

ADEA Triennale 2012

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



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

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

ANNOTATED PROGRAM



CONSULTATIVE EVENTS

SATURDAY, FEBRUARY 11

09:00 – 16:30 Diaspora day (a separate program will be provided)

The African Diaspora Day aims at attracting and bringing together Africans and descendants of Africans in Diaspora and their organizations. They will be expected to share their experiences and initiatives they are currently undertaking particularly in education, science and technology, ICT, and innovation and entrepreneurship which can benefit the continent.

SUNDAY, FEBRUARY 12

9:00 – 16:30 Africa-Korea Day (a separate program will be provided)

Over the years the Republic of South Korea has developed a strategic approach to its cooperation with Africa based on partnerships involving knowledge, experience and expertise sharing. The philosophy/assumption that underpins this approach stems from South Korea's belief that historically it faced similar developmental challenges as Africa and therefore its own experiences in overcoming them could be useful to African countries. One aspect of the experience and knowledge sharing strategy that Korea is pursuing in Africa pertains to the contribution of education, training and research to sustainable development. It is in line with this strategy that ADEA seeks to involve the South Korean partners in the deliberations of its Triennale that will take place in February 2012 in Burkina Faso.

MONDAY, FEBRUARY 13

08:30 – 13:00 Official Opening Ceremony (A detailed program will be available)

Participation of Heads of State of Burkina Faso and invited countries; President of the African Union Commission, and other guests of honor (a separate program will be provided).

- Welcoming of Heads of State
- Opening Remarks by Officials
- Interventions by Guest Heads of State
 - Opening Speech

H.E. Blaise Compaoré, President of Burkina Faso

- Brief introduction to the common thread running through the theme of Triennale

Ahlin Byll-Cataria (ADEA Executive Secretary)

- Messages delivered to the Heads of State by key Stakeholders (TVET Ministers, FAWE, Private Sector, Civil Society, Youth)

- Roundtable with Heads of State and key stakeholders

Moderated by Jeff Koinange (Kenyan Journalist-K24)

13:00 – 14:00

Lunch break



14:00 – 18:00 SESSION 1 - Introductory Presentations of the analytical work and consultations on education and training for sustainable development

Chair: Ahlin Byll-Cataria

14:00 – 16:00 Presentations

- Africa in 50 years' time African Development Bank Group
- Introduction to the logic and common thread of the Program of the Triennale - ADEA Executive Secretary
- General synthesis report - General Coordinators
- Keynote Address - Alioune Sall

16:00 – 16:30 Coffee break

Plenary Session

16:30 – 18:00

Roundtable on the 4 Pillars of Sustainable Development

Moderated by Jeff Koinange

- Discussions with the audience

19 :30- 22:00 Diner offered by the Host Country

Description of the Plenary Session

4 Pillars of Sustainable Development

Sustainable development entails systemic changes at four dimensional levels: economic, environmental, societal and cultural-political. At the economic level, it requires a major shift from the current model of economic growth that overuses natural resources in the production of goods towards a model that makes use of the same resources but in a more rational and sustainable manner while at the same time generating growth. At the environmental level, it requires that serious attention be paid to the protection and preservation of the earth's ecosystems that make human life possible. The current climate change and its devastating aftermaths are the direct result of man's relentless attack on the ecosystems. At the societal level, it requires movement away from conflict-prone situations characterized by inequalities and inequities in the control and access of resources towards inclusive societies in which sources of social strife such as abject poverty, marginalization and discrimination are stemmed. At the cultural- political level, it requires that more consensual and democratic governance systems be put in place. However, these systems can only be sustained if societies cultivate cultural and spiritual understanding which will breed tolerance and solidarity.

These four dimensions are interrelated and complementary and demand a major shift in mindset, values, knowledge and skills. They present learning activities that require undoing or unlearning old paradigms of understanding the world and learning new ways that are sustainable for attaining development goals.

Objective of the session:

This panel will engage policy makers and their technical and financial partners in defining policies and approaches that could strengthen the link between education and sustainable development.

Moderator: Jeff Koinange

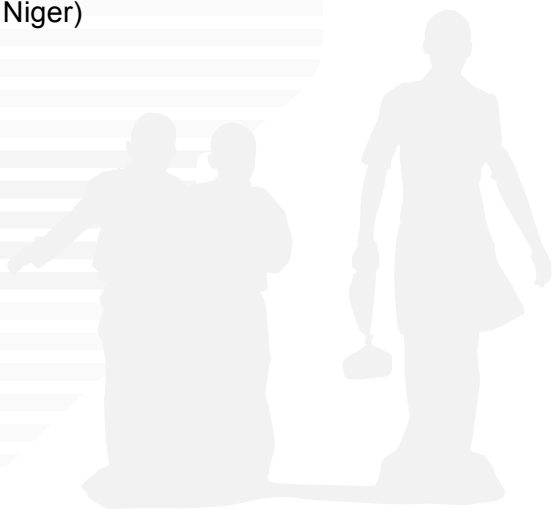
Panelists:

Hon. Prof. Sam Onger (Minister of Education, Science and Technology of Kenya/ Chair of ADEA Bureau of Ministers)

Saïd Aïdi (Former Minister of Technical Training and Labor- Tunisia)

Aboubacar Issa (Consultant to the Sahel Observatory/ Environment and climate change specialist)

Hassan Baka (Executive Secretary of the Association for the revitalization of animal husbandry in Niger)



TUESDAY, FEBRUARY 14**7:00-8:30 -- Side meetings**

Arab Spring: Tunisian Case-- This side event will provide the opportunity to cross analyze the Tunisian case vis-à-vis the Arab world and the African continent as a whole.

- From the Tunisian case analyze the root cause of the Arab Spring
 - Draw lessons from the Triennale : education and training for sustainable development
- Room :** International Conference Center
Moderator: TBD
Panelists : Saïd Aïdi, Salah Hannachi, Samir Aita; Kamel Ayadi and other participants such as Ministers from Sub-Saharan Africa

09:00 – 10:30

Plenary Session - Introduction to Sub-Themes and Parallel Sessions

Lessons learned from sub-themes 1, 2 and 3 and implications/rationale for choice of parallel sessions

Chair: Hamidou Boukary

Thematic Coordinators

10:30 – 11:00

Coffee break

Chair : Hon. Kama
Niamay-oua

11:00 – 12:30

Presentation by Host Country – Burkina Faso

12:30 – 14:00

Lunch break

14:00 – 16:00

Parallel Sessions (Focus on Sub-theme 1)

Room : International Conference Center

- ST1-a: Early childhood development, language and literacy, and the reading culture
- ST1-b: Life/social skills, peace education and the management of post-conflict responses
- ST1-c: Curriculum reform, pedagogy, teacher education and assessment

- ST1-d: Educational alternatives, inclusivity, skills for rural development and the need for partnerships
- ST1-e: Education and Training for Nomadic populations

16:00 – 16:30 *Coffee break*

16:30 – 18:00

Plenary Session

Chair :

- Reporting back from parallel sessions and discussions

Rapporteurs

18:30-20:00 -- Side meetings

Communication as a key dimension of sustainable development

- To underscore the important role of communication in building open and inclusive democratic societies
- To share innovative and promising experiences

Room : International Conference Center

Moderator: M. Samir Aïta

Panelists : TBD

Contact Person: Thanh-Hoa Desruelles (ADEA)



Description of Parallel Sessions

ST1-a: Early childhood development early grade language and literacy, and the reading culture

Early childhood development

It has been pointed out very convincingly that the first six years of life are the most critical period in the development of a child's brain. Positive stimulation of the brain during these years prepares the ground for building the child's capacity to learn, build language skills and interact with others in the future. The quality of pre-school learning tends to be crucial for a child's later academic success.

Language and literacy

For the school-going age-group of children and adolescents the emphasis has increasingly come to lie on language and literacy skills, basic cognitive skills, as well as on life skills (including health education) and social/citizenship skills. Much work has been done by a wide variety of Africa-based and international organisations to develop, test and promote skills acquisition in these areas. Nevertheless, there are still major challenges regarding the language and literacy agendas.

In many countries of Africa command of language and its effective usage in communication has become a major issue as a result of political preferences for the usage of a metropolitan language as the language of instruction at most, if not all, levels of learning. At the same time the value of basic learning in the mother-tongue has come to be widely recognized. It is also acknowledged that the constraints of using a second, foreign language as the language of instruction in schools are most severe at the level of basic education when foundation knowledge and cognitive skills have to be acquired.

Early grade reading

Directly related to language acquisition is the ability to read and write. Proficiency in language facilitates the acquisition of literacy. Thus, when the language of instruction is not the mother-tongue literacy tends to be the first casualty. But also in the case of literacy it appears that poor teaching methods exacerbate children's problems with learning how to read and write.

The concern about literacy acquisition in African countries is not new. But in recent years much evidence has been produced about low levels of learning outcomes, showing how serious the situation has become. Various studies have found that in most low-income and even middle-income countries somewhere between 25 and 75 percent of children in Grade 2 cannot read any words at all. Large percentages leave school without being functionally literate.

Objectives for the parallel session:

- To identify the major risk factors undermining educational attainment and adult productivity at the early stages of learning.
- To examine the priorities as regards skills development in early learning
- To explore promising interventions and their outcomes, that show the way forward.
- To identify key aspects of the enabling environment that may make this work.

Panelists

Esther Oduolowu (Univ. of Ibadan)
Meena Cabral (WHO)
Luis Crouch (GPE)
Beartrice Konfe (ANTBA)
Yumiko Yokozeki (UNICEF)

Discussant : Bob Prouty (GPE)

Additional inputs:

- Pablo Stansbery (WGECD / SCF)
- Ms Helen Abadzi (World Bank)

Management of the session:

Moderator: Ann-Therese Ndong-Jatta (BREDA)

Rapporteur: Rokhaya Diawara (BREDA)



ST1-b: Life/social skills, peace education and the management of post-conflict responses

Life skills

Life skills have come to be regarded as central to any programme of basic learning be it for children, youth or adults. As a result they have increasingly become part of school-based learning as well as of non-formal education programmes for marginalised and disadvantaged youth and adults. However, life skills tend to be defined in many different ways and thus take on different forms depending on overall social context and life situations.

Social skills

By contrast, social skills are regarded as ‘the ability to relate with others’. Three types of competencies are recognized in this category: the ability to relate well with others, the ability to cooperate, and the ability to manage and resolve conflicts.

Peace education

Most warfare takes place in developing countries – particularly in Africa – where some of the highest numbers of child soldiers are found. Children and young people living in these countries are the least likely to receive an education, partly due to the circumstances in which they live and partly because education for children and young people in these circumstances is not prioritized as a state priority or an imperative to humanitarian responses.

Objectives for the parallel session:

- To explore how life and social skills can actually be acquired across formal and non-formal education and what factors would stimulate such core skills to be effectively achieved.
- To examine the nature of ‘peace education’ and peace building strategies in education, and how schools can effectively contribute to the prevention and resolution of conflicts.
- To identify critical factors in the wider social environment, including capacity aspects, that impact on the functioning of schools in situations of crisis and post-crisis recovery periods.

Panelists

Hind Omer (UNICEF-ESARO)
Sherri LeMottee (ICQN-PE)
Francois Rwambonera (RWANDA)
Annette Scheunpflug (GIZ)
Angela Arnott (WGEMPS)

Discussant: Joshua Baku (ERNWACA)

Additional inputs

- Arne Carlsen (Director UIL, Hamburg)

Management of the session

Moderator: Prof. Charles Nzioka (KENYA)

Rapporteur: Cherif Diarra (WGEMPS)

ST1-c: Curriculum reform, pedagogy, teacher education and assessment

ESD and educational reform

ESD has implications for educational reform at least in three ways: in terms of re-structuring education provision, extensive curriculum reform, and reviewing the actual quality of teaching and learning to make it more effective and to ensure continuous impact on the environment and society. Above all, simply expanding the quantity of education and lifelong learning will not be sufficient to advance sustainable societies. The quality of education and training, including appropriateness and relevance, must be enhanced.

Reforming curriculum and pedagogy

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 Early childhood development, non-formal and informal forms of learning – thus creating ‘schools without walls’.

Teacher education and support

Changing pedagogical styles and classroom interaction constitute a major challenge to teachers and to teacher training and development institutions and programs. While the challenge lies partly in the area of pedagogical skills, beyond this there are other issues. These may include the development of very different 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 has been negatively affected by decreasing salaries and poor conditions of service.

Resources for learning

A transformation in teaching and learning within a context of curriculum reform towards enhanced and sustained lifelong learning skills development could benefit a great deal from a systematic application of ICT. While in recent decades ICT has made its entrance into schools and learning centers across the continent its actual usage, whether for administration or for instruction purposes has remained very patchy and limited.

Assessment

System’s assessment of learning has revealed very serious problems with the achievement of desired education outcomes and thus with the processes of teaching and learning. In the context of a strongly felt need to emphasize the effective acquisition of common core skills for lifelong learning evaluation and assessment have become important foundations for a wholesale review of what goes on in education.

Objectives for the parallel session:

- To review core weaknesses in current teaching-learning practices and the challenges that need to be faced in overcoming them.
- To examine major entry-points into holistic and comprehensive curriculum reform (including teacher education), and how they interact with each other.

- To review progress towards comprehensive skills-based curriculum reform and learner-oriented classroom practices, and identify major trigger points for sustainable change.
- To examine the potential for enhanced and more effective usage of ICT and material resources in skills-oriented teaching and learning.
- To examine the role of systems- and classroom-assessment in working towards policies and practices that enhance learning.

Panelists:

Hassana Alidou (BREDA)
 Herme Mosha (WGBLM)
 Jim Ackers (UNICEF)
 Atsushi Matachi (JICA)
 Demus Makuwa (SACMEQ)

Discussant 1: Arnaldo Nhavoto, Director IICBA, Addis Abeba

Discussant 2: Paul Wasanga, Chief Executive, Kenya National Examinations Council and President, Association for Educational Assessment in Africa (AEAA)

Additional inputs:

- Sushita Gokool-Ramdoo
- Oswald Koussihouede (PASEC)

Management of the session

Moderator: Virgilio Juvane (WGTP)
 Rapporteur: Dan Thakur (CIDA)

ST1-d: Educational alternatives, inclusivity, skills for rural development and the need for partnerships

Contributions show that the Biennial in Maputo has inspired countries to move their education system towards a holistic and integrative approach, and to take on a lifelong learning perspective.

There are essentially two complementary strategies for greater inclusivity; a/ innovative approaches to improve quality of participation and outcomes in formal education (eg Kenya); b/the other is to recognise and support alternative forms of basic education that respond directly to the needs of disadvantaged and marginalised children (for example Pedagogy of Text; approaches of Tylay and AKT). In both cases it is argued that close inter-sectoral collaboration is necessary (see SADC paper).

More countries have come to recognize other existing forms of education and training, including non-formal education, Qu'ranic schools and education outside schools such as shepherd schools and market schools.

Implementation of an integrated approach, in such way that diversified but equitable basic education systems would emerge, remains very challenging as this would require the upgrading, expansion and subsidization of quite a few alternative education provisions, enabling disadvantaged young people to transfer from one program to another according to circumstances in order to access further education and training.

But much work is still required. Indeed, there still are major challenges to ensure equity and inclusivity of marginalized populations. This is what we will be discussing.

Objectives for the parallel session

Given the complexity of the issues relating to the session, the objective is to deepen:

1. Effective strategies to increase inclusivity in conventional formal schools
2. The capacity and limitations of the non-formal as an effective and equitable response
3. Strategies to consider the sustainability of educational alternatives
4. Designing specific provisions that respond to the needs of marginalised populations.

Panelists

Fernand Sanou (BURKINA FASO)
Edivanda Mugrabi (Enfants du Monde)
Gifty Guiella (CORADE)
Evangeline Njoka (KENYA)
Guidado Tahir (NIGERIA)
Lomthie Mavimbela / Lynn van der Elst (SADC)

Discussants: Shirley Walters (UIL) and Amadou Wade Diagne (WGNFE)

Additional inputs: Shem Bodo (WGEMPS)

Management of the session

Moderator: Ibrahima Bah-Lalya (ADEA)

Rapporteur: Fabienne Lagier (EDM)



WEDNESDAY, FEBRUARY 15

7:00-8:45 -- Side meetings (These meetings will run parallel)

1. Global Partnership for Education Constituency Meeting (3 restricted parallel meetings; agendas can be obtained from the organizers: **Ms. Michelle Mesen**)

The primary objective of the meeting would be to strengthen communications within the Global Partnership for Education's three African constituencies. The meeting would also cover other topics of interest to the group, as desired

Room:

Laico Hotel (by invitation)

2. Violence in School, Julia Napoli (French Foreign Affairs Ministry)

Room

International Conference Center

09:00 – 11:00

Session 3 - Focus on Sub-theme 2

- ST2-a: Skills for employability and employment
- ST2-b: NQF and Recognition of prior learning
- ST2-c: Skills development and employment in the informal sector: Skills for rural development and the agricultural sector
- ST2-d: Costing and financing of TVSD

Description of Parallel Sessions**ST2-a: Skills for employability and employment**

The findings from the national case studies do indeed reveal that many countries have recently embarked on important legal and policy reforms geared towards a more holistic and flexible TVSD delivery system that is better coordinated and managed. The common objective underpinning these reform initiatives is to have an apex body imbued with legislative functions and powers to regulate and coordinate training, but also advise on all matters related to training.

The parallel session will focus first, on the conditions to achieve greater coherence in the governance of TVSD both at the central and local level and second, the identification of growth sectors and skills gaps, and third on the acquisition of "employable skills".

The objectives of the parallel session are:

- To identify favorable conditions for establishing an effective, holistic and coherent governance of TVSD
- To discuss the role of decentralized bodies in the management of TVSD

- To identify favorable conditions for the involvement of the private sector in the management of TVSD training centers
- To discuss practical and operational issues in the identification of growth sectors and the establishment of a LMIS
- To discuss the acquisition of employable skills for socio-economic growth

Panelists

Dan Baffour-Awuah (Ghana- COTVET)

Abdelaziz Halleb (Tunisia)

Franklyn Lisk (Consultant/Professor, University of Warwick)

Cheick Mady Traoré (PRODEFPE)

Resource persons

Khaled Raouani (Tunisia)

Joel Tolo Dikgole (SETA-South Africa)

Management of the session:

Moderator: Carolyn Mendel-Anonuevo (UIL)

Rapporteur: TBD

ST2-b: NQF and Recognition of prior learning

A holistic and inclusive TVSD requires an assessment and certification system that can validate and certify competencies and qualifications acquired from different learning environments, whether formal, non-formal or informal. National Qualifications Frameworks, or nqfs, have been shown to be an effective tool for harmonizing learning achievements, validating experiential learning, and generally promoting lifelong learning. Lifelong learning has a beneficial effect on skills development since the skills of the workforce can be continually upgraded through a life-long learning approach. This also means that learners who have had limited access to training in the past can have a second chance to build on their skills and competencies. At the sub-regional level, a coherent system of mutual recognition of competencies can promote the portability of skills qualifications across national frontiers and contribute to regional integration in Africa. It is therefore not surprising that the development of a qualifications framework is high on the education and training reform agenda of many African countries.

The parallel session will discuss the issues in the development of national qualifications frameworks to foster lifelong learning and its impact on TVSD. It will also highlight steps in setting a mechanism for the recognition of prior learning.

The objectives of the parallel session are:

- To discuss the real value and impact of NQFs
- To discuss the role of NQFs in fostering lifelong learning
- To discuss the various colonial influence on the development of NQFs
- To identify the practical steps towards the establishment of an NQF for countries which do not have one
- To identify the practical steps towards the establishment of a mechanism for the recognition of prior learning

Topics to be addressed by panelists

1. The development of national qualifications framework: a look at the colonial influence and lessons learnt from other countries' experience

2. National qualifications frameworks and their impact on education and training
3. The recognition of prior learning (RPL): the process and lessons learnt from the Mauritius experiences

Panelists:

James Keevy (SAQA)

Stefan Thomas (GIZ)

Kaylash Allgoo (MQA)

Ressource Person: Hervé Huot-Marchand (UNESCO/BREDA)

Management of the session:

Moderator: George Afeti

Rapporteur: TBD



ST2-c: Skills development and employment in the informal sector: Skills for rural development and the agricultural sector

The case for modernizing and re-structuring the delivery of TVSD in the informal sector is justified by the dominant role that traditional apprenticeship and other forms of informal sector skills training plays in the provision of skills for the informal economy in most countries of Africa. 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.

In almost all Sub-Saharan African countries, informal and private sector training providers account for the bulk of opportunities available to all categories of learners for the acquisition of employable skills. Traditional apprenticeships, NGO and faith-based organizations, and on-the-job training provide the most opportunities for skills development for the vast majority of African youth. Informal sector employment and self-employment dominate in both rural and urban areas in Africa.

The parallel session will discuss the modernization of skills development in the informal and agricultural sectors and experiences gained by NGOs and bi-lateral organization in the sector.

The objectives of the parallel session are:

- To highlight innovative practices in the modernization of the informal sector
- To highlight measures to promote skills development in the informal sector
- To highlight innovative practices and training reforms in the agricultural sector
- To identify remaining challenges and propose measures to promote training and youth employment in the agricultural sector

Panelists

Andreas Koenig (GIZ)
 Ngone-Diop (Senegal)
 Mogens Jensen (BU-Net)
 Igor Besson (Réseau FAR)

Resource persons: Mary-Luce Fiaux-Niada (SDC) and Dan Thankur (CIDA)

Management of the session:

Moderator: Adama Coulibaly
 Rapporteur: TBD

ST2-d: Costing and financing of TVSD

In sub-Saharan Africa, technical and vocational education is on the average four times more expensive than general secondary education and in some cases up to fourteen times. Most African countries allocate more resources to their primary education and higher education sectors than technical and vocational education and training.

Obviously, state funding alone is inadequate. Furthermore, the issue of finding sustainable mechanisms for financing skills development in Africa has become even more acute as many countries have embarked on reforms targeting not only the formal system but also the informal and non-formal systems. It is noted that the creation of national training funds in many

countries, often based on payroll levies, has provided additional funds to the sector. However, the question remains as to their effectiveness and whether enough funds can be generated through payroll levies, since many countries have a narrow tax base.

Another issue is the ability to determine the cost of training programs or new training initiatives. The estimation of costs is vital for sustainability and efficiency of available resources both human and material. Such an exercise is not always performed as policy-makers or training authorities often lack suitable tools.

The parallel session will discuss innovative approaches to financing TVSD. There will also be a short demonstration of the simulation model for costing TVSD programs.

The objectives of the session are:

- To highlight innovative and sustainable mechanisms for financing TVSD
- To present the cost simulation model designed by the Pole de Dakar with Senegal

Panelists:

Boubakar Savadogo (Burkina Faso)
Kaviraj Sukon (Mauritius-HRDC)
Blandine Ledoux (Pole de Dakar)

Resource person: Delegate from AFD

Management of the session

Moderator: Baboucarr Sarr (AfDB)
Rapporteur: TBD

11:00 – 11:30	<i>Coffee break</i>	
11:30 – 13:00	Plenary Session - Reporting back from parallel sessions and discussions	Chair : Rapporteur
13:00 – 14:30	<i>Lunch break</i>	

13:00-14:30 Side Meeting : Learning for All: World Bank Education Strategy 2020

Elizabeth King, the World Bank's Global Director for the Education Sector, will lead a discussion about how the new World Bank Education Sector Strategy 2020 changes how the World Bank will be working with countries and what it will try to accomplish during the next decade.

Room

International Conference Center

14:30 – 16:00

Plenary Session

- Panel and demonstration on ICT and Education:

- Paul Gerin Lajoie & ADEA Task Force on ICT

16:00 – 16:30

Coffee break

16:30 – 18:00

Plenary Session

- Panel on Youth Issues

Description of plenary sessions

ICT and Education

Objective:

To demonstrate the potential of ICT in classroom instruction and also in addressing quality of education across different geographical/ physical settings

Panelists:

Ricaud Auckbur (ICT Director, Ministry of Education and Human Resources, Mauritius)

Geneviève Puisegur-Pouchin (Apréli@ Chair)

Joseph Nsengimana (Director Corporate Affairs and Strategic Alliances, Africa - Intel)

François Gerin-Lajoie (Chair of Paul Gérin-Lajoie Foundation)

Patrick Lelorieux (Smart Technologies Vice President)

Victor Kossi Kouma Agbegnenou, (KA Technologies et RETICE Director)

Management of the sessions

Moderator: Kaviraj Sharma Sukon (Mauritius College of the Air)

Rapporteur: TBD

Youth Issues

Objectives:

- To follow through on the logic that underpinned the Rabat consultative meeting where ADEA committed to include African youths, as key stakeholders, in the policy dialogue on skills development and sustainable development.
- To underscore one of the key principles of sustainable development : meeting the current economic and social needs without compromising those of the future generations ;
- To give the opportunity to the African youths to engage directly with policy makers on education and training development issues. Thus they will be able to articulate the challenges they are facing in finding gainful and gratifying employment while contributing to the sustainable development of their continent.

Expected Outcomes

- African youths are recognized as organized key stakeholders in policy dialogue on education and training development and capable of articulating policy recommendations as well as committed to making a constructive contribution to sustainable development of Africa;
- Social, economic and cultural visions articulated by the African youth are shared, discussed and integrated into the Triennale's agenda and follow-up;
- Ethics, values, and civics mentioned by the Youth in Rabat are taken as an integral part of the key competencies that every young African should possess and demonstrate;
- The unemployment challenges described by the youth are discussed and integrated into follow-up frameworks to be addressed by governments and other key development partners at the national and international levels- in other words, to ensure that "the present generation that is faced with a massive unemployment situation will not be a sacrificed generation».

Panelists:

Marie Tamoifo (Founder of *Jeunesse verte du Cameroun*)
Chandelle Kaosnga (Africa 2.0)
Cynthia Mosunmola Umoru (Young Entrepreneurs)
Mamadou Toure (Founder of Africa 2.0)

Discussant: Hon. Achille Marie Joseph TAPSOBA Minister of Youth, Vocational Training and Employment (Burkina Faso)

Management of the session:

Moderator: Annick-Laure Tchuenden (Volunteer Corp Strategy and Planning AU Youth)
Rapporteur: TBD

18:15-20:00 – Cocktail organized by GPE for Ministers of Education, General Secretaries- and/or their designates ONLY

THURSDAY, FEBRUARY 16

7:00-8:45 -- Side meetings (These meetings will run parallel)

Employment flagship report on Africa

Peter Materu (World Bank)

room: TBD

Education Sector Monitoring & Evaluation:
Brainstorming Session (GPE)

Douglas Lehman (GPE)

room:
International Conference Center

09:00 – 18:00 Session 4 - Focus on Sub-theme 3 (4 parallel sessions) and Caucus of African Ministers

09:00 – 11:00 Parallel Sessions and Caucus of Ministers (restricted session which will run parallel to sub-theme 3 sessions)

- ST3-a: STI policy articulation, integration and implementation at the national level
- ST3-b: Quality, research & development and innovations and tertiary education in Africa
- ST3-c: Youth, technology & science and job creation: Higher level TVSD and economic transformation
- ST3-d: Building and strengthening regional co-operation
- Working Session on ICT (ADEA Task Force on ICT)

11:00 – 11:30 *Coffee break*

Description of the Sessions

ST3-a: STI policy articulation, integration and implementation at the national level

This parallel session will address issues pertaining to articulation of policies and programs at continental (AU/NEPAD, UNECA), regional (COMESA, EAC, ECOWAS, SADC, etc.), na-

tional and institutional levels. The session will delve into approaches and modalities of articulating policies and programs at all levels and with what outcomes. Discussions will also look into issues of establishing of STI institutions, funding of R&D, capacity building, integration of science and technology into national visions and agenda; and mechanisms for implementation, follow-up and formulating indicators of success.

Objectives:

- To assess major milestones in articulation of STI policies in Africa, and the adequacy of those policies and programs in meeting the needs for sustainable socio-economic development.
- To assess how policies and programs articulated at continental level cascade to national, regional and institutional levels and
- To understand how national policy priorities relate to specific national needs, regional and continental requirements, and enhance global competitiveness.
- To understand how funding for R&D could fulfill commitments and meeting needs for development of STI capacities.
- To understand how indicators of performance and measures for success and comparisons can be put in place

Panelists:

- Prof. Berhanu Abegaz (Executive Director of AAS)
- Shamila Nair-Bedouelle (Chief of Unit, AU/CPA Implementation Division for Science Policies and Sustainable Development)
- Coulibaly, Division Manager (AfDB)
- Prof. Brehima Tounkara, Director Higher Education (UEMOA)
- Mwangi Kiburi, Ministry of Higher Education Science and Technology

Management of the session:

Moderator: Prof. Mohamed Hassan, former Executive Director of TWAS

Rapporteur: TBD

ST3-b: Quality, research & development and innovations and tertiary education in Africa

Public and private investments in tertiary education are critical to the development, acquisition and utilization of scientific and technological capabilities and the overall sustainable socio-economic development in Africa. Since within tertiary institutions are concentrations of highly trained expertise and locations of scientific and technological infrastructure, such institutions are therefore indispensable components of the national research and development and innovation systems. The discussions will thus interrogate the effectiveness of tertiary institutions and in particular research universities in undertaking their mandates.

How then do tertiary institutions contribute to societal expectations through training of scientists and technologists, producing the necessary research and innovations, and linking their outputs to the productive sectors of the society? How do African countries maximize the contributions of tertiary education to research and development (the role of QA mechanisms in maintaining quality, establishment of Centers of Excellence, development of differentiation in HE, utilization of, ICT, building vibrant research communities, regional and South to South exchanges, Diaspora contribution, etc.)?

Objectives:

The parallel session will focus mainly on four issues that are essential to strengthening national capacities for acquisition of scientific and technological knowledge and innovations, and processes of utilization in the society:

- Strengthen the capacity for science and technology in tertiary institutions: need for balanced approach in enrolments and allocation of expertise, time and resources to research and development.
- Quality and Quality Assurance: improvement of the quality of education provided in tertiary institutions focusing in particular to the role of institutional arrangements, national regulatory bodies and regional cooperation in Quality Assurance (QA).
- Building and strengthening COEs as vehicles for improvement of capacity and R&D output.
- University- productive sectors Linkages: Strengthening, rethinking and maximizing university linkages with productive sectors of the economy, how and through what processes.

Panelists:

Dr. Mohamed Cherif Diarra (WGEMPS Coordinator)

Prof. Mayunga Nkunya (IUCEA)

Prof. Hatem Mhenni (Ecole Supérieure de Commerce de Tunis)

Dr. Heike Edelmann-Okinda (Director of the Ghana office, DAAD - Deutscher Akademischer Austauschdienst)

Prof. John Ssebuwufu (AAU)

Management of the session:

Moderator: Dr. Sibry Tapsoba, Representative of AfDB, Cairo, Egypt

Rapporteur: TBD

ST3-c: Youth, technology & science and job creation: Higher level TVSD and economic transformation

African population is predominantly youthful. Nevertheless, it is highly differentiated in terms of educational attainment, values, training, scientific and technological skills and forms of engagement in the economy. Hence African countries face serious challenges of how to respond to the differentiated needs of youth for scientific and technological knowledge and skills, opportunities for entrepreneurship, employment and livelihoods. These concerns raise questions not only of the model of economic development adopted in each country, but also skill formation of the young people to maximize on utilization of S&T, foster job creation, entrepreneurship and innovation in the context of the rich heritage of natural resources.

There are also issues of the relevance of training programs being offered in various institutions in African countries, and the employability of graduates coming out thereof. There is, therefore, need to learn from local experiences on this concern, as well those of the other countries in Asia, Europe and North America. For instance, African TVET institutions can learn from the community college concept of North America. In particular, the approach of the community colleges in Canada to skills development based on the principle of "anybody can learn"- a model well adapted to not only providing entry- level job skills for new learners but also for up-skilling, re-skilling and multi-skilling of workers in a lifelong learning context. Furthermore, the articulation of the community colleges with universities ensures that learners can develop their skills to the highest level possible.

Objectives:

This parallel session will discuss how youth can acquire appropriate skills for high level employment and value-addition and job creation. The discussions will focus on:

- How can Africa turn 'youth bulge' into a globally competitive workforce imbued with the higher level skills necessary for technology adaptation and innovation, transformation of national production systems and industrialization?
- What policies and strategies should be adopted to address development of both basic and higher level knowledge and skills (TVSD) needs among the youth?
- What lessons and experiences can Africa draw from the Canadian model of community colleges in fostering appropriate skill formation among youth, and preparing them for the rapidly changing knowledge and skills requirements for economic development?
- What strategic interventions need to be undertaken by the governments, private sector and other stakeholders to create enabling environment for young people to acquire and utilize STI knowhow for sustainable development?

Panelists:

- Dr. Kilemi Mwiria (Assistant Minister, Ministry of Higher Education, Science and Technology, Kenya)
- Efia Assignon (CCNB)
- Marie-Josée Fortin (ACCC)
- Steven Obeegadoo, MP. (Former Director, Education For All)

Management of the session

Moderator: Pro A. Ouahab, Directeur, MET

Rapporteur: TBD

ST3-d: Building and strengthening regional co-operation

Regional cooperation and collaboration is central to Africa realizing its STI agenda. While African governments have placed high premium on STI, they faces major challenges and constraints in implementation of regional agenda on cooperation.

Objectives:

Discussions on this topic will focus on how African countries can strengthen regional cooperation in STI to maximize on the limited resources and capacity in tackling the major Africa development challenges in fields such as health, water, energy, climate change, etc. The discussions will also delve on future cooperation can be built on existing institutions, programmes and capacity building; and how collaboration with development partners and international institutions can strengthen the anticipated regional cooperation in the development of STI.

Panelists:

- Jean-Jacques Nyirubutama (UNECA)
- Tichaona Pesanayi, Programme manager (SADC Regional Environmental Education Programme)
- Lomthandazo Mavimbela (SADC)
- Baboucarr Sarr, (Lead, Education, AfDB)
- Jussi Karakoski (Educational Adviser, Ministry for Foreign Affairs)

Management of the sessions:

Moderator: Ingrid Jung (GIZ Germany)

Rapporteur: TBD



11:30 – 13:00	Plenary Session	
	- Reporting back from parallel sessions and discussions	
13:00 – 14:30	<i>Lunch break</i>	
14:30 – 16:00	Plenary Session	
	- Private Sector and Inclusive Growth: Need for a macro-economic framework and the role of education and training	Led by Richard Walther
16:00 – 16:30	<i>Coffee break</i>	
16:30 - 18:00	Plenary Session	
	- Roundtable on women’s key role in sustainable development: implications for education and training	Introduced by Aïcha Bah Di-allo-FAWE Chair
19:30 -	<i>Gala dinner offered by ADEA Fashion show for peace and education Commemoration of the 20th anniversary of the Forum of African Women Educationists (FAWE)</i>	

Description of plenary sessions

Private Sector and Inclusive Growth: Need for a macro-economic framework and the role of education and training

The consultation process of the private sector has clearly shown the challenges TVSD has to face in order to produce critical skills and qualifications needed to promote and accelerate sustainable development.

The challenges may be summarized as follows:

- Lack of relevance of the education and training systems which are not aligned with the direct needs of the enterprises and the society;
- Supply driven and not demand driven approach;
- Lack of partnerships between trainers/teachers and managers of the TVET schemes and pathways (who are operating in silos) and companies as well as professional organizations;
- Disconnect between the skills acquired by the youth (who are mostly unemployed or active in the informal economy) and the real needs of skills and jobs in the labor market;
- Almost no training of the active population (artisans, farmers) and a dramatic lack of life-long learning;

- No real answer to the skills constraints in new and emerging areas of professional activity;
- Too low resources given by the public authorities to TVSD and insufficient involvement of the private sector (work based training and apprenticeship) in order to face the huge needs of skills development.

Objectives / Expected outcomes

- A clear view of the challenges the Triennale has to respond in promoting critical skills for sustained economic development of Africa countries is provided.
- Types of skills currently needed by the private sector are outlined and discussed (manufacturing, agribusiness, renewable energy and service industries). Jobs and skills of the future also discussed.
- Initiatives taken or planned in conceiving and implementing critical skills are highlighted and explained
- Views about the desired TVSD policies and reforms are expressed and discussed by panelists.
- Key commitments made by private sector in co-conceiving, co-implementing and co-financing, in partnership with the public authorities, innovative and added value TVSD schemes and pathways leading to sustainable development of Africa are provided and discussed by panelists.

Panelists:

- Futhi Mtoba (President: Business Unity South Africa)
- Tracy Pienaar (Private Investors in Africa, Head of Learning & Development for Africa, L&D Centre of Excellence, Standard Bank Africa)
- Assitan Traoré (Chair, FNAM).
- Franck Tapsoba (Director General, CCI du Burkina Faso)
- Abdelaziz Halleb (Vice-President of FEDELEC)

Discussant: Hon. Albert Flinde, TVET Minister (Ivory Coast)

Management of the session

Moderator: Richard Walther

Rapporteur: TBD

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

The lack of adequate female representation and participation in the tertiary education system in Africa, accounts for women's absence in positions of leadership within their various communities. Against this backdrop, FAWE embarked on a research initiative for strengthening gender research to improve girls' and women education in Africa. The ultimate goal is to use research as an effective evidence based tool for advocacy for the promotion of women's role in sustainable development in Africa. The initiative, which is supported by the Norwegian Development Corporation (NORAD), investigates some of the issues women face in higher education.

The 1st phase of this initiative was conducted on specific themes with five (5) Universities. Studies undertaken under this 1st phase identified gender inequality in higher institutions of learning as a key factor that contributes to the marginalization of women.

Objectives of the FAWE panel discussion

The objective of the panel discussion is for FAWE to share the lessons learned and its experiences on enhancing women's participation in sustainable development through education in Africa.

Panelists:

Hon. Bernadette Legzim-Balouki (Minister of Primary and Secondary Education and Literacy, Togo / Member of FAWE Executive Committee)

Marie Lydia Toto Raharimalala (Chair of the Commission Gender and development for the Transition Supreme Council of Madagascar / Vice-Chair of FAWE Executive Committee for Africa)

Prof. Fatou Sarr Sow (Director of the Gender and Scientific Research Laboratory, Senegal / Member of FAWE Executive Committee)

Daphne Nawa Chimuka (National Coordinator of FAWE, Zambia)

Thioye Bébé (Teacher of FAWE Center Excellency, Burkina Faso)

Faith Metiaki (FAWE Beneficiary, Kenya)

Management of the session:

Moderator: Virgilio Juvane

Rapporteur: TBD

FRIDAY, FEBRUARY 17

7:00-8:45 -- Side meetings (all side meetings will run parallel)

Benchmarking Workforce Development: A New Approach at the World Bank, Jee-Peng Tan (World Bank)

In today's economically-integrated and technologically-drive world, a well-functioning Workforce Development (WfD) system is an asset that can help economies to compete and grow by providing new and incumbent workers with up-to-date skills that help firms improve their productivity and competitiveness. It is being implemented under the World Bank's broader initiative on System Assessment and Benchmarking for Education Results (SABER) and shares the initiative's goals of creating diagnostic tools for assessing how well a given education and training system is performing in light of global best practice, and what might be done to obtain better results. In addition to a general overview of the WfD program, this presentation will briefly examine the cases of Chile, Singapore, Korea, and Uganda, and offer insight into possible second generation applications of the program

Room:

International Conference Center

Cognitive neuroscience for skills development: Implications for African Human Capital, Helen Abadzi (GPE)

Room:

International Conference Center

09:00 – 18:00 Session 5 - Enabling environments and factors- Plenary sessions

09:00 – 10:30 **Plenary Session 1** Moderator : Ahlin Byll-Cataria
 - Ethics, values and governance: the core of sustainable development

10:30 – 11:00 *Coffee break*

11:00 – 13:00 **Plenary Session 2**
 - Forming and Sustaining Key Partnerships: Public, private and civil society actors and sub-regional and regional cooperation frameworks

13:00 – 14:30 *Lunch break*

14:30 – 16:00 **Plenary Session 3**

Developing a Triennale follow-up framework: roles and responsibilities

Panelits :
Mamadou Ndoye (General Coordinator of the Triennale)
Richard Walther (General Coordinator of the Triennale)
Hamidou Boukary (Chief Education Specialist, ADEA)
Hon. Hadiza Noma Ngade (Minister of Professional Training and Labour, Niger)

Moderator: Dzingai Mutumbuka (Chair of the ADEA Steering Committee)

16:00 – 16:30 *Coffee break*

16:30 – 18:00 **Way Forward and Closing**

Closing Ceremony

Moderator : Dzingai Mutumbuka

Ahlin Byll-Cataria (ADEA Executive Secretary), 1 representative of each stakeholders (Ministers, development agencies, Youth, Private Sector, Civil Society...)

Closing remarks by:

Hon. Sam Onger (Ministry of Education, Science & Technology / Chair of ADEA Bureau of Ministers)
Dzingai Mutumbuka (ADEA Chair)
Koumba Boly Barry (Minister of National Education and Literacy-Burkina Faso/ Member of the ADEA Bureau of Minister)
Hon. Beyon Luc Adolphe Tiao (Prime Minister of Burkina Faso)

Description of the panel sessions

Ethics, values and governance: the core of sustainable development

Issues of governance ethics and values are at the core of sustainable development. Africa's development challenges lie primarily in the realm of ineffective governance and the deteriorating ethics and values at individual and institutional levels. This panel will focus on how to regain the moral high grounds and good governance.

Panelists:

Hon. Koumba Boly Barry (Minister of National Education and Literacy-Burkina Faso/ Member of the ADEA Bureau of Ministers)

Rev. Fr. Jacques Seck (Inter-faith specialist))

Martine Libertino (Writer, philosopher and mediator)

Kamel Ayadi (Chair-Founder of FMOI anticorruption committee)

Discussant: Amb. Hanachi (former Tunisian diplomat)

Management of the session:

Moderator: Ahlin Byll-Cataria (ADEA Executive Secretary)

Rapporteur: TBD

Forming and Sustaining Key Partnerships: Public, private and civil society actors and sub-regional, regional and international cooperation frameworks

Sustainable development cannot be achieved without strong and enduring partnerships between key stakeholders from the grassroots to the public and private domains. This panel will try to elicit policies and strategies for building such partnerships.

Panelists:

Hon. Rosalie Kama-Niamayoua (Minister of Primary and secondary education in charge of Literacy/ Chair of the Bureau and Forum of Ministers)

Hon. Haroun Ali Suleiman (Minister of Labor, Economy, Empowerment and Cooperative, Zanzibar)

Abdoulaye Issaka Maga (Director, ECOWAS)

Anne Zwahlen (Assistant Director for the Division of West Africa-SDC)

Gcina Hlophe (CEO- UMLAMBO Foundation)

Futhi Mtoba (private sector representative, South Africa)

Prof. Ki-Seok Kim, South Korea

Discussant: Birger Fredriksen, former member of the ADEA Steering Committee

Management of the sessions:

Moderator: Mamadou Ndoeye

Rapporteur: TBD

SATURDAY, FEBRUARY 18

9:00-13:00 – ADEA Steering Committee Meeting (restricted)

14:00-17:00 – Consultative Meeting on PACTED (restricted)

Mazungumzo ya Elimu ya Uongozi na Mabadiliko

حوار في التربية لأجل القيادات و التغيير

Dialogue on education for leadership and change

Dialogue sur l'éducation pour le leadership et le changement

Diálogo sobre a educação para o leadership e a mudança



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

Association pour le développement de l'éducation en Afrique (ADEA)
Banque africaine de développement (BAD) - Agence temporaire de relocalisation (ATR)
13 avenue du Ghana - BP 323 - 1002 Tunis - Belvédère - Tunisie
Tel: +216/ 71 10 39 86 - Fax: +216/ 71 25 26 69 - E-mail: adea@afdb.org
Lien facebook : <http://www.facebook.com/pages/ADEA-2012-Triennale/370391529643372>

www.adeanet.org/Triennale



twitter