mali, Economic Growth and a Competitive Labor Force (Traoré Cheick FANTAMADY)

- ▶ 2.1.10. The development and operation of Labor Market Information Systems (LMISs): Case Study of The Gambia (Franklyn LISK)
- ▶ 2.1.11. The contribution of non-formal education centers to skills development in the primary sector: the case of the Songhaï Centre in Benin (Thierry Claver HOUNTONDJI; Sylvère HOUNDJEMON; Guy LOUEKE and Placide WANKPO)
- ▶ 2.2.01. Transnational thematic study on schemes and approaches for helping people into employment (West Africa) (Amara KAMATE; Emile BIH; Philippe N'DRI and Roch YAO GNABELI)
- ▶ 2.2.02. Restructuring TVET as part of the Educational Reforms in Rwanda, A case on Public Private Partnership in Rwandan TVET (John GAGA and Ibrahim C. MUSOBO)
- ▶ 2.2.03. National qualifications frameworks developed in Anglo-Saxon and French traditions: Considerations for sustainable development in Africa (Kaylash ALLGOO; Anne Marie CHARRAUD and James KEEVY)
- ▶ 2.2.04. Besoin socioéconomique et demande sociale de formation et d'emploi en quête de dispositifs inclusifs de développement de compétences professionnelles et techniques. Prospective et propositions (Absatou DADDY)
- ▶ 2.2.05. Etude sur l'apprentissage dans l'espace de l'union économique et monétaire ouest africain (UEMOA) (Boubacar SAVADOGO)
- ▶ 2.3.01. Skills Development for Secure Livelihoods (Katrín KOHLBECHER; Susanna ADAM)
- ▶ 2.3.02. Lessons learned from selected National Qualifications Frameworks in Sub-Saharan Africa (Katrín KOHLBECHER; Werner HEITMANN)
- ▶ 2.3.03. Strengthening sub-regional synergies on TVET for youth employment: Development of an Inter-Agency Task Team to revitalize TVET in the ECOWAS Member States (Ann Therese NDONG-JATTA; Hassana ALIDOU; Hervé HUOT-MARCHAND and Saidou JALLOW)
- ▶ 2.3.04. Integrating basic education, life and vocational skills within a system approach for adult and non-formal education: Experiences, lessons learnt and outlook from an Ethiopian perspective (Katrín KOHLBECHER; Sonja BELETE; Ivon LABERGE and Gerhard QUINCKE)
- ▶ 2.3.05. Flexible Skills Development Harnessing appropriate technology to improve the relevance and responsiveness of TVET (Alison MEAD RICHARDSON)
- ▶ 2.4.01. The challenges, issues and current situation regarding agricultural and rural training in Francophone Africa: possible areas for discussion and work (Igor BESSON)
- ▶ 2.4.03. The Joint SADC-UNESCO Regional Experience (Lina Maria BELTRAN ESPINOSA; Rosalina MAPONGA; Lomthandazo MAVIMBELA and Saul MURIMBA)
- ▶ 2.4.04. The role of NGOs in promoting innovative models of TVSD and facilitating new partnerships: An analysis of the role of professional networks and North-South cooperation (Annemette DANIELSEN and Eva IVERSEN)
- ▶ 2.4.05. Research into technical and vocational skills that foster inclusion: State of play, constraints and outlook in three West African countries (Burkina Faso, Côte d'Ivoire and Ghana) (François Joseph AZOH; Michel CARTON; Fédérique WEYER)
- ▶ 2.4.06. A comparative case study on Gender and Technical and Vocational Skills Development (TVSD) in Liberia and Sierra Leone: From Policy to Practice (Oley DIBBA-WADDA; Marema DIOKHANE DIOUM)
- ▶ 2.4.07. Analysis of the Experience of New Brunswick Community College (NBCC) (Efia R. ASSIGNON and Liane ROY)

Sub-theme 3. Lifelong acquisition of scientific and technological knowledge and skills for Africa's sustainable development in a globalized world

- ▶ 3.1.01. Impact of Recent Reforms in Science and Technology: A case of Kenya (Mwangi GITHIRU; James Mwangi KIBURI and David M. NGIGI)
- ▶ 3.3.01. Regional Cooperation For Quality Assurance: The IUCEA/DAAD East African Quality Assurance Initiative (Katrín KOHLBECHER; Christoph HANSERT; Mike KURIA and Mayunga NKUNYA)
- ▶ 3.3.02. Strengthening Linkages between Industry and the Productive Sector and Higher Education Institutions in Africa (Margaux BELAND; Teralynn LUDWICK and John SSEBUWUFU)
- ▶ 3.3.03. Assessment of Southern African Development Community (SADC) Capacity to Implement International Agreements on Environment, Sustainable Development and Education (Katrín KOHLBECHER; Tafadzwa MARANGE; Christopher MASARA; Mutizwa MUKUTE; Heila LOTZ-SISITKA and Tichaona PESANAYI)
- ▶ 3.3.04. Offering relevant higher education qualifications in the context of globalisation: Discussing the concept of the 'Centres of African Excellence'. A Background paper (Katrín KOHLBECHER; Barbara DREXLER; Michael HÖRIG and Thomas SCHMIDT)
- ▶ 3.4.01. Identifying the scientific and technological capabilities of the Maghreb countries; meeting the new challenges faced by the region (Hatem M'HENNI)
- ▶ 3.4.02. Innovation, the key to sustainable development in Africa (Victor AGBEGNENOU; Gnamine AGAREM; Assimesso ALOUDA; N'Golo BOUARE; Hamidou BOLY; Mamadou DANSOKHO; Bruno ETO; Eric FABRE; Serge HETHUIN; Nnenna Déborah MKPA; Michael MWANGI; Okenwa ONYIEJE; Christian SALAUN; Mouhamadou SALL and Tiéba TRAORE)
- ▶ 3.5.01. Using ODL and ICT to Develop the Skills of The Difficult-To-Reach (Kaviraj S. SUKON; Dev K. BOOJIHAWON; Godson GATSHA and Shireen PANCHOO)
- ▶ 3.4.03. Which technology transfer model should Africa adopt? (Naima ABBADI)

ADEA 2012 Triennale on Education and Training in Africa (Ouagadougou, Burkina Faso, February 11-17, 2012)

Saturday, February 11, 2012

Diaspora day

Sunday, February 12, 2012

Africa-Korea day

Monday, February 13, 2012

Official Opening Ceremony

SESSION I

Introductory Presentations of the analytical work and consultations on education and training for sustainable development

Tuesday, February 14, 2012

Plenary Session

Introduction to Sub-Themes and Parallel Sessions

Parallel Sessions

- Early childhood development, language and literacy, and the reading culture
- Life/social skills, peace education and the management of post-conflict responses
- Curriculum reform, pedagogy, teacher education and assessment
- Educational alternatives, inclusivity, skills for rural development and the need for partnerships

Wednesday, February 15, 2012

Session 3

Parallel Sessions

- Skills for employability and employment

- NQF and recognition of prior learning
- Skills development and employment in the informal sector: Skills for rural development and the agricultural sector
- Costing and financing of TVSD

Plenary Session

Panel on youth issues

Thursday, February 16, 2012

Caucus of African Ministers

Session 4

Parallel Sessions

- STI policy articulation, integration and implementation at the national level
- Quality, research & development and innovations and tertiary education in Africa
- Youth, technology & science and job creation: Higher level TVSD and economic transformation
- Building and strengthening regional co-operation

Coffee break

Plenary Session

Private sector and inclusive growth: Need for a macro-economic framework and the role of education and training

Women's key role in sustainable development: implications for education and training

Friday, February 17, 2012

Session 5

Enabling environments and factors

Plenary Session

Governance, ethics and values: the core of sustainable development

Plenary Session

Forming and sustaining key partnerships: Public, private and civil society actors and sub-regional and regional cooperation frameworks

Plenary Session

Developing a Triennale follow-up framework: roles and responsibilities

Way forward and closing remarks

Final press conference

February 11-17, 2012

Innovation and Knowledge Fair



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