



Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África

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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**

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.

*Summary prepared by Amadou Wade Diagne on behalf of the
Working Group on Non-Formal Education (WGNFE)*

ABSTRACT

**Working Document
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Abstract

1. The WGNFE believes that the ideal state of affairs in education would be *to recognize that all types of education have equal worth, whatever the target group, method of delivery or sub-sector. They are all part of lifelong learning, interact dynamically and productively with one another, and deserve to be esteemed, supported, linked and coordinated as part of a holistic, integrated and diversified approach to education.*
2. The WGNFE, in collaboration with the GIZ (formerly the GTZ) has thus drawn up a Strategic Policy Framework for Non-Formal Education as part of a holistic, integrated and diversified approach to lifelong learning. To implement this new approach, it will be necessary to simultaneously pursue four strategic priorities, which are set out in a matrix comprising the ideal situation for each priority and sub-priority. The four priorities are: (i) to take ownership and promote the approach, (ii) to improve governance and introduce education reform, (iii) to develop appropriate and lasting financing mechanisms, and (iv) to develop research, promote innovation and introduce to scale.
3. To construct a model for the paper, testing of the matrix of the holistic approach is focused on the non-formal education policies and strategies in the countries covered by the study (Benin, Burkina Faso, Cape Verde, Mauritania and Senegal). Five good practice schemes for skills training and the integration of ICTs proposed by Burkina Faso, Cape Verde, Mali and Senegal and Chad helped support the skills developed in sustainable development curricula.
4. The testing thus enhanced understanding of the holistic, integrated and diversified approach to education and the framework for this approach that will be published for use as tools for analyzing and reviewing education systems, particularly those in Africa.