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

Sub-theme 1

**Common core skills for lifelong
learning and sustainable
development in Africa**

**ORIGINAL TRAINING APPROACHES THAT ENCOURAGE THE
AUTONOMY OF RURAL COMMUNITIES AND SUSTAINABLE
DEVELOPMENT**

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ABSTRACT

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1. ABSTRACT

This contribution originates in a multi-stakeholder consultation process involving civil society, government bodies and farmers' organizations in West Africa concerning alternative training experiences that put people at the heart of the learning process and link training with the lives of individuals and their communities.

These original approaches, which give added value to the identity of individuals and their experience in all areas of life, help to build common core skills (communication and language skills, citizenship, basic aptitude for work, life skills) giving people the keys to build their autonomy and transform their environment. These learning processes, which enable the learner to clarify their personal prospects and the outlook for their community, mean that rather than being simply consumers of training they can seek out the know-how and skills they actually need to achieve their life plan.

Within the notion of non-formal training or apprenticeship, negation undermines the knowledge acquired and appears to be in contradiction with a formal framework. Our contribution aims on the contrary to highlight and achieve recognition of the results of these alternative forms of apprenticeship, which are vibrant examples of the slogan "lifelong learning in all areas".

The contribution is in four parts:

- an introduction, which outlines the broad issues concerning training in rural communities in West Africa and the framework of the contribution;
- a second part, which describes the *Tylay* and the *hakili la kunu* training projects (Burkina and Mali, respectively), in particular the context in which they emerged, the teaching approaches they adopt, the operational arrangements, and the players involved;
- a third part, which analyses practices in relation to the paradigm shift in approaches to training, the contribution these approaches make to the building of common core skills, the observed impact of these kinds of training programs which are firmly rooted in sustainable development, and the new challenges to be faced in disseminating these approaches.
- a conclusion, which outlines some avenues for further reflection.