

**Promoting critical knowledge,  
skills and qualifications for  
sustainable development in Africa**

How to design and implement an effective response  
by education and training systems

**Proceedings of the  
2012 ADEA Triennale on Education and  
Training in Africa**

Ouagadougou, Burkina Faso,  
February 11 to 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



25 Ans au service de l'éducation en Afrique  
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## Abbreviations and Acronyms

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<b>AAS</b>	African Academy of Sciences
<b>AAU</b>	Association of African Universities
<b>ACCC</b>	Association of Canadian Community Colleges
<b>ADEA</b>	Association for the Development of Education in Africa
<b>AEAA</b>	Association for Educational Assessment in Africa
<b>AFD</b>	<i>Agence Française de Développement</i> (French development agency)
<b>AfDB</b>	African Development Bank
<b>AIDS</b>	Acquired immune deficiency syndrome
<b>AKF</b>	Aga Khan Foundation
<b>APENF</b>	<i>Association pour la promotion de l'éducation non formelle</i> (Burkina Faso association for the advancement of nonformal education)
<b>APESS</b>	<i>Association pour la Promotion de l'Élevage au Sahel</i> (Association for the promotion of animal husbandry in the Sahel)
<b>Apréliā</b>	<i>Association pour la promotion des ressources éducatives libres africaines</i> (Association for the promotion of open educational resources in Africa)
<b>AREN</b>	<i>Association pour la Revitalisation de l'Élevage au Niger</i> (Association for the revitalization of animal husbandry in Niger)
<b>AU</b>	African Union
<b>BMZ</b>	<i>Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung</i> (German Federal Ministry for Economic Cooperation and Development)
<b>BREDA</b>	Regional Bureau for Education in Africa
<b>CEBNF</b>	<i>Centres d'éducation de base non formelle</i> (Burkina Faso nonformal basic education centers)
<b>CEFRIO</b>	<i>Centre francophone d'informatisation des organisations</i> (Francophone center for the computerization of companies)
<b>CESID</b>	<i>Conseil Economique de Solidarité Internationale pour le Développement</i> (Economic council for international solidarity for development)
<b>CIDA</b>	Canadian International Development Agency
<b>CIEFFA</b>	<i>Centre International pour l'Éducation des Filles et des Femmes en Afrique</i> (International Centre for the Education of Girls and women in Africa)
<b>CNES</b>	<i>Confédération nationale des employeurs du Sénégal</i> (National confederation of employers of Senegal)



<b>COE</b>	Center of excellence
<b>COMEDAF</b>	Conference of Ministers of Education of the African Union
<b>CONFEMEN</b>	<i>Conférence des Ministres de l'Éducation des pays ayant le français en partage</i> (Conference of ministers of education of French-speaking countries)
<b>COTVET</b>	Council for Technical and Vocational Education and Training
<b>CPCCAF</b>	<i>Conférence permanente des chambres consulaires africaines et francophones</i> (Conference of African and Francophone chambers of commerce)
<b>CQP</b>	<i>Certificat de qualification professionnelle</i> (vocational certificate of education)
<b>DAAD</b>	German Academic Exchange Service
<b>DANIDA</b>	Danish International Development Agency
<b>DRC</b>	Democratic Republic of Congo
<b>ECD</b>	Early childhood development
<b>ECOWAS</b>	Economic Community of West African States
<b>EFA</b>	Education for All
<b>EI</b>	Education International
<b>ERNWACA</b>	Educational Research Network for West and Central Africa
<b>ESARO</b>	Eastern and Southern Africa Regional Office
<b>EU</b>	European Union
<b>FAR</b>	<i>Formation Agricole et Rurale</i> (Agricultural and rural training network)
<b>FAWE</b>	Forum for African Women Educationalists
<b>FNAM</b>	<i>Fédération Nationale des Artisans du Mali</i> (Mali national federation of craftspeople)
<b>GDP</b>	Gross domestic product
<b>GER</b>	Gross enrolment ratio
<b>GIZ</b>	<i>Deutsche Gesellschaft für Internationale Zusammenarbeit</i> (German international cooperation agency)
<b>GPE</b>	Global Partnership for Education
<b>GRP</b>	Gender-Responsive Pedagogy
<b>HDI</b>	Human development indicator
<b>HIV</b>	Human immunodeficiency virus
<b>ICQN</b>	Inter-Country Quality Node
<b>ICT</b>	Information and communication technology
<b>ISESCO</b>	Islamic Educational, Scientific and Cultural Organization
<b>IUCEA</b>	Inter-University Council for East Africa
<b>JICA</b>	Japan International Cooperation Agency

<b>MDG</b>	Millennium Development Goal
<b>MHST</b>	Ministry of Higher Education, Science and Technology
<b>NBCC</b>	New Brunswick Community College
<b>NEPAD</b>	New Partnership for Africa's Development
<b>NORAD</b>	Norwegian Agency for Development Cooperation
<b>NQF</b>	National qualifications framework
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>PAFPC</b>	<i>Projet d'Appui à la Formation Professionnelle Consulaire</i> (Technical and commercial training support project)
<b>PASEC</b>	<i>Programmes d'Analyse des Systèmes d'Éducation de la CONFEMEN</i> (Analysis program for CONFEMEN education systems)
<b>PDSEB</b>	<i>Programme de développement stratégique de l'éducation de base</i> (Burkina Faso basic education strategic development plan 2011-2020)
<b>PPP</b>	Public and private partnerships
<b>PRODEFPE</b>	<i>Programme décennal de développement de la formation professionnelle pour l'emploi</i> (Mali 10-year vocational training development program)
<b>R&amp;D</b>	Research and development
<b>RETICE</b>	<i>Réseau Energie TIC pour l'Éducation</i> (ICT energy network for education)
<b>REPTA</b>	<i>Réseau Education Pour Tous en Afrique</i> (Network for EFA in Africa)
<b>SACMEQ</b>	Southern and Eastern Africa Consortium for Monitoring Educational Quality
<b>SADC</b>	Southern African Development Community
<b>SCADD</b>	<i>Stratégie de croissance accélérée et de développement durable</i> (Burkina Faso accelerated growth and sustainable development strategy 2011-2015)
<b>SETA</b>	Sector Education and Training Authority
<b>SMEs</b>	Small and medium enterprises
<b>STI</b>	Science, technology and innovation
<b>TESSA</b>	Teacher Education in Sub-Saharan Africa
<b>TIVET</b>	<i>Technical, industrial, vocational and entrepreneurship training</i>
<b>TVET</b>	Technical and vocational education and training
<b>TVSD</b>	Technical and vocational skills development
<b>UIL</b>	UNESCO Institute for Lifelong Learning
<b>UNECA</b>	United Nations Economic Commission for Africa

<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>UK</b>	United Kingdom
<b>USA</b>	United States of America
<b>WGBLM</b>	Working Group on Books and Learning Material
<b>WGCOMED</b>	Working Group on Communication for Education and Development
<b>WGEMPS</b>	Working Group on Education Management and Policy Support
<b>WGHE</b>	Working Group on Higher Education
<b>WGNFE</b>	Working Group on Non Formal Education
<b>WGTP</b>	Working Group on the Teaching Profession

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# Introduction

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The ADEA Triennale 2012 on education and training in Africa marked a new strategic direction for the organization. Held in Ouagadougou, Burkina Faso, from February 11 to 17, 2012, the Triennale sought to provoke reflection on means of transforming education and training systems into a powerful mechanism for generating the human capital Africa needs for its sustainable development. The Triennale brought together approximately 1,000 participants. These included a wide range of ministers and ministry officials, policy-makers, researchers, experts and stakeholders from the education sector as well as from other development sectors. Notably, the Triennale welcomed four heads of state—His Excellency the President of Burkina Faso, Blaise Compaoré; His Excellency the President of Côte d’Ivoire, Alassane Dramane Ouattara; His Excellency the President of Mali, Amadou Toumani Touré; and His Excellency the President of Niger, Issoufou Mahamadou.

ADEA shared knowledge built up over two years of consultation and preparation in order to stimulate in-depth discussion and learning on the theme of 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.*

The Triennale opening ceremony was held on February 13, 2012, and featured an address by His Excellency Blaise Compaoré, President of the Republic of Burkina Faso, who graciously opened the conference. This and other opening addresses were followed by a roundtable session involving the heads of state mentioned above.

The technical aspect of the meeting began on the afternoon of February 13, 2012, with a presentation of the principal theme of the Triennale: to identify the critical skills for bringing about accelerated and sustainable development in Africa. The next day featured an introduction to the three subthemes of the Triennale:

- Common Core Skills for Lifelong Learning and Sustainable Development in Africa
- Lifelong Technical and Vocational Skills Development for Sustainable Socio-economic Growth in Africa
- Lifelong Acquisition of Scientific and Technological Knowledge and Skills for Africa’s Sustainable Development in a Globalized World

Over the following days, there were plenary presentations on the following themes:

- Burkina Faso’s current education and training policies
- Information and communication technology (ICT) in education and training

- Youth issues
- Private sector and inclusive growth: the 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
- Ethics, values and governance: the core of sustainable development
- Forming and sustaining key partnerships: public, private and civil society actors and sub-regional, regional and international cooperation frameworks

The plenary sessions were interspersed with smaller parallel sessions that allowed in-depth deliberation on each of the subthemes. The concluding sessions were held on the afternoon of February 17, 2012, with a session on developing a Triennale follow-up framework, with relevant and roles and responsibilities.

Triennale participants were invited to attend two theme days immediately preceding the official opening of the conference on February 11 and 12, 2012. The first event, Diaspora Day<sup>1</sup>, was a forum to deliberate on the many valuable contributions that Africans in the Diaspora are making to Africa and to discuss mechanisms that could increase their contribution by enabling them to become involved in policy dialogue and to partner with Africa to transform education and training systems into effective tools for skills development. Korea-Africa Day<sup>2</sup>, held on February 12, had

1 For more information on the Diaspora Day, please see <http://www.adeanet.org/triennale/eng/index.php?categoryid=78>.

2 For more information on Korea-Africa Day, please see <http://www.adeanet.org/triennale/eng/index.php?categoryid=79>.

as its objective to shed light on the extraordinary development of the Republic of Korea that in 1945 was poorer than many African countries and today is ranked as the tenth world economy. The country had invested significantly in education, training and research. Both theme days were well attended and provided significant inputs into the body of discussions of the Triennale.

The conference was enriched by poetry, song and dance from Burkina Faso, the Democratic Republic of Congo (DRC), and Mauritius, by video clips and film, and by the ADEA Innovation and Knowledge Fair, an exhibition that ran throughout the duration of the meeting and provided a forum for learning and sharing knowledge, experience and innovative policies and practices related to education. It featured kiosks with a range of audiovisual and print materials and technology products highlighting successful innovative experiences and best practices in line with the theme of the Triennale. Specialists were on hand at each kiosk to present and describe projects, programs, country perspectives and experiences.

In keeping with the tradition of previous biennial meetings, the Triennale program featured a number of side meetings and events outside the conference hours. These included the following presentations:

- *The Arab Spring: the Tunisian Case* by ADEA
- *Violence in School* by the French Ministry of Foreign Affairs
- *Learning for All: World Bank Education Strategy* by the World Bank

- *Cognitive Neuroscience for Skills Development: Implications for African Human Capital* by the Global Partnership for Education (GPE)

In addition, a banquet for all Triennale participants was generously organized by the host country at the presidential palace, while ADEA graciously hosted a gala dinner celebrating the twentieth anniversary of the Forum for African Women Educationalists (FAWE). These evenings were punctuated by song, dance and a variety of stimulating performances relating to the themes of the Triennale, girls' education, the power of learning and the rich and diverse African cultural heritage that ADEA hoped to integrate more deeply into African education systems in the future.

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## Structure of the report

The Triennale was held in Ouagadougou, Burkina Faso, from February 11 to 17, 2012. Its program included an African Diaspora day on February 10, before the Triennale opened, and an Africa-Korea day on February 12. As in the case of the preceding Biennales, the Triennale also included a meeting of the Caucus of African Ministers of Education and Training, held on February 17. The first part of the report provides an account of the Triennale sessions. The second part presents the meeting of the Caucus of Ministers. The third part is devoted to the Africa-Korea day, and the fourth to the Diaspora day.





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## Part I - Triennale Proceedings





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# Opening Address of His Excellency Blaise Compaoré President of the Republic of Burkina Faso

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His Excellency the President of Burkina Faso, Mr. Blaise Compaoré, welcomed the participants of the Triennale who had gathered to address the topic of *Promoting Critical Knowledge, Skills and Qualifications for Sustainable Development in Africa*. He lauded the emphasis given in the meeting program to the importance of skills and knowledge generation as a prime factor for future growth and development. He noted that the most prosperous countries had achieved universal education and provided opportunities for lifelong learning and that, as affirmed by the Director General of UNESCO, Madame Irina Bokova, the most valuable national asset is an educated population.

Africa needed to meet the challenge of fierce global economic competition by transforming its education systems. Burkina Faso is currently engaged in doing this through its accelerated growth and sustainable development strategy 2011-2015 (SCADD). Triennale participants would be witnesses to a new direction in education innovation. The Triennale would build on the 2008 Maputo Biennale that opted for the integration of all modes of education provision – informal, nonformal and formal – into one holistic educative system. The Ouagadougou meeting would take this approach further. It would call for the

ambition and commitment of all those participating in the Triennale to create a new and glorious history of Africa, based on the abundant riches of the continent. This new history would be unlocked by quality training and education of African youth, resulting in wise, rational and equitable strategies for the use of Africa's wealth.

The African Union (AU) had devoted two decades to education. Burkina Faso was pursuing the quest for collective and sustainable development through the new paradigm proposed by the Triennale that emphasized cross-sector linkages, and participative and collaborative governance. Access to education was being expanded at every level. Children and youth would learn how to learn, how to produce, how to take decisions, how to resolve problems, how to innovate, and how to embark on promising development projects.

Quoting President Nelson Mandela, Africa's great democrat and sage, and noting his insight and the wisdom, President Compaoré said, "Education is the most powerful known weapon for changing the world." The President concluded by declaring the 2012 ADEA Triennale of Ouagadougou open.



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# Messages Delivered to the Heads of State by Key Stakeholders

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## Minister of Education and Literacy, Burkina Faso

Hon. Koumba Boly Barry, Burkina Faso Minister of Education and Literacy, welcomed the Triennale participants to Burkina Faso, known as the land of people of integrity, and extended a special welcome to the delegation of the Republic of Korea. She thanked ADEA for having chosen Ouagadougou as the venue for the meeting and all those who had contributed to the organization of the meeting at every level.

## Chairperson, ADEA Steering Committee

Dr. Dzingai Mutumbuka, Chairperson of the ADEA Steering Committee, thanked the President of Burkina Faso and the Minister of Education and Literacy for the tremendous amount of work that had gone into the preparation of the landmark Triennale. He expressed delight at the presence of the heads of state who had accepted President Compaoré's invitation to attend the event and said this was ample evidence of their readiness to tackle even the most

difficult challenges confronting education and training systems in Africa today.

Dr. Mutumbuka noted that the directive of the 2008 AU Summit that ADEA should cover the whole of Africa had been fulfilled, together with the call to promote the use of African languages in schools and the implementation of the eight priorities of the AU Second Decade of Education for Africa.

Over the five days of the Triennale, ADEA would engage in serious policy dialogue and was counting on the support of the heads of state and ministers of education present in Ouagadougou to formulate concrete suggestions for necessary reforms and for the implementation of these reforms.

Dr. Mutumbuka said the African continent was rich in natural resources and was the most youthful continent on earth. With the right policies in education and training and sustained implementation of these policies, Africa could become a global production hub, following the path of the Asian continent. Africa would thus become the bright continent of the future and no longer be regarded as the "dark continent". The continent would epitomize Mandela's vision that education is the most powerful weapon for transforming society.

The ADEA Chairperson called on the heads of state and the ministers of education attending the Triennale to become the champions of the new paradigm at continental, sub-regional and country levels through stimulating political leadership and the mobilization of financial and human resources.

### **Chairperson of the ADEA Bureau of Ministers**

Hon. Prof. Sam Ogeri, Chairperson of the ADEA Bureau of Ministers and of the Conference of Ministers of Education of the African Union (COMEDAF), and Minister of Education of Kenya, said Africa's future achievements would be measured by advancement in ICT, technical and vocational education—the drivers of African progress—and higher education. A paradigm shift would be needed to produce critical thinking skills. He noted Africa's many achievements: gains towards gender parity, promotion of equity, progress in achieving the 2015 Millennium Development Goals (MDGs), the considerable investment across Africa in education and training, the launch of the new Pan-African University in Addis Ababa.

Prof. Ogeri appealed to all countries to allocate at least 6% of their gross domestic product (GDP) to education and training, espouse good governance practices in the sector, and incorporate peace education in their curricula. He said the Triennale was an opportunity for critical review of education reform in Africa.

### **Vice-Minister of Education, Republic of Korea**

Hon. Sang-jin Lee, Vice-Minister of Education of the Republic of Korea, said he had led a large official delegation to Burkina Faso, comprising representatives from his country's principal teaching, research and training institutions. One day prior to the Triennale had been devoted to Korea-Africa education exchange. Taking his own country as an example, the Vice-Minister urged Africa to drive the development of education, science and vocational training forward in order to consolidate economic growth and guarantee the well-being of the peoples of the continent. He stated that the Republic of Korea was willing to share its experience in the field of education and training with Africa and to go forward "hand in hand" with Africa. Korea wished to share its experience with its partners so they could avoid some of the errors that Korea had made in the past.

### **Representative of the Executive Director of UNESCO**

Dr. Lalla Aïcha Ben Barka, Assistant Director-General of UNESCO for the Africa Department, representing Ms. Irina Bokova, Executive Director of UNESCO, read a speech on behalf of Ms. Bokova. She noted that the regular biennial/triennial ADEA conferences were an event not to be missed on the global education calendar. She stressed that Africa was one of UNESCO's priorities. She also stressed that education was fundamental to achieving human rights and



a pillar for development, and that youth was the principal resource of Africa. The movements for democracy driven by youth in North Africa demonstrated the vitality of youth. However, youth demands skills and training and this is a tremendous challenge for all.

Dr. Ben Barka said that while Burundi, Ethiopia and Mali had made significant strides in increasing education access, 43% of the world's out-of-school children were in Africa, and two thirds of African girls did not go to secondary school. The findings of the surveys on learning achievement by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) and by PASEC, the analysis program for CONFEMEN education systems, were also of concern.

The solution was to invest more in teacher education and in the capacity building of head teachers and education managers, as UNESCO was currently doing in partnership with the Ministry of Education of Ghana and that of Kenya; to expand the scope of early childhood education; and to leverage more support from the international community.

## Representative of the European Commission

Mr. Kristian Schmidt, Director of the Human and Social Development Division of the European Commission, emphasized the role of youth in the future of Africa. Youth needed skills and vocational training rather than literacy. He argued that education did not create employment and

therefore support for the integration of youth into the workplace was a critical component in post-school and post-training action. It was also vital to prepare young people while at school for the world of work.

Mr. Schmidt said events in Tunisia had provided lessons for the world. Youth was the most valuable resource of any nation. An agenda for change was needed. He reiterated the call of the Chairperson of the ADEA Bureau of Ministers for governments to set aside a minimum of 6% of GDP revenues for the education and training sector.

## Representative of the Private Sector

Mr. Lassine Diawara, First Vice President of the Burkina Faso Chamber of Commerce and Industry, read a speech on behalf of the Chairperson, Mr. Albert Yuma-Mulimbi. He praised ADEA's approach of considering the private sector as a key player in the development of education in Africa. The global recession had had an impact on Africa's youth, raising levels of poverty and contributing significantly to higher unemployment.

Mr. Diawara predicted that in the future the private sector would generate economic growth and would transform Africa's resources into wealth, through dynamic partnerships with other sectors. Progress in public governance, in increased safeguards for investment, and in the rule of law, would provide a conducive context for economic growth, together with increased public investment in the

production sector and in the factors that promote entrepreneurship. Education and the creation of competencies and skills were seen as key to economic take-off in Africa. It would be important for higher education planners to target improved quality of learning outcomes rather than simply raising access levels. Mr. Diawara stressed that the

private sector was ready to partner with public education and training institutions in entrepreneurial training through its professional associations. It was seeking increased collaboration with and investment by international partners. He concluded by noting that the goal of the private sector in Africa was a prosperous continent.



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## Roundtable with the Heads of State and Emissaries of Heads of State

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Leading Kenyan TV journalist, Jeff Koinange, moderated a roundtable discussion featuring President Blaise Compaoré of Burkina Faso; President Alassane Dramane Ouattara of Côte d'Ivoire; the President Amadou Toumani Toure of Mali; President Issoufou Mahamadou of Niger; Prime Minister Pascal Koupoki of Benin, Special Representative of President Boni Yayi; and Rwanda's Minister of State in Charge of Primary and Secondary Education Hon. Mathias Harebamungu, Special Representative of President Paul Kagame.

To the Presidents of Burkina Faso and Niger:

*How relevant or timely do you find the theme of the Triennale?*

President Blaise Compaoré

**Industrialized nations forge ahead due to their well-established education systems and knowledge-based societies. If our peoples are educated and skilled, if we in Africa gain competencies and capacities relevant to growth in the future, then we will be in a position to exploit the natural resources we have in abundance and influence world history. We will increase our school and tertiary enrolments, and expand our technical and vocational institutions,**

**to produce the innovative and creative pioneers of tomorrow's development.**

President Issoufou Mahamadou

**Education is the best foundation for development. Our universities will produce our countries' leading thinkers, innovators and the technologists that we lack at present. I will give you two examples of skills gaps. We have plenty of sun in Africa but we use very little solar energy. In Niger, we have uranium but it is not Niger that uses it. Instead of the current 8% enrolment in technical education in my country we need to increase vocational education and training and boost *technical, industrial, vocational and entrepreneurship training* (TIVET) to a 60-40 ratio with general education.**

To the President of Côte d'Ivoire:

*Your country is emerging from a difficult phase. How critical is it for you to get back on track as far as the Triennale education themes are concerned?*

President Alassane Dramane Ouattara

**As we say in relation to football, "We may not have won the Cup but we haven't lost the competition."**





Taking inspiration from Korea, we can see that massive investment in education provides the conditions for economic take-off. In the past, sadly, Côte d'Ivoire invested in arms and you can see the result. We have a higher rate of poverty today than we did 20 years ago. However, we are making progress. Five new universities are planned in the north and the west of the country to add to the three existing ones. There is more investment in research institutions. Access to higher education and research is increasing for female students .

To the Representative of the President of Rwanda:

*We have heard of the one-laptop-per-child program in Rwanda. Can this program be extended across Africa in your opinion?*

Minister Mathias Harebamungu

**Our program has been very successful. Even children of 4-6 years have laptops. Now we are planning to digitize textbooks. Investment in ICT has to go hand in hand with the capacity development of teachers. Expansion of this program across Africa needs political will, leadership and commitment. Once priorities have been defined, the national budget must be aligned to them. That is the mode of planning we adopted.**

To the President of Mali:

*Timbuktu was the cradle of learning in Africa a thousand years ago. Can Africa become another cradle of learning and do we have to wait another thousand years for this?*

President Amadou Toumani Toure The current Triennale can be our second Timbuktu. Every president of Mali so far has been a teacher. We are a land steeped in the ancient learning of the past. We have 45,000 ancient manuscripts, poetry, mathematics, astrology and science. Today, inspiration may come from Korea or from Rwanda. Each country here at the Triennale can share its recipe for success with other countries.

To the Representative of the President of Benin:

*How can we ensure that conferences like this are not mere talk shops?*

Prime Minister Pascal Koupoki

**The Triennale themes are very relevant to the issues we are facing today. The development of human resources is critical for the development of our continent. In our country we look at development as an all-encompassing goal and at education as being one holistic endeavor, comprising civic education, peace education, ethics and governance. We, the leaders, are looking forward to concrete recommendations emerging from this conference so we can act on them.**

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# Introduction to the Themes of the Triennale

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Chair: **Ahlin Byll-Cataria,**  
**Executive Secretary, ADEA**

Once the theme of the Triennale had been selected and the general and thematic concept notes and methodological notes drafted to guide preparatory work, ADEA called for contributions or studies on promising, effective and successful policies relevant to the theme. African ministries of education and training, and various agencies and organizations, produced crosscutting studies on the general theme or on the three subthemes. Thematic consultations were organized to draw in civil society, the private sector and youth. These included:

- The Inter-Country Quality Node on Peace Education (ICQN-PE) held in Kinshasa, Democratic Republic of Congo, in July 2011. This meeting was attended by representatives from nine countries.
- The Inter-Country Quality Node on Technical and Vocational Skills Education Development (ICQN-TVSD) held in Abidjan, Côte d'Ivoire, in September 2011. This meeting was attended by representatives from 19 countries.
- The Youth Consultation Forum on Education and Training in Africa held in Rabat, Morocco, in October 2011.

This meeting was organized in collaboration with the Islamic Educational, Scientific and Cultural Organization (ISESCO).

There were three new features to the Triennale. The first was the broadening of ADEA's scope to the entire continent, including North Africa, as well as a partner country from beyond the region—the Republic of Korea. The second new feature was the extended and more formalized use of prior consultation meetings to enrich the knowledge produced by the Triennale background studies and research. Third, the Triennale featured parallel panel discussion sessions rather than the previous format of series of presentations of research and background papers. This was in order to enable in-depth discussion of the themes introduced in the plenary sessions.

A wider range of stakeholders participated in the 2012 Triennale than previous meetings. They included ministers of education, donors and external partners, international and inter-African cooperation agencies, the private sector, civil society, young people, and, as noted, a partner country from beyond Africa—the Republic of Korea.

The AU's vision of the future is of "an integrated, prosperous and peaceful Africa, driven by its own citizens and



representing a dynamic force in the global arena". The notion of integration militates against the fragmentation of the continent inherited at the time of independence in the 1960s. It calls for a cooperative effort across the continent to overcome the handicap of states with limited viability, in order to strengthen Africa as a whole. Africa

needs peace, putting an end to conflict and civil wars that wreak destruction and bring societies and nations to ruin. Accelerated economic development will eliminate poverty and dependency, and ensure the entry of Africa into the globalized economy.

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# Theme of the Triennale

The major challenge of the Triennale: To identify the critical skills for bringing about accelerated and sustainable development in Africa

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Presenters: **Mamadou Ndoye, former Executive Secretary, ADEA, and Richard Walther, former French Cooperation Specialist**

.....  
**The Triennale does not perceive development as a continuous process of accumulation... [but as] a transformation process entailing major changes with structural adjustments and qualitative leaps (or falls).**

*Ndoye and Walther (2012: 25)*  
.....

The challenge of the Triennale was to explore ways to make the 21st century Africa's century through accelerated and sustainable development. The opening synthesis presentation aptly summed up the focus of the meeting—to identify the specific skills needed for the urgent task of ensuring accelerated, sustainable development in Africa.

The presenters outlined the purpose of the gathering in Ouagadougou—to identify the skills that the workplace demands of Africa and that education systems should include in learning programs. In essence, the discussion was about curricula and the conditions for ensuring transformational learning. It considered how curricula should be reshaped for the challenges ahead—to address the

learning needs of children who will be working up to and beyond the year 2050, in a future where Africa must break through the bounds of underdevelopment and use its vast human and natural resources to take its place as a global participant and economic competitor. The continent must promote the emergence of a new class of innovators and creators who will strengthen the innovation capacity and bring change in complex contexts.

.....  
**...the 1970s saw 'the increasing impoverishment of the population [in Africa] and a widening of inequalities between those who profited from the prevailing instability and those who were its principal victims'.**

*Ndoye and Walther (2012: 32)*  
.....

The African Development Bank (AfDB) vision document presents a positive, inspirational future scenario for Africa that can be achieved if appropriate development strategies are adopted. The vision is posited on rapidly increasing access to education, high GDP growth in absolute and per capita terms, and the eradication of extreme poverty. The alternative negative scenario includes Africa's continuing reliance on the export of raw materials which currently represent 90 per cent of the continent's exports, continued high demographic trends, widening income gaps and a per capita income in 2025 below a quarter of the world average.

Yet the demographic growth in Africa could be turned to advantage. Africa is the only region of the world with a predominantly young population, with the advantages that this implies. Further, the continent's natural resources could be the foundation of prosperity rather than a source of trafficking and strife. In short, Africa has enormous potential. It is imperative that the continent takes advantage of its own assets. This would involve skilling the youngest population in the world, which would provide more labor potential and work years than other continents. It would also entail exploiting and transforming Africa's natural resources in order to boost national economies and provide increased investment in education and training.

The current reality, however, is that despite promising macroeconomic data for some countries, at an overall annual growth rate of 5%, human development indicator (HDI) scores over the past two decades indicate that Africa's human development has stalled and is in need of a new impetus to ensure development for all.

.....  
**For many children [in Africa] the opportunity to go to primary school has not led to an education that gives them the basic skills they need**

*Ndoye and Walther (2012: 32)*  
.....

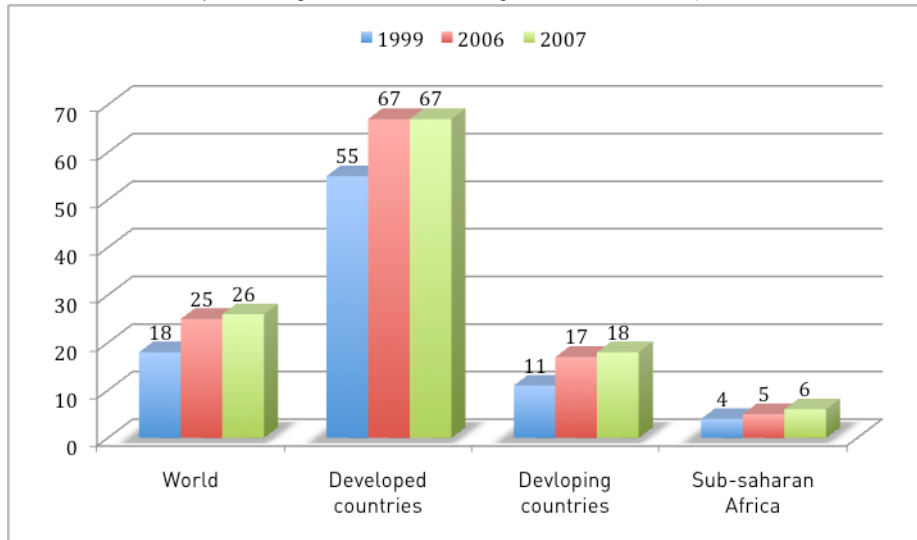
As regards education, currently, 48% of the world's out-of-school children live in Sub-Saharan Africa, 47 million African children are illiterate, and 10 million drop out of school each year. In Africa, 66% of youth remain outside

formal education systems after primary schooling; and only 6% are in university, as compared with 70% in North America and Western Europe (figure 1). There were only 35 research centers in Africa in 2006, which is 50 times fewer than in Europe. The worldwide distribution of researchers is 3% in Africa compared to 41% in Asia, 30% in Europe, and 22% in North America. The paucity of research centers and low proportion of researchers explains in large part the lack of innovation in Africa.

The long-standing challenges facing the education sector persist: the need for greater access to education, equity, the duration of schooling, and the creation of diverse educational opportunities; overcoming the marginalization of women, addressing the educational needs of rural populations, etc.; and promoting globalization, diversification, integration and flexibility in education systems. Added to these are a number of new challenges, including guaranteeing the adaptation, efficiency, relevance, and usefulness of learning; strengthening the capacity to innovate and introduce change in contexts of some complexity; and facilitating the emergence of a new generation of African innovators.

The inevitable conclusion is that the education sector must be recast if it is to play its part in creating innovative development pathways. If sustainable and accelerated development is the goal, then the four specific challenges below that Africa faces must be tackled with the corresponding strategies listed:

▷ Figure 1. The percentage of the relevant age cohort in tertiary education



Source cited by Ndoye and Walther (2012: 46): Figure 7, EFA GMR 2010

Challenge	Strategy
<ul style="list-style-type: none"> <li>• Global warming</li> <li>• Persisting subsistence economies</li> <li>• Increasing inequalities and poverty</li> <li>• Conflict and wars</li> </ul>	<ul style="list-style-type: none"> <li>• Preservation of biodiversity and the environment</li> <li>• Driving accelerated and sustained growth</li> <li>• Building inclusive societies</li> <li>• Promoting intercultural understanding and the values of solidarity, peace and democracy</li> </ul>

The capacity to survive and to improve living standards in the face of rapid change is the core of sustainable development. This will require the adoption of the following strategies:

- Make use of and integrate knowledge of theory, procedure and the environment when confronting a problematic context
- Promote qualifications for sectors and occupations that are strategic to development today and tomorrow
- Learn to innovate in order to solve unprecedented problems and bring about transformation
- Promote an overall and open lifelong learning

.....  
**Africans must take ownership of their history and read it in a way that enables them to build, with confidence and pride, a future that is commensurate with both the splendour and the suffering of previous centuries.**

*Ndoye and Walther (2012: 31)*  
 .....

A two-fold strategy was proposed: strategic action research and in-depth consultation with a wide range of stakeholders, in order to identify, analyze and learn from policies and experiences that offer solutions. Based on the premise that the future is built first in the mind, the first step would involve building up pride and confidence in Africa, by revisiting the past, so as to build a sound and secure foundation for future planning. The second step would require developing a well-designed, realistic, long-term vision for Africa, a sustainable development model built on country-developed goals and to be achieved through a continental Compact. The third step would entail placing education and training at the heart of current and future social, cultural and economic policies and strate-

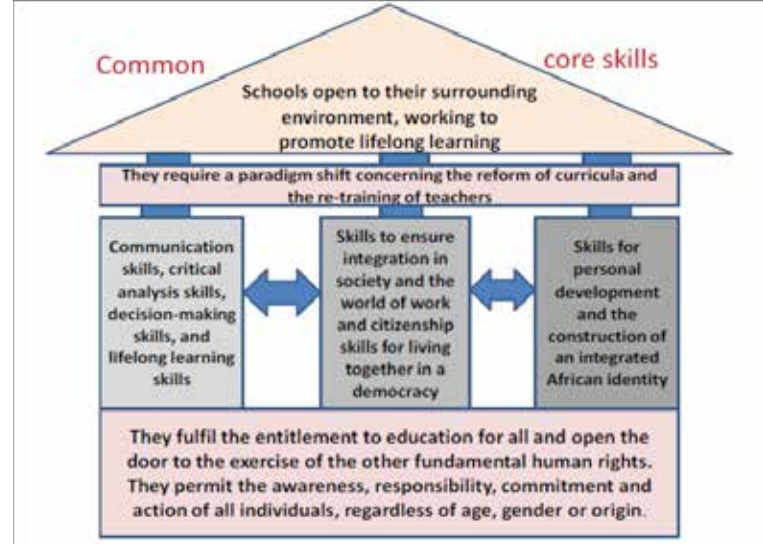
gies. Education and training would thus be the driver of sustainable transformation.

.....  
**The central concept of the Triennale is the identification of critical skills, defined as a combination of knowledge, know-how and behavioral skills.**

*Ndoye and Walther (2012: 25)*

.....  
 The critical skill needed for future development is the capacity to meet challenges and optimize comparative advantages in a particular context to ensure that a society

▷ Figure 2. Common core skills required to build critical skills for sustainable development



Source: Ndoye and Walther (2012: Figure 1, 14)

remains strong and competitive. Learners need to acquire a set of **common core skills** in order to participate in new, conscious, responsible and active African citizenship with respect to sustainable development. This is in addition to multilevel **technical and vocational skills**, and **technological and scientific skills**. The common core skills required to build this critical skill are broken down into three sets as depicted in figure 2 and are discussed in the following sections of this report.

The presenters recommended the adoption of the follow strategies to transform education and training institutions:

- Tailor education and training to economic and social demand, addressing local and national development issues.
- Expand curricula from the mere acquisition of knowledge to capacity for knowledge utilization, addressing immediate issues in the learner's environment, and skills development.
- Promote learning-focused teaching strategies rather than teacher-led processes.

Recasting education systems means learning to learn from oneself and from others, going beyond the confines of school to determine the skills needed for the immediate environment. It also means retraining teachers, teacher educators and all players involved in promoting the new cultures and practices centered on the proposed new paradigms and approaches. This will require three decisive changes in the sector. First, the incorporation of **the linguistic, cultural and historical heritage** of African societies, including traditional knowledge and practices. Second, the **broad dissemination of scientific culture**

across African societies in order to foster the promotion of indigenous production of scientific and technological inventions relevant to community and national needs. Scientific culture would take root in society by outreach and by including it in all education programs from early primary onward. The interaction between these two dimensions would open up the possibility for African societies to internalize a scientific approach that would lead to dynamic societal change. The third innovation required is **the inclusion of ICTs in education** to amplify capacity and the impact of the implied changes.

Attention must be given to building a broad consensus about the planned reforms; promoting an environment of material and community well-being conducive to relevant, quality learning; raising significant resources for the implementation of the required changes; capacity development for research and for maintaining supportive measures for the reforms, including the development of performance indicators for managing, monitoring and assessing change; and a guarantee of reform continuity.

Regarding inter-African and international cooperation, it will be important to learn from others in order to strengthen the new dynamic of learning, pooling resources, and fostering cooperation and integration at sub-regional and regional levels. This is in order to:

- Build up and pool capacities, policies and reform tools
- Promote centers of excellence at all levels of skills development, particularly in strategic sectors and occupations
- Create provision for advanced and highly specialized areas of study





North-South and South-South cooperation needs to be re-positioned so that African expertise continues to be built throughout the exercise. National and international business should be drawn into the processes of identifying and providing training for critical skills.

The next steps will include determining the mechanisms for:

- Drawing up a strategic framework for the development of skills to be implemented at national, sub-regional and continental levels
- Promoting a partnership-based, participative governance charter
- Fostering the additional conditions and decisive factors required for accelerated and sustainable transformation in Africa, to supplement the proposed transformation of education and training

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## DISCUSSION

The debate following this presentation highlighted the very different stages of development of education systems in Africa and the diverse perceptions of the messages of the presentation. The Minister of Education of Cape Verde re-asserted the need for Africa to change attitudes and mindsets from within. She called for more emphasis on education and training by all governments, globally. A representative from the Rwandan delegation, seconded by a delegate from Togo, reiterated the need for internally driven change and for external advisors to respond to the stated needs of the continent. A representative from SwissAid invited more express advice from Africa on aid

planning. The challenge, it was noted, was to ensure that communities became the change agents and were acknowledged as prime experts on their immediate environment rather than mere recipients of advice and services. A young female student from a Sufi college in Senegal quoted Einstein's view that to re-perceive a problem was to change the nature of the problem. She called for further debate on measures to arrest Africa's alienation from itself. The Vice Minister of Education of South Sudan, noting that she represented the youngest country in Africa, shared her qualms: "I get scared when I hear the call for reform and for recasting education systems. I am wondering if we should run before we can walk." She welcomed advice from her peers and from other ministries of education in Africa. The Minister of Education of Rwanda noted that while ministers of education and regimes change, reforms need to be sustained through regime and ministerial transitions and institutional ministry memory should be carefully preserved.

In response, Mamadou Ndoeye noted the very complex nature of the argument in the presentation. He welcomed external advisors as long as advisors were prepared to learn about Africa and there was no substitution for African expertise. He said that Africa must become reacquainted with its roots, use national languages and, through them, select and conserve elements in traditional cultures deemed to be useful for the uptake of modern science and technology and eliminate those considered inappropriate. He decried the lack of change in the learning institution since colonial times and the mindless assimilation of foreign culture. He emphasized that skill building was a lengthy process. Japan and Korea had taken 30-40 years

to achieve it, through careful identification of goals and priorities.

Richard Walther noted that in Africa most work skills are acquired through the informal sector, a highly significant contributor to skills training. In fact, 80-90% of work skills are acquired outside the formal system of education. He reiterated the importance of survival skills, which directly enhance problem-solving skills, noting the critical benefits of adult education programs. He urged ministries of educa-

tion to project into the future, to anticipate future education needs, and to give increased attention and support to youth and adult education and training.

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## Roundtable on the Four Pillars of Sustainable Development

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Interviewer: **Jeff Koinange, Journalist**  
Panelists: **Hon. Prof. Sam Ogeri, Minister of Education, Kenya;**  
**Prof. Franklyn Lisk, University of Warwick, UK;**  
**Prof. Hassane Baka, AREN/SwissAid Niger;**  
**Dr. Aboubacar Issa, Ministry of Communication, Science and Technology, Tanzania**

The roundtable discussion examined responses in Africa to the need to strengthen the four pillars of sustainable development listed below:

- The economic pillar—investment in natural resource transformation
- The environmental pillar—preservation of the earth’s ecosystems
- The social pillar—investment in Africa’s youth
- The cultural/political pillar—more democratic governments and governance systems

Hon. Prof. Ogeri, Minister of Education of Kenya and Chairperson of the ADEA Bureau of Ministers, felt there had been marked progress since the ADEA Biennale in Maputo in 2008. Schooling had become more inclusive

and the issue of out-of school children had received more attention. Partnerships had been set up to address education issues which could not be solved overnight but which would require long-term commitment from all.

Participants from the floor and from across the continent, together with delegates from multilateral and bilateral aid organizations, agreed that it would be necessary for governments to invest more in natural resource extraction and exploitation, and to turn these products into value-added gains for development. The continent needed increased capacity in natural resource management. At present, Africa was losing benefits by failing to recycle readily available agricultural and other wastes. Yet, the manufacture of organic fertilizer, to name but one traditional environmentally friendly technology, was a widely practiced technology in the past.

It was observed by one delegate that the ADEA Triennale had not given sufficient thought to the use of recycled materials as compared with glossy paper for the conference programs, for example, and choice of ink used on the conference bags. ADEA should be an example to others, lead the way in the use of renewable materials, and demonstrate respect for the environment.



Another delegate concurred that it was important for leaders, researchers and educated people to walk the talk before recommending action to peasants in the countryside. Further, there was little to gain from merely asking rural dwellers stop environmentally risky practices or to go back to environmentally sound traditions such as fallow land use. Land was no longer available for many of the environment-respecting agricultural technologies and practices of the past, such as the practice of fallow land use. This was due to demographic pressure, land scarcity and the concomitant increase in the search for energy resources, which in turn led to environmental degradation. The role of governments and scientific research was to work alongside peasant farmers and pastoralists, and to develop with them new and appropriate technologies for the village and for arid lands in order to foster eco-friendly practice and to build on the wisdom and technological know-how of villagers.

Despite the work carried out over the past decades, the challenge remained to mainstream environmental education in national curricula and to foster sound environmental practice in everyday life in Africa—into city, community, school, family and personal health practice.

The panelists stressed the need for broad and innovative partnerships to achieve sustainable development.

Given the widespread and tragic experience of the extent to which war and conflict can impede development and destroy development achievements, panelists were encouraged to comment on this issue. In response, the Kenyan experience was cited. Prof. Ongeru noted that emergency provision of schooling to displaced and conflict-

affected populations was one of the prime responses for recovery and rehabilitation. Education plays a critical role in times of national crisis. The Minister noted that when children are safe, occupied and receiving an education, they desist from anti-social behavior. South Sudan was currently benefiting from internal and external examinations run by neighboring countries. Another vital component in post-conflict education is the introduction of peace education into the curriculum.

A delegate proposed that a fifth pillar of sustainable development be envisaged: that of mutual understanding and control over emotions. Another proposal was to add gender mainstreaming as a sixth pillar.

In conclusion, Prof. Franklyn Lisk, Economist and Research Fellow, at the University of Warwick Centre for the Study of Globalisation and Regionalisation, urged Africa to invest increasingly in human capital. Prof. Ongeru considered that investment in education would secure the future of the generations to come and was the mother of all pillars of sustainable development. Prof. Hassane Baka, Executive Secretary of the *Association pour la Revitalisation de l'Élevage au Niger* (AREN), the association for the revitalization of animal husbandry in Niger based at SwissAid in Niger, noted the critical challenges to African development, for example, the threat to the lifestyle of nomadic pastoralists who nevertheless contribute a significant proportion of GDP. Dr. Aboubacar Issa, Environmental Specialist, Ministry of Communication, Science and Technology, Tanzania, currently based in Tunis, reminded participants that development at village level was critical, for example, appropriate energy generators such as windmills or locally produced fertilizers.



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# Introduction to the Three Subthemes of the Triennale

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Chair: **Hamidou Boukary,**  
Chief Education Specialist, ADEA

The three subthemes of the Triennale were presented for debate on Day 2 of the conference. In line with the general theme presented on Day 1, the subthemes addressed three key dimensions of the critical skills required for accelerated and sustainable development in Africa.

- Common Core Skills for Lifelong Learning and Sustainable Development in Africa
- Lifelong Technical and Vocational Skills Development for Sustainable Socio-economic Growth in Africa
- Lifelong acquisition of scientific and Technological Knowledge and Skills for Africa's Sustainable Development in a Globalized World

The sub-themes were presented by three teams of two thematic coordinators each, with team members originating from a range of countries from North Africa and Sub-Saharan Africa. Notably, each team included one woman, a marked change from the preponderance of male presenters at the previous Biennale.

## **SUBTHEME 1**

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

Thematic coordinators:

**Wim Hoppers and Amina Yekhlef**

In 2008, the Maputo Biennale called for a paradigm shift in educational development in Africa in order to meet the education needs of Africa's diversity of learners. This new paradigm would acknowledge the increasing diversity of modes of education, both existing ones and those yet to be designed. The Biennale called for a holistic and integrated approach to basic education provision with regard to both substance and structure to ensure a place for the 30.1 million out-of-school children who still require access to education. Some countries have started to work on this perspective and their efforts were acknowledged.

The presentation focused on the conditions, developments and challenges in promoting common core skills acquisition for lifelong learning and sustainable development through basic education. It gave an overview of:



- The state of practice and experiences related to the acquisition of different common core skills throughout successive and diverse phases in lifelong learning
- The fundamental shift of understanding that would be required to achieve this
- The challenge posed by these aims
- A review of current debate and the reforms that have been effected to create an enabling environment for change

Future sector reform needs to take into account the 30.1 million children still out of school in Sub-Saharan Africa, 60% of whom are unlikely to ever enter school. The majority of these out-of-school children—63%—are girls. It was noted that, in order to strengthen education for sustainable development, the range of alternative forms of education provision for basic education needs to be widened. This is to respond to common core skills learning needs for all children, adolescents, youth and adult learners.

.....

**Curriculum is the heart of teaching and learning... the official frame within which all learning should take place and [it refers] to what learners actually learn. It is thus in the curriculum that the effective teaching and learning of relevant skills, knowledge and values should take place.**

.....

Fundamental transformation of an education system needs to start with the curriculum—substance of education—and with agreement and planning on what is to be learned. Looking at curricula holistically, the learning content can be limited, to begin with, to identifying the essential common core skills to be acquired by all learners, through all modes of education provision.

Common core skills were defined by ADEA in 2011. They include language, literacy and communication skills; cognitive and scientific skills; life skills and personal development skills; social and citizenship skills; and work-related skills. The definition assumes not only the acquisition of particular abilities but also the interest in and commitment to *acting upon* the learning. The UNESCO Institute for Lifelong Learning (UIL) has suggested using the terms *core skills* and *competencies*—in the sense of *capabilities*—which have a wider conception, are more ambitious in nature and include a sense of agency.

.....

Primary definition of common core skills

**The basic knowledge, skills, values and attitudes needed by all people to grow as human beings and participate in development of society... a combinatory form of knowledge that makes use of theoretical, procedural and environmental knowledge, or learning, know-how and life skills, to solve problems, make decisions, carry out plans, etc.**

*Overall synthesis Triennale paper, ADEA (2011)*

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.....

Extended definition of common core skills

**Capabilities or CCS can be developed to a high level. There is always the challenge to develop further and this is appropriate from a lifelong learning point of view. Core skills, competencies, and capabilities enhance people's ability to exercise a degree of control over their own lives; to take part with others in decisions that affect the contexts of their lives; and to envisage an alternative future for themselves and for their families.**

*UIL (2011: 2)*

.....

The concepts of life-wide, life-deep and lifelong learning were developed to describe the extensive and diverse types of learning which people need to acquire in a variety of settings and through many learning modes throughout their life span, in order to live their lives competently and meaningfully. The types of common core skills listed above place an emphasis on not only skills and knowledge but also on values, attitudes and behaviors.

.....  
Concepts of life-wide, life-deep and lifelong learning

- **Life-wide learning**—the breadth of learning across family, cultural settings, communities, work and leisure;
- **Life-deep learning**, referring to contemplative, meditative, spiritual learning practices
- **Lifelong learning**, referring to the four stages of life —childhood, productive age, age of maturity, old age

UIL (2011:8)

.....  
It was observed that to reduce skills learning merely to learning capabilities useful in the workplace or for boosting economic productivity would be to lose the richness of the range of skills needed for quality of life as an adult. Bridging skills learning across the curriculum and across the entire education system—formal, nonformal and alternative, general and vocational—and across education for children, youth and adults, that is, exploring the linkages and complementarities across different types of skills, is an exciting prospect for the future in Africa and one which builds on the Education for All (EFA) ideals of Jomtien in 1990 that were re-affirmed in Dakar in 2000.

Countries that have already worked on devising a comprehensive competency-based curriculum include Burkina Faso, Ghana, Mali, South Africa and Uganda. Several Sahelian countries have a history of efforts to integrate nonformal learning programs into their overall education systems while other countries are yet to espouse this approach. A holistic approach to education has been incorporated into new curricula in Cape Verde, Mauritania and Senegal. This entails the development of a common strategy for education, taking account of its overall role in development; the inclusion of learners' graduating profiles across the entire spectrum of education provision; and appreciation of the nature of specific education programs. The Southern African Development Community (SADC) region has developed an interesting regional policy framework for education, entitled *Care and Support for Teaching and Learning*, which provides a blueprint and guidelines for countries in the subregion for curriculum reform that is consonant with a holistic approach to the education of children and youth, and with skills-based education for sustainable development. Countries that have embarked on peace education have been reporting their experiences to the ICQN-PE. Translating these programs into skills acquisition has yet to be addressed.

National qualifications frameworks, which recognize and validate formal, nonformal and informal learning, have been in operation in some countries since 2000 and have been evaluated in Botswana, Ghana, Mauritius, Namibia, Seychelles and South Africa. However, there is still little uptake of the holistic, integrated and diversified vision of education across the continent.





Competence-based curricula implies a radical change in methodology in the classroom. Skills learning requires continuous practice on the part of learners and the application of these skills to the total school environment and the home. Links between school learning, home/community experience and indigenous learning need to be made more explicit in the future. Few countries have revisited the role of mother tongue learning in schools, whereas research and experience underline the immediate and long-lasting benefits of literacy acquisition in a familiar language, and the unnecessary waste and inefficiency of early primary years where schooling is conducted in a language unfamiliar to learners. This slows down learning in general by a number of years. It is particularly important to ensure a conducive environment for early childhood learning, including learning in the mother tongue, through stimulation of thinking, curiosity and creativity. The quality of early childhood development (ECD) programs—which would not necessarily include literacy—is therefore crucial for a child’s later cognitive thinking and school success.

Learning assessment has received increased attention over the last decade as a result of the regional and national SACMEQ, PASEC and Uwezo initiatives. However, there is little efficient local or sub-national evaluation of learning, which perpetuates poor learning outcomes. Learning effectiveness continues to be a critical issue and is of particular importance in producing citizens with the required critical skills and in supporting sustainable development in Africa.

The transmission mode of teaching continues across the continent despite a number of initiatives over several decades—both internally and externally inspired—to bring teaching styles in Africa up to date with current theories which favor increased pupil participation in learning; promote the creation of an environment which stimulates and challenges learners’ thinking; and support skills learning. The concept of *schools without walls*, which encompasses learning across a diversity of delivery modes and from a range of stimuli, simultaneously addressing all learners, is yet to gain acceptance.

A number of changes are required to reverse current trends and make more efficient use of teacher time; increase the quality of classroom interaction between teachers and pupils, which has been shown to be the critical factor in effective learning; change teaching styles; and transform the learning process. The very notion of what constitutes teaching and learning, the classic role of the teacher and the learner, the concept of the school—all these are now in question. Reversing current trends implies the development of a very different mindset about teaching and learning and therefore about the roles and responsibilities of teachers and learners in the pedagogical process. So far, the most widespread reform focusing on classroom change is the *Pedagogy of the Text*, used in Mali and Niger. The provision of education for nomadic children comprises both curriculum adjustment (Burkina Faso, Niger, Mauritania, Nigeria) and structural response (Kenya and Mali). Whole school programs addressing violence in schools, and girls’ safety in particular, are reported in a number of countries.

.....  
**Contributions to the Triennale have pointed out that in spite of over 40 years of educational reform... the fundamentals of education systems have barely changed... [since] the time of independence in most African countries.**  
.....

The nature of teacher education has to change both within in-service training (INSET), or on-the-job training, and in pre-service teacher education programs. Teacher education institutions are described as continuing to run the same programs that they initiated fifty years ago. The quality of teacher capacity development needs urgent attention. Training must give new emphasis to skills development and the learning capacities of children and youth, and specific attention to the acquisition of new pedagogies and classroom management strategies.

This means, in sum, supporting change among education tutors and trainers, and education institutions. It also means a review of factors motivating teachers, the design of self-learning programs, imaginative use of on-the-job training, ICT and distance training techniques. Included in the support mechanisms needed for teachers are a new cadre of school leaders, skilled advisory support mechanisms, parental and community input, and support from employers, civil society, the private sector, devolved structures of government, and mutually supportive sectors. Such backing would facilitate links between what is learned in school and what is practiced in the home, community and the world of work, and constitutes a necessary supportive societal framework for embarking on an exercise as ambitious as major curricular reform. The introduction

of skills-based curricula will need to be done in a holistic manner, linking curriculum reform to major changes in teacher education, teaching-learning support materials, school management and supervision, and assessment practices.

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## **SUBTHEME 1 - PARALLEL SESSION 1a**

### **Early childhood development: Early grade language and literacy, and the reading culture**

Moderator:	<b>Ann-Thérèse Ndong-Jatta, Director, UNESCO/BREDA</b>
Rapporteur:	<b>Rokhaya Diawara, UNESCO/BREDA</b>
Panelists:	<b>Meena Cabral, WHO; Beatrice Konfe, National Literacy Coordinator, Burkina Faso; Luis Crouch, GPE; Yumiko Yokozeki, UNICEF; Pablo Stansbery, Save the Children</b>
Discussant:	<b>Bob Prouty, GPE</b>

This session focused on the need for improved learning outcomes as regards reading proficiency in lower primary grades across Africa. A number of key issues were



addressed during the session. Reading was recognized as pivotal to other learning outcomes, such as mathematics, science and life skills. However, accumulating evidence indicates that reading proficiency in the early grades is low in the region. Between one quarter and one half of children in most poor countries cannot read by the end of second grade. Participants reiterated the need for initial literacy in the mother tongue and for the enrichment of early learning through the integration of African indigenous knowledge into the curriculum. They emphasized the importance of the medium of play for ECD learning, and new focus was given to the use of appropriate and regular assessment during both the pre-reading and early reading stages of learning. It was recognized that learning to read constitutes learning how to “crack a code” and that success in this task could be beneficial in facilitating the transference of code-cracking skills to other learning tasks.

To support reading programs in lower primary school in particular and basic education learning outcomes in general, it was necessary to focus attention boosting the health, nutrition and cognitive development of more than 200 million children under the age of five years in low and middle income countries. The cost of not investing in these children at an early stage translates into a 20% loss in yearly adult income, according to recent research published by *The Lancet*. Reaching even 50% ECD coverage produces significant returns.

Evidence now exists on how to teach reading successfully. This success can be shared by all and is based, in summary form, on the following recommendations:

1. Make reading the central learning focus of lower primary programs.

2. Specifically, improve skills for teaching reading in lower primary school (first to third grades); set clear, graduated teaching/learning goals; and devote resources to building teacher capacity and ongoing support.
3. Employ the mother tongue for initial literacy, including providing learning materials and teaching guides in mother tongue. Weave multilingual advantages into the reading program over time.
4. Make more, better, simple Contributions to the Triennale have pointed out that in spite of over 40 years of educational reform... the fundamentals of education systems have barely changed... [since] the time of independence in most African countries. cheaper reading materials available for reading both in class and for fun out of class. Also use digital texts when available.
5. Dedicate time to reading on the class timetable
6. Assess pre-reading skills, comprehension and other reading related skills. Assess reading skills effectively and widely across the nation, notably classroom reading, community reading skills, teachers' skills, ministry skills, and parliamentary reading skills, among others.

An integrated approach to setting up reading programs was recommended, to promote a caring family and community environment that would foster the overall good health and school progress of children. This holistic strategy needs to involve multi-sectoral agents and multi-partnerships in order to achieve effective action. More emphasis was needed to ensure the conceptual clarification of ECD (0-8 years) and to convince governments of the importance



of ECD. It was acknowledged that unless governments allocated increased funding to early reading programs and to ECD in general for the poorest segments of the population, formal school outcomes would be compromised. It remained a challenge to upscale successful reading projects to national programs and governments were cautioned to match investment in ECD structural expansion with investment in program quality.

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## **SUBTHEME 1 - PARALLEL SESSION 1b**

### **Life/social skills, peace education and the management of post-conflict responses**

Moderator: **Charles Nzioka, University of Nairobi**  
Rapporteur: **Chemwi Mutiwanyuka, ADEA/WGEMPS**  
Panelists: **Hind Omer, UNICEF-ESARO; Carolyn MEDEL-AÑONUEVO, UIL; François Rwambonera, BMZ/GIZ Rwanda; Annette Scheunpflug, GIZ; Angela Arnott, ADEA/WGEMPS**  
Discussant: **Joshua Baku, ERNWACA**

In this session, participants noted that life skills and peace education are linked and that the two curricular areas need to be approached in a complementary manner. The results of such an approach can be very positive. However, there is currently too little of both monitoring and evaluation of life skills and peace education programs, which are available in both formal and nonformal learning settings. Teacher capacity building was recognized as key for both life skills

and peace education. There was debate over whether life skills and/or peace education should be made examinable subjects and whether examining these topics would jeopardize the effective learning of skills in both cases. Participants called for a holistic approach to developing peace education, life skills and technical and vocational education and training (TVET) on the curriculum.

As regards life skills, there is need for more and wider sensitization to ensure full understanding of the concept. It has been argued that in Africa a focus on HIV/AIDS prevention education is required. It is vital for such programs to reach the poorest sectors of youth who are often excluded from them. The identification of various groups of vulnerable youth as yet unreached by education programs is yet to be completed.

Peace education has a number of potential benefits and outcomes that can enhance the practice of democracy, transparency in governance, and effective handling of conflict in society. It is easier and more cost-effective to promote peace education and peace itself rather than deal with the aftermath of conflict. While the meeting appealed for changing the mindset of individuals to orient them towards peace, there was no discussion on group identity or group interests in conflict settings or on programs targeting group learning. Rwanda's post-genocide approach had been to use existing curricula for rebuilding the society.

Education in post-conflict circumstances requires immediate capacity building of ministries of education in order to ensure that reconstructive skills are available for re-establishing the education sector. The meeting



called for innovative ways of mobilizing and managing resources for post-conflict education. In addition to aid to capital development, all countries needed to place more emphasis on developing the so-called soft skills of policy and program implementation. Partnerships between host governments and external partners are needed.

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## **SUBTHEME 1 - PARALLEL SESSION 1c**

### **Curriculum reform, pedagogy, teacher education and assessment**

- Moderator: **Virgilio Juvane, ADEA/WGTP**  
Rapporteur: **Dennis Sinyolo, Senior Coordinator, Education and Employment, Education International**
- Panelists: **Hassana Alidou, UNESCO/BREDA;**  
**Herme Moshia, WGBLM;**  
**Jim Ackers, UNICEF;**  
**Atsushi Matachi, JICA;**  
**Demus Makuwa, SACMEQ**
- Additional input: **Sushita Gokool-Ramdo, Environmental Literacy Programme, Mauritius**
- Discussant: **Paul Wasanga, AEAA**

Panelists noted that teachers are central to the quality of schooling and that it is important to provide effective and strengthened support to teachers. Lack of investment in education in Africa and widespread teacher-centered instructional methodologies are some of the challenges undermining good teaching at present.

Science and mathematics programs need to maintain a balance between the teaching of concepts and of skills, and ensure maximum learner participation. Learning outcomes measured by SACMEQ in language and mathematics skills, and HIV/AIDS prevention education, also indicate the need for interactive teaching skills and for information on HIV/AIDS by learners. SACMEQ notes that the gender gap in learning outcomes, favoring male learners, has stagnated across the eastern and southern African region for the past decade.

A holistic approach to improving teaching and learning would include focus on several areas, such as relevant research; reference to successful models in Africa and beyond; competency-based teacher education programs; systematic investment in teachers' professional training and development; links between school curriculum development and assessment; planning school-based and national level assessment; the provision of adequate facilities and resources for learning in teacher education institutions; a needs assessment of teachers; and improved working conditions for teachers, together with salary increases.

Concurrently, the overall context of reform in teacher education and teaching requires capacity building of education planners, curriculum experts, educational economists and sector evaluators. This means putting learners and their needs at the heart of reform, and depends on factors such as sector-wide and multi-sectoral approaches, sector financing, political will and strong government leadership. Teacher education institutions supported by ADEA

should set up a consortium to build centers of excellence, share knowledge and experience, and develop common curricular materials.

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## **SUBTHEME 1 - PARALLEL SESSION 1d**

### **Educational alternatives, inclusivity, skills for rural development and the need for partnerships**

Moderator: **Ibrahima Bah-Lalya, ADEA/WGEMPS**  
Rapporteur: **Nicole Gantenbein, ADEA/WGNFE**  
Panelists: **Fernand Sanou, University of Koudougou, Burkina Faso;**  
**Edivanda Mugrabi, Enfants du Monde;**  
**Gifty Guiella, CORADE;**  
**Evangeline Njoka, Kenya National Commission for UNESCO;**  
**Guidado Tahir, Nigeria;**  
**Lynn van der Elst, SADC**  
Additional input: **Shem Bodo, ADEA/WGEMPS**  
Discussants: **Shirley Walters, UIL;**  
**Amadou Wade Diagne, ADEA/WGNFE**

The session gave rise to three main recommendations:

- To move from policy to action—from an integrated and holistic vision of education to strategy implementation
- To implement the paradigm shift at classroom level
- To strengthen partnerships

The holistic vision of an integrated system of education has existed for some time. It is a vision that values, supports

and strengthens a variety of delivery modes. The time for translating this vision into action has come. The process for enactment includes the following recommended steps:

- Integrate and extend education alternatives within the mainstream education sector—for example, integrate Qur’anic schools by adding life skills to the curriculum, and set up partnerships between faith-based education organizations and state education authorities
- Make the formal system more inclusive—examples of good practice can be found in Kenya and in the SADC region.
- Strengthen sector monitoring and evaluation capacity.
- Increase data collection, documentation of good practice and research.
- Emphasize the training of trainers, advisors and monitors, at all levels of the sector.
- Demonstrate the cost effectiveness of different types of education delivery—use the *Framework for a Holistic Approach to Education* developed by the ADEA Working Group on Non Formal Education (WGNFE) that presents four strategies for sector analysis and redesign of policy.
- Increase fund mobilization.

Participants further recommended the use of mother tongue and integration of indigenous knowledge into the curriculum; linking theory to practice by selecting useful life competencies to be taught in school; and developing new learning materials relevant to the immediate environment of the learner.

Stakeholders would play a significant role in translating the vision into action. Parties such as state authorities, civil



society, village communities and the private sector would need to collaborate in new partnerships. Furthermore, civil society would need to hone advocacy skills.

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### **SUBTHEME 1 - PARALLEL SESSION 1e** **Educational alternatives, inclusivity, skills** **for rural development and the need for** **partnerships – the nomadic/pastoralist** **perspective**

Moderator: **Ibrahima Bah-Lalya, ADEA/WGEMPS**  
Rapporteur: **Oumar Maïga, Ministry of Higher  
Education, Mali**  
Panelists: **Hassane Baka, AREN, Niger;**  
**Ibrahima Sankaré, Delta Survie, Mali;**  
**Aïcha Walet, Ministry of Basic  
Education, Literacy and National  
Languages, Mali;**  
**Iktam Alhousseini, Ministry of  
Livestock, Niger;**  
**Aliou Ibrahima, APESS;**  
**Mary-Luce Fiaux Niada, (SwissAid)**

Education reform in Mali has addressed the specific educational needs of nomadic pastoralists. Experience shows that planners need to take a number of factors into account in this area. First, there are several types of nomadic lifestyles and population mobility patterns and these need proper identification and classification. Specific education planning responses are required for each nomadic lifestyle category. Second, formal education needs to be adapted to these populations while respecting community

life aspirations. This entails retaining a common national curriculum core while part of the curriculum is localized. Third, local teams of teacher advisors and trainers who are familiar with the needs of local communities are required. Fourth, coordination between line ministries is vital for developing effective programs for nomadic populations. Fifth, subregional experience, expertise and synergy will enhance the quality of such programs.

Policies on education for nomadic pastoralists should be based on regular interaction and exchange at local, national and subregional levels. This will ensure the sharing and strengthening of good practice in the field.

#### Recommendations:

- Subregional institutional coordination and the creation of subregional mechanisms for funding alternative education programs for nomadic populations
- Establishment of a subregional network to support education for nomadic pastoralists that would constitute an additional ADEA inter-country education node



## SUBTHEME 2

### Lifelong technical and vocational skills development for sustainable socio-economic growth in Africa

Thematic coordinators:

**George Afeti and Ayélé Léa Adubra**

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In the economy ahead, there is only one source of sustainable competitive advantage – skills (Thurow, 1994).

**Knowledge and skills are the key drivers of the knowledge economy. Knowledge and skills oil the wheels of industry and commerce. Every day, new ways of doing things, new technologies, and new products find their way onto the global market. At the core of this mutation of society is the dynamic interaction between technical knowledge and skills and the market economy. A critical mass of knowledge and skills is therefore necessary for the effective participation of any country in the global knowledge economy and marketplace.**

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Youths (15-24 years) make up 40% of Africa's total population but they are disproportionately represented among the unemployed, at 60%. Further, an estimated 95 million young women and men out of the total of about 200 million in Africa are illiterate, unemployed or in low-paid jobs. The labor market is at present characterized by high unemployment and low productivity, and entraps a high proportion of youth in unsteady, irregular and seasonal employment. The uncertainty of this situation facilitates the involvement of youth in antisocial and illicit activities.

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Every year 7-10 million new job seekers arrive on the labor market.

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During the Triennale, the term *skills development* in the technical and vocational context is used to mean the acquisition of practical competencies, know-how and attitudes necessary to perform a trade or occupation in the workplace. Market-oriented education and training is essentially vocational in orientation and technical in content, but also includes the so-called “soft” social and team skills.

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The notion of skills

Conceptually, a set of skills may be described as general, basic, core, critical, key or even “soft”. Understanding the notion of skills must take content and context into account. A practical approach would be to adopt a parametric definition based on the dimensions of:

- *Time*—short-term, medium-term or long-term skills
  - *Content*—general, basic, specific, problem-solving, communication, teambuilding skills, etc.
  - *Context*—skills that are sector specific: social, industrial, engineering, technological, business, marketing, etc.
- .....

Currently, skills and vocational training provided in the informal sector through traditional apprenticeships, programs by NGOs and faith-based organizations, and on-the-job training, accounts for the highest proportion of vocational training opportunities. Apart from being culture-friendly, informal sector training is often delivered in the





mother tongue using a flexible methodological approach adapted to the learner’s abilities and needs. Benin, Mali and Senegal have developed improved apprenticeship schemes that combine functional literacy classes with workshop-based pre-vocational training involving the direct collaboration of trade associations. Under the Ghana National Apprenticeship Programme, junior high school leavers who do not enter senior secondary school are taken into a one-year skills training program funded by the State. The trainees are attached to accredited workshops under trained master craftspersons. Experience shows that the success of apprenticeships is highly dependent on the skills level of the master trainers and on workplace conditions.

The presenters noted that the development of TVET in Africa has experienced “more policy formulation than policy implementation” despite urgent needs. Except in a few cases, the share of TVET in the national education budget of most countries is less than 2%, with the notable exception of Senegal, which allocates 8.2% of the education budget to the subsector. With varied degrees of success, several countries, including Benin, Burkina Faso, Côte d’Ivoire, Mali, Mauritius, Senegal and Togo, have introduced payroll levies paid by employers as a strategy for mobilizing additional resources for financing TVET.

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**TVET is four times more costly to deliver than general education at the same level within the formal sector.**  
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Many of the weaknesses in the TVET subsector persist: low female participation in engineering and technology disciplines (but greater participation in business and commercial areas), limited introduction of ICT into the

subsector, lack of industrial or entrepreneurial experience of trainers and instructors and, most importantly, continuing lack of mechanisms for identifying labor market shifts in skills demand which would drive training elasticity. It is a critical characteristic of the skills market that employment patterns and duration, and the changing typology of occupational competencies require constant re-skilling. This means that technical and vocational skills development has to be cast in a flexible and adaptive mould not only with regard to curricula but also as concerns delivery modes. In 2007, the AU formulated a strategy document for the revitalization of TVET in Africa. In 2008, the ADEA Biennale in Maputo provided a forum for revitalizing TVET with particular emphasis on the education and training challenges that influence skills development for the world of work. The paradigm shift away from the TVET model, which is associated mainly with formal sector training, to technical and vocational skills development (TVSD), marks a move to integrate all types of TVSD learning pathways—formal, nonformal and informal—into a coherent and holistic system that is nondiscriminatory with regard to the age or status of the learner. TVSD acknowledges and validates skills acquired from a range of learning and work situations. It is holistic and inclusive in outlook; recognizes issues relating to transitions from school/training to the workplace; and takes on board the lifelong learning imperatives of up-skilling, re-skilling and multi-skilling.

Countries that have implemented national qualifications frameworks (NQFs) are reaping the benefits of this assessment and validation tool. These include Mauritius and South Africa, followed at a later stage by the Gambia, Ghana, Mozambique, Nigeria, Senegal and Tanzania.



The development and operation of NQF systems entail the participation of employers, industry and the wider stakeholder community.

Regional bodies such as the Economic Community of West African States (ECOWAS) and SADC, with the support of ADEA, have been particularly active in driving the TVSD agenda at a regional level. Case studies across the Africa region have shown that countries must assign specific national development policies and functions to TVSD; that TVSD in rural areas needs urgent attention, addressing agro-processing, irrigation and farm mechanization, for example; that the informal sector should be attracting high investment and support to the training functions it already provides, particularly with regard to out-of-school youth, early school leavers and adults; and that skills development in the agricultural sector remains a priority since 60% of Africa's arable land remains unexploited. The latter requires review of land tenure systems that continue to impede access to land. The totality of informal sector training will benefit from overhaul and reform, especially traditional apprenticeships and informal training mechanisms in the agricultural sector, while taking care to support and encourage and not to disrupt these time-proven modes of training delivery.

While giving attention to low-level skills development, Africa needs to simultaneously target higher level skills development in order to ensure that it is ready to compete on the global stage in terms of technology adaptation and innovation, the transformation of national production systems, and the industrialization of the economy.

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**The large numbers of young people who are not in education, employment or training is... an indictment of the efficiency of education and training systems.**  
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Skill acquisition alone does not guarantee employment, create self-employment or drive national economic growth but it is, nevertheless, a necessary condition alongside the adoption of new technologies and more efficient production systems and machinery, among other factors. Moreover, a country with recognized skills attracts foreign financial capital, which comes with technology, which, in turn, leads to intensified capacity building of the domestic workforce and increased skill accumulation in the host country. The most critical factor for the achievement of TVSD is the development of government economic policies that support the manufacturing and productive sectors and that stimulate the creation and growth of enterprises at every level. The latter, in turn, raises the demand for employable skills. There is a snowball effect. Negative factors having an impact on national economic growth include the market effects of globalization, which influence supply, demand and pricing. The influx of cheaper imported goods on the domestic market can affect production, employment and the incomes of skilled workers.

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**As the recent history of conflicts and wars in Africa amply demonstrates, unemployed youth are more likely [than educated, skilled and employed youth] 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 adult population with employable skills is therefore a key development and national security issue.**  
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Economic growth also depends on solid national infrastructure such as adequate road, rail, air and transport systems in general, power supply, water and sanitation systems, and telecommunications. A skilled workforce is needed to build and maintain such systems. The working age population in Africa (15-64 years) stands at about 500 million people today and it is estimated this number will exceed 1.1 billion by 2040, that is, in a little more than 25 years. This represents an urgent challenge to education and training planners, and to governments in general, to equip this burgeoning population with the requisite technical and vocational skills. It also opens the doors of opportunity to using a vast workforce capable of driving Africa's economy at a time when the active population in other regions of the world is shrinking. One of the ways forward is to anchor technical and vocational skills in the indigenous knowledge and value systems of Africa and to build on the foundation of Africa's strengths to meet the challenges of the global future.

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**In view of the threats posed to national development and security by youth unemployment and poverty, it is imperative that African countries design and implement strategies to effectively tackle the challenge of young people outside labor market and skills development opportunities.**  
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Research and data on TVSD is patchy. Systematic country level TVSD research is required to highlight progress in TVSD national policy development and implementation; assessment and documentation of good practices in policy implementation; the existence of training-to-workplace support mechanisms; tracer studies; success stories in the

informal skills training sector; female inclusion in TVSD; examples of innovative and sustainable forms of TVSD financing; and promising multi-stakeholder partnerships.

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## **SUBTHEME 2 - PARALLEL SESSION 2a** **Skills for employability and employment**

Moderator: **Carolyn Mendel-Añonuevo, UNESCO/UIL**  
Rapporteur: **Tarek Chehidi, ADEA**  
Panelists: **Dan Baffour-Awuah, COTVET, Ghana;**  
**Abdelaziz Halleb, Tunisia;**  
**Prof. Franklyn Lisk, University of Warwick, UK;**  
**Cheick Mady Traoré, PRODEFPE, Mali**  
Resource persons:  
**Khaled Raouani, Ministry of Vocational Training and Employment, Tunisia;**  
**Joel Tolo Dikgole, SETA, South Africa**

Key points noted by the panelists included, from the Mali case study, the need to design national training policies on economic research that identifies growth points and potential. Such analysis provides pointers for future training needs in addition to providing guidelines for support to economic growth in general. ICT will enhance information sharing on job opportunities in the future and contribute to increased transparency on fund utilization in



the training sector. Ghana reported on the usefulness of setting up a national organ such as Council for Technical and Vocational Education and Training (COTVET) to coordinate and harmonize vocational training in a context with multiple actors and programs. Tunisia underlined the challenge in implementing national policies on the ground; the importance of quality control in vocational education and training; the key role of interactive management in vocational training centers involving the private sector; and successful contractual arrangements between centers and the central ministry.

Participants noted that: vocational education and training policies needed to be aligned with national economic planning; national training policy development was too slow; and the role of informal sector training had not been fully integrated into national policies. The private sector was not well equipped to respond to national policies on training. Management of training centers lacked capacity while trainers' skills needed upgrading. Furthermore, youth continued to have a negative perception of vocational education; the public lacked access to information on training possibilities, despite ICT; and monitoring and impact evaluation was lacking.

The session recommended rethinking the process of skills development in each nation, taking account of current education systems and training opportunities and ensuring the participation of communities and regional bodies in planning activities. In terms of implementation challenges, it was proposed that a new dynamic was needed for reshaping and enriching current practices in training centers. Links between the formal and the informal sectors of the economy needed to be strengthened to enhance

the quality of training. Planners needed to redeem the persisting negative perception of vocational education.

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## **SUBTHEME 2 - PARALLEL SESSION 2b**

### **National qualification frameworks and recognition of prior learning**

Moderator:	<b>George Afeti, ADEA</b>
Rapporteur:	<b>A. D. K. Muhammad, National Board for Technical Education, Kaduna, Nigeria;</b>
Panelists:	<b>Stefan Thomas, GIZ;</b> <b>James Keevy, South African Qualifications Authority;</b> <b>Kaylash Algoo, Qualifications Authority, Mauritius</b>
Discussant:	<b>Hervé Hout-Marchand, UNESCO/BREDA</b>

The session addressed the following topics: the impact of NQFs on education and training; colonial influences on the development of NQF; and lessons learnt from Mauritius on the recognition of prior learning. The development of NQFs on the continent was initiated by Mauritius and South Africa. While some countries are far advanced in the development process, many others are in the early stages of planning NQFs. Development of NQFs takes time, is costly and benefits are not immediate.

It was recommended that countries in the region look to neighbors who may be at a more advanced stage and learn from their experience in order to avoid replication of problems and reduce costs while, at the same time,



creating an NQF that will respond to the unique character of their nation. A second recommendation was to begin with the skills of one subsector or one industry before extending the NQF to the entire national gamut of skills to be classified. A third recommendation underlined the need for quality throughout the planning process and the roll-out of an NQF, with particular emphasis given to institutional and human resource capacity building at every level: the NQF board, planners, institutional managers and staff, trainers and advisors, ministries, industry, the informal sector, universities and research institutions.

The returns on developing an NQF are reported to be considerable in terms of reaching out to uncertified skilled workers; harmonizing existing certification mechanisms; providing increased support for education and training; removing negative perceptions of vocational training—since, under an NQF, all education and training are classified and NQF certification will open doors to further and expanded learning programs—and creating an environment conducive to increasing income earning and employment. NQFs produce benefits. Among these are formal recognition and certification of prior learning gained in a variety of learning programs and circumstances. The outcomes of, or the skills learned through formal, nonformal and informal learning are captured through a single mechanism. The framework sets standards applicable to all learning in the country and leads to harmonization and standardization of qualifications across the nation, as well as improved classification of competencies. This facilitates labor mobility across the country. Easier access to certification encourages people to seek certification of already acquired competencies and it promotes

skills learning in general. Significantly, NQFs constitute a tool for national inclusion, reaching out to those outside education and training systems but who nevertheless have competencies that can be tested and acknowledged. NQF tests include oral testing modes, which obviate the need for literacy. Furthermore, NQFs foster lifelong learning and provide a useful tool in the planning of skills programs in both the formal and nonformal sectors.

Panelists recommended the establishment of a national entity such as a national qualifications board supported by a legal framework to determine and strengthen the mandate of the institution. In Francophone countries the organizing body tends to be located within a ministry. In Anglophone countries the trend has been to set up independent entities.

NQFs can lead to the establishment of subregional or regional qualifications frameworks, which would foster cross border movement of labor by enhancing comparability of national qualifications across the region.

Participants noted that there has as yet been “no systematic evaluation... in any African country on NFQ implementation and its attendant impact on skills development, on industrial development or on teaching and learning”. Research is evidently urgently needed, as is the participation and collaboration of universities in monitoring and assessing the processes and outcomes of NQFs in Africa.



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## **SUBTHEME 2 - PARALLEL SESSION 2c**

### **Skills development and employment in the informal sector: Skills for rural development and the agriculture sector**

Moderator: **Dan Thakur, CIDA**  
Rapporteur: **Hendrina Doroba, FAWE**  
Panelists: **Andreas Koenig, GIZ;**  
**Ndeye Ngone-Diop, Ministry of Education for Pre-Primary, Primary, and Lower Secondary Education and Languages, Senegal;**  
**Mogens Jensen, Danish Child and Youth Network;**  
**Igor Besson, Réseau FAR**

Resource person:  
**Marie-Luce Fiaux-Niada, SwissAid**

This session, too, gave rise to the recommendation to involve all national stakeholders in the development of a shared vision and planning process for TVSD, especially local government and the many partners at local levels. It also reiterated the need to promote demand-driven TVSD training. It was observed that the potential of the agricultural sector in Africa remained untapped, as did that of NGO contribution to the sector. Agriculture is still the driver of the economy in most African countries. Grassroots/family knowledge and skills in agriculture need recognition and should be exploited more fully, taking into consideration the need to use local languages and the relatively high illiteracy rate in rural areas. Literacy programs need to increasingly include and integrate technical skills training. The meeting recommended that more attention should be directed to the skills learning needs of rural women, to

age-specific rural groups and to increasing the capacity of local trainers. The apprenticeship model of training needs further strengthening, coupled with better and more regular interaction between informal and formal training modalities.

Migration from rural to urban areas means that youth trained in rural skills need new skills for urban settings and that some rural capacity is regularly lost. The time is ripe for using social media as a vehicle for future skills sharing and training. More experimental use of new technologies such as mobile phones would provide new skills upgrading and training modes.

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## **SUBTHEME 2 - PARALLEL SESSION 2d**

### **Cost and financing of TVSD**

Moderator: **Baboucarr Sarr, Education Division, AfDB**  
Rapporteur: **Anne Mamadou Houraye, ADEA/WGEMPS**  
Panelists: **Boubakar Savadogo, Cabinet Akilia, Burkina Faso;**  
**Dr Kaviraj Sharma Sukon, Mauritius College of the Air;**  
**Blandine Ledoux, UNESCO/BREDA**  
Discussant: **Christian Barrier, AFD**

It is important to distinguish the concept of cost from that of financing. Given current under-funding of TVSD, this session aimed to identify innovative and sustainable mechanisms for funding TVSD and to present the cost scenarios developed by the Pôle de Dakar.



*Cost:* TVSD is recognized as more costly than general education. Yet TVSD planners fail to advocate effectively to the treasury by presenting the economic returns on TSDV as an investment opportunity rather than a cost. Despite the relatively high cost of TVSD, inefficiencies in budget management abound due to rigid program structures which discourage course innovation, leading in turn to the high social and economic cost of graduate unemployment. TVSD planners often fail to count the cost of graduate unemployment and under-employment. There is still no transparency in the expenditure practices of training institutions. Another observation is the growth of businesses with low potential for offering future employment and the need to support businesses with high potential for labor expansion.

*Funding:* Funding formal general education is different from funding TVSD. New mechanisms have to be found for the latter. One solution is to use the Mauritian example of funding training on the job, or to fund start-ups alongside staff training following an assessment of training needs. This model is strengthened by bringing in international expertise when needed, the costs of which are covered by donors. There are examples from Morocco of providing students in TVSD with loans and joint ventures. Rwanda has found a way of pooling resources. Mali has partnered with a private bank in TVSD funding. Kenya provides student loans. Other options include Diaspora bonds, revolving funds, local bank involvement and increased participation of individual students in funding their own training. Internal and external partnerships, such as the French cooperation agency's support for the ICQN-TVSD, can provide increased funding. There is widespread failure to collect taxes from

the informal sector, which could be used to contribute to the funding of informal sector growth.

### SUBTHEME 3

## Lifelong acquisition of scientific and technological knowledge and skills for Africa's sustainable development in a globalized world

Thematic coordinators:

**Kabiru Kinyanjui and Khadija Khoudari**

.....  
**The positive force of youth needs to be provided with enabling environments and spaces to channel youth's enthusiasm, energies and talents.**  
.....

As noted in the previous presentation, it is vital for Africa to acquire the highest levels of skills acquisition in scientific and technological fields. Human capacities in the region would then be optimally utilized to transform the continent, sustain high levels of development and compete on the global stage. Seventy-eight per cent of Africa's population is under 35 years of age, and youth today are a changed generation, better educated than before and users of new technologies, including mobile phone technology. The phenomenon of the "youth bulge" provides Africa with the opportunity for skilling the millions of youth and young adults who have the potential for exploiting its copious



natural resources and adding value within its borders, to drive national economies.

.....  
**To ignore youth would be to deny Africa its most precious resource for sustainable development. This could become a recipe for disaster.**  
.....

To achieve this, special focus will need to be placed on tertiary science and technology institutions, which should support the execution of existing national plans in science and technology. While policy planning is far advanced at regional, national and, in many cases, institutional levels, it has been emphasized that there is low capacity for program implementation, monitoring and evaluation. Institutional capacity building for implementation at national and institutional levels currently requires considerable attention. In addition, in global terms, funding for research and development is low in Africa, at 0.3%, as compared with Korea's 4%. The result is that publications and patents output compares poorly with other regions of the world, and this is symptomatic of the level of readiness of the continent for scientific and technological take-off.

Scientific literacy needs to be fostered at a young age, from the first years of primary schooling. The caliber of national capacity depends critically on the quality of science and technical education in schools. As noted in the preceding two subtheme presentations, science and mathematics curricula need to integrate indigenous knowledge and skills from the start. Outcomes in science learning will be mediated by the type and quality of science and technology teachers in schools. The critical role of tertiary teacher

education programs was noted and the need for ongoing research on the status of science and mathematics education at all levels, as well as on the content, pedagogy and practice of these programs across the total education system. At the same time, it was considered a prime domain of tertiary education to ensure the integration and utilization of indigenous knowledge into curricula at every level and to demonstrate its application in dealing with local development problems.

Tertiary education has expanded rapidly over the past decade, particularly private provision, but the proportion of those accessing higher education remains comparatively low, at 6% of the age appropriate cohort, while overall expansion has not contributed adequately to science and technology program development or enrolments. Public universities continue to account for the bulk of enrolments overall and produce more and higher quality research. Access to science, and science-based courses, engineering, and technology is still restricted, as are graduate programs, and this impinges on training high-level professionals, innovation creation, economic growth and competitiveness. Inclusiveness has yet to be attained as regards the access of female students, and students from low-income families and from historically disadvantaged regions. Little research was available on the latter two categories. It is apparent, however, that inequalities present at lower levels of education tend to be reproduced and magnified in scientific and technological fields at tertiary level and in career paths. It was concluded that most African higher education institutions face serious challenges of providing quality, relevant and inclusive education, while quality assurance mechanisms are weak.





Regional and intra-national structures may enhance the effectiveness of quality assurance, to strengthen internal and external monitoring. Regional and national centers of excellence could be created to gather and focus graduate programs and research, while promoting the quality of research and fostering university-industry linkages. Despite the affirmation of international, regional and national commitment to the development of science and technology in Africa, as articulated in policy documents at these levels, concrete action has been limited, as is South-South exchange; and allocation of resources is often low and unpredictable.

The way forward for achieving the collective vision as spelled out in Africa's major policy documents, such as *Africa's Science and Technology Consolidated Plan of Action* (African Union/NEPAD, 2005), is the exploration of new frontiers as well as specialized fields for intensive cooperation: renewable energy, climate change, tropical diseases, space science, biotechnology, nanotechnology, etc. Specific strategies recommended were:

1. Ensure the quality of science and technology teaching and learning at early stages of schooling.
2. Invest in the youth bulge, supporting STI at every level and across the education system.
3. Establish a technology transfer system where university and scientific research would play a pivotal role.
4. Design effective management systems to ensure quality science and technology education.
5. Link institutions engaged in science and technology education.

6. Strengthen the role of centers of excellence (COEs) by improving quality and ensuring the relevance of their research
7. Increase ICT use to build scientific and technological capacity.
8. Exploit science and technology capacities to drive socio-economic change in Africa.

Countries need to provide consistency between policies and action in science and technology education, inspired by the experience of others, such as Finland, Japan, and the Republic of Korea which made technological progress a national and continuing imperative for half a century, throughout regime and leadership changes.

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### **SUBTHEME 3 - PARALLEL SESSION 3a Policy articulation, integration and STI policy implementation at national level**

Moderator: **Boukary Savadogo, AfDB**  
Rapporteur: **Angela Arnott, ADEA/WGEMPS**  
Panelists: **Berhanu Abegaz, AAS;**  
**Shamila Nair-Bedouelle, UNESCO;**  
**Mwangi Kiburi, MHST, Kenya**

The session produced a number of recommendations and reiterate the need expressed in subthemes 1 and 2 for fully participatory consultations on planning STI national strategies, from the grassroots to parliament. Emphasis was to be placed on gender inclusion in STI to break the



past trend of exclusion of women from science and technology. The STI needs of marginalized communities would also be addressed. This type of inclusive process would lead to increased political commitment, innovation and to more secure state funding. Other sources of funding would include the private sector and development partners. A minimum of 1% of GDP would be required to fund scientific research, while the establishment of a national STI fund to be disbursement to researchers and research bodies on a competitive basis was recommended. Start-up capital would be required by innovators in STI development, and STI institutions needed strengthening. The establishment of the network of COEs in Africa had been an excellent start, but further effort was required, including building national institutional frameworks and wider dissemination of STI research findings. It was recognized that STI planning should be derived explicitly from a country's national vision of development and its specific development agenda.

Capacity building should be planned at all levels—national, subregional and regional—and all countries in Africa should be brought on board. The role of education was critical in supporting a lifelong approach to STI learning, and lifelong learning in STI should start in early childhood. Ways should be found to encourage the application of science and technology to dai ly life.

The meeting concluded that STI plans should be country specific and driven by unique national needs in order to put a country's "face" on its science and technology policy.

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### **SUBTHEME 3 -PARALLEL SESSION 3b** **Quality, research and development, and innovation in tertiary education in Africa**

Moderator: **Alice Lamptey, ADEA/WGHE**  
Rapporteur: **Kimberly L. King-Jupiter, Albany State University, USA**

Panelists: **Mohamed Cherif Diarra, ADEA/WGEMPS;**  
**Mayunga Nkunya, IUCEA;**  
**Hatem Mhenni, Ecole Supérieure de Commerce de Tunis, Tunisia;**  
**Heike Edelmann-Okinda, DAAD;**  
**John Ssebuwufu, AAU**

Tertiary institutions are critical components of national research, development, and innovation systems since they represent concentrations of highly trained scientific and technological expertise. This session interrogated the effectiveness of tertiary institutions and, in particular, the capacity of university research units to drive knowledge production and STI in Africa through higher education training programs and research outputs. It also looked at the quality of tertiary institutions' linkages with the production sector of the economy.

Countries in the Maghreb have invested heavily in STI, double the rate of Organisation for Economic Co-operation and Development (OECD) countries. Due to population growth, almost two million students are now in higher



education. However, this has contributed to lowering the quality of programs and outputs, while, at the same time, lecturers have been under pressure to increase their teaching load, leaving them with less time for research. To reverse this trend, World Bank and EU funding was employed to assist in creating schools for doctoral students to boost the number of high level researchers; incentives were designed to counter brain drain; Diaspora expert involvement was encouraged; and national researchers were incorporated into international research networks and partnerships. It was recognized that the traditional sector of the economy represented a wealth of potential for creative development, which should not be neglected in favor of modernization.

A study conducted on the state of science and technology institutions in Nigeria and Senegal identified characteristics reflected in many countries. The study found that despite massive expansion in higher education due, in part, to the establishment of private higher education institutions, there was:

- Under enrolment of students in science and technology at secondary level with concomitant effects on higher education
- State underfunding and under financing of science and technology which led to:
  1. Scarcity of tertiary science and technology institutions
  2. "Deplorable" conditions of learning in science and technology that included poor infrastructure, frequent power outages, and lack of equipment, space, journals and resources in general, culminating in the lack of an enabling environment

3. Lack of funding for attendance at international conferences

- No documentation available on the status of ICT and learner access to e-learning.

Across Africa, north and south of the Sahara, there is high and growing demand for tertiary education. However, universities continue to be perceived as ivory towers; links between research and the labor market are weak; and private sector investment in innovation and research is negligible. Universities acknowledge that their research does not regularly respond to the needs of the production sector of the economy. No country has yet successfully forged a collective force out of the principal actors who will drive innovation: entrepreneurs and business, consumers, suppliers, laboratories and research centers, universities, governments and foreign investors. Promising outcomes have been noted as a result of the University of Ghana's curriculum reform, which included training in flexible and creative skills to encourage adaptability of the graduate to the labor market.

In addition to the establishment of higher institution COEs across Africa—which are still being defined, strengthened and expanded, with support from external partners—techno-pods, or centers of technology, are being established across North Africa to drive research and to add value to existing research. Exchange with research centers in Sub-Saharan Africa is ongoing, and there are attempts to foster joint research, for example on solar energy, water, ICT, and biotechnology, with centers beyond Africa. Management of knowledge on, in and from Africa continues to be a challenge, as does the harnessing



of knowledge from outside the region, which could be beneficial to research in Africa and to development in general. Participants questioned the current alignment of research agendas in African universities. The Association of African Universities (AAU) is engaged in setting up an African research council but no country has yet contributed financial support.

Experience with developing regional quality assurance systems such as that of the Inter-University Council for East Africa (IUCEA) has been beneficial, with inputs from exchange with Germany, funded mainly by DAAD, and joint evaluation of progress. It has taken time—IUCEA initiated the program in 2006—and required systematic institutional capacity building and a change in mindsets. The initiative will lead to a regional accreditation system. The aim is to make periodic assessment of tertiary institutions acceptable, to make African universities more accountable to their stakeholders, and to support sustainable quality in African institutions.

Six main conclusions emerged from the presentations and discussions:

- Lack of investment in knowledge production in Africa results in low research output and compromises the quality of the output.
- Sustainable mechanisms need to be designed urgently to ensure either the continuation of Africa's centers of excellence, or the incorporation into or exploitation by existing universities of the skills and the knowledge so far produced by the centers. Existing external support for the COEs is unsustainable.

- The relationship between higher education institutions and external constituents, the production sector in particular, needs strengthening.
- The roles and responsibilities of higher education personnel should be clearly defined and supported.
- Appreciation of the close relationship between quality assurance and accreditation in the higher education sector will be of benefit to all parties.
- The Diaspora can share not only research and teaching skills, but also experience in sector leadership and accountability.

Governments were urged to rethink the financing of higher education and funding to institutions of science and technology in particular; provide targeted funding for doctoral research in areas of greatest demand; set up regional quality assurance systems such as IUCEA has done; foster inter-African exchange on STI; and engage with the Diaspora. The creation of venture capital funds would provide backing for technological innovation. African experts in the Diaspora were encouraged to organize themselves into an identifiable body, providing accessible contact via the internet, so that African universities could retrieve information easily on potential staffing and skills. African researchers as well as experts within Africa should also disseminate information on their skills so that lack of national capacity for absorption of researchers could be supplemented by regional absorptive capacity.



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### **SUBTHEME 3 - PARALLEL SESSION 3c**

#### **Youth and higher education TVSD for economic transformation and job creation**

Moderator: **Anna Katharina Seeger, GIZ**  
Rapporteur: **Wassim Daoud, Eco-présence, France**  
Panelists: **Efia Assignon, NBCC;**  
**Marie-Josée Fortin, ACCC;**  
**Allal Ouahab, MET, Morocco;**  
**Peliwe Lolwana, University of**  
**Witwatersrand, South Africa**

The session acknowledged that it was important to explore how to turn Africa's "youth bulge" into a competitive advantage, particularly as industrialized countries are facing the problem of an ageing population. However, this point was not discussed; neither were strategic interventions for using STI skills for sustainable development. The session focused on youth training for employment and lessons learned from the experiences of Canada and Morocco in this domain. Morocco managed to increase the number of students in technical training tenfold in 25 years. Attention was focused on training TVET instructors, the cornerstone of any education or training program, and on-site work sessions are the preferred mode of training. Dual programs for students include family training programs, encouraging skills learning by the young generation directly from their parents, and providing an opportunity for take-up of new skills for both generations. Inspiration for these innovative programs had come from Canada. Morocco had organized a series of study tours and adapted some of the programs observed in Canada to its own context.

Canada's further education community colleges are an interesting model for Africa to examine. New Brunswick Community College (NBCC) opened in the 1960s with the express intention of raising economic productivity and improving livelihoods in a very depressed part of Canada—among the French-speaking Acadians. The College is open to all, without exception, even to illiterate learners. Programs are demand-driven, tailored to the needs of the workplace, and flexible, and the results are tangible. NBCC programs have adopted a competency-based approach, emphasizing the acquisition of practical skills, and using dual work-study models of learning. Testing and evaluation is carried out by peer review, employers' observations, self-evaluation, and institution evaluation. Again, these innovative assessment models were recommended for wider experimentation in Africa.

NBCC graduates enjoy good salaries and 81% find employment within six months of graduation. NBCC engages in action research with local industry, applying STI research findings from the local university, the University of Moncton. There is frequent and close interaction between community colleges, universities, the provincial ministry of labor and employers. The college encompasses many facets of technical training institutions in a single institution—it is simultaneously a university, a technology institute, a technical college, a polytechnic and a technical secondary school. Despite the global economic situation, small and medium enterprises flourish in New Brunswick. The discussion noted a similar trend in the Philippines—one factor that explains the influx of Filipinos into Africa for construction work is the proliferation of community



technical colleges in that country which permits it to export labor to countries lacking skilled workers.

Since 2008, the *Education for Employment* skills development program, initiated by the Association of Canadian Community Colleges (ACCC), has linked Canadian community colleges with institutions in Mozambique, Senegal, and Tanzania for training in construction, agriculture, fisheries, maritime and port occupations, mining, tourism and eco-tourism, and institutional development, producing different results in each country. Independent evaluations of education sectors in industrialized countries, including of the TVET subsector, permit objective overviews of progress and stimulate sectoral reform.

Challenges in Africa were listed as: low enrolments of students in TVET; over-emphasis on theory in training programs; TVET instructors' lack of workplace experience; high unemployment of skilled graduates; an imbalance between technologists, technicians, skills and semi-skilled workers; poor or no follow-up of graduates in the workplace; low private sector/workplace involvement in training programs and institutions; insufficient support for setting up entrepreneurial incubators; inadequate advice, assistance and microfinance as regards enterprise; lack of capacity in some states to support private sector training

initiatives, and a dearth of intercountry collaboration. Countries must recognize in the future that all workers need retraining throughout their working lives, and that informal sector training needs attention.

Positive outcomes reported during the session included the establishment of learning units in the workplace in some countries, in order to reduce the costs of training to the state, bring theory and practice closer together, and facilitate recruitment into the workplace. Courses have been diversified, have benefitted from greater involvement of employers in course development and have succeeded in spreading competency-based approaches. Instructors and all staff involved in the program have benefitted from capacity building; training institution management structures have been reviewed; continuous upgrading skills programs have been developed and inter-country exchange has taken place in Africa. In the future, funds could be raised for skills training through increased state support, tax incentives for training in the private sector, and stimulus factors to attract more students such as redesign of programs and curricula. Africa may wish to revisit the North American training institution model of community colleges. Replication of successful programs was recommended in preference to "re-inventing the wheel".



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### **SUBTHEME 3 - PARALLEL SESSION 3d**

#### **Building and strengthening regional cooperation**

Moderator: **Jussi Karakoski, Ministry of Foreign Affairs, Finland**

Rapporteur: **Almoustapha Cisse, Coders4Africa**

Panelists: **Tichaona Pesanayi, SADC;**  
**Baboucarr Sarr, AfDB;**  
**Abdoulaye Maga, ECOWAS;**  
**Jean-Jacques Nyirubutuma, UNECA**

There was consensus in this session that regional cooperation for the development of STI should build on the strengths of existing higher education institutions.

It was noted that financing for higher education is comparatively high in industrialized countries. France invests thirty times more per student than Africa, for example, and Korea's public expenditure on research and development (R&D) is ten times higher than Africa's. Examples of regional institutional success include that of the International Institute for Water and the Environment, supported by French aid. AfDB has established a multi-donor trust fund with US\$160 million to support regional cooperation and excellence in STI in the fields of applied research and innovation in STI. ECOWAS has supported several initiatives in capacity building to strengthen regional STI cooperation and has partnered with UNESCO's Regional Bureau for Education in Africa (BREDA) to set up a platform for sharing knowledge and experience on reforming, revitalizing and expanding national TVET

systems in order to improve skills delivery, employability and the mobility of the youth within ECOWAS member states.

Challenges remain, including:

- COEs are unsustainable after the first few years of initial external support and lack the support of stakeholders, including governments.
- Insufficient emphasis is placed on producing, disseminating and acquiring documentation.
- Inadequate collaboration among regional centers results in lack of support to increasing the quality of research output.

Recommendations included significantly greater commitment of regional bodies and governments hosting COEs, and increased research demands to be made to COEs; encouragement to students to study in the region instead of going abroad, through multiple modalities of fee and research cost-sharing involving governments, the private sector, students, and external partners; and more focus on the interests of COEs in the dialogue between African governments and development partners.

Diverse types of partner collaboration should be explored among COEs, between COEs and universities, and at all levels—local regional and international. Regional mechanisms will be needed to streamline COE activity and to reduce duplication. The monitoring, accrediting and regulation of standards and ranking of COEs will enhance the quality of COE output.

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# Presentation by the Host Country

## Burkina Faso's Current Education And Training Policies seen from the ADEA Triennale Perspective

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Presenter: **Hon. Koumba Boly Barry,  
Minister of Education and Literacy,  
Burkina Faso**

.....  
**A comparative analysis of the Triennale themes and Burkina Faso's development plan pinpoints the role of education in ensuring that every citizen becomes a responsible actor in the endeavour towards sustainable development, mastering the relevant skills for work and for good governance.**  
.....

Hon. Koumba Boly Barry, Minister of Education and Literacy of Burkina Faso, provided an excellent example of aligning a national education sector program with the paradigm presented by the Triennale. She aptly illustrated the three Triennale subthemes at work within the Burkina Faso education system, making reference to the country's education sector plan and its vocational and technical education and higher education policies, which reflect the overall national development plan.<sup>3</sup> She observed that the

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<sup>3</sup> Burkina Faso's ten-year education sector plan is the *Programme de développement stratégique de l'éducation de base* (PDSEB), the Basic Education Strategic Development Plan, 2011-2020. The current five-year national development plan which guides sectoral planning is the *Stratégie de croissance accélérée et de développement durable* (SCADD), the

underlying analysis of issues and challenges made by the Triennale was very similar to the analysis carried out in Burkina Faso before drawing up the current development plans, resulting in similar strategies proposed to achieve the long-term aims of sustainable development. Both the Triennale team and Burkina Faso's planners had targeted youth, the employability of young people, and postprimary issues, in addition to challenges facing the attainment of gender equity, demographic trends, respect for the environment, and the creation of a culture of good governance.

In brief, to give an overview of current education development, Burkina Faso increased access to ECD from 2.7% in 2007 to 3% in 2010 in a context of rapid growth in private provision. The aim is to reach 13.5% enrolments by 2020. The primary school gross enrolment ratio (GER) rose from 47% in 2001/2 to 86% in 2010/11, while completion rates improved from 27% to 52% in the same period. The gender parity rate in 2010 was 0.93 as regards gross enrolment and 0.97 for gross admission rates. School access for children with disabilities has risen from 2,700 children in 2000 to more than 10,000 in 2010.

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Accelerated Growth and Sustainable Development Strategy, 2011-2015.





At junior secondary level, the GER rose from 18% in 2003 to 31% in 2010, with a completion rate of 17% in 2010, up from 14% in 2008. Provisional data indicates gender disparity in 2010 at 20% for boys and 15% for girls. Burkina Faso aims to have all children transiting from primary to postprimary education by 2020.

Vocational and technical education concerned 7% of the population in 2006/7, the proportion having doubled over a decade. Private provision currently caters for three quarters of the students, mainly in urban centers.

Burkina Faso aims to increase the proportion of students at tertiary level from 439 students per 100,000 inhabitants in 2011 to 1,078 students in 2015.

Nonformal education is provided at ECD level and to adolescents of 9-15 years. There were estimated to be almost 400,000 adult learners of 15 years and above in nonformal adult education programs in 2009, representing nearly 4% of the population. It should be added—that Burkina Faso has long been an example to many other countries in the African region, alongside Mali and Senegal, as regards the widespread provision of nonformal education to children and youth, and the innovative nature of that provision. Further, the Government was one of the first in Africa to encourage nonformal education and to welcome a flexible approach to the development of the subsector. The Minister did, however, note that Burkina Faso's approach to nonformal education has been holistic and integrated, encompassing

the diversity of national education needs. More recently, links between the formal and nonformal sectors of the system and between the different levels of education have been strengthened.

The Minister noted that, as regards the first subtheme of the Triennale—the acquisition of core common skills and the importance of basing the modern education sector on a sound foundation of African tradition and culture—Burkina Faso has for several decades given priority to national language learning in adult education and in bilingual education programs for children. Attention to gender issues, the management of demographic trends, ecology and citizenship, the culture of good governance and transparency for driving Education for All, have all been at the forefront of Burkina Faso's curriculum. The country is implementing a new policy of a minimum of ten years free and compulsory schooling for children aged 6-16 years.

The second subtheme of the Triennale addresses technical and vocational skills training. Burkina Faso adopted a new technical and vocational education policy in 2008, which increased opportunities for primary school dropouts and primary school leavers to enter technical skills training programs from the age of 12 years, thus expanding the existing multiplicity of nonformal general education programs available for these two categories of learners. One of the benefits of these programs is the possibility of passing nationally recognized examinations and gaining certification directly relevant to the world of work, through the development of the national qualifications framework



and tests available for postprimary equivalent learners (CQP).<sup>4</sup> Course graduates are eligible to enter general secondary school or to pursue technical education at a higher level. There is a further possibility for junior secondary students to pursue technical education after the second year of junior secondary school, with the option of gaining nationally accredited qualifications.

As regards the third subtheme of the Triennale, Burkina Faso has plans to expand tertiary scientific and technology programs, align tertiary programs with international norms, increase equitable access to tertiary education, ensure cost rationalization at tertiary level, and provide flexible entry points to tertiary education from both formal and nonformal pre-tertiary programs.

Burkina Faso considers education and training as not only prerequisites for sustainable development but as one of the pillars of development. The country envisages education development for lifelong learning through a holistic, open and integrated approach to education provision. The

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<sup>4</sup> *Certificat de qualification professionnelle*, the vocational certificate of education, which represents the second level of certification in the NQF.

Triennale provided a welcome opportunity for Burkina Faso to review its current education policies. The Minister noted lessons learned from the Triennale for her country. First, the commitment to regarding education as an investment in the future, which could unlock funding across a multiplicity of new sectors. Second, education must become the responsibility of all, with new emphasis on strategic and evidence-based planning, proper implementation, and attention to evaluating education outcomes. Third, lifelong learning needs to be stressed in the future, with commensurate funding and action programs.

Hon. Boly Barry concluded by noting the new emphasis on: lifelong learning and the acquisition of skills; tailoring education programs to demand in the community and the workplace; switching attention from sector inputs to learning and sector outcomes; and the need to look beyond the sectoral management of education to multi-sectoral and multi-partner modes of education planning, provision and overall management.





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# ICT in Education and Training

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**Moderator:** Kaviraj Sharma Sukon, Mauritius  
College of the Air

**Panelists:** Tarek Chehidi, ADEA  
Task Force on ICT;  
Richard Addey, Smart Technologies;  
Geneviève Puisegur-Pouchin,  
Apréli@;  
Ricaud Auckbur, Ministry of Education  
and Human Resources, Mauritius;  
François Gérin-Lajoie, François  
Gérin-Lajoie Foundation;  
Victor Kossi Kouma Agbegnenou,  
RETICE, France

The Triennale Knowledge Fair, running throughout the Triennale in an adjoining exhibition hall, was a constant hub for demonstrations, information, and explanations to visiting participants on all aspects of ICT in education and training.

Tarek Chehidi, from the ADEA Task Force on ICT, introduced the session by sharing information on this new Task Force that had been set up three months before to support the integration of ICT into education. He explained that the aim of the Task Force was to improve the quality of education systems and to support efforts to increase access to

quality education through ICT. The Task Force will look for ways to sustain the efforts governments have made so far and consolidating work already completed. The Task Force is comprised of educationists, representatives of the private sector and civil society, consultants, and ADEA staff. Since November 2011, two consultation exercises had taken place, reaching out to diverse constituencies, including those already represented on the Task Force. It was stressed that while ministries of education drive the education sector, it is up to all stakeholders, through partnerships, to support the development of ICT in education at community, national and regional levels.

Richard Addey of Smart Technologies, a company headquartered in Canada, described the company's Africa regional project as an eco-system comprising four elements: the private sector, governments, teacher training institutions, and localized content for e-learning. He cited work on interactive whiteboards in the Western Cape in South Africa, where local history has been incorporated into the curriculum as a result of the use of new technology. Teacher training institutions and schools in Ghana are also involved in a pilot program. In conjunction with the Ministry of Education of Tunisia, Smart Technologies has been supporting the teaching of physics, chemistry, life and earth sciences, and computer studies in pilot schools

since 2009. A program for continuous upgrading of ICT skills for teachers and school inspectors has also been developed. Preliminary findings indicate that teachers are more motivated than in the past and children are keener to learn due to the use of new technology. The program will reach all secondary schools in the country in five years. Smart Technologies has worked with 175 governments.

Geneviève Puisegur-Pouchin, of the *Association pour la promotion des ressources éducatives libres africaines* (Apréli@), a not-for-profit association for the promotion of open educational resources in Africa located in France, explained that Apréli@ is an educative, Francophone e-twinning schools partnership with the Conference of ministers of education of French-speaking countries (CONFEMEN) and Teacher Education in Sub-Saharan Africa (TESSA). The pilot phase of Apréli@ in Africa started in April 2011. The initial planning workshop held in Dakar in 2011 brought together teachers, teacher educators, researchers, education administrators, parents, school management committees and international partners. The partnership has produced a first collection of digital resources, which is already on the internet. Twinned schools in different African capital cities—for example, a school in Ouagadougou and one in Lomé—are writing up a digital travel book on their counterpart city. Through a process involving the entire school community, including parents, schools must find out everything they can about the partner city and present this information in the form of a travel guide. The current first year of the program is an experimental one for testing and evaluating the initial resources and tools. Senegal and France are also involved.

Ricaud Auckbur, ICT Director at the Ministry of Education and Human Resources of Mauritius, presenting an example of government intervention in ICT in education. He informed the meeting that the ICT Directorate was new in the Ministry of Education in Mauritius but nevertheless seen as critical for the future advancement of the sector. In his country, the most important resources are human resources. For this reason, investment of time and attention in integrating ICT into the education sector was viewed as a vital tool of development. The role of the Directorate is to coordinate efforts in ICT in education and, most importantly, to link the public and private sectors. The Directorate also works with other ministries, particularly with the Ministry of ICT. Ministries other than the Ministry of Education might have expertise in ICT but not in pedagogical issues, nor in the integration of ICT into education, while the Ministry of Education, on its part, lacked capacity in ICT. Partnerships across the board were expected to ease the introduction of ICT fully and appropriately into education.

Victor K. Kouma Agbegnenou, Coordinator of *Réseau Energie TIC pour l'Éducation* (RETICE), an ICT energy network for education, was introduced to the meeting as an inventor. He had some experience in introducing ICT into schools and co-authored the Triennale background paper *Innovation as a Basis of Sustainable Development in Africa*. RETICE had worked on producing an electronic school bag, the *cartable électronique*, essentially sets of digital textbooks. The advantages included speedy textbook modification and updating. Mr. Kouma Agbegnenou repeatedly pointed to the ease of error elimination in textbooks. Internet connectivity is not a necessity since the materials can be copied onto school computers or tablets. RETICE's



aim was to take the new technology into every school and to reach every learner. This would be achieved through partnerships. Two secondary schools in Ouagadougou were involved in the pilot phase.

François Gérin-Lajoie, Chairperson of the François Gérin-Lajoie Foundation, Canada, said he had years of experience working in partnerships in Canada and now in Africa. The Foundation promotes interaction with knowledge forums and community-based approaches to new forms of knowledge management. Work in Canada had included linking remote first nations villages to other learning communities in partnership with the *Centre francophone d'informatisation des organisations* (CEFRIO), a Francophone center for the computerization of companies. For the Foundation, the take-up of new technologies represented for many a step into the unknown but a step into a future that will rely increasingly on new technologies. It is imperative to introduce learners to ICT—to new ways of learning and of seeking and exchanging information. The visual aspect of ICT delivery contributes in a major way to the learning experience. Competence in ICT will lead to self-learning, to the acquisition of life skills and to lifelong learning. Currently, the Foundation was linking two schools in Ouagadougou with schools in Canada.

Meeting participants watched a short film demonstrating the experience of school twinning between Burkina Faso and Canada, which was cited as an experience that led to learning more about other children, places and concerns. The theme under discussion was water. The children in

the film were asked to note a major problem in their own environment. The Canadian children talked of the dangers of depleting salmon stocks by fishing the small fish, which would lead to the elimination of salmon from their rivers. The Burkinabe children responded by asking the Canadians to describe salmon. As regards global warming, the Canadians explained that winter temperatures used to reach  $-40^{\circ}\text{C}$  but did not generally drop below  $-20^{\circ}\text{C}$  nowadays. The speaker pointed out that ICT could provide exposure to many new ideas and peoples, which would broaden the perspectives of all the children concerned.

The live demonstration of linking schools planned for the Triennale could not be performed due to lack of internet connectivity in the meeting room. This prompted further discussion on ICT learning independent of internet connectivity.

The Chair of the session put a number of questions to the panelists:

*Can we use ICT in the classroom without internet connectivity?*

Victor K. Kouma Agbegnenou, RETICE

**We have to start small. First, we start with the screen in the classroom and pupil-teacher verbal exchange. From there, we can move on to telephone communication, educational TV and the internet. One day every African country will be covered by communication infrastructure.**



Ricaud Auckbur, Ministry of Education and Human Resources, Mauritius

**Mauritius started its ICT in education program without connectivity. We used multimedia contact materials recorded on memory sticks distributed to learning centers.**

*Even if we have the hardware, does learning improve in schools?*

Richard Addey, Smart Technologies

**The higher levels of motivation we have seen in teachers and learners translate into lower rates of absenteeism and into improved learning. Technology can certainly be used directly to improve learning, and it can enhance pupil-centered learning.**

*We know that training teachers to use new technologies is important but where can we find new materials?*

Geneviève Puisegur-Pouchin, Apréli@

**It's best to use networks and teams to produce and share new materials for ICT in education. The Bamako+5 Conference on Contractual Teachers of 2009 drew up strategies for this. To run effective ICT in education, we need to follow a plan of action and respect deadlines.**

*What is the role of governments and what research do we have on these issues?*

Ricaud Auckbur, Ministry of Education and Human Resources, Mauritius

**Governments need to coordinate and monitor ICT for education, ensure long-term investment and attention to sustainable programs, and encourage public-private partnerships by translating an initial ICT in education project into a long-term program. As regards research findings, our experience in Mauritius indicates that poor performers in school may have a second chance of learning through multimedia technologies. What they cannot learn passively from a blackboard they can learn through the interactivity of ICT processes. The new technologies do not replace teachers; they make better use of teachers.**

*Tell us more about the cost of integrating ICT in education.*

François Gérin-Lajoie, François Gérin-Lajoie Foundation

**Everyone is afraid of this question. The cost would be astronomical if a lone small school were to initiate ICT on its own. But that is not the model being proposed. We recommend that governments, universities, researchers, the private sector, communities and parents all get involved and co-fund. They must all contribute something, just like at present when parents buy textbooks. The final product of ICT in education will be improved learning and increased economic productivity.**

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## DISCUSSION

Joshua Muskin of the Aga Khan Foundation reminded the meeting that ICT in education could contribute not only to learning core and traditional subjects such as mathematics and language, but could also support behavioral learning, employability skills, problem-solving, teamwork, self-learning and learning IT—all skills valued by the 21st century.

Hon. Rosalie Kama-Niamayoua, Minister of Primary and Secondary Education and Literacy of Congo (Brazzaville) reflected on how important it was to gain the support of teachers right from the start and overcome their resistance to change.

Hon. Koumba Boly Barry, Minister of Education and Literacy of Burkina Faso, concurred with the point above, saying that the caliber of the teaching force was all-important. Burkina Faso has recently increased pre-service training from one to two years with exactly this factor in mind—skilling basic level teachers more comprehensively by using ICT as one of the delivery tools for teacher education for both primary and nonformal education teachers, and making teachers more receptive to innovation. The country was planning to use ICT in both pre-service and in-service education and to update the curriculum content of teacher education programs with the aim of producing citizens with new skills in the future. The Minister was convinced that teacher education had to change and explained that Burkina Faso was making tough choices, given resource constraints, in using ICT for some purposes and not for others. IT was not something to be ignored. Decisions had to be taken and

action had to be initiated. The point was to find out how ICT can best be harnessed for the specific objectives of each country and for each new initiative.

Hon. Prof. Sam Ogeri, Minister of Education of Kenya, explained that he saw his role as convincing the Ministry of Finance to invest in IT in education. He noted that the meeting had not yet discussed the issue of e-waste and the dumping of refurbished computers from the West in Africa. Africa is forging ahead. Kenya was building a new technology-based city. The digital money manager M-PESA had kicked off globally from Kenya. He stressed that in the future, technological innovation could originate from Africa.

Ann-Thérèse Ndong-Jatta, Director of UNESCO/BREDA, said that Africa must go beyond the consumption of IT to reach a stage where, like Latin America, it produces software and eventually IT hardware, so as to reduce dependence on external technology.

Geneviève Puisegur-Pouchin of Apréli@ reported that Senegal's digital teacher education materials had been presented at the Bamako+5 meeting in 2009 and several countries had requested these materials.

The stark reality in some countries was that 80% of rural schools had no electricity. The Minister of Primary and Secondary Education and Literacy of the Central African Republic embraced the notion of introducing new technologies into learning and pledged to support start-up in her country, despite challenges regarding energy for ICT.





Graduates returning from the West noted the contrast between studying at the world's most prestigious universities abroad with a range of ICT available to them and the experience of learners in elementary schools in Africa. They recognized that, somehow, these realities had to be bridged, and that one has to start somewhere.

A participant from Niger echoed the concern about access to energy sources, wondering how rural schools would be able to keep their computers and tablets charged.

Jean Gabriel Cohn Bendit, Secretary General of the *Réseau Education Pour Tous en Afrique* (REPTA), a network for EFA in Africa, felt that IT would be a great opportunity for out-of-school children in Burkina Faso who have already shown their aptitude for learning through new technologies in the Smart Blackboards program in Bobo-Dioulasso.

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## CONCLUSION

Some participants came back to the issue of cost, requesting funding from ADEA to introduce ICT into schools. Tarek Chehidi, from the ADEA Task Force on ICT replied that the new ICT Task Force was set up to address all IT issues, including costing and strategies for resource mobilization. He noted that Tunisia had reached the stage of selling software and even hardware to France. He advised planners to regard funding spent on IT as an investment instead of a cost.

Ahlin Byll-Cataria, Executive Secretary of ADEA, suggested Côte d'Ivoire they could learn lessons from the Rwanda

model of ICT funding which included government and partner collaboration.

Geneviève Puisegur-Pouchin of *Apréli@* noted the accumulation of expertise in Tunisia and in Senegal, and no doubt in other African countries, which is available for use in other countries in the region. There was no need to re-invent the wheel.

Ricaud Auckbur from the Ministry of Education and Human Resources of Mauritius recommended that countries start by ensuring national ownership of their ICT in education project, give evidence of how such projects function in other countries, draw up a plan, involve bilateral or multilateral partners on a small scale to start with, and grow the project gradually into a long term program. He reminded participants that IT supports new opportunities in distance education, which has a lower cost than traditional education delivery modes.

Richard Addey of Smart Technologies congratulated ADEA for setting up the ICT Task Force, which is expected to make a difference and to support countries planning to initiate their ICT in education and training programs through access to networks and expert regional advice.

### *References*

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## Panel on Youth Issues

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Moderator: **Annick-Laure Tchuendem, AU Youth Volunteer Corps**

Panelists: **Marie Tamoifo, Jeunesse Verte du Cameroun;**  
**Patricia Gieskes, Africa 2.0;**  
**Maïmouna Zerbo, CEBNF graduate, Burkina Faso;**  
**Dorra Chaouachi, Tunisian International Model United Nations, Tunisia;**  
**Cynthia Umoru, Agro-entrepreneur, Nigeria;**  
**Léger Djiba, Coders4Africa, USA/Senegal**

Discussant: **Hon. Achille Marie Joseph Tapsoba, Minister of Youth, Vocational Training and Employment, Burkina Faso**

This was the first time that youth had been formally represented and given a platform for engagement at an ADEA Triennale/Biennale forum and their issues given a strong focus. Youth leaders present in Ouagadougou were drawn from across Africa. They raised a number of points from the youth perspective and contributed to the issues, discussions and outcomes of the Triennale.

.....  
**Prepare youth for the future. If you can't, then prepare the future for youth.**

*Cynthia Umoru, Agro-entrepreneur, Nigeria*  
.....

Six panelists spoke for various youth constituencies in Africa. The first two representatives, Marie Tamoifo of Jeunesse Verte du Cameroun and Patricia Gieskes of Africa 2.0, reported on the Rabat Youth Forum organized by ADEA and ISESCO in October 2011 as a preparatory meeting for the Triennale and on the Africa 2.0 presentation to the Africa Union Summit in January 2012 in Addis Ababa. The Rabat meeting had been preceded by research on youth perspectives and aspirations. Dorra Chaouachi of the Tunisian International Model United Nations was the voice of the Arab Spring on the panel. Cynthia Umoru, an agro-entrepreneur from Nigeria and university graduate who originally had no work prospects, spoke of rising from the handicap of being young and female—and therefore being denied access to land and financial credit—to running a 25 hectare agricultural enterprise with a retail outlet in Lagos. Maimouna Zerbo, a graduate from Burkina Faso's nonformal basic education centers (CEBNF), speaking in her mother tongue, represented the often voiceless young rural women. The sixth panelist, Léger Djiba of Coders4Africa, gave an example of how the Diaspora is



taking the initiative to train 1,000 youth in Senegal in ICT by 2015.

.....  
**Politicians talk about the achievements of their youth programs. But look at the facts, look at the statistics. They tell another story.**

*Amr Awad, youth representative, Egypt*  
.....

It was a tribute to the Triennale that a diversity of youth voices were heard, and it was significant that the five in-continent speakers were all female. The panelists demonstrated the next generation of African leadership, including committed partners from the Diaspora who are already taking initiatives for the youth.

.....  
**Politicians, give youth a voice. If you don't, we'll take it anyway!**

*Dorra Chaouachi, Tunisian International Model United Nations and Arab Spring supporter, Tunisia*  
.....

The panelists stressed that Africa is the continent *par excellence* of youth, in contrast to many other continents whose populations are ageing. "We represent the energy, the hope and the future of Africa," said Dorra Chaouachi from Tunisia. Sixty-five per cent of Africa's population are young people below 30 years of age. The moderator of the session called for Africa to commit 65 per cent of the continent's resources to developing youth skills and competencies. The ADEA African Youth Forum in Rabat in October 2011 had produced a Declaration to be presented

to the Triennale urging African leaders to formulate a long-term vision for the future of the continent and to develop an expanded education system founded on quality and relevance so that youth can learn where they come from, where they are, and where they are going to.

Young people were striving to acquire skills—science and technology; entrepreneurial, financial and managerial skills; ICT; and research skills. They were also striving to benefit from female empowerment, in order to enable them to integrate into the global knowledge society and to function productively. Through revitalized education and training systems, youth wanted to acquire a spirit of initiative, creativity, entrepreneurship, and leadership. Education and training should transform youth into agents of positive change, capable of fully playing their role in the community, the nation and global society. Governments should recognize and validate prior learning and skills already acquired by the youth.

The youth called on society to address the problem of graduate unemployment and to facilitate entry into teacher education in order to respond to Africa's need for more teachers. They also recommended that all tertiary students be trained in pedagogical skills in the light of lack of teachers in Africa and to address graduate unemployment.

To enhance the quality of education they called for upgrading teacher's skills and practice; improving the teaching/learning environment; ensuring quality control of the education and training system; strengthening school management systems; and effective monitoring of education reforms. They requested permanent dialogue

between all stakeholders—youth, the private sector, communities, civil society, government—to ensure that the education system responds on a continuous basis to changing employment challenges and contexts.

.....  
**Right from primary school, we have to familiarize children with enterprise and entrepreneurship, not wage employment.**

*Hon. Mdibo KADJOKE, Minister of Employment and Training, Mali*  
.....

The panelists stated that Africa’s heritage must be placed at the centre of development and education, to promote skills that are in close relationship with the cultures, languages and history of youth in Africa. They proposed that education and training planners take into account learning derived from traditional and informal learning systems, and from Qur’anic schools, for example. They wanted ethics, citizenship and human rights education integrated into skills training programs and taught in a dynamic manner, addressing topical problems in society such as corruption. Parents needed to be guided through the media and through special programs designed for the purpose, to promote intellectual curiosity, inquiry, initiative, autonomy, responsibility, and accountability in their children.

.....  
**Africa is blessed with vast arable lands. Why then are we lacking food?**

*Cynthia Umoru, Agro-entrepreneur, Nigeria*  
.....

High on the agenda was the socio-economic integration of youth. The authorities were invited to place youth employment at the center of all social, cultural and economic policies and directly involve young people in the formulation and implementation of employment policies, and as major beneficiaries. Youth appealed to all stakeholders to allow them to take up their responsibilities, enter the labor market, and play an active role in the economic development of their countries. Combining training and work experience would enhance the employability of youth. It was noted that nonformal and informal sector training continue to be poorly financed and urgently needed increased funding and attention. Employment advice and support centers need to be set up in the neighborhoods where youth live to give guidance and orientation, and assist in the creation of projects to facilitate to vocational integration.

The Africa2.0 Manifesto to the AU described the working experiences of youth in Africa and the challenges faced by unemployed youth. The organization has 300 members across 40 African countries and includes young Africans in the Diaspora. Their aim is to highlight employment problems facing youth at some of the major global forums such as the AU, Davos and others, and to recommend solutions. The issue of corruption in the workplace had a significant impact on employed and unemployed youth.

.....  
**We need to look at the kind of education that will help youth promote peace. We appeal to you to let youth do more in peace building.**

*A youth representative*  
.....



It was concluded that youth-targeted programs existed in Africa and there is evidence of good practice but coverage was low. Many governments were still struggling with implementing initial or pilot programs.

To prompt swifter action, Marie Tamoifo, founder of Jeunesse Verte du Cameroun reminded the meeting: “ADEA has given us a voice. We can’t go ahead without you but Africa can’t go ahead without us!”

Dorra Chaouachi from Tunisia recounted how in 2010, youth in Tunisia showed the world that they were able to take their destiny into their own hands and to give hope back to a world which had lost hope. Challenges have been thrown up by the revolution in Tunisia—dubbed Arab Spring, Arab Revolution, or Jasmine Revolution by a number of observers. However, it was in fact a revolution of youth. The future of Africa lies squarely with youth, and governments have an obligation to provide the young generation with a sound education and a quality training system. In Rabat, African youth had realized that they have the same goals and dreams and that they constitute the real potential of Africa.

Maïmouna Zerbo, a recent CEBNF graduate, from Titao in northern Burkina Faso, shared an experience that demonstrated a first step by the Burkina Faso authorities that has not yet been integrated into a holistic training-market strategy. Addressed the meeting in Bambara, Ms. Zerbo noted how important it was that the Burkina Faso Government had set up a system of nonformal training centers that cater for children who have not completed primary school. She was grateful to have received a sewing

machine on graduation but she noted some weaknesses in the program: lack of guidance for work placement; insufficient support for start-ups<sup>5</sup>. A graduate in her situation would require access to a loan for initial rent, workshop equipment, initial supplies, etc., in addition to the sewing machine. She also cited lack of monitoring and guidance for newly employed graduates and business start-ups. The result was that despite the CEBNF program, youth left the rural areas when they could not find employment or failed to set up their own businesses, and were drawn to Ouagadougou, looking for work. When they found work in the city, it was often casual, menial work, which did not make use of their newly acquired skills. These skills then began to deteriorate over the months and years. This meant that catch-up skilling would be a useful service to provide in the future. Ms. Zerbo’s testimony implied an absence of locality surveys to match skills training to changing market characteristics and local skills gaps. It highlighted the need for dynamic program design, flexible enough to respond to the overall market and to emerging local opportunities.

Cynthia Umoru from Nigeria described her post-graduation experience of looking for employment, for land, and for capital, and the many setbacks she faced as a young woman looking for work in Africa. She finally acquired one hectare for farming and was able to expand it to 25 hectares in seven years. Her business has a retail outlet in Lagos. Ms. Umoru told the meeting that agro-business needs

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<sup>5</sup> The CEBNF Coordinator announced at the end of the session that five graduates from each skills domain (tailoring, carpentry, etc.) would receive a full start-up kit after the newly created post-CEBNF six-month internship program.

support and imaginative entrepreneurs. She appealed to the government representatives present at the Triennale to create a platform of support for youth in agriculture. She also appealed for banks, business and governments to invest in young people like herself in agro-business and spoke with great enthusiasm about the capacity of Africa to feed itself if governments would allocate funds and support to the sector.

Léger Djiba explained that Coders4Africa is an NGO set up by five Senegalese youth in the USA. The aim is to provide free training to 1,000 software developers in Senegal by 2015. The founders of Coders4Africa have invested their own money in this enterprise, rather than seek outside assistance, contributing on a monthly basis to the organization's core fund. By 2011, 500 software developers had been trained and 203 of them had found work. Mr. Djiba stressed that Africa needs to imitate India's production of skilled manpower. Not only is India an ICT powerhouse in itself, but it has exported its professionals to the USA. Indian experts can now be found in any software company in the USA. "Africa can surpass this. We can do better," Mr. Djiba concluded.

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## DISCUSSION

Ministers and ministry representatives at the meeting addressed the points made by the youth and stressed their commitment to support them. They cited several youth programs already initiated in their countries, placed emphasis on the vital role now played by national youth councils, and pointed to examples of recent attention

governments had given to the interests of youth. They reiterated that:

- Education systems should be relevant to the world of work. Nonformal skills training programs should include entrepreneurship training.
- The informal sector held great potential for expansion and for training youth in entrepreneurial skills.

Ministers of employment, vocational training and youth participated in the discussion. In Mali, youth business start-ups had a poor record of loan reimbursement. The Minister of Youth and Vocational Training of Mali raised the issue of citizenship and the importance of patriotism on the part of youth. He agreed that the provision of relevant education and training to youth was a critical factor. Annual government funded internships in the private sector now reached 2,000-3,000 young people annually.

Cameroon had set up a national youth council to act as a forum for exchange between youth and employers; a support program for rural and urban youth aimed at facilitating entry into the workplace for educated and unschooled youth, qualified and unqualified youth (15-35 yrs); multifunctional employment facilitation youth centers; a sports equipment micro-enterprise youth development program which provides business opportunities for youth; and a youth fund to support these activities. The country had also re-established its participatory development program. The annual youth week had just taken place in February 2012 and was dedicated to the discussion of issues affecting Cameroonian youth. The patron of the youth week is the President of Cameroon, which demonstrates the political will of the Government to act on matters affecting youth.



Zanzibar had produced a massive surplus of trained teachers who were now unemployed. The panel suggested that Zanzibar asks the AU Youth Division to take such teachers into its Youth Volunteer Corps program.

The representative of Nigeria explained that Nigerian youth were fixated on going to the West instead of staying home and solving youth problems in their home country and lacked patriotism. He lauded the young panelists who had stayed in Nigeria and worked with zeal and the youth leaders of the Arab Spring.

Burkina Faso admittedly had a significant funding gap to fill despite having recently increased financing for the two-decade, well-established CEBNF program. The contribution of the Government of Burkina Faso to CEBNF costs had risen from 1% to 10%. A new national job creation program had recently been initiated and was anticipated to produce significant long-term impact. The Minister was aware that additional solutions needed to be found for immediate impact on youth unemployment.

The Minister of Education of Congo Brazzaville reiterated government support and appreciation for youth.

A youth representative from Egypt working at the AU cautioned that despite the impressive listing of youth oriented programs on the continent, statistical data indicate little action on the ground. He warned governments that Dorra Chaouachi's words were critical—that youth would act if governments were not ready to act.

Another youth delegate from the AU, an advocacy and communications associate, reiterated the frustrations of youth in obsolete and theoretical training programs. Youth were expecting and demanding that governments do better in introducing ICT to all education and training programs, and in generally updating training.

A World Bank specialist saw the problem of youth unemployment as twofold: youth's lack of schooling and formal certification, and lack of employment. He stated that completion rates remained low and he urged the youth of Africa who had completed their schooling and obtained qualifications to convince their peers to remain in school in order to acquire certification. He urged youth at the ADEA conference to speak up more frequently at other sessions of the Triennale, to interrogate the views being presented and to generally make their presence felt.

Youth representatives and the Chair of the session reiterated the following:

- While ministers quoted national achievements in supporting youth employment, the statistics tell another story. Many youth-oriented policies, strategies, and plans exist, but many categories of youth, especially marginalized youth, remained unreached by the programs cited. Youth are interested in action and program implementation.
- Youth graduating from formal ICT programs in Africa are acquiring obsolete skills. They expected Africa's education systems to prepare them better for the world of work.



- Despite the intention of ministers to create new jobs, youth were asking for decently paid jobs with accompanying social benefits.
- The factors that prevent students from completing secondary school are well known to the youth representatives.
- Governments and organizations are not disseminating information effectively to youth who remain unaware of training programs, study tours, events, and opportunities in general.
- Unemployed youth trained teachers from Zanzibar and elsewhere should participate in the AU Youth Volunteer Corps of the AU Youth Division.
- The World Bank could select officers from the AU Youth Division as ideal roving models for convincing youth to stay in school.
- Youth need to be included in postconflict peace-building efforts and readied for this role through school curricula that impart essential African values.

The Chair reminded the meeting of the words of the Tunisian representative: if youth are not given a voice, they will take matters to the streets.





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## Private Sector and Inclusive Growth: The Need for a Macro-Economic Framework and the Role of Education and Training

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Moderator: **Richard Walther, ADEA  
Triennale 2012 General Thematic  
Co-Coordinator**

Panelists: **Assitan Bah Traoré, FNAM;  
Ntutule Tshenye, Samsung  
Electronics Africa;  
Franck Tapsoba, Chamber of  
Commerce and Industry, Burkina  
Faso;  
Belkacem Boutayeb, General  
Confederation of Businesses,  
Morocco**

Discussant: **Hon. Albert Flinde, Minister of  
Technical Education and Training,  
Côte d'Ivoire**

It was noted that it was the first time that ADEA had invited the private sector, civil society and youth to join the planning process of a Triennale/Biennale meeting.

The question often arises as to how the private sector can get involved in the development of education and training from the planning stage through the implementation and assessment stages of education. However, in Africa, the private sector is already deeply involved since it currently provides 90% of skills training for the workplace—this is

acknowledged by the World Bank—particularly through micro, small, and medium enterprises.

The needs of self-employed workers and artisans in micro and small enterprises

Assitan Bah Traoré stated that FNAM, Mali's national federation of craftspeople, represented self-employed workers and artisans in micro and small enterprises. Herself employed in the textile dyeing and tailoring businesses, she noted that the micro, small and medium enterprise sector lacked skilled and qualified workers as well as skilled trainers. Despite this, some businesses had started as informal enterprises and had graduated into formal businesses. Formal sector training had neglected training programs for the informal sector and artisans in Mali. In order to strengthen the sector and to provide young people with opportunities to upgrade their skills, FNAM had set up a training unit and developed training programs in collaboration with the Malian chamber of crafts and small enterprise, and now enjoyed some support from the Ministry of Technical Education and Training. Twenty per cent of trainees were sponsored by the Ministry, but the fate of the remaining 80% of children and youth in traditional apprenticeships under the dual training program continued to be problematic.

In terms of reform in the training sector, the speaker appealed for increased government and private sector sponsorship of apprenticeship training programs; increased government investment in the private sector; and involvement of the Diaspora in both funding and TVSD development planning processes. The value of traditional apprenticeships lies in the fact that they provide an environment for learning a range of workplace relevant skills—for learning how to learn, self-learning and learning from others.

Education and training needs to be restructured to ensure the inclusion of vocational skills training and certification among basic education programs. Training should also be made available to develop renewable energy production skills. Each country needs to plan its education and training programs with a view to realizing the unique potential of its national resources.

### The perspective of a multinational company in Africa

.....  
**Build products in Africa for Africa by Africa.**  
.....

In contrast to the issues facing microenterprise, Ntutule Tshenye of Samsung Electronics Africa spoke about the challenges facing big multinational conglomerates in Africa. One of the key goals that drives Samsung Africa is to build products in Africa for Africa by Africa. The company has made considerable progress in identifying the product needs and demands of the continent in partnership with research units in African universities. The company has developed six or seven products already specifically for

African markets, including solar powered laptops that take into account the African context and factors such as humidity levels, power outages, etc. Samsung is currently involved with institutions of higher learning and universities across the continent in exploring how they could add value to the work that Samsung does in the business world. Mr. Tshenye recognized that Samsung faces a “huge challenge” finding the skills it needs in South Africa and in other African countries in terms of the quality and quantity of personnel at every level: engineers, technologists, technicians and craftspeople. To give two examples of demand from the private sector and from the Government of South Africa, the electricity supplier, Eskom, is engaged in a multibillion Rand project to build new plants and requires a large team of technologists and technicians to roll it out. Second, the Government has embarked on a project at least twice as vast, in the construction industry. Two strategies have been developed by Samsung to build a cohort of young Africans with the skills required by the company by 2015. First, the company has created a Samsung Engineering Academy to build the capacity of young people in the requisite skills. Second, the company is now making input into the curricula of institutions of higher education, polytechnics and technical schools in the region.

### Advantages of regional collaboration in TVSD

Franck Tapsoba, speaking not only as Director of the Burkina Faso Chamber of Commerce but also on behalf of CPCAFF, the conference of African and Francophone chambers of commerce, which comprises 27 chambers of commerce and industry across Francophone Africa, France, Belgium and Canada, noted that most African

countries had opted for a free market economy and recognize the private sector as the driver of economic growth and as a mechanism for reducing poverty. Private enterprise generates more business and attracts increasing foreign investment. He viewed the “youth bulge” as an opportunity for Africa since youth have high energy levels, and they can be creative and innovative. The paradox currently is the high level of youth unemployment and the challenge of skilling this burgeoning population, which has great potential for employment in new companies that are being created across the region.

He gave two concrete examples of skills deficit in Africa which are mirrored in Burkina Faso: the mining sector lacks skills and firms of all types lack accountants. As many as 300 engineers and skilled workers are needed in mining in Burkina Faso alone. Well qualified accountants leave their jobs as soon as they reach a certain level of competence in a company to set up their own accountancy firms, resulting in problems finding sufficient numbers of accountants for their new businesses.

To counter this situation, CPCCAF has set up the *Projet d'Appui à la Formation Professionnelle Consulaire* (PAFPC), a technical and commercial training support project, as a result of a study carried out in September 2011 by 25 specialists to map existing training provision and to identify the type and extent of capacity gaps and training gaps in 22 CPCAFF member countries in Africa. Some skills gaps were found to be common to all countries, such as skills for agro-business and the construction industry, and some were country specific. Examples of the latter

were wind power engineering for Cape Verde and diesel mechanics for Senegal.

A plan of action was produced for rolling out priority training programs. The first PAFPC programs will cover: skills upgrading (food security and the construction industry), increasing market access (agro-business and the hospitality sector, including tourism) and industrial maintenance (electro-mechanics, electricity, refrigeration). An organization such as CPCAFF has an obvious advantage in attracting funding on a regional basis, which will also benefit individual country training development.

In all CPCAFF member countries special programs exist for supporting youth in business start-ups in the form of follow-up and management advice since these young entrepreneurs lack business experience.

### Lessons learned from North Africa

Belkacem Boutayeb, representative of the Moroccan general confederation of business, informed the meeting that Morocco contributes to capacity building in Africa by giving 7,000 scholarships annually to students from Sub-Saharan Africa. Some of the beneficiaries were attending the Triennale. He further made the following points:

- Graduates from private schools and training programs get employment easier than those from state schools and universities.
- To achieve efficiency and sustainability, education and training needed to be regarded as an investment.
- Flexible upgrading, in-service and dual training programs play a significant role in reducing unemployment.



- Many young university graduates want to work in the public sector and be comfortable in their jobs, thinking only of work security.
- A culture of entrepreneurship should be encouraged, one that produces committed and conscientious workers.
- Business enterprise has its own internal dynamics. The role of the unions should not be forgotten since they have the power to keep industry moving or to trigger shutdowns.
- It will be important for Africa to create more inter-African markets, in order to reduce dependence on outside markets.
- Industry in Africa must start to respect the environment—make better use of water and solar energy, for example—and practice good governance, transparency and ethics, as well as the principles of meritocracy, which will lead to sustainable development.
- The state needs to play its role in regulating business enterprise.

Morocco was characterized by a number of partnerships and associations supporting business enterprise, including two national organizations targeting women in business.

The Chair of the session invited three private sector managers from the floor to make contributions. Mbaye Sar, from the *Confédération nationale des employeurs du Sénégal* (CNES), the national confederation of employers of Senegal, and the Chairperson of the commission on training, stated that graduates from formal training programs in Senegal were unemployable, due to several factors, among them the lack of updated equipment in training institutions. The private sector had responded to

the problem by setting up its own training centers within specific companies. With the assistance of the *Agence Française de Développement* (AFD), the French development agency, three centers had been set up for training in the construction sector and in agro-business skills.

Maher Amara, Chief Executive Officer of M2A Ingénierie, Tunis, explained that his company had been exporting components for multinational companies such as General Motors for the past 20 years. Its principal human resource gaps were engineers capable of working on high quality production, and highly skilled trainers for Education for Employment, the training program set up by the company. Due to the inadequate numbers of engineers available on the market, M2A prefers to recruit school leavers and train them on the job to produce the technically sophisticated products that the company exports to the Western world.

Riadh Ayari, Technical Director of PRODIT, also based in Tunis, said this IT engineering firm is the principal supplier of educationally integrated IT products to the Ministry of Education of Tunisia. Products include high quality digital solutions for education management, addressing every level of the sector, from school to central ministry requirements. PRODIT responds to skills gaps by training and upskilling new recruits on the job and entering into partnerships with the wider private sector and with the Government with regard to training programs.

In the three cases cited, private sector employers were taking responsibility for training in specific skill gap areas on a local, national and regional scale, often with the contribution and collaboration of the state.

Hon. Albert Flinde, Minister of Technical Education and Training, Côte d'Ivoire, and Coordinator of the ICQN/TVSD, noted that the issue of relevance and quality of vocational training had been debated for three decades. He said two main points had emerged from the round table discussion. First, formal and public skills training programs were producing unemployable graduates. Second, individual companies had found an *ad hoc* or a parallel solution to the problem of finding skilled workers by setting up their own on-the-job training programs or working in wider partnerships to achieve this across the private sector or with support from external funders. In Côte d'Ivoire, the Ministry of Technical Education and Training had taken the initiative of establishing a public private partnership involving enterprise at all levels, small and medium enterprises (SMEs), and chambers of commerce.

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## DISCUSSION

### Remaining questions

Fatoumata Keita from Mali had a number of questions to ask the assembly on whether Africa has a sufficient number of private enterprises or the level of quality production required to become globally competitive; the rationale for government support primarily targeting the informal business skills training rather than training for the emerging formal sector; and the problem of the non viability of youth-initiated enterprises which have a high rate of shutdown. She asked for guidance on what the formal private sector could do to contribute to informal sector development. Another participant requested information on assessment practices regarding informal sector skills.

The Moroccan panelist was asked to elaborate on: the incentives created to encourage the private sector to invest in education and training; strategies that had been used to bring schools closer to the world of work, to ensure a wide range of internships in the private sector for unemployed youth with no work experience; and on successful strategies to promote information exchange on good practice in the domain of skills training.

### Identification of relevant actors

A SwissAid specialist noted that associations of rural peasants and nomadic pastoralists could have been invited to the Triennale to inform the gathering on the valuable training strategies that they use, since their production contributes significantly to national GDP. In response, the Chair noted that these associations form part of the private sector and, had there been time, they could indeed have participated in the Triennale discussion.

### Getting to the root of the problem—private sector failure to articulate its needs and/or the training sector's reluctance to collaborate

One participant remarked that the panelists had been given too little time to respond adequately to the complexity of the issues facing skills training for the private sector. As the Minister of Côte d'Ivoire had noted, the problem had been under discussion for three decades but the issues persist. The speaker agreed with the point made as regards the absence of rural agriculturalists and pastoralists at the Triennale. His main concern and question, however, was whether the impasse on training was due to private sector enterprise incapacity to express its needs to, and



effectively partner with, the formal training sector or if the latter was reluctant to collaborate with the private sector. The question needed an answer.

### Capacity and/or readiness of the private sector to engage in specific training program development

Another angle was evoked by Mohammad Sani Abubakar of the National Board for Technical Education of Nigeria, who was familiar with the issue of the mismatch of skills demanded by the private sector and the outcomes of formal vocational training; and with the complaint that formal vocational training was supply-driven instead of being demand-driven. He stated that employers were generally present at the curriculum development stages of technical program preparation. As regards the creation of NQFs in Africa, industry was always requested to play a major role in defining national occupational standards and skills levels required. He questioned the readiness of industry to be involved to the extent required in specific sector skills working groups—representing, for instance, the manufacturing sector, construction, and the oil and gas industry—to clearly articulate their demands in terms of skills training.

### Persistent critique of the mismatch between the training sector and workplace skills requirements

Prof. Olugbemi Jegede, Secretary General of AAU, lauded the recognition by all speakers of the indigenous skills of informal sector entrepreneurs in their countries. He described three categories of unemployed youth: the unemployed, the unemployable and the underemployed

graduates. These three groups jointly make up the category of youth liable to demonstrate on the streets and worse, as they had done in Accra in May 2001, calling themselves “Unemployed Graduates of Ghana”.

It had to be admitted that tertiary curricula in universities and polytechnics in Africa were not relevant to the world of work. This was highlighted by the practice of the Angolan, Ghanaian, Libyan, and Nigerian oil industries taking the top graduates from five-year engineering courses in African universities and sending them to Malaysia, Singapore, or elsewhere for a further three more to complement their education and training. This was an enormous waste of time and effort. African graduates needed to be immediately employable in local industry.

A participant from the telecommunications sector in Somalia stated that it took two years to make telephone engineers from local universities productive in the industry. This indicates the low level of skills acquired during tertiary training.

A delegate from Benin decried the general lack of coherence between the various ministries of education and the mismatch between the education and training sector and the world of work.

Further, industry was not, in the opinion of Prof. Jegede, contributing adequately to vocational training. This is explained by the fact that most companies are foreign-owned and have their headquarters abroad, including their research and development units.

## The image of work portrayed by schools

Seydou Cisse, Specialist in Education Management at ISESCO, reminded participants of the school ruralization projects in the past that were promoted alongside validation of manual work. He said that times had changed and that unless schools change the image of work, which is at present angled at urban employment, Africa will continue to produce school leavers who are not interested in hard work or in developing rural areas.

### Good practice, recommendations and next steps

- **Senegalese and Tunisian models of private sector initiated training:** Baworo Seydou Sanou, Vice Chairperson of the *Agence de Promotion de l'Éducation Non Formelle*, an agency for the promotion of nonformal education in Burkina Faso, urged Africa to take on board the Senegalese and Tunisian models of private sector initiation of training for industry, which have attracted state support, in order to improve on the capacity building models that external partners such as the World Bank have been running for a long time, with little result to show for their efforts.
- **Competency networks:** Joshua Muskin of the Aga Khan Foundation explained that in Morocco, experience with the Association of Women Entrepreneurs and the development of agro-business skills led to the establishment of competency networks. Private sector entrepreneurs came regularly into the centers and examined the training curriculum, materials, training methods and assessment practices, and made significant input. In one instance, two critical topics were noted to be absent from the curriculum of the topography program. The topics were included and two practicing professionals were identified to come into the center to teach the part of the curriculum for which the center was unable to find tutors. In addition, entrepreneurial attitudes training was introduced into the course, which was particularly valued by self-employed entrepreneurs. The result was an increased number of graduates entering self-employed agricultural enterprise and a reduction in those seeking nonagricultural avenues. Other examples of important private sector/competency network collaboration could be cited.
- **Research reveals the way forward:** The CPCAFF survey had included the agricultural sector. Findings indicated, for example, that in Benin, as reported by Stéphane Cormier, approximately ten small scale agro-businesses (pineapple, cashew nut, and shea butter producers) were prepared to part-finance training for up to 80 store managers—who currently earn about USD 200 per month—so as to ensure the elimination of wastage along the production chain up to the exportation stage. This indicates the level of demand and understanding of the benefits of skilling workers, and the willingness of small businesses to invest in training.
- **Articulation of workplace skills in demand:** Côte d'Ivoire had organized the private sector by subsector and required subsectors to clearly articulate to the training sector, and to the education sector in general, the specific skills required by each subsector of the economy.
- **NQFs and UNESCO guidelines:** Carolyn Medel-Añonuevo, Deputy Director, UNESCO/UIIL, remarked that the session seemed to be concluding that there was a large skills gap in Africa but the reality was that many





skills exist but remain unrecognized, unaccredited and non validated. UNESCO guidelines would be ready and in government hands by the end of March, summarizing steps states could take for recognizing, accrediting and validating existing skills, especially those in demand in the informal sector of the economy. The Chair noted the importance of NQFs for putting into practice the steps recommended.

- **Work ethic:** A delegate from *Elites Africaines*, Morocco, argued that in addition to skills, experience and diplomas, African industry was in need of workers with a work ethic.
- **Transmission by the education sector of positive images of work:** It was recommended that schools transmit a positive image of hard work and of rural work, to encourage pupils to engage in rural development.
- **Multinational R&D to Africa:** Multinational industries need to be encouraged to bring their R&D centers to Africa, to the place from which they derive their human and their natural resources.
- **Ministry of education coherence:** To address the mismatch between education and training and the skills in demand in the workplace, it was recommended that ministries of education within countries coordinate more

effectively among themselves—in some countries there are as many as four ministries of education and training.

- **Increased state investment in informal sector training:** Given the high proportion of workers trained in the informal sector and the many advantages of on-the-job training, governments were urged to invest more in traditional apprenticeships in particular since, with the agricultural sector, it amounts to 60% of Africa's GDP and employs the vast majority of youth.
- **Increased private sector involvement in vocational training:** Despite existing initiatives, the debate indicated that increased private sector involvement was needed.

In concluding, the Minister of Technical Education and Training of Côte d'Ivoire reiterated that the private sector was diverse, was largely constituted in Africa of workers in informal enterprise and of agro-businesses, and was in need of upskilling. Schools needed to become better acquainted with workplace demands while the business sector needed to clearly express its needs to ministries of education and training in terms of workplace skills, and to collaborate effectively in the future in vocational education and training.



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## Women's Key Role in Sustainable Development: Implications for Education and Training

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Moderator: **Virgilio Juvane, ADEA WGTP**  
Panelists: **Hon. Aïcha Bah Diallo, FAWE; Marie-Lydia Toto Raharimalala, Commission on Gender and Development, Madagascar;**  
**Hon. Bernadette Legzim-Balouki, Minister of Primary and Secondary Education and Literacy, Togo; Thioye Bébé, FAWE Centre of Excellence school, Burkina Faso; Faith Metiaki, FAWE, Kenya;**  
**Daphne Nawa Chimuka, FAWE Zambia;**  
**Marema Dioum, FAWE West Africa Sub-Regional Office, Senegal**

The Moderator of the session noted that while women ministers of education had been rare in the early 1990s at the first ADEA Biennales, it was no longer uncommon for women to hold a ministerial portfolio and to lead ministries of education in a very firm and convincing manner. In addition, the proportion of women educationists attending ADEA Biennales had risen considerably and their role in ADEA meetings had expanded. This view may be compared with the perspectives of the Executive Committee of the FAWE at the end of the session

### FAWE's first two decades

Aïcha Bah Diallo, Chairperson of FAWE and former Minister of Education of Guinea, thanked ADEA for its consistent support to FAWE; for the presence of ministers of education who are the special partners of FAWE, FAWE's financial and technical partners, sister NGOs, and the Triennale participants; and for the particularly warm welcome to Ouagadougou by the FAWE National Chapter of Burkina Faso and the Government of Burkina Faso.

FAWE had now reached its twentieth anniversary. The organization had had the honor of receiving recognition and a number of awards and prizes in the past at international, national and local levels. Hon. Bah Diallo wished to express FAWE's sincere gratitude for the *Chevalier de l'Ordre National* (Knight of the National Order of Burkina Faso), which had been bestowed on FAWE by His Excellency Blaise Compaoré, President of the Republic of Burkina Faso, in Ouagadougou. FAWE was proud to have been ranked 49th in a world ranking of the Top 100 NGOs by *The Global Journal*; and fourth out of the seven African NGOs on the list.

FAWE strives for gender equality and for sustainable development through education—for the full participation



of girls and boys, women and men in the development of the continent. Youth (15-24 years) represent 20% of Africa's population. The enormous riches and natural resources of Africa must be fully exploited in the future by an educated, skilled, well-nourished and healthy new generation, including well-educated women.

To achieve the goal of sustainable development through education, FAWE focuses on the quality of learning and of lifelong learning for all girls and women. In the past, FAWE had addressed the numerical disparities between female and male access to education. FAWE now recognizes that boys, too, have educational challenges. With this in mind, FAWE had adopted a gender dimension in its analytical work and in its programs on the ground. One size does not fit all. Programs need to differentiate between the educational needs of girls and of boys.

FAWE's timely response to changing education and training needs and situations

Marema Dioum of FAWE's subregional office in Senegal described two promising FAWE interventions that could be replicated and that are intended to lead to sector policy modification in the future. It is recognized that skills training is a particularly useful intervention in post-conflict situations. Accordingly, one of FAWE's interventions targets the economic empowerment of girls through vocational skills training in Burundi, Liberia and Sierra Leone. A preliminary survey of policies and practices in vocational and technical training in these three countries, presented at the 2008 Biennale, indicated inadequate incorporation of a gender dimension in these policies. FAWE followed up by implementing vocational and technical training programs,

funded by the Danish International Development Agency (DANIDA), targeting young women in the three countries who had dropped out of school. The average age of those admitted into the program, which goes by the name: "It's not too late!", is 22 years. The trainees are oriented towards courses that are generally viewed as male domains—auto mechanics, masonry, construction, plumbing, carpentry, soldering, electronics, and agriculture—which are in high demand in post-conflict situations. The programs are attracting increasing numbers of young women.

A second strategy chosen by FAWE to foster the participation of women in high-level productive activity, was to carry out research to provide a basis for its advocacy programs, which, in turn, target improvement in girls' education through policy modification. Studies in five countries—Ethiopia, Lesotho, Senegal, Swaziland, and Zimbabwe—have been completed, funded by the Norwegian Agency for Development Cooperation (NORAD). Topics include the primary learning achievement of girls (with PASEC/CONFEMEN collaboration), the correlation of teacher quality and girls' school performance (with SACMEQ collaboration), and gender issues in higher education (with the collaboration of the University Cheikh Anta Diop, Dakar, and Addis Ababa University). The research findings have been published and disseminated.

### One among many success stories

Faith Metiaki represents a concrete outcome of FAWE action. She is a beneficiary of the FAWE girls' rescue program at the AIC Kajiado Primary School in Kenya. Ms. Metiaki had run away from an early forced marriage when she was in third grade since her community, the nomadic



pastoralist Maasai, “had not yet accepted education as other communities have”.

.....  
**The children in my community see me as a role model. They watched me growing up in poverty, without shoes, but I am transformed. I tell the children: it doesn't matter where you start. It matters where you end up. Organizations and donors, please don't underestimate the assistance you give to children. The outcome is amazing.**

*Faith Metiaki, FAWE beneficiary, Kenya*

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The *Tuseme* program, run by FAWE in the school, helped girls to speak out on issues affecting their wellbeing and express themselves through song, dance and poetry. This is how Ms. Metiaki learned to speak in public. This was a new experience in a culture where women are expected to be seen but not heard. Ms. Metiaki felt very guilty that she had disobeyed her parents and her community and run away from home, and these feelings interfered with her school work. However, the guidance and counseling program in the school helped her and other girls get over the guilt and encouraged them to concentrate on their studies. They were also counseled on HIV/AIDS prevention and on dealing with adolescence, and received bursaries to stay in school.

Ms. Metiaki became the best performing student in her primary school and received a scholarship to a prestigious national girls' secondary school. She is now a university student, global traveler and advocate for girls' education. She visits schools to talk to children about the importance

of education and of staying in school to complete their studies.

### The experience of a FAWE Centre of Excellence

Thioye Bébé, a teacher in FAWE's Centre of Excellence (COE) school in Burkina Faso, described how the COE uses FAWE's Gender-Responsive Pedagogy (GRP) approach. The approach includes the following features:

- Lesson plans, learning activities, homework and evaluation prepared by teachers take account of gender.
- Classroom management emphasizes the importance of classroom seating arrangements, ensuring a mix of boys and girls.
- Teachers put questions to boys and girls equally, instead of questioning boys more than girls, as was done in the past.
- Boys and girls take turns in leading study groups in class.
- Girls and boys carry out identical school maintenance tasks, such as cleaning the school toilets and the grounds.
- School data on enrolment, attendance and learning achievement are disaggregated by sex.

Girls' enrolment and learning levels have improved at the school. However, despite practice in lesson plan development, it was reported that curricula had not been modified during the GRP program since teachers in Burkina Faso are not trained in the GRP approach.



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## THREE COUNTRY CASES

Three country-based presentations demonstrated the commitment of governments to girls' education and the inputs already made by the education sector in Togo, Madagascar and Zambia. These ultimately enhance women's contribution to sustainable development.

### FAWE support for ongoing national girls' education programs

Hon. Bernadette Legzim-Balouki, member of the FAWE Executive Committee and Minister of Primary and Secondary Education and Literacy of Togo, stated that at the time of independence only 24% of Togolese children were in school, mainly boys. The 1975 education reform pledged to open up schools in a democratic manner, abolishing discrimination on the grounds of sex, religion, regional origin or social class. The first girls' education program started in 1996, with the support of UNICEF, international NGOs and AFD, focusing on districts with low enrolment of girls. From 1998 to 2008, the Government declared a policy of affirmative action, reducing school fees for girls to a level of 70% of the total paid by boys. The Peace Corps provided bursaries for girls and Pathfinder gave prizes to the top three performing girls while helping to establish clubs to support girls' education. Stereotypical gender biased images were eliminated from textbooks and, in collaboration with financial and technical partners, capacity building and gender sensitization was carried out targeting communities, PTAs, school management committees, traditional chiefs, and imams. In areas without schools, communities were encouraged to set up schools and the Government provided some assistance.

### FAWE's analysis of education needs at cutting edge of sector analysis

Marie-Lydia Toto Raharimalala, Vice Chairperson of FAWE, Chairperson of the Commission on Gender and Development of Madagascar, and former Minister of Education, described FAWE activities in her country since 1994. There are now nine provincial branches across the territory and two COE schools, established in 2009. The usual range of FAWE programs are run in these schools, including GRP training for all the teachers, as well a variety of supportive partnerships that include the private sector. Positive results are emerging, such as improved retention and increasing numbers of girls opting for science streams in COEs. GRP will soon be introduced in the country's leading national teacher education institution and gender biased stereotypes will be eliminated from learning materials. A campaign to promote girls in nontraditional academic disciplines is showing results. The FAWE Vice Chairperson noted parents' negative perception of vocational education and training, which is in need of rebranding and needs to incorporate a gender dimension. Research is needed on the subsector but, especially during the current transitional period, Madagascar is failing to apply existing evidence based research and to follow up, from one regime to another, on viable sector programs previously initiated.

Lastly, education and skills training needs to respond to local realities. Madagascar is fast becoming an acknowledged source of significant mining potential, but since the people lack mining skills, even middle level workers are being brought in from as far away as the Philippines, while the people of Madagascar are calling for skills training. This is an example of a serious lack of preparedness by the

education and training sector for ensuring national participation in and benefit from natural resource development.

### An example of FAWÉ's ongoing impact on policy change at national level

Daphne Nawa Chimuka, National Coordinator of FAWÉ Zambia, noted that 20 years of FAWÉ activity in the country had resulted in major inputs from FAWÉ Zambia into policy change, specifically into two recent Acts of Parliament, the Education Act and the Anti-Gender-Based Violence Act. The Acts prohibit the withdrawal of girls from school for marriage and facilitate the re-entry of child-mothers to school. The Zambia COE, a girls' secondary school, is situated in a marginalized area where, up to recently, parents preferred to seek bride price for their daughters rather than pay school fees. The routine package of FAWÉ activities is organized in the school, together with a science, mathematics and technology program, with the result that girls' enrolments have increased and dropout rates are noticeably declining. Evidence for an advocacy campaign on girls' education was gathered from FAWÉ action in the COE, and elsewhere, through gender disaggregated data collection on gender gaps and disparities.

The presenter concluded that FAWÉ Zambia has contributed to changing the context of girls' education on a national scale and had set up a number of profitable partnerships, but the challenge remains to ensure implementation of the new Acts.

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## DISCUSSION

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**Whatever I am today is because of FAWÉ. FAWÉ Uganda picked me up from the roadside where I was roasting maize and chicken to sell, and educated me... We lost our parents when we were still young. We lost even the roof over our heads—our home—and our relations sold us. We were in total limbo.**

*Grace Nanyonga, Director of Granafish Supplies,  
Uganda*

.....

Grace Nanyonga, proprietor of Granafish Supplies, Uganda, wanted to add her voice to that of Faith Metiaki's. She stressed the power of FAWÉ's programs in supporting girls' education. Ms. Nanyonga earned an internship at Walmart stores in the USA, runs her own business, is a job creator employing her own staff, and is now an inspirational speaker at global forums. She has made a presentation at the White House in Washington. A married woman, Ms. Nanyonga noted men do not marry women without status, but today, with the assistance of FAWÉ, she had achieved all her dreams. She mentors youth both in and out of school.

Joshua Muskin of the Aga Khan Foundation (AKF) noted the long-term commitment of the Aga Khan to education. Support in Africa dated from 1910 with the first school built in Zanzibar, which had emphasized girls' education. Turning to the story of Faith Metiaki, he wondered if, in future, girls' education would be accepted by communities so that girls would no longer have to run away from home in order to get an education.



.....  
**Starting with communities is a very important part of  
the equation for ensuring girls go to school.**

.....  
*Joshua Muskin, Aga Khan Foundation*  
.....

Instead of running sensitization campaigns, the AKF had recently used another technique for getting communities to autonomously take the decision to school their girls. One community in Benin, supported by AKF, carried out research documenting women's daily activities, as well as identifying the skills they needed to accomplish these activities effectively and the source of their skill learning. The community concluded that most of the skills women used in their daily work were learned at school and that it was therefore critical to send girls to school. The knowledge grew into manifestly increased community support for girls' education, demonstrating the power of new understanding. The community and the parents decided for themselves to rescue their daughters from the trafficking that they as parents had sold their daughters into. Many of these were now *vidomégons*, that is, street vendors employed by middle class families in the cities of the south. Some parents went as far as Nigeria to retrieve their daughters from quarries and other exploitative situations and brought them back to school.

Shamila Nair-Bedouelle, Senior Programme Specialist from the Africa Department of UNESCO, Paris, informed the meeting about the UNESCO *Barefoot Solar Engineers* program in Burundi, DRC, and Rwanda that trains rural women in the maintenance of solar panels, an example

of skilling illiterate women in modern technology while simultaneously electrifying rural areas.

Richard Sack, a former Executive Secretary of ADEA, said that FAWE is a fine example of how a "talk shop" or advocacy campaign can have a far-reaching impact. He had watched FAWE since he joined ADEA in 1995 and had been increasingly impressed by its achievements.

Aminata Elisabeth Ouedraogo, Lead Coordinator of the AU's International Centre for Girls' and Women's Education in Africa (CIEFFA), noted the collaboration of FAWE, UNESCO and the AU in establishing CIEFFA, a public institution supporting girls' education, in 1995 in Burkina Faso.

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## CONCLUSION

Prof. Christine Dranzoa, member of FAWE's Executive Committee and Vice Chancellor of Muni University, Uganda, was summed up the session by saying that while FAWE would be celebrating its 20th anniversary in September 2012, the organization would like to take the opportunity offered by the session to gratefully acknowledging the significant support FAWE has received from so many of those present at the Triennale—from Sub-Saharan African countries, UNESCO, UNICEF, ADEA, NORAD, DANIDA, the United States Agency for International Development, the Open Society Initiative for Southern Africa, and many others.



The Triennale had heard what education could do for individual girls and what girls' education can do for entire communities. Prof. Dranzoa reiterated the importance of creating an environment conducive for learning for girls'. While FAWE supported young girls such as Faith Metiaki and Grace Nanyonga, FAWE, in turn, derives its strength from these same impressive young women.

.....  
**FAWE's job is not over. We would appeal to everyone to support FAWE in the future.**  
.....

FAWE was developing its next five-year strategic plan for 2013-2017. The plan aimed to expand FAWE's impact across the continent to every single African country, reaching beyond FAWE's current 36 National Chapters. FAWE's current research initiative will be transformed into a pan-African research hub serving the entire continent. FAWE will advocate for increased gender budgeting. Further, FAWE will diversify its partner base from traditional partnerships with ministries of education and gender, to ministries of finance and other stakeholders and parties, building on the lessons learned from its research and experience.







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## Ethics, Values and Governance: The Core of Sustainable Development

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Moderator: **Ahlin Byll-Cataria,**  
**Executive Secretary, ADEA**

Panelists: **Martine Libertino, Writer,**  
**Philosopher and Mediator,**  
**Switzerland;**  
**Hon. Koumba Boly Barry, Minister of**  
**Education and Literacy, Burkina Faso;**  
**Ambassador Salah Hannachi, Tunisia;**  
**Fr. Jacques Seck, Inter-faith**  
**Specialist**

Martine Libertino, a mediation trainer from Geneva, Switzerland, noted the importance of spirituality, a state of mind she described as not linked to any particular religion. She also noted living with five fundamental principles or values to achieve sustainable development in Africa: love, liberty, beauty, discipline and attachment to ideals. She pointed out that the development of Africa would hinge as much on values and principles as on the pursuit of science and technology. She referred to love in the sense of fraternity, solidarity and friendship, and described it as the most fundamental of all values. The concept of liberty was, for her, essentially freedom of thought and the freedom to live according to one's ideals. Ideals must be freely chosen and espoused, not with a restricting sense of duty but with a free heart. Africa, in choosing its own

version of freedom, will find true independence. Beauty is exhibited in multiple manifestations and it must be sought within the hearts of men. The concept of discipline refers to the capacity for implementing and putting into practice the ideals of love, liberty and beauty. Finally, ideals are the driving force that bring contentedness in daily life, in the home and in workplace, and which contribute to the quality of development in the nation. Children are born with ideals and it is our obligation to see that those ideals are preserved for each individual child growing up to participate in the development of Africa.

Hon. Koumba Boly Barry, the Minister of Education and Literacy, Burkina Faso, affirmed the value of spirituality, noting that the five principles discussed were important for civil servants in Africa, in order to attain the goals of national development. As regards schooling, she remarked that teacher education needed to equip teachers to address the holistic needs of learners, to note when schoolchildren have problems that may derive from the home, to let the child show emotion in the classroom, and to acknowledge and deal with any problem the child may have. She felt that the presentation was relevant to gender issues and to the need for men and women to share responsibility for the well-being of the family and of the nation, instead of leaving the burden entirely to women and demanding



continual personal sacrifice of women. She questioned the assumptions underlying the saying: “To educate a woman is to educate a nation” that seem to unfairly throw all the responsibility for developing the nation onto the shoulders of women. A concept of personal liberty that allowed each individual in Africa to free choose to develop the continent would achieve results.

Salah Hannachi, former Ambassador of Tunisia to Japan, recounted some examples of the values being discussed, translated into behavioral patterns that he had observed in Japan, which might inspire Africa. In a country beset by earthquakes, tsunamis and volcanoes, Japan survived these natural disasters due to the strong sense of social solidarity. The production of rice and Japan’s successful industrial output depended on a strong sense of teamwork and group work, which was deliberately and systematically created in the workplace. Individual competitiveness in Japan was low compared with some other cultures. These cultural features were imbibed through traditional seasonal ceremonies in the countryside that promote group loyalty and dependence on the community. The utilitarian values, as one might call them, useful for the workplace, such as punctuality and discipline regarding work, can be taught in school, as can aesthetics and ethical principles.

Fr. Jacques Seck, a self-proclaimed Muslim imam and Christian priest, delighted in the diversity of participants before him and quoted both the Qur’an and the Bible to back up his arguments. He agreed profoundly with the emphasis on spirituality and proclaimed love as the most fundamental principle of all, reminding the conference of the golden rules, “Love your neighbor as yourself” and “Do

unto your neighbor as you would have done unto yourself”. For him, the underlying values being discussed were universal despite adherence to various world religions and the acclamation of different prophets.

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## RESPONSES INVITED FROM THE FLOOR

Prof. Bong Gun Jung of Seoul National University, was invited by the Chair of the session to identify the most critical value which has driven South Korea’s development. He judged it to be the strong sense of family in his country— family love and loyalty to the family unit. This translated into the individual family member’s sacrifice to promote the good of the whole family, the extended family, the clan, the community and, by extension, the nation. Family members are guided by the family and they respect the wishes of the family. They are then pulled out of poverty by the family. The speaker felt that this devotion to and the love of the family was a universal value that is played out across all continents and which was responsible for raising South Korea out of poverty and underdevelopment.

Hon. Prof. Sam Onger, Minister of Education of Kenya and Chairperson of the ADEA Bureau of Ministers, noted that according to the Bible, authority was given to human beings over the animal world to govern it well. Along the way, humans failed to ensure orderly governance of the world, departing from the original fundamental values and from spirituality. The choice remains for humans to reclaim meaningful authority and to re-instate practices of good governance, within the domain of government and within the education sector itself.



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## DISCUSSION

The presentations sparked off a lively debate on the multiplicity of values and manifestations of principles in Africa, on principles and religion, and on the relevance of the discussion for curriculum development and the teaching of values through education systems in Africa.

### Values nurtured in Africa

Professor André Salifou, from the University of Niamey, Niger, made two points: that most people in Niger lived on less than one dollar a day but shared what little they had amongst themselves, indicating a high degree of solidarity in the society; and second, that it is pertinent to dwell on the need for humility since leaders have become arrogant in Africa and have separated themselves from the general populace, implying lack of solidarity on the part of the elite.

Erasme Rwanamiza, from the Ministry of Education, Rwanda, gave several examples of how Rwanda was already implementing the values or five principles mentioned during the session. The principle of love was translated into programs of solidarity providing, for example, a cow to each low-income family, the national program of adoption of orphans and the one-dollar-per family contribution made for building houses for genocide survivors. Solidarity was shown through the monthly communal *umuganda* clean-up programs, the *gacaca* traditional yet modernized community court system, and the solidarity camps where Rwandans of every social background are brought together for re-education. The value of discipline was manifest through new accountability measures.

Prof. Olugbemi Jegede of AAU urged the meeting to critically assess Africa's current performance on the principles noted. He said he would play the part of "devil's advocate" in noting that there is a very thin line between love and hate; that there is no liberty for citizens in Africa when the "high-and-mighty" harass their fellow men; that Africa prefers mediocrity to excellence; and that there is no discipline when people habitually arrive late for appointments. He lamented that humanity never learns from the past, from wars or recent genocide, and that when new presidents and ministers are elected they tend to embezzle national funds and forget their erstwhile friends.

Amadou Diagne, from the Burkina Faso association for the advancement of nonformal education (APENF), highlighted the contradictions between traditional African values and those transmitted by the school. With pithy quotes from his Senegalese mother tongue, he dexterously juxtaposed proverbs such as "the one who shares out should take nothing for himself" with "charity begins at home".

### Religious and spiritual values

Amr Awad, from the AU and one of the youth representatives at the Triennale, asked the panel if religious values were not being overused in some instances, spreading more division than unity, even at school and university levels.

For Seydou Cissé of ISESCO, Morocco, the principle of tolerance was the most important value to acquire. All the five principles cited are transmitted by the major world religions. For ISESCO, science without ethics leads to the destruction of humanity. For this reason ISESCO, regularly



brings together scientists and religious leaders for the purpose of dialogue and to discourage religious extremism.

Prof. Kimberly Jupiter-King of Albany State University, USA, reflected on the challenge facing education leaders who are also spiritual leaders in society. She said it is challenging for dedicated education planners who take their spiritual life seriously to negotiate the hurdles of operating in a society where people claim to live by spiritual values but who do not match word with deed, especially when taking decisions regarding the education of the most marginalized groups.

The Chair of the session joined speakers in rejecting inter-religious differences and espoused the fundamental universal values and commonality of ethics promoted by world religions.

#### Values to be transmitted by the school

A youth participant from Pax ex Tenebris in Burkina Faso asked the panel how youth can acquire these fundamental values noted during the session so as to spread peace. He urged education planners to create schools that would promote youth agents of peace. Traditional African values and the values of tolerance, social solidarity, love and the capacity for dialogue needed to be learned and assimilated.

Reuben Nthamburi from the Kenya Institute of Education agreed that the curriculum needed to integrate the teaching of values, such as honesty, which would support the advancement of the community and the region, and the elimination of violence.

Soraya Ramjane, from the Sufi International School, UK, decried the fact that while people want to address societal problems they generally fail to diagnose the underlying causes of problems; and that there is a tendency to go for quick fixes instead of long-term, sustainable solutions. The implication was that schools should produce in-depth, critical thinkers and proficient problem solvers.

Ibrahima Sankare, of Delta Survie, Mali, stated that society values diplomas and neglects to assess the integrity of citizens. He wondered what type of man the President of South Korea was to have set the country off in the right direction and what type of sanctions were applied in that country several decades ago to stem corruption. It was worth reflecting on whether there was any correlation between a national education system and the caliber of leaders.

Joshua Muskin of AKF, said that as he visited children in first grade across many African countries he saw children's evident enthusiasm for learning and their hands eagerly stretched up to interact with the teacher. But, in time, schools and the education system dampen enthusiasm and love of learning. The system crushes learners instead of encouraging their intellectual curiosity, their propensity for exploration and discovery, their ability to work in supportive groups, and their love for learning—all values sought after by the workplace and which are exhibited in young children, as if natural. He invited the assembly to reflect on why this happens. The implication is that education systems need to be transformed so as to nurture children's natural talents and love for learning.



Richard Sack, a former Executive Director of ADEA, said that there was need for ethical behavior to be added to the five fundamental principles noted so far and to bring the debate around to the scrutiny not only of African players, but of development partners. He had noted, when evaluating Finnish-funded programs, that a high level of modesty on the part of the development agents was closely correlated to the level of program ownership felt by the beneficiaries in Africa. He therefore invited review of behavioral practices and the inclusion of ethical behavior among the fundamental principles under discussion. Again, given the well known high global rating of the Finnish education sector, and the observation above on the practice of Finnish development agents, participants were left to ponder if there might be any possible correlation between type of schooling and ethical practice.

### Integrating the teaching of values into the school curriculum

The panelists' views were sought on how the values discussed could be integrated into the curriculum. The Burkina Faso bilingual schools were reputed to be teaching traditional values through their curriculum and through the mother tongue as the medium of instruction in their classes. Children were learning respect for other national cultures and a sense of national cohesion since they learn not only their own language, but other Burkinabe languages in these schools. Values are successfully taught to the managers of industry in the Japanese workplace. The

methods used could inspire school curriculum development processes in Africa. Education planners were urged to list the values to be taught, to prioritize them, and to determine how and where they should be integrated into the curriculum and how they should be practiced within the school. Teachers and education sector managers should remember that the most effective way to transmit values is to live them and to model them.

Many of the most senior education planners in international agencies and ministries in the session admitted to lack of familiarity with the process of introducing values education. Others briefly recommended:

- Developing codes of ethical practice for the teaching profession, possibly inspired from Education International's code.
- Re-emphasizing the partnership between the community, teachers and parents.
- Creating partnership between the media and the education sector.
- Learning from past experience on the teaching of moral values (the subject called *la Morale*, in Francophone curricula).

Taking to heart the admonition to provide living examples, at least one minister of education pledged to live the values she believed in and to provide a model of positive values within her sector.





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## Forming and Sustaining Key Partnerships: Public, Private and Civil Society Actors and Sub-Regional, Regional and International Cooperation Frameworks

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Moderator: **Mamadou Ndoye, former Executive Director, ADEA**

Panelists: **Hon. Rosalie Kama-Niamayoua, Minister of Primary and Secondary Education and Literacy, Congo Brazzaville;**  
**Mbaye Sar, CNES, Senegal;**  
**Eric Fabre, CESID, France;**  
**Prof. Abdoulaye Issaka Maga, ECOWAS;**  
**Anne-Lise Zwahlen, West Africa Region, SwissAid;**  
**Prof. Ki-Seok Kim, Seoul National University; Robert Prouty, GPE**

The Chair of the session encouraged panelists and participants to take a broad view of the education enterprise, to identify existing, diverse partners in-country and beyond Africa's borders, and to envisage innovative modes of partnership to support education and training in the future.

Hon. Rosalie Kama-Niamayoua, Minister of Primary and Secondary Education and Literacy, Congo Brazzaville and Chairperson of the ADEA Bureau and Forum of Ministers, re-emphasized the importance of partnerships at local level to support children in primary school—school

heads, teachers, parents, children themselves, and the community. At secondary and university levels, the sector would also depend on the private sector, on employers, to collaborate in ensuring the relevance of curriculum, facilitating the entry of young people into the work place and encouraging lifelong learning.

Mbaye Sar, Chairperson of the *Confédération nationale des employeurs du Sénégal* (CNES), the Senegalese national confederation of employers, explained the rationale behind the partnership involving the Senegalese Government and the private sector. A formal agreement had been drawn up in 2001 between the two parties that acknowledged the vital complementary role of the private sector in the formulation and implementation of TIVET policy, and the critical role that the sector could play in ensuring the relevance of TIVET to the workplace. Private provision of technical and vocational training has grown apace in Senegal, with two thirds of TIVET training centers and institutions (165) now in the hands of private providers and one third (67) run by the state. The various national commissions and boards which run TIVET are manned half by public and half by private sector representatives. The state finances three national TIVET centers in agro-business, construction and ports, while the private sector manages them. The public-private partnership is a win-win strategy for both parties,





producing more and better qualified workers, raising the productivity of the economy, and creating more wealth to redistribute across society. Investment in skills is as important as natural resources in any economy.

Eric Fabre, Chairperson of the *Conseil Economique de Solidarité Internationale pour le Développement* (CESID), an economic council for international solidarity for development representing the African Diaspora, described the added value that the Diaspora can bring to Africa. He explained that the Diaspora had been working alongside ADEA for the past year and had, for the first time, been formally invited to the ADEA Triennale. The African Diaspora was ready to become involved in the development of Africa, to contribute their skills and expertise, and to assist in mobilizing resources to achieve the goal of sustainable development on the continent and in boosting education and training. Mr. Fabre invited ADEA to set up a Diaspora Working Group that would follow up on the Triennale 2012. He expressed the profound gratitude of Africans in the Diaspora for the invitation to the Triennale and noted the readiness of the Diaspora to work in partnership with ADEA.

Prof. Abdoulaye Issaka Maga, Director of ECOWAS, described a variety of partnerships that had been set up between ECOWAS and other parties to further policy development and to support implementation of programs at country level. ECOWAS has recently developed a STI policy that will open up possibilities for strengthening the Community's contribution to education and training. ECOWAS collaborates with other regional organizations, including the AU, with other regional bodies and organiza-

tions in the South, with international organizations such as UNESCO, and with countries outside the region, such as India and the United Arab Emirates. A triangulated program has been set up, for example, between Cuba, Venezuela and ECOWAS on malaria, focusing on research and education. In this case, Cuba contributes the expertise and skills while Venezuela contributes the funding. The partnership is well balanced and benefits all parties. In addition, ECOWAS has been working on an informal basis with ADEA. The Community is ready to partner with ADEA in the future on developing within Africa the skills required for sustainable development and on supporting education and training.

Anne Lise Zwahlen, of SwissAid, on the as a spokesperson for bilateral aid, said that her agency had been working in partnership with local and national NGOs and with governments in rural parts of the Sahel since the 1960s to reduce social exclusion and enable rural dwellers to enjoy full citizenship rights. Poverty and gender were two of the factors that reduce the access of Sahelian pastoralists, farmers and fisher folk to education and skills training. SwissAid and other bilateral organizations have been supporting relevant and quality skills training, empowering rural dwellers in citizenship skills, strengthening decentralized organs of government, and promoting public-private partnership at local and district levels as well as through international and transnational mechanisms. The level of productivity of peasant farmers, pastoralists and fisher folk is seldom appreciated, despite the fact that their productivity has increased by 300% over the last fifty years. Bilateral agencies are by definition outsiders who cannot bring solutions. For this reason, fostering partnerships with all the organizations and



entities noted above is the chosen mode of operation to support national agents of change.

Prof. Ki-Seok Kim, representing the South Korean delegation, was asked by the Chair of the session to explain the role South Korea planned to play in ADEA in the future. Prof. Kim expressed South Korea's delight at having been invited to participate in the Triennale, saying that a strong partnership was envisaged. South Korea would not be "just another country added to ADEA" but had demonstrated its commitment and its pledge of partnership by bringing as many as 60 delegates, including experts, university professors and Korean youth, to the Triennale.

The statement made by the Minister of Education of Burkina Faso that if South Korea could succeed, then Burkina Faso could go even further had resonated with Prof. Kim. He, too, believed in Africa's development prospects and in the social, economic and political progress that would be made. By partnering with South Korea, ADEA would be able in the future to reach out to other Asian countries, to Latin America and beyond. He concluded by stating that ADEA was a globally unique continental organization for creating partnership between countries and donors.

Robert Prouty took the opportunity to explain a little about the GPE, which had changed its name from Fast Track Initiative to Global Partnership for Education in 2011. This was in order to reflect the evolving character of the initiative, which has now significantly increased the representation of beneficiary countries and constituencies in GPE processes and decision-making. The objectives of the GPE are to ensure access to and completion of good quality

basic education; to double the number of countries in conflict or fragile states assisted by GPE; to focus more on gender issues, including higher rates of girls' transition to secondary school and completion of the cycle; and to focus on learning outcomes, in particular reading proficiency.

Currently, about 46 countries have approved and endorsed sector plans; about 60 countries are eligible for GPE financing; and approximately 30 bilateral country and regional/international agencies, teacher organizations, civil society organizations and the private sector are represented in the GPE. The Partnership is looking forward to South Korea becoming a member in the future.

The GPE has distributed US\$2.4 billion over the past seven years, or US\$350 million annually, and plans to disburse US\$2 billion in the next three years, that is US\$700 annually. Africa has received 75-80% of the funding so far and is likely to benefit in the same way in the future. Criteria for beneficiary country selection are posted openly on the GPE web site, in the Needs and Performance Framework. Needs factors—such as population size, GDP, level of attainment of EFA goals—are balanced with performance factors, or the national implementation track record. Countries are notified three years in advance of the type of indicators applicable to them.

Decisions on the size of country fund allocations are taken by the Board of Directors which is now a representative body of 19 seats: six donors, six beneficiary countries, three seats reserved for UN representatives and those of multilateral and regional banks, three for civil society (at least one southern NGO and one northern); and one private



sector representative. All seats are representative in nature. The GPE funds meetings of the African constituencies represented on the Board prior to Board meetings to enable the formation of group positions. The Civil Society Education Fund, sponsored by the GPE, provides funding for focal points in 45 countries to ensure participation at country level in a “local education group”.

The results of the GPE have been astonishing, given the state of education five years ago in the beneficiary countries. These include 19 million more children in school in the GPE beneficiary countries over the past six years; a rise from 60% to 72% in the primary school completion rate in seven years; gender parity will be reached by 2012 in all but five countries currently receiving particular attention from GPE; the repetition rate has been halved, which has positive implications for retention in school and specifically for keeping girls in school; and the distribution of 200 million textbooks.

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## DISCUSSION

Opening the debate to the floor, the Chair reminded participants that the present session indicated that Africa would reach the education goals it had set itself if the traditional, narrow vision of education is discarded in favor of a broader vision. This new vision would encompass the myriad new resources available in the form of the diversity of expertise, of actors and of resources in existing but hitherto unexplored places.

Discussions covered the potential of partnerships and noted continuing shortfalls.

## Diversity of country contexts in Africa

A minister from the Sahel appreciated the manner in which GPE had mobilized a diversity of partners to support schooling, acknowledging that it was not solely the state which was responsible for supporting schooling. Hon. Fernanda Brito Leitão Marqués, Minister of Education of Cape Verde, explained that after decades benefitting from collaboration with external partners, her country was to be classified as a middle income country which would result in reduced levels of international assistance. The state was already devoting a high level of public funding—26.3%—to education and training, and was engaged in re-aligning the education sector with the skills requirements of the economy. Lessons learned from the Cape Verdean experience were the importance of co-management and efficient management of partnerships.

## Teacher involvement

A civil society speaker noted that education sector reform consistently sidelines teachers from the reform process, yet teachers are the key agent of change and their absence from decision making bodies compromises the quality of reform implementation.

## Parental involvement

A participant stressed that parents were not sufficiently involved in the life of the school, in the PTA, or in school management committees. However, another speaker noted that since the establishment of the Pan-African Federation of Parents a decade ago, both Chairpersons of the Federation had been men. The speaker decried the lack of female representation in the leadership of the continental body, which had implications for women’s involvement at lower levels. Hon. Rosalie Kama-Niamayoua

of Congo Brazzaville, where the regional headquarters of the Federation is located, agreed that parents are indispensable players in the enterprise of education. Some funds had recently been provided to assist them set up a parenting education program, *l'Ecole des Parents*. Echoing sentiments expressed earlier in the conference, she urged parents to join with the community and with school heads to provide local solutions to local problems.

### Work attachment

As regards private sector support to education and training, lack of readiness and willingness on the part of the private sector to increase the number of attachments for TIVET students had been noted, despite the sector's participation in TIVET curriculum development. Yet this was a critical area for attention. Mr. Mbaye replied that the private sector could not justifiably be faulted in Senegal for renegeing on involvement since two thirds of training centers were run by private providers. He added that, given challenging economic circumstances at present, the private sector needed to focus on its primary role of increasing productivity rather than providing a philanthropic service, particularly since training institutions had not aligned the annual timetable of student demand for attachment and internships with the annual cycle of higher and lower periods of productivity in the private sector.

### Assumption/allocation of roles of different partners

A voice from the Diaspora brought to the attention of ECOWAS that volunteers from the Diaspora would be prepared to set up a database on African skills in the Diaspora rather than ECOWAS being obliged to go to Frankfurt to appeal for external partner contribution to

the process. The ECOWAS representative responded that a mechanism would be set up during the Frankfurt meeting that could and would take into account the contribution of the Diaspora itself in the establishment of the database. The SwissAid representative stated that the position of her organization was to work, in agreement with governments, with different funding mechanisms, with decentralized regional and local structures, and with national education planners at every level.

### The role of language in the education sector and in development

Another speaker from the publishing sector reminded participants that South Korea had used its own language to develop national human capacity. Underlining the importance of African languages in the education system, he challenged participants to name any country that had used a foreign language to achieve similar national development goals.

Boureima Jacques Ki, Secretary General of CONFEMEN, questioned whether the right decisions were being made in the education sector as regards budget allocation and use of funds. He recommended review of the use of existing funds in the education sector, referring participants to the points made in the 2005 Paris Declaration. He advocated for assessment of sector outcomes as integral part of current budget allocation and use, which he observed would require re-examination of decision-making across the education sector and of current in-sector budget allocation and use. He concluded that lack of funding was not the only factor affecting sector outcomes and that these issues were pertinent to discussion on partnerships.





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# Developing a Triennale Follow-Up Framework: Roles and Responsibilities

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Moderator: **Dzingai Mutumbuka, Chairperson,  
ADEA Steering Committee**

Hon. Prof. Margaret Kamar, Minister of Higher Education, Science and Technology of Kenya, announced the Science, Technology and Innovation in Africa Conference in Nairobi from 1-3 April 2012. This would be hosted by the Kenya Government and organized by the Kenya Government, UNESCO, the AU, AfDB, the United Nations Economic Commission for Africa (UNECA), and ADEA. She invited Triennale specialists in STI to attend the conference.

The Chair of the session declared that the Triennale had reached the apex of its deliberations for the week. The session would provide an overview of the conclusions of the Ouagadougou Triennale. The three subtheme coordinators would speak, followed by the general coordinators. Hon. Hadiza Noma Ngade, Minister of Vocational Training and Labor of Niger, who has been closely involved in regional collaboration in the area of skills development, would then speak as a representative of those working daily on the issues raised by the Triennale. The floor would then be open for observations, and conclusions would be presented by the Executive Secretary of ADEA.

## Wrap-Up by the Thematic Coordinators of the Triennale Subthemes

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### SUBTHEME 1

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

Wim Hoppers summarized the points made during the Triennale on this topic, particularly during the parallel and plenary sessions of Day 2. He pointed out that once the rapporteurs' reports have been received it would be possible to produce a final and comprehensive report on the subject. The salient points included:

1. **Two framework types:** There was a stated need for: a) a comprehensive framework for common core skills similar to that of the OECD but reflecting Africa's education needs; and (b) policy frameworks for lifelong learning, in order to increase understanding of the concept.
2. **Non education professionals:** To increase access to ECD and basic education, nonprofessional staff should be added to the staff of ECD centers and primary schools.

3. **Emphasis on teachers:** More investment was needed in teachers to improve their working conditions, motivation, professional skills and training programs, since they are central to quality education and to orientating curricula towards specific skills.
4. **Improved ECD pedagogy:** Due to the importance of effective early skill learning, ECD pedagogy needed continual upskilling.
5. **Indigenous knowledge and ECD:** Indigenous knowledge and skills should be increasingly included in the ECD curriculum.
6. **Holistic approach to sector improvement:** To improve the quality and relevance of ECD and basic education, a holistic approach should be taken to improving teaching skills, materials, curriculum and teacher education.
7. **Intersectoral approach:** Teachers, parents and other related sectors such as health, should set up collaborate among themselves to ensure children learn effectively and complete the basic education cycle.
8. **Parental education:** Parental education programs need to be set up to support the educative and supportive role of parents as regards their children's education. Intergenerational learning was also highlighted.
9. **Appropriate assessment at ECD level:** More attention was needed, particularly as regards skills learning (life skills, personal development skills, peace building skills and other social skills), to ensure assessment practice is well chosen and supportive.
10. **Capacity building:** The transformation of ECD would require the capacity building of many types and levels of personnel (management, support, and administrative officers as well as teachers, parents, community members, and others).
11. **Nonformal and formal education:** The two types of education delivery should be recognized as components of the same system. Formal education should derive inspiration from nonformal education. The ADEA WGNFE guidelines on integrating nonformal and formal education needed wider distribution.
12. **Education for nomadic populations:** To gain more attention it would be helpful to set up a subregional network or an ICQN on nomadic education.

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## SUBTHEME 2

### Lifelong technical and vocational skills development for sustainable socio-economic growth in Africa

George Afeti listed the seven major conclusions emerging from discussion on the second subtheme:

1. **Comprehensive TVSD programs key for tackling youth and unemployment:** TVSD is a key response to the challenge of reducing youth unemployment, but must be accompanied by post-training technical and financial support measures to facilitate insertion into the workplace.
2. **TVSD not really a costly investment:** TVSD yields high economic returns—a better qualified and productive workforce contributing more effectively to economic growth and therefore not as costly in the long run.
3. **Multi-stakeholder partnerships needed:** Due to the high cost and diversity of TVSD training programs,

public-private partnerships are needed for effective delivery of TVSD.

4. **Provision of skills for the agricultural sector:** TVSD needs to target the provision of skills and low cost technologies in agriculture and the rural sector. The use of local languages and local media for farmers will enhance information dissemination on topics such as deforestation, the effects of climate change, soil degradation and water conservation, among others.
5. **The role of NQFs:** NQFs and recognition of prior learning can help bridge the divide between informal, nonformal and formal learning, and can promote the validation of skills acquired from different learning environments and lifelong learning.
6. **Focus on both higher level and basic skills:** A dual focus is required to meet development needs: high level skills for added value to primary commodities and the transformation of the economy, together with basic skills.
7. **TVSD research:** Research is needed to underpin TVSD policy, programs, and action plan development.

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### SUBTHEME 3

#### Lifelong acquisition of scientific and technological knowledge and skills for Africa's sustainable development in a globalized world

Kabiru Kinyanjui noted that many significant issues had arisen from discussion on the third subtheme. He highlighted the following selected points:

1. **STI key to continental development:** There was broad consensus and affirmation of the key role STI will play in the realization of national visions of development in African countries. Capacity building of policymakers will enhance policy formulation, resource mobilization, initiation, and program implementation.
2. **R&D investment:** Countries need to fulfill their commitment at national, regional and international levels to investment in R&D, and to increase it.
3. **Building the STI foundation at school level:** Ensuring the quality of science education in Africa, for children inside and outside school, and for girls in particular, is key to producing skills for sustainable development at tertiary level.
4. **Probation needed:** Since youth was willing to take the lead if the authorities lag behind, policies as well as comprehensive and inclusive mechanisms for capacity building need to be developed urgently to provide youth with scientific, technological, and entrepreneurial capacity for employment creation, and for social and economic transformation.
5. **Revitalization of African universities and research functions and capacities:** Coordinating university units, schools, and graduate training to ensure STI development.
6. **University collaboration and experimentation:** Build cooperative and collaborative partnerships between universities, industry and other players in TVSD, to create science parks and technological incubators for the experimentation of new ideas and the development of new products.
7. **Regional and subregional institutional reinforcement:** Some activities and functions can only be



developed at the higher inter-institutional level, particularly at supra-national level, due to scarce resources and limited capacity at national level.

8. **Continental trust fund:** To sustain regional institutional functions, it was recommended that a regional trust fund be set up.

## Wrap-Up by the General Thematic Coordinators of the Triennale

.....  
**A more costly training program that integrates trainees into the workplace costs less than a cheaper program that does not lead to employment.**

*Richard Walther*

.....  
Richard Walther concluded that the extensive participation of actors at the Triennale had ensured rich and insightful discussion and had produced a total paradigm change in thinking about education and training in Africa.

1. **TVSD transformed into a new alternative education mechanism:** Whereas, in the past, vocational training was regarded as a second rate program for students who had failed in the formal education sector, TVSD is now regarded as an alternative and valuable mechanism for knowledge and capacity acquisition in its own right.
2. **New perception of TVSD cost:** Formerly, the supposed high cost of TVSD—four to eight times the cost of general education—resulted in reluctance to invest

in the sector. The many types of nonresidential TVSD modes, particularly those involving enterprise-based training, cost four times less than residential general education. This is particularly evident when the approximately five years of unemployment (resulting from formal skills training) are translated into five continuous years of productive employment typical of on-the-job training and are quantified.

3. **From partnership to multi-actor involvement:** Another new component of the paradigm change is the shift from partnerships between two entities to multi-partner participation, which implies new ways of managing the collaboration since they involve formal and nonformal sectors, urban and rural settings, different levels of skills training, public and private actors, and others. Instances have been documented of youth TVSD initiatives in the informal sector that benefit the public sector.
4. **Values—justice, equity and the redistribution of resources through TVSD:** The transformation of the education sector will take place within a specific social context and will have positive effects by giving marginalized populations and youth access to capacities for participating meaningfully and gainfully in sustainable development.
5. **NQFs as a transformative tool:** NQFs constitute a tool for transforming skills acquisition into socially validated and respected achievement and diplomas with the power to change the economic status of the certificate holder and to incite equal respect for skills acquired in a diversity of settings.
6. **Increasing private investment in TVSD:** Examples of the private initiative of youth in the production of



capacity were cited and demonstrated during the Triennale. These included Coders4AFrica and Africa 2.0, which are adding significantly to the public good. They deserve to be recognized, supported, and financed in order for them to be expanded and replicated.

Richard Walther noted that during the Triennale, youth, the subtheme coordinators of TVSD, and other participants, called for the establishment of dual types of skills development training through public and private partnerships. He noted, in conclusion that the Triennale recommended four concrete measures:

- The rapid development of dual mechanisms for the delivery of TVSD.
- Increased collaboration and coordination among countries working on TVSD through, for example, the ICQN-TVSD, which had attracted a further three countries during the Triennale to add to the existing 19 countries.
- Increased collaboration among ministries in the same country (which do not communicate amongst themselves).
- The elevation of intercountry cooperation to institutionalized subregional and regional levels, so as to spread costs, attract funding, and maximize learning experience across several countries. In the view of the Triennale, the supra-national level was a most promising mechanism for accelerating development in Africa.

Mamadou Ndoeye re-affirmed the statement made by the previous speaker as regards the significant inputs of youth, private sector and civil society during the Triennale. Focusing on youth, he noted that young people are calling

for skills and competencies. They have not asked adults to construct the future for them but to give them the means, the tools, and the opportunities to build that future themselves. This is the new type of youth and the new type of citizen emerging in Africa, revealing themselves first in North Africa and now emerging in other regions of Africa. Mr. Ndoeye appealed to the Triennale to listen to youth, to understand what they are saying, and to treat them with decency.

Furthermore, policies for transforming Africa will need to take STI and the new role of knowledge in the emerging global economy in their stride. This means aligning education reform with these demands and using a well designed strategic plan for doing so, which addresses the skills profile of graduates from the education system, the pedagogies and methodologies chosen for delivering the chosen curriculum, and the creation of a context conducive to learning. Assessment orientation and methods also need to change, to support the new paradigm of education, which targets skills acquisition. Again, teachers and teacher competencies will be at the heart of education reform. While tertiary and research institutions will be mandated to initiate and lead system transformation they will need to have the capacity to work at every level of the education system to facilitate change and guarantee quality. The chain of innovation needs to be addressed.

Africa must depend on its own internal resources. External resources cannot last and Africa should not depend on them. The way forward is internal mobilization of resources, which entails seeking existing and potential new resources. The utilization of resources is critical—



spending on priorities and on the most promising areas, choosing sound methods of resource expenditure, doing more with the resources already at Africa's disposal. This is Africa's challenge. At the same time, the continent does need more resources and will search for them in new and innovative ways.

The concepts of governance, partnership and participation had been repeatedly addressed during the Triennale. This concept ranges from ensuring participation at grassroots level to developing innovative partnerships and multi-actor pacts in the subregion and the region.

To conclude, there are three categories of countries involved in change as regards their education systems, which points to pathways of engineering innovation in education in the future:

- Countries that desire change but have not yet initiated it, possibly due to setbacks in formulating policy and plans for change. They need support and encouragement.
- Countries engaged in the change process but that are facing challenges and therefore moving slowly. They need assistance in analyzing the obstacles to change and support in their endeavor. Countries with similar problems could be clustered and gain strength from group assistance.
- Countries that are successfully changing. Africa needs to capitalize on their success and share an analysis of effective change mechanisms with other countries.

Speaking as a representative of fellow ministers, Hon. Hadiza Noma Ngade, Minister of Vocational Training

and Labor of Niger, noted the strong commitment of the Heads of State present at the opening of the Triennale to supporting TVSD and expressed the hope that their interest would be sustained over time. It was noticeable, however, that ministers of vocational training were not represented in the ADEA Bureau of Ministers, which was comprised of ministers of primary and secondary education. She urged ADEA to address this issue. ADEA needed to champion vocational training at country level and to lobby governments to increase national budgets to the subsector, which receives less than 2% of the national budget and less than 10% of education budgets. She agreed that ministers of finance should be invited to ADEA meetings to increase their awareness of the matters discussed during the Triennale and that ADEA should pursue the proposal of inter-country support for TVSD, possibly through a new working group dedicated to Triennale follow-up.

The Chair explained to participants that the ICQNs, unlike the ADEA Working Groups, are initiated by countries and receive technical support from ADEA. The ICQN-TSVD was championed by the Minister of Côte d'Ivoire, the ICQN on Peace Education was led by the Minister of Kenya, and the ICQN on Language in Education by the Minister of Mali.

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## RESPONSES FROM THE FLOOR

Participants were invited to add recommendations to those already proposed and to comment on the frameworks for action outlined in the coordinators' summaries.



## Lessons from the Triennale

Hon. Prof. Sam Ogeri, Minister of Education, Kenya, noted that one of the major lessons learned from the 2012 Triennale was the need to integrate formal and nonformal education. Countries now needed to develop policies, strategies, programs, and action to achieve this goal. Second, youth need skills in order to increase their employability and reduce antisocial activity. Third, technical and vocational training needs rebranding to make this type of education attractive to youth, while early childhood education needs to be mainstreamed so that, using a holistic approach to planning, the education system is fully prepared to meet the education needs of young people today. The power of academic endeavor, of making research findings available to the many actors involved in education in Africa, had been demonstrated by the Triennale.

## Monitoring mechanisms

A delegate from Tunisia proposed the establishment of a continental monitoring mechanism for assessing education system change in Africa and for purposes of inter-country comparison. Shamila Nair-Bedouelle, Senior Programme Specialist, UNESCO, suggested that, in the interests of concrete implementation, the next Triennale could benefit from country reports on the progress countries had made during the intervening years.

## ICT in TVSD

A delegate from Mauritius reminded the meeting that to address the sustainability of the strategies proposed, it would be necessary to ensure ICT planning in education systems in the future.

## Teachers

Dennis Sinyolo, Senior Coordinator, Education and Employment of Education International (EI), brought the spotlight back onto teachers, announced that EI was setting up a global network on teacher quality and effectiveness that would be a professional and self-driven initiative for upskilling teachers globally and giving attention to upgrading the so-called paraprofessionals. EI was in dialogue with several potential partners, such as UNICEF and UNESCO, to strengthen the initiative and to learn from other regions of the world, such as Korea. The way forward in making effective change was certainly the type of collaborative and collective partnerships that the Triennale was proposing—the systematic, not *ad hoc*, mechanisms recommended and the institutionalized social dialogue processes described.

## Gender

Hon. Aïcha Bah Diallo, Chairperson of FAWE, felt that despite the intentions expressed regarding the development of TVSD, the gender dimension had been lost in the frameworks proposed. Echoing the Minister of Education of Kenya, she noted the great challenge posed by the goal of integrating formal and nonformal education systems.

## Social security

Jacques Malpel, Director General, Development and Cooperation of the European Commission, applauded the Triennale's stance on the need for balanced education systems. He would have liked to hear discussion on the possibility of setting up social security mechanisms related to the workplace.

### New potential partner in TVSD

A delegate from GIZ recommended to ADEA that it was an opportune moment to request the GPE to open up funding for advice to governments on the development of appropriate and updated TVSD policies and programs in the formal and informal training sectors, with particular emphasis on rural and agricultural skills development.

The Chair of the session concurred and noted that African ministers of education on the GPE Board could follow through on this suggestion. The Minister of Education of Côte d'Ivoire recommended that the ICQNs be charged with following up on Triennale meetings and receive increased capacity building support from ADEA to do this.



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# The Way Forward

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## Final Contributions from Speakers Representing Constituencies at the Triennale

### Youth

Cynthia Umoru, a youth entrepreneur from Nigeria, expressed the hope that recommendations made during the Triennale would be fully implemented; that links would be created between youth projects on the ground and the proposed Triennale follow-up working group; that funding would be increasingly made available to youth enterprise; that mechanisms for measuring Triennale impact would be developed; and that youth would be part of the ongoing process and be represented, for example, on the Triennale follow-up working group.

### Technical and funding agencies

Dr. Dan Thakur, Senior Education Specialist, Canadian International Development Agency (CIDA), expressed gratitude to the many actors responsible for the success of the Triennale. He alluded to several significant outcomes of the meeting and noted that the implementation frameworks to be set up would be critical for successfully improving TVSD in Africa. He reiterated that African governments could count on the support of their external partners for

concretizing the new paradigm of education proposed by the ADEA Triennale.

### Education ministries of host country Burkina Faso

Hon. Achille Marie-Joseph Tapsoba, Minister of Youth, Vocational Training and Employment of Burkina Faso, stated that ADEA's holistic vision for education in Africa was, for him, a source of hope and inspiration for meeting the educational needs of children, youth and adults in Africa. He emphasized the role that heads of state will be called on to play in the follow-up to the Triennale in creating the political will for change in education systems. The President of Burkina Faso would be presenting the Triennale outcomes to the next African Union Summit. The Minister applauded the quality of youth leadership during the Triennale and noted their insistence on being an integral part of the change process. He thanked the participants for their presence in Ouagadougou and expressed his appreciation of the richness, scope and significance of their inputs into the Triennale.

### Ministers of education present at the Triennale

Hon. Prof. Sam Ongeru, Minister of Education of Kenya and Chairperson of the ADEA Bureau of Ministers, observed

that ministers occupy a unique and critical position within national parliaments and at cabinet level for generating debate and influencing national policy. He recommended the production of policy frameworks or sessional papers. Such documents would militate against discontinuity of policy development in the event of ministerial change and outlive individual ministers. Second, as the President of Burkina Faso and the other Heads of State present at the Triennale had pledged to bring the outcomes of the Triennale deliberations to the notice of the AU Summit in July 2012, this would give ministers of education the opportunity to brief their respective heads of state in preparation for the Summit. Third, the strong commitment of the Triennale to inclusivity, be it regarding youth or gender, needs to be reflected in the establishment of pupil, student and youth councils in schools, colleges and training centers, to give young people the opportunity to express themselves. Finally, resource allocation and resource mobilization continues to be a major preoccupation of ministers of education. The Minister thanked the funding partners for their eloquent pledge of support during the Triennale and requested that aid be provided without the type of conditions that had seen structural adjustment programs cut teaching staff in the 1980s.

## Final Contribution from The Executive Secretary of ADEA

The Executive Secretary of ADEA wrapped up the session by listing a number of specific actions that were to be taken as a result of the Triennale. First, he announced

that a decision had been taken that 60% of the work of the Secretariat would be devoted to meeting follow-up. He requested all of ADEA's partners to determine the type of follow-up action that they would undertake.

Partners of ADEA present at the conference and others who had pledged to follow up with action included: economic partners and regional bodies; FAWE, UNESCO/BREDA, EI, CONFEMEN and several other organizations; civil society and NGOs; ministries of education; other ministries; youth; the private sector; the Diaspora, the Republic of Korea, governments; country level and subregional entities; and organizations.

ADEA's organs were the Secretariat, the Working Groups and the ICQNs, as well as the ADEA Focal Points in each country. There were the 70 or more researchers and research institutions that had contributed to the Triennale research exercise and were also involved in follow-up. It would be up to ADEA to identify the follow-up dynamics of all parties concerned, including those at country and subregional level, and to provide technical support, noting, in particular, countries that are leading in the field and facilitating the spread of successful strategies. The core work of ADEA—information dissemination, networking, political dialogue and capacity building—was mainly carried out through the Working Groups. The Secretariat produced regular newsletters that were brief but substantive and to the point, which are valuable documents for policy planning. ADEA intends to produce a series of post-Triennale newsletters on the various themes of the meeting and to produce regular updates on the progress made on Triennale follow-up action. Other channels of

dissemination of ADEA information were the ADEA website, the website of the Working Group on Communication for Education and Development (WGCOMED), and the websites of ADEA's journalist partners.

Key ADEA staffers, Triennale coordinators, Working Group leaders, and others were to remain in Ouagadougou for a further two days to translate the Triennale conclusions and action points into a program of action. A summary report would be handed over to the President of Burkina Faso by

the end of March, which could be presented to the African Union Summit in July 2012. The document would provide a brief overview of the issues addressed at the Triennale, lessons learned, the relevance of these lessons for specific contexts and circumstances, and the strategy chosen by ADEA for following up on the meeting.

The Executive Secretary then thanked by name the many collaborators and partners who had contributed to the successful preparation and organization of the conference.





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## Closing Session

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Dr. Dzingai Mutumbuka, Chairperson of ADEA, expressed ADEA's gratitude to the Government and people of Burkina Faso for their generous welcome and the excellent working conditions provided. He also expressed his appreciation to the participants for the high quality of the debate during the Triennale, for their active participation and for the outcomes of the meeting, which had raised great hopes for future development in Africa.

Hon. Prof. Sam Ogeri, Chairperson of the ADEA Bureau of Ministers and of COMEDAF, and Minister of Education of Kenya, expressed his satisfaction with the historic import of the Triennale outcomes and called on all participants to actively follow up on the conclusions of the Ouagadougou meeting. He appealed to his fellow ministers to transmit the results of the Triennale to their respective governments and to make sure that these were discussed in councils of ministers and in national parliaments in order for governments to appropriate the outcomes. This would ensure continuation in follow-up through the structures of government rather than solely through the action of specific ministers.

Ahlin Byll-Cataria, ADEA Executive Secretary, reiterated the importance of post-Triennale mobilization to ensure rigorous follow-up of the Triennale results. The ADEA Secretariat would devote 60% of its time in 2012 to

Triennale follow-up activities. He reiterated that a report summarizing the outcomes of the deliberations would be presented to President Blaise Compaoré of Burkina Faso by the end of March. The President would then be able to share this with the Presidents of Côte d'Ivoire, Mali and Niger, who were present at the Triennale, and present it to the AU Summit in July 2012. The Triennale outcomes would be disseminated widely through the ADEA and WGCORED websites, and ADEA newsletters would keep participants abreast of action taken so far. As noted, it had been planned that the ADEA Steering Committee, Secretariat, Working Groups, Triennale coordinators, and the regional economic communities to remain in Ouagadougou for two more days after the Triennale to consider and discuss the follow-up to the deliberations. Nevertheless, the Executive Secretary appealed to all the stakeholders—the Diaspora, youth, the private sector, governments, technical and financial partners, the FAWE, the ADEA Secretariat, the Working Groups, the Inter-Country Quality Nodes, the Republic of Korea and the African media—to take it upon themselves to follow up on the meeting in their own way.

In summary, the outcomes of five days of intense discussion at the Ouagadougou Triennale were as follows:

- Participants reached broad consensus on a paradigm shift for education in Africa that will, in particular, establish a closer relationship between education and training.

- The new paradigm takes a holistic approach to education and training oriented toward sustainable development.
- The new paradigm recognizes the key role played by science, vocational training, information and communication technology, and lifelong learning.
- A broad-based approach to education and training in Africa that truly takes account of the diversity of stakeholders such as youth and the private sector will be adopted.
- The new paradigm calls for forging a strong partnership between the education sector and the workplace, in order to ensure that education and skills training match the needs of national economies and prepare young Africans for the social and economic challenges of adulthood.
- Ethical values and the skills of good governance, science and technology, communication and ICT, are new learning domains of particular relevance to youth and pertinent to ensuring sustainable development in Africa.
- The Diaspora was recognized as a significant future partner in contributing added value to education and training in Africa, through involvement in STI, in addition to remittances made regularly to home countries.
- The active participation of South Korea during the Triennale, the examination of its development since the 1960s, and the contribution of education, training and research to sustainable development in Korea, had inspired Africa to review mechanisms of development that lead to economic progress.

During a special meeting held the day before the Triennale, the Diaspora, which was strongly represented during the debates, was recognized as a partner of special value to the transformation of education and training in Africa and

with whom innovative modes of collaboration should be developed. The Korea-Africa Day, also organized before the Triennale, was another highlight of the event. In the presence of Hon. Sang-Jin Lee, Korea's Vice-Minister of Education, representatives of the main Korean institutions of research, education and training explained the mainsprings of the trajectory that enabled Korea to rise from its level of development in the 1960s, which was equivalent to that of African countries today, to become the tenth largest economy in the world today.

Hon. Luc Adolphe Tiao, Prime Minister of Burkina Faso, officially closed the ADEA Triennale 2012. He made reference to the pledge given on the opening day of the meeting by His Excellency President Blaise Compaoré to take a leading role in follow-up the results of the discussions: "The conclusions of your deliberations will be not only implemented but evaluated before the next Triennale," he said. The President had pledged to take up the banner and transmit the conclusions of the Triennale to the African Union so that the AU Summit could review and adopt them, and examine mechanisms for their implementation. The Prime Minister anticipated that this major commitment would be likely to spur significant progress in terms of high-level harmonization of education and training reform in Africa. The Ouagadougou Triennale would be a turning point and pave the way for comprehensive overhaul of African education and training systems based on the shared vision of sustainable development in Africa that had been the subject of five days of deliberations during the ADEA meeting.

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**Part II - Meeting of the Caucus of  
African Ministers on Education and Training:  
The Way Forward**



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## Part II

# Meeting of the Caucus of African Ministers on Education and Training: The Way Forward

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### Triennale Follow-up and the Way Forward

The Executive Secretary of ADEA noted that there will be a forum for way forward during the plenary session to be held on Friday 17th February 2012. For quality contributions during this forum, he emphasized that the Ministers may want, during this forum, to focus on the broader issues and on the mechanisms to put in place at different levels to ensure effective follow-up.

As the ADEA Secretariat is concerned, a set of dispositions have already been envisaged including the following: not only the follow-up has been considered as an integral part of the Triennale, but also the ADEA secretariat has planned to devote 60% of the 2012 budget to the Triennale follow-up activities. The remaining would be destined to strategic activities that could not be interrupted (e.g., Support to the ICQNs and to the African Observatory). The Secretariat will also encourage instituting focal persons at country level with obligation to periodically report on progress made in the implementation of the Triennale recommendations.

The chairperson of the ADEA Bureau of Ministers, Professor Sam Onger, delivered a few thoughts to guide the way forward and to conclude the meeting. He observed that :

- a. This meeting was the largest gathering of Ministers getting together for the betterment of Education in Africa, which was commendable;
- b. At this stage in time there is need to scrutinize the balance between Access and Equity on one hand and, on the other, Quality of education;
- c. We must as African assess the extent to which we have walked the talk. Have we done all we can do to make quality education and training affordable to all?
- d. Have we ensured that our international partners are realising what is promised, in conformity with the Paris Principles. Are their priorities aligned to our objectives?
- e. How ADEA can help African countries not to walk, but to run and catch-up with sustainable development ambitions?
- f. Are we communicating well and appropriately with each other?
- g. Are the roles of RECs (EAC, SADC, ECOWAS) in education fully understood and practiced? Should we scrutinize more in terms of policies, programs and strategies in the regions?
- h. What are our commitments in each region? What have we done to select priorities and implement them?



- i. What strategies are we advising for financing education in Africa? Are we going back to the "conditionalities" again? What have we done to give its due share to the "Social" instead of just the "economical" and the "political"? How as a group are we reacting to the new "conditionalities", instead of leaving it to individual countries?
- j. Research is being done away from the practitioners and therefore remains academic. How do we secure our research in universities for the best benefit of our communities? Are we benefiting from these initiatives? Where are we standing as ministers of education?
- k. Are we giving a voice to the voiceless?

He concluded that these thoughts and the various recommendations made by the Caucus regarding the different activities mentioned above should guide the follow-up process.

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## Recapitulation

The Caucus of Ministers of Education and Training in Africa:

1. Advises, from now on, that Ministers of Technical and Vocational Education and Training become full members of ADEA;
2. Takes cognizance of the inspiring initiative undertaken by the Ibero-American Organization to boost their cooperation and it expresses gratitude to the representative of this Organization for this South-

South valuable exchange of experience on best practices;

3. Welcomes South Sudan and Korea in ADEA Family;
4. Requests that the Commission of the African Union and ADEA Secretariat follow up on the organization of COMEDAF V so that dates are set and reconfirmed with Nigeria or another alternative is envisaged;
5. Congratulates Cote D'Ivoire for extending the ICQN/TVET and managing to hold two successful meetings despite the situation prevailing there at the time;
6. Appreciates the Albums made following these meetings;
7. Commends the Ministers of Education and Training in Africa for pledging to do everything possible to have TVET as a strategic priority in their respective countries;
8. Congratulates the ICQN/LL for having made tremendous progress despite the odds, and advises to open the node to more countries;
9. Requests that ADEA develop a catalogue of the existing ICQN and share this information;
10. Advises that Ministers come up with more ICQN on areas of common challenges across countries;
11. Recommends that countries start developing contingency plans for those that cannot meet on time the MDG and EFA Goals;
12. Takes cognizance of the priorities set by ICQN/ECD, reiterates its full commitment to the Inter-Country Quality Node program and echoes the appeal from Mauritius to have more committed people to support the initiative;

13. Acknowledges the progress made by SMASSE and takes note of the way forward proposed by SMASE in Africa;
14. Commends the progress made by the Peer Review exercise and takes cognizance of the launching, during the present Triennale, of the 6 publications regarding Gabon, Maurice and Nigeria;
15. Encourages the initiation of a second phase of Peer Review, with a support from Korea in the Congo Republic, Mozambique and Namibia;
16. Commends other initiatives supported by Korea, in particular the institutionalization of an educational research award to promote research in Africa;
17. Takes cognizance of the initiatives undertaken by PASEC, and advises that the Program explores how to extend its activities to the non-formal subsector;
18. Gives its appreciation to the survey conducted by the ADEA Committee on the Vision for ADEA. It advises

that the Ministers members of the Caucus "get a mental picture" of the issues raised with the survey. To follow-up the exercise, it advises the questionnaire to be translated into the AU languages and circulated to the African Ministers for responses in a week time;

19. Advises, for the Triennale Follow-up Forum, that the African Ministers of Education and Training focus on the broader issues and on the mechanisms to put in place at different levels to ensure effective follow-up;
20. Encourages Ministries of Education and Training to institute focal persons at country level for the follow-up of the Triennale recommendations, with obligation to periodically report on progress made in the implementation processes.

*Source:* Report on the Meeting of the Caucus of African Ministers on Education and Training, ADEA Triennale Feb 16, 2012, Ouagadougou.





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## Part III - Diaspora Day Proceedings



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## Part III

# Diaspora Day Proceedings

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### REPORT ON THE DIASPORA DAY AT THE ADEA TRIENNALE Held in Ouagadougou, Burkina Faso, on February 10, 2012

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#### INTRODUCTION

The Diaspora Day, an integral part of the planned activities for the Triennale, took place on 10th February 2012 before the commencement of the ADEA Triennale held in Ouagadougou, Burkina Faso from 13-17 February 2012. The main objective of the Diaspora Day was to provide the African Diaspora an opportunity to participate in the policy dialogue on education and also to reflect with other stakeholders on how they could contribute to the transformation of education and training into effective tools for skills development in Africa. In order to achieve the objective, the program was designed to give the delegates ample opportunity, under the direction of a moderator, to speak on their contributions to development, their current initiatives as well as their perceived role in education and training in the future.

Discussions centered on the following topics: (i) Broad picture of the African Diaspora – who they are, their evolution, challenges and potentials; (ii) Moving from Brain Drain to Brain Gain; (iii) African Diaspora contributions to Development; (iv) African Diaspora's contribution to science and technology (Tunisian experience); (v) African countries' institutional and organizational response to the Diaspora in terms of policies and strategies for partnership; (vi) African Diaspora's resources – human, financial, intellectual and social capital; and (vii) Building partnership frameworks - the way forward. There were about 250 delegates at the Diaspora day and they comprised key stakeholders, namely, the African Diaspora, representatives of governmental and non-governmental organizations, policy makers, academics, researchers, and development partners. The delegates held rich and meaningful exchanges that cut across community, disciplinary and sectoral experiences.

The welcome address was delivered by the Chair of the ADEA Steering Committee and the Diaspora Day was declared open by the Burkina Faso Minister of Foreign Affairs. The keynote address was delivered by the former Prime Minister of the country who observed that competition was the rule in a globalized economy; excellence and high productivity were therefore imperative and could only

be achieved through the quality of education and training because there is a positive correlation between education and productivity, value addition and economic growth. The challenge facing Africa was to have a holistic vision of development and education; redesign the education system; and make it more skills-oriented so that African youth could face the challenges of globalization.

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## DISCUSSIONS AT THE VARIOUS SESSIONS

The Roundtable discussions were moderated by the ADEA Executive Secretary, Ahlin Byll-Cataria and the panelists were: Kofi Yamgname, Franklyn Lisk, Angela Haynes, Kimberly King-Jupiter and Salah Hannachi. The second session was moderated by Franklyn Lisk and Nana Poku while the third session was moderated by Hamadou Saliah-Hassane and Eric Fabre. The key messages were presented by Wangui wa Goro in a concluding session moderated by the ADEA Chair, Dzingai Mutumbuka. The following issues, observations, facts and messages emerged from the Diaspora Day.

**Heterogeneity of the African Diaspora:** According to the African Union, African Diaspora refers to all people of African descent living away from their countries of origin. Implicitly the African Diaspora is not a homogenous group; they are products of certain historical and social conditions. Essentially they consist of three categories: intra-African migrants living in African countries outside those of their birth; African voluntary migrants living outside Africa; and forced migration resulting from the historical displacement of Africans through slavery and slave trade.

This diversity calls for different policies, approaches and strategies to effectively engage the skills in any or all of these categories.

**Diaspora's Passion for Africa's Development:** The African Diaspora both on the continent and elsewhere are an inherent and crucial part of Africa's development. They have a passion and readiness to play a proper role in it. For instance, a university professor in Canada supervises postgraduate thesis of students in Senegal, Tunisia and other countries who study in their countries in Africa. A Diaspora based in Switzerland has compiled a compendium of terminologies on African traditional herbs and medicines. The experiences of frustration narrated by some delegates suggest the need for an African institution to provide leadership capable of pooling together the various professional networks of the Diaspora at both the national and continental levels.

**African Diaspora's Contribution to Development:** There is a positive link between the Diaspora and economic development and social progress. Therefore, it is necessary to identify and promote specific policies for mobilizing the human, social and financial capital of the Diaspora. A typical example is the Tunisian experience in which its former Ambassador to Japan, with the aid and network of the Tunisian Diaspora in Japan, was able to establish cooperation with universities and research institutes that facilitated the development of technology in solar and wind energy, as well as biotechnology in Tunisia. A former Minister in the French Government explained how as an African Diaspora, his company designed a product to revolutionize education in Africa. Mali has integrated

migration into its PRSP and mainstreamed it into its strategic plan. The country also partners with the Malian Diaspora in business investment.

**Enabling Environment for Brain Gain:** The human, social, intellectual and financial capital of the African Diaspora is a huge asset to African countries. They have the possibility to turn brain drain into brain gain by creating an enabling environment (strategies, policies, programs and practices) that will facilitate the acquisition of skills outside of the continent. An example is the Nigeria's National University Commission which has created a platform with linkages with Nigerian Diaspora experts and academics in specialized fields who wish to make their skills available to the country. They are paid a monthly stipend. The Senegalese Diaspora has ASEC (spell out the acronym) network of experts and consultants that help universities and research institutes. Tanzania targets their nationals in big international organizations for participation in national projects.

**Institutional and Organizational Mechanisms:** Governments should establish institutional and organizational structures and mechanisms for mobilizing and managing relations and resources of the Diaspora. Kenya has a unit in the Prime Minister's office for dialoguing with Kenyan Diaspora, and in Senegal there is a Ministry for the management of the Diaspora. The Ministry of External Affairs in Morocco has created an observatory, and Hassan II Foundation is dedicated to Moroccan Diaspora. An entrepreneur from Tunisia disclosed that he had created a consortium aimed at attracting and bringing Diaspora experts to work on projects in Africa. The challenge facing African countries is to establish or strengthen the African Diaspora development

framework (where it exists) through harmonized protocols, approaches, policies, action plans and programs. African governments also need to raise awareness of the importance of the African Diaspora engagement in development, and foster a positive climate for engagement between the Diaspora and their communities of origin.

**Diaspora's role in Science and Technology:** African Diaspora professional networks have the potential for the advancement of science and technology and knowledge transfer, areas of direct concern to the education sector. A typical example is the Mali Academy of Science. A Malian Diaspora who is a Mathematics professor in the United States explained how he took advantage of a UNDP project called TOKTEN in Mali in 1998 to bring about important reforms in science education and development in general. He explained that every child could learn Mathematics, Science and Technology given the right tools and pedagogy.

**Database of African Diaspora:** There is a dearth of knowledge of the number and profiles of the African Diaspora. Therefore there is a need to create a database of the Diaspora professional networks and experts with their profiles to facilitate the matching of Diaspora skills to Africa's needs. Diaspora mapping is imperative; there should be an assessment of not only the skills and expertise of the African Diaspora but also the skills gap or skill sets required on the continent but which are not currently available. African diplomatic missions could be a viable source of data on their nationals.

**Triangular Relationship:** African governments should take every opportunity of dialogue with their development



partners not only to draw attention to the role of the African Diaspora in development but also to involve them in dialogues with bilateral and multilateral institutions such as the World Bank or African Development Bank. They should also engage and continue to sensitize the African Diaspora, their host country and Africans at home to the unique and valuable role the Diaspora can play in development. Through leadership and respect, governments could build relationships of trust with the African Diaspora.

**2.10 African Diaspora as Interlocutor:** The African Diaspora should play the role of interlocutor between governments of countries of origin and those of host countries. A typical example is the Somali Diaspora in Finland through which the Government of Finland now channels technical assistance to the country instead of using foreign technical assistants.

**2.11 Intra-Continental Mobility:** African States should create the enabling environment for African Diaspora entrepreneurs and also foster inter-African mobility. Short term mobility and exchange of professionals, academics, researchers, and students in universities and enterprises would bring about important skills transfer and thus induce the consciousness of belonging to the same continent. The consequence will be the existence of a common space for recognition of competencies which will eventually lead to development. All continents except Africa have such exchange programs.

**2.12 Financing:** It is high time to establish initiatives for global governance of immigration and development. EU has recognized the African Diaspora as a possible channel for

its international development assistance programs. EU has budgeted 4 million Euros to set up a platform based in the Netherlands. As African banks appear unduly demanding in granting loans for business to African Diaspora there is a need to establish a Diaspora bond which would make funds accessible to them for development projects in Africa. The Indian and Israeli Diaspora have respectively established such bonds with the aid of their respective governments. Whatever funds are created should be managed in Africa.

**2.13 Failure of Development Assistance:** Development assistance has not made a significant difference in transferring skills to Africa. Not much of the financial resources provided to Africa actually reach the continent. A great deal of knowledge is generated on the continent and there is a need to find ways of organizing it. Governments should make efforts to stop brain drain. A delegate suggested that this could be mitigated through tax on migration although he did not elaborate how the taxation would work.

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## PROPOSAL FOR FOLLOW-UP ON THE DIASPORA DAY

In the light of the messages and suggestions by delegates at the Diaspora Day the following actions are proposed for consideration in furtherance of the role of the African Diaspora in contributing to education and training:

- Review the key messages at the Diaspora Day and post them along with the statement of the African Diaspora delegates, on the ADEA website. Send copies of the messages to African Diaspora Day organizations or networks.

- Engage the African Union so that ADEA can clearly define its role or comparative advantage in working with the African Diaspora. This approach will prevent duplication of efforts and will also ensure that the African Union supports and owns ADEA's initiatives in working with governments to take advantage of the various resources at the disposal of the African Diaspora. A major complaint of some African Diaspora is that the African Union is not responsive to their offer of expertise and does not provide appropriate leadership in bringing the networks together.
  - Identify the professional networks of the African Diaspora particularly in Europe and America in order to determine the kind of contributions they can make in the education sector, especially in Mathematics, Science and Technology. In addition, there is an urgent need to develop a database of African Diaspora experts in education, science and technology. Such information would be made available to Governments, universities, research institutions and other networks in education who may need scarce skills in their projects and programs. ADEA could take the lead in this regard.
  - There is a proliferation of the African Diaspora organizations. We need to identify the focal point for each professional network of the African Diaspora with a view to facilitating communication, decision making and collaboration. The focal point will be designated by the network and authorized to work with ADEA's focal point.
  - Identify policies, strategies and practices that have already been put in place by African governments for managing relationships with their respective African Diaspora, and share such knowledge at a workshop with those who currently do not have any such policies or strategies. More importantly, the objective of the workshop would be to share best practice and agree on modalities for creating an enabling environment and a mechanism for the engagement and operations of the African Diaspora in their individual countries.
  - Engage both the African governments, AU, RECs and the African Diaspora networks in education to jointly explore specific areas of collaboration in each country and region, based on needs, resources and commitment of the African Diaspora.
  - Encourage governments and RECs to set up Inter-Country Quality Nodes in each African region on African Diaspora. In that way the challenge is elevated to higher levels involving Ministers as champions of the program. It may also create a healthy competition among the various regions of the continent.
  - Institutionalize an annual African Diaspora Forum on Education and Training, which brings the African Diaspora networks in education, AU, RECs, and African governments together to review progress made and agree on a road map for the following year. This is to ensure the sustainability and continued momentum of the engagement. ADEA, through its core aims, objectives and experience is uniquely positioned to spearhead such a pan-African initiative in collaboration with the AU, African Development Bank and UNECA.
- The interests of the African-Americans, African-Caribbeans, and African-Latinos are not necessarily conterminous with those of the Africans who voluntarily migrated to different parts of Europe and America. We need to identify their respective interests and commitment so as to know how to engage them.





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## CONCLUSION

The general view of the delegates is that the decision of ADEA's Management to hold the Diaspora Day was wise and visionary, and greatly appreciated. The African Diaspora in the various discussions and debates at the event expressed their willingness and capacity to do much more than just remit money to their relations. What they said they direly need at this point was leadership.

The proposal presented above encompasses advocacy, networking, capacity development and to a limited extent, analytical work. If the suggestions are approved we would

develop an action plan for their implementation. We would have to source for resources and partner with interested parties such as the AU, AfDB, EU, UNESCO and UNECA to organize events.

The contributions of the African Diaspora are cross-cutting. ADEA Working groups certainly have a role to play. They would, however, be more effective if we are able to identify the relevant Diaspora professional networks and their focal points, and bring them together to agree on specific activities within our plan for a paradigm shift in education and training. It is important that ADEA should keep the current historic momentum alive.



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## Part IV - Korea-Africa Day Proceedings



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## Part IV

# Korea-Africa Day Proceedings

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### KOREA - AFRICA DAY

Held in Ouagadougou, Burkina Faso  
on February 12, 2012

This report on the Korea-Africa Day is structured around three sections: (1) An opening to indicate the general guidance set by the officials in order to make the best out of the event; (2) Presentation of the parallel session outcomes to give an account of the discussions and recommendations made during the three group meetings; and (3) Lessons learnt from the Korea-Africa day. This later ends with a set of options to guide future policies, programs and practices.

### Opening of the Korea-Africa Day

The Korea-Africa day was a major event of the Triennial with such contributions as those of the Prime Minister of Burkina Faso, the Minister of National Education and Literacy of the host country, the Minister of Education of Kenya, the Vice Minister of Education of Korea, the Chair of the ADEA Steering Committee, the Executive Secretary of ADEA and several other important personalities.

Most speakers highlighted that Africa has a lot to learn from Korea. They also acknowledged that the Korean example is significantly important to Africa as it demonstrates the unbounded power of education, the critical role of knowledge, and the necessity to upgrade African Human Capital to effectively address the challenges of the Twenty First Century. They also highlighted that Africans shall make hard choices between providing access and equity to all on the one hand and, on the other, ensuring that effective quality education and training are delivered. In all cases, a long journey lies ahead for the continent.

On a positive note, it was agreed that *"if Korea did it, Africa can do it, and even, do it better"*.

Following the keynote addresses, three parallel sessions were organized on the following themes:

- Overview of Korean Education and National Development
- Evolution of Science and Technology Policy in Korea
- Technical and vocational education in Korea

The outcomes of these side meetings are presented below. It is followed by lessons learned from the day and suggested policy options for follow-up.

## Parallel Sessions

### Overview of Korean Education and National Development

Three contributions were made: An overview of Korean Lifelong Learning History by Dr Un-sil Choi, Presentation of the BRIDGE program by Prof Sung-Sang Yoo and Presentation of the GAPA Case study by Dr Taeck-soo Chun. Each of the presentations was followed by questions and responses.

#### An overview of 60 Years of Lifelong Learning in Korea

Presenter: **Dr. Un-sil Choi**  
Discussant: **Mme Koumba Bolly Barry, Minister of National Education and Literacy of Burkina Faso**

Dr Un-sil Choi's presentation was structured around the four development stages of Korean Life Long Learning history. Dr Choi explained that during the first Stage (1950- 60) of decolonization, the focus was on eradicating illiteracy which was seen as the major cause and sustainer of Poverty. From 1970 to 1989, there was a shift towards industrialization and, as a consequence, the focus of lifelong learning was on Community Education and Mass Literacy, with such programs as the SAEMUL Movement. The third phase started in the early 1990s and, for 10 years, the country concentrated on democratization. As a consequence, the focus was on self-education, lifelong learning programs and alike.

With the 2000's, there was another shift towards what is known as "knowledge-based society". Consequently, the reforms in education emphasized the promotion of learning in a comprehensive and integrated manner and on education reforms that put emphasis on quality and competitiveness.

In all the stages, there were four underlying fundamental driving forces that guided the system i.e., (1) a shared value system that underpinned the whole process; (2) effective leadership from Government; (3) legislative measures to support the whole process, and (4) a systemic long lasting approach.

In response to Dr. Un-sil Choi, Minister Koumba Barry extracted three key lessons to learn from Korea:

One, that Korea won it because of a strong vision founded on shared national Confucian values; two, that the organizational apparatus was clearly delineated, with precise objectives, precise organizational arrangements and clearly identified means to achieve these goals; and three, that the whole system leaned on values that are shared by the population from the bottom, at the community level, to the top, at the Government level.

#### The GAPA Case study

Presenter: **Prof Sung-Sang Yoo**  
Discussant: **Dr Hamidou Boukary, Senior Education Specialist, ADEA**

This program was launched in Burkina Faso following a need assessment exercise conducted in 2007. Its major



aim was to develop self-reliance and empower women in poverty situations, especially those vulnerable to HIV/AIDS in the least developed and developing countries.

The program is run by Education Without Borders – EWB – which is a Korean CSO funded entity on a global, nonprofit, and professional approach.

GAPA wants to provide a globalized answer to poverty and HIV/AIDS through increasing literacy among women, providing learning opportunities that would help to acquire income generating skills and providing adequate and updated information on HIV/AIDS, general health and sex education.

For the long term, GAPA intends to be a centralizing and dispatching point which will provide resources and opportunities to other centers. It also intends to play a role model for neighboring poor countries.

So far, GAPA has obtained commendable results at the local level in many villages including Leo Worrer, Leo Wan and Leo Sabba. It has also sponsored training that led to the provision of various microloans and micro-scholarships to women in Burkina Faso.

## BRIDGE

Presenter: **Dr Taeck-soo Chun**  
Discussant: **Dr Hamidou Boukary, Senior Education Specialist, ADEA**

BRIDGE is a community driven non formal education program for rural villagers in Africa. This program started

in the 1950s in Korea to support adult education, citizenship training and self-reliance to Korean rural citizens. This program, which was supported by UNESCO and other United Nations organizations, is setting itself as an example to follow for Africa and the developing World in general. It evolves around three complementary sets of objectives: *to develop, to empower and to build partnerships*. It intends to strengthen education in the rural world with a bottom-up approach; it is community driven and uses Korea's experience on non-formal education to promote EFA/MDGs; it targets mostly the youth through mobilization programs that are conducted by youth volunteers. It works through partnership with local structures as well with the national commissions for UNESCO (NATCOMS), Government agencies and business enterprises such as KOICA and SAMSUNG.

BRIDGE is currently run in 18 rural communities in six East and Southern African countries, where, in cooperation with local, national and international partners, it is developing community learning centers (CLCs) that will become the hub for promoting community-driven non-formal education and overall skills development for the concerned communities.

### Questions and responses

Dr Hamidou Boukary stressed that the three presentations are similar in nature and they all insist that understanding the context is critical to sustaining initiatives.

He also observed that they demonstrate that working with Government is essential. Actually the issue of sustainability could only be effectively addressed if the programs



have harmonious interaction with Government. Then they become easier to institutionalize and integrate it into national development frameworks. This also facilitates training on income generation activities, mobilizing villagers, and other related activities.

Dr Boukary also remarked that the Korean example shows how critical it is to effectively conduct literacy campaigns for the masses, especially in rural areas. He pinpointed that, in Africa, we have yet to make the hard choices regarding languages and developing national consensus on what languages to use. We have not mobilized enough the populations on literacy.

Following Dr Boukary, they were several comments and questions:

- How to create “education fever” as in the Korean case where there was and still is a national passion for education from all segments of the population?
- Shall democracy come first before development or the other way around?
- How to best mobilize finances?
- How to make the hard choices regarding languages to use and build consensus around such choices?
- What policy incentives to put in place, in order to bring about valuation of knowledge mastered through literacy training programs?
- How one deal with self pity?
- How to take lifelong learning as an overarching policy?
- How Korea managed to boost programs for rural women and youth?
- How Korea overcame socio-cultural encumbrances to successfully run its literacy programs?

- Why wouldn't we use Arabic wherever the Roman alphabet is met with resistance?

The panelists answered some of these questions. They insisted, in particular, on the fact that:

- Uprising the consciousness of the youth is critical;
- Government must be a key player in making sure that literacy programs are working and sustained;
- Combining various programs in an integrated manner is essential to address the needs of targeted groups;
- Community members and villagers know what activities to undertake in order to generate income; all they need is to be supported.

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## Evolution of Science and Technology in Korea

Two presentations were made under this rubric: (1) Evolution of Korean Science and Technology policy and (2) Higher Education:

### Evolution of the Korean Science and Technology Policy

Presenter: **Jong-Guk SONG**

Discussant: **Prof Kabiru Kinyanjui, ADEA  
Triennial sub-Theme Coordinator  
& Chairperson, Kenya National  
Examination Council**

Challenges:

- Alleviation of poverty in the midst of little or no resources;
- How to best use available HR;
- How to best use available HR (with higher education levels but low income levels).



#### Focused on R&D strategy:

- From catch up through R&D in primary and industrial goods to innovation enhancement through technology (electronics and cutting edge products);
- From mainly Government-funded to PPP strategy;
- From the establishment of Korea Institute of Science and Technology (KIST) in 1966 and the promotion of growth in the 70s and 80s, to reforming R&D systems in the 90s;
- In 2000 and beyond: Strengthening the roles of Science and Technology, e.g. green technologies.
- One of the unique features of this strategy is the role of Government funded Research Institutes (GRIs) such as KIST. Currently Korea has 27 of such institutes.

#### Major achievements include:

- Development of technological products such as Polyester film (PET film) developed by KIST, Super high density DRAM developed in Daedeok, TDX-1 developed by Electrics and Telecommunications Research Institute (ETRI), the HANARO Reactor developed by Korea Atomic Energy Research Institute (KAERI) and Commercial version of CDMA launched by ETRI;
- Support by GRIs (e.g. the Daedeok Innipolis model);
- Development of specific national R&D programs;
- Nurturing Science and Technology manpower (such as being done by the Korea Atomic Institute of Science and Technology – KAIST);
- Government established support systems that facilitate technological development in the private sector, especially in the 80s;
- Private sector-led achievements include display products, ship building and mobile phones.

#### Some recommendations

- Role of the Government for an effective political leadership is key;
- Market oriented technological development is important;
- Setting a clear vision, target goals and appropriate priorities;
- Having a high caliber of manpower;
- Being cognizant of the firm/company dynamics in the use of technology;
- Encouraging open innovation – e.g. outsourcing, creating consortia, etc.;
- Human resource is a key condition for successful innovations;
- Using a 'total package strategy' in capacity building for self-sustaining development: software, hardware and strategy should go together – not preferring one for the other;
- Support comprehensive strategy and policy development for physical infrastructure for science and technology innovation, human resource development for science and technology innovation activities through education and training, including 'hands-on training'; Refine total package assistance model, using external resources, more specific programs and pushing for bilateral and multilateral co-operation.

#### Global Cooperation examples:

- Africa: South Africa and UNDP (2011), Tunisia (2008), Algeria (2005), Egypt (2002);
- Others: Latin American Countries, Mongolia, UNESCO – cooperation activities.





**Discussant's reflections/observations:**

- Rich presentations that underscore the fact that what matters is not where you are but where you want to go – e.g. from war to progress;
- Leadership is critical to the realization of Science and Technology development – for clear vision, strategy and coordination, including partnership;
- Leadership that promotes investment in R&D through own people and own institutions – Korea spends 4% of GDP in R&D (KIST example). Not just articulating policies;
- Do not sit on past successes. Need to constantly address the focus based on the ever-changing needs;
- Africa is starting on a better footing – ‘we have the human resource’ – the dynamic youth;
- Korea looked outwards – international cooperation and partnerships. So should Africa: avoid re-inventing the wheel.

## Some thoughts:

- What is the role of universities in this process? Africa is investing tremendous resources in universities;
- How did you manage to galvanize popular support?

**Issues from the discussions that followed:**

- 70% of funding for universities comes from external sources. Research funding is more focused on higher education;
- Investment in R&D in private companies, in HE – what is the strategy used?
- How sustainable are linkages between universities and the private sector?

- Innovations that disappear off the radar – should we limit to only formal institutions?
- South Korea moved focus from agriculture to technology – yet in many African countries, the focus is on agriculture as the engine for development. Is this a mistake?
- What is the role of culture in Korea's experience?

**Presenter:**

- On the university and Industry cooperation/linkage, there is no one-size-fits-all strategy. Korea is still struggling to get the right formula. The questions to reflect include the following: Are the university enough to support industry? Can industry cooperate effectively with universities? Africa could start by establishing enough government research institutions such as KIST;
- Agriculture is one of the most important sectors, but knowledge development is supreme;
- Role of culture: Korea has a strong unity in its people, which make it easier for the national leadership to mobilize the population to embrace the interventions. People are already sensitive to the importance of technology; hence it is easy to mobilize them. The volume of the people also counts – use this to focus and push the agenda;
- There is need to create enough economic value in whichever sector for it to be considered as a driver of economic growth.

Overall message: move from agriculture to industrialization, but leadership has to make the decision.



## Higher Education in South Korea

Presenters: **Bong Gun Chung (Seoul National University) and Sang Hoon Bae (SungKyunKwan University)**

Discussant: **Ms Khadija Khoudari, ADEA Triennial sub-Theme Coordinator**

Bong-gun Chung - Seoul National University and Sang-Hoon Bae - SungKyunKwan University South Korea started with nothing. However, they have made tremendous progress in Science and Technology in over half a century – from mainly agricultural focus to that of service provision.

During the presentation of these achievements to the ADEA Triennial participants, the following points were made:

1. Private schools offer more opportunities for learning in Higher Education;
2. Practicing sequential expansion of secondary and tertiary education – thus not sacrificing one for the other;
3. Focusing on low cost education – expenditure per student is a third less than that of USA, for Tertiary education;
4. Functioning of higher education is based on:
  - Enhancing knowledge and skills;
  - Sound institutional management – including promoting the ideology of education as a public good and rewarding and sanctioning performance; academicism as opposed to commercialization;
  - During the four development stages/periods (from “laissez-faire” in 1945 to quality control in 2000 and beyond), 61 institutions have been created in 15 years; pressure from secondary education resulted in higher

education expansion; enhanced demand driven competition underpinned by accountability; and a budget increase for knowledge economy, especially in teaching and research. The Government continuously promoted reward and punishment and restructuring.

- Challenges during these periods and policy interventions to meet them include the following:

### Phase 1 (Laissez-faire)

- Challenges: lacked resources, profits motivated private schools, low quality due to lack of qualified professors.
- Policy intervention: Equitable provision/distribution of public institutions

### Phase 2 (Skills building)

- Challenges: manpower demand for industrialization, increase of secondary graduates – no choice, no selection policy.
- Policy intervention: planning, enactment of private law, controlled admission and separation of Science and Technology portfolio from MoE.

### Phase 3 (Democratization)

- Challenges: under-investment in facilities, infrastructure, and personnel.
- Policy intervention: abolition of enrolment quota to alleviate increased demand and massive funding for research and manpower.

### Phase 4 (Quality Control)

- Challenges: over education / capacity, skills mismatch and insufficient prep for job market, financial burden for tuition fees.



- Policy intervention: Diversification, consumer choice and introduction of student loan programs.
- OECD review of Korea's Higher Education system noted the rapid expansion, with funding from the private sector; over-education of the citizens and the positive roles of universities vis-à-vis laboratory needs;
- The Government was seen as a provider, regulator, facilitator and equalizer;
- Food for thought: how to balance the 'Qs' – quantity, quality, equity, as well as sustainability and validity?

#### **Discussant's reflections/observations:**

- Africa has an opportunity to catch up if only it can invest heavily in its people;
- There were useful phases in the 35 years of continuous development of higher education. The national leadership had a vision that drove this;
- Summary of the four development phases: Phase 1 focused on vocational training to address some of the challenges; Phase 2 focused on skills building to implement the vision; Phase 3 addressed some issues around democracy issues, laws, funding; Phase 4 focused on quality but had employment issues with the mismatch of qualification with opportunities. Engaging the private sector to address this. Also introduced some transparency into the system.

#### **Issues raised by participants:**

- Exploring development opportunities between South Korea and African universities;
- Auditing of higher education institutions: how does the Government establish what to audit and how effective is the audit to maintain quality?

- How the funding does for education promotes equity – is it through student loan system or do the students pay?
- Discipline and consistency is a lesson to be learnt from the South Korean system;
- How did South Korea address the low quality foundational education?
- Comparison of the Korean experience within African context: policies in Africa are largely shaped by external forces such as the World Bank;
- Lack of lecturers: how did South Korea overcome this, especially with brain drain? Did they give incentives?
- Opportunities for Africa's youth to study in South Korea;
- What measures is the Government exploring to address/confront the disconnect between student preparation in Higher Education and the labor market needs, which is now becoming a major issue there?
- How does the Government sanction universities if they fail to follow regulations?
- How is the contribution of the Diaspora to Korean universities?
- Are there strong linkages between universities and research institutions?
- Did other sectors move at the same pace as the education sector?
- Minister for Higher Education, Science and Technology
- Focus of agriculture as a driver of food security and not as a driver of development. Looking at the pressing needs rather than at development;
- Brain drain – Kenya decided to bond staff but some still paid the universities and left: how does Korea address this? Africa will take long to match OECD. Kenya introduced parallel learning system at university for lecturers to make extra income. Research productivity suffers in



the process due to 'overworked brains'. Does Korea have an income-generating activity?

- Have other education sectors been involved in policy formulation (since there has been a weakness between secondary and tertiary sectors)?
- How has stability been a factor in the achievement? What controls do you have on production of professors?
- Have the systems of equivalencies in qualifications gained acceptance?
- Presenter's responses:
- Foreign scholarships are being increased – interested students could search the education website;
- Audit: the Ministry of Finance and budget applies the system. Random selection, periodically – due to large number of universities. It has proved to be very effective;
- Funding and promotion of equity: use of household budget means equity is now becoming a challenge;
- Post-conflict situations: the burden is placed on the Government and not the poor. Large chunks of funding (from export earnings) were spent on education, military and economic infrastructure during this period, with little being allocated to social welfare;
- Addressing quality in low-cost education: the market principles have not been very successful in addressing quality – thus South Korea has to review the current strategy. African countries have to find their own ways based on their strengths. Korea is still finding ways to improve the quality even though it has gone some significant distance in this;
- Disconnect between student preparation and labor market needs: the system only provides basic training; private sector (industry) has to provide further targeted training;

- Parallel system to give opportunity for extra earning by lecturers (the case of Kenya): South Korea does not allow teachers/lecturers to hold a second job;
- Reward/sanction: selection and concentration to lure professors back to South Korea. Use of patriotism and nationalism sentiments to induce the lectures to avoid brain drain;
- Pace of growth: other sectors more or less hinged their growth on that of education;
- The large private sector involvement in education provision is a reaction to a previous government controlled system;
- Production of Professors: the Government has strict standards in meeting professorship – e.g. the publish or perish mantra;
- Linkages with other sub-sectors: this is ongoing – for example, that between the research laboratories and the universities. It is looking to the vast untapped resources in universities, for the research laboratories.

#### **Conclusion from the side meeting N°2 Chair:**

The remarkable experiences and challenges shared by South Korea have some similarities with those in Africa. A lot has been learnt and, with the 'can do spirit', strong, sustained and visionary leadership coupled with the right policies and structures and careful and judicious use of funding, Africa can overcome its current education challenges and succeed in letting higher education, science and technology innovation to be the driver of economic growth.

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## Technical and Vocational Education in Korea

The session showcased the Korean experience in three aspects mainly: TVET, ICT in Education, and Education Broadcasting Systems.

The main objective of the session was to share experience and examine how Africa can best use lessons learnt from Korea to improve the quality of TVET in the Continent.

### Achievements in Vocational Education.

Presenter: **Dr. Seung-il Na, Seoul National University**

Discussant: **Mme Ayélé Adubra, UNESCO Senior Preservice / Inservice Training Spécialist and ADEA Triennial Thematic Coordinator on TVET**

The rich presentation of Seung-il Na showed the progress made on TVET in Korea for the last 50 years (from the 1960s to the 2010's). The main driving forces behind this progress were the "New Village Movement", the "Green Revolution" in 1974 and the various other curriculum changes undertaken by Korean authorities.

The presentation was followed by lively and rich discussions. The respondent Ms. Léa Ayele Adubra, raised several issues regarding the role of financing in TVET and the importance of policy dialogue. She also stressed the importance of the informal sector in Africa and the responses given by Korea. She pointed out that responses, as far as access and attractiveness of TVET are concerned, are still a challenge.

Other questions of importance raised during the debates dealt with:

- Enhancement of competencies and students' proficiency;
- Transition between school and the job market;
- The focus on how to go from basic education to TVSD, the priority areas to have an integrated private sector and sustainability which is the main theme of the triennial;
- Gender dimension in different subjects and the progress from a low skill TVET to a high skill TVET.

The various responses to challenges include the following:

- TVET is accessible and attractive in Korea as it is an open door for employment;
- Government invested a lot in TVET which is important in the development process and limitation of foreign aid. A solution given by Korea to overcome informal sector, is to design a TVET course of small duration and according the emergency situations.

Other solutions to make TVET successful:

- hiring of persons with strong experience;
- Development of a new system of school industry, free training and development of curricula in TVET because of the changing needs of societies.

### ICT in Education, KERIS

Presenter: **Chulk-kyun Kim, President of the Korea Education and Research Information Service (KERIS)**

Discussant: **Terrezinha Fernandes, AV University and ADEA**

Dr. Kim's presentation and the video projection on KERIS showed the great impact of ICT in the Korean education



system and on its student learning outcomes. As examples of Korea success and impact of ICT, according to the PISA / OECD Korea is one of the top ten countries in the utilization of ICT and all Korean classes have ICT facilities. The development and implementation of National policies (including Master Plans) explain the progress made in the use of ICT.

Despite these commendable achievements, Korea still struggle with lingering challenges including:

- classroom processes still too much centered on the teacher;
- A relatively low average knowledge which makes it difficult to lead to meaningful social and technical changes;
- Lack of motivation and;
- Examination-centered assessment.

In order to overcome these challenges, Korea has chosen a SMART Education Policy (characterized by self-initiation, learning with fun, and adequate resourcing). It also initiated policies focused on (1) student-centered teaching approaches, (2) increase of motivation, (3) better school materials, (3) descriptive and qualitative assessment of students abilities, (4) expansion of creative knowledge, (5) suitable educational system reforms, and improvement of school infrastructure.

Terrezinha Fernandes, the respondent of the session, commended the rich and detailed presentation and raised several issues mainly related to the following:

- The use of e-learning at all levels of education;
- The intervention of the government;
- The different experiences in terms of collaboration;

- The part played by the government or the different sectors in financing;
- Open learning resources, mainly as they relate to volunteering or militancy;
- The issue of power supply breakdowns;
- School external/environmental adverse factors; and
- The low level of knowledge in the part of some teachers.

As a response, Dr Kim made the following observations:

- ICT is used at 100% in school (primary, secondary and higher education) and everywhere. But what varies is the intensity of use;
- Teacher education is established by Government, it is a governmental institution. It is funded by the Ministry of Education and is free of charge and used by all;
- KERIS is funded by the Government ( central-government funding and local-government funding);
- Collaborations between ministries is emphasized;
- KERIS provides content to the nation and translates also resource from MIT (Massachusetts Institute of Technology);
- Capacity building to be ICT compliant
- Minimum package and effects downstream
- Teacher's knowledge is upgraded every three year with 30 credit hours to train teachers;
- To make ICT a success, African countries should make a plan, implement it, Set a follow-up and feedback process, advance , discuss and make adjustments till success;
- Incentives must be set by Governments to reward teachers who perform well in ICT and to promote teachers who have been excellent in primary and secondary education to allow them to perform at the university level too;



- Teaching profession must be respected and valued.

### Education Broadcasting System

Presenter: **Myong-goo Lee, President EBS**

Discussant: **Papa Youga DIENG, Project Manager of the NEPAD e-Schools, the NEPAD information and communication technology (ICT) program**

The presentation highlighted the role of broadcasting in education especially in terms of quality, equality and efficiency. It is the best in enhancing education throughout broadcasting, which made it a model throughout the world. Various stages show that the country started first with the radio and TV, then introduced satellite, multimedia and multichannel.

Ex: EBS contributed to the improvement English in school and helped foster creativity in students by providing high quality education video clips for schools.

Strong collaboration with overseas broadcasters (Norway, Fiji, Turkey, and Saudi Arabia) allowed a quality of education broadcasting.

The following questions were raised by the public:

- The objective of EBS being “quality, equality and efficiency” which are critical to achieve education for all, how the African Learner could benefit from the use of convergent technologies such as radio, television, Internet?

- How can education broadcasting be possible when there are challenges such as impediment to roll out and difficult access to radio?
- How to enhance the quality of the presenter, teacher professionalism?
- How can EBS succeed when contents are different (digital VS analogue contents)?
- How to deal with the lack or absence of electricity?

Several responses were given that could help Africa to overcome the challenges and make programs successful:

- ICT facilities being available in the African continent, it is only a matter of using it, in addition to mobile, to improve the quality of education;
- Focus on what type of content we want to provide no matter what the type of content can be (digital or analogue);
- Exercise strong political will;
- Use Solar panel, whenever possible, to solve lack of electricity;
- Enhance cooperation and collaboration with different ministries (information and communication, education, etc.);
- Use an approach based on minimum mean and maximum of talent and creativity;
- Appeal for help for contents but after having developed own local contents;
- Build strong confidence. It is the key to success and sustainability;
- Appeal to Korean Government which is ready to share.



## What lessons to learn from the Korea-Africa day? What implications in term of policies, programs and practices?

### Lessons

A few basic lessons could be inferred from The Korea-Africa Day.

- First that a meaningful development starts with **going back to the roots of one's culture and way of life**. This is a necessary step to undertake in order to set clear vision, have a leadership committed to the best country's interest and pull together all the various parties involved in nation building and development;
- Second, that **community development and mass literacy are critical steps** to any genuine development; we must start by fulfilling the right to education to everyone before wondering about quality;
- Third, that **Science and technology must go back to the forefront of education** concerns if Africa wants to effectively meet the XXI Century Challenges in this regard, creativity and talent are critical;
- Fourth, that **hard choices have to be made if we want to move on**: this includes choices on languages to use at school, curriculum reforms to conduct on a periodical basis according to changes happening in broader society, designing of master plans and sticking to them for a

significant period of time, funding to support literacy programs and neglected areas to be prioritized;

- Fifth, that **teachers and facilitators should "be respected"** as the key agents in education processes;
- Sixth, that judicious use of resources is critical. In this regard, **foreign aid must be used with caution** and in areas where national capacities have been exhausted;
- Seventh, that "*Yes we can*" attitude must be the Motto for Africa.

### Policy implications

Drawing from these lessons and others a few concrete propositions were made to strengthen cooperation and partnership between Africa and Korea.

1. African talent will be fostered through **Korean support to students and researchers**. GKS (Global Korea Scholarship) will be the venue for such undertaking;
2. **Korea will support TVET and HIED in Africa** through contributing to developing relevant curriculum, training teachers, building infrastructures, consulting and supporting African universities wherever advised;
3. **Africa and Korea will cooperate in science and technology** through joint research, technology development, capacity-building of universities and research institutes as well as through dispatching of Korean university professors and researchers in African campuses as advised;





- 4. The ADEA-Korea partnership will be expanded** by having Korea as member of ADEA Steering committee, as well as through the support of ongoing ADEA programs such as **the Peer Review** and through the launching of new programs such as **the Education Research Award**.

Chairs: Dr Dzingai Mutumbuka, Chairperson, ADEA Dr. Ki-seok Kim, EWB

Reporters: Pr. Ibrahima Bah-Lalya, ADEA Peer Review;  
Shem Bodo, ADEA WGMPS,  
Raky Bal, ADEA WGECD, UNESCO  
BREDA

Held on: Sunday 12 February, 2012

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# Annex 1 - Agenda of the Triennale

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## SATURDAY, FEBRUARY 11

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### 09:00 – 16:30 Diaspora day

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

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### 9:00 – 16:30 Africa-Korea Day

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

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### 08:30 – 13:00 Official Opening Ceremony

Participation of Heads of State of Burkina Faso and invited countries; President of the African Union Commission, and other guests of honor

- Welcoming of Heads of State
- Opening Remarks by Officials



- Interventions by Guest Heads of State
  - Brief introduction to the common thread running through the theme of Triennale
  - 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
- 

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

Presentation

- Africa in 50 years' time
  - Introduction to the logic and common thread of the Program of the Triennale
  - General synthesis report
  - Keynote Address
- 

### **16:30 – 18:00 Plenary Session**

Roundtable on the 4 Pillars of Sustainable Development

Sustainable development entails systemic changes at four dimensional levels: economic, environmental, societal and cultural-political.

- Discussions with the audience
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### **19 :30- 22:00 Diner offered by the Host Country**

## **TUESDAY, FEBRUARY 14**

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### **7:00-8:30 - Side meetings**

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

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### **09:00 – 10:30 Plenary Session - Introduction to Sub-Themes and Parallel Sessions**

Subtheme 1 - Common core skills for lifelong learning and sustainable development in Africa

Subtheme 2 - Lifelong technical and vocational skills development for sustainable socio-economic growth in Africa

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



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

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### **11:00 – 12:30 Presentation by Host Country – Burkina Faso**

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### **14:00 – 16:00 Parallel Sessions (Focus on Sub-theme 1)**

Subtheme 1 - Common core skills for lifelong learning and sustainable development in Africa

- 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

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### **16:30 – 18:00 Plenary Session**

Reporting back from parallel sessions and discussions

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### **18:30 - 20:00 - Side meetings**

Communication as a key dimension of sustainable development

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## **WEDNESDAY, FEBRUARY 15**

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### **7 :00 - 8 :45 - Side meetings**

- Global Partnership for Education Constituency Meeting
- Violence in School

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### **09:00 – 11:00 Session 3 - Focus on Sub-theme 2**

Subtheme 2 - Lifelong technical and vocational skills development for sustainable socio-economic growth in Africa

- 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



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### **11:30 – 13:00 Plenary Session**

- Reporting back from parallel sessions and discussions

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

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### **14:30 – 16:00 Plenary Session**

- Panel and demonstration on ICT and Education:

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### **16:30 – 18:00 Plenary Session**

Panel on Youth Issues

- ICT and Education
- Youth Issues

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

## **THURSDAY, FEBRUARY 16**

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### **7:00-8:45 - Side meetings**

- Employment flagship report on Africa
- Education Sector Monitoring & Evaluation: Brainstorming Session (GPE)

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

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

- 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

09:00 – 11:00      Parallel sessions and Caucus of African Ministers

- 11:30 – 13:00 Plenary Session - Reporting back from parallel sessions and discussions
- 14:30 – 16:00 Plenary Session - Private Sector and Inclusive Growth: Need for a macro-economic framework and the role of education and training
- 16:30 - 18:00 Plenary Session - Roundtable on women's key role in sustainable development: implications for education and training

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### **19:30 -Gala dinner offered by ADEA**

- Fashion show for peace and education
- Commemoration of the 20th anniversary of the Forum of African Women Educationists (FAWE)

## **FRIDAY, FEBRUARY 17**

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### **7:00-8:45 – Side meetings**

- Benchmarking Workforce Development: A New Approach at the World Bank
- Cognitive neuroscience for skills development: Implications for African Human Capital

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

- 09:00 – 10:30 Plenary Session 1 - Ethics, values and governance: the core of sustainable development
- 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
- 14:30 – 16:00 Plenary Session 3 - Developing a Triennale follow-up framework: roles and responsibilities
- 16:30 – 18:00 Way Forward and Closing
- Closing Ceremony

## **SATURDAY, FEBRUARY 18**

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### **9:00-13:00 – ADEA Steering Committee Meeting**

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### **14:00-17:00 – Consultative Meeting on PACTED**



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## Annex 2 - Documents produced for the 2012 Triennale

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

- ▶ 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)
- ▶ Introduction to Key Issues and Findings of the ADEA 2012 Triennale : A Reader's Digest, (Compiled and organized by ADEA Secretariat)
- ▶ Sub-Theme 1: Common Core Skills for Lifelong Learning and Sustainable Development in Africa (Wim HOPPERS and Amina YEKHLEF)
- ▶ Sub-Theme 2: Lifelong technical and vocational skills development for sustainable socioeconomic growth in Africa (George AFETI and Ayélé Léa ADUBRA)
- ▶ Sub-Theme 3: Lifelong acquisition of scientific and technological knowledge and skills for Africa's sustainable development in a globalized world (Kabiru KINYANJUI and Khadija KHOUDARI)

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

- ▶ 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)
- ▶ Evaluation of the Implementation of the Fight Against Corruption Through School Project in Cameroon PHASE 2 (FACTS II) (M. TAMO)
- ▶ Towards Inclusive and Equitable Basic Education System: Kenya's Experience (Evangeline NJOKA; Donvan AMENYA; Everlyn KEMUNTO; Daniel Ngaru MURAYA; Joel ONGOTO and Andrew Rasugu RIECHI)
- ▶ 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)
- ▶ 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)
- ▶ 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-TOURÉ)
- ▶ Science Education for Developing Core Skills Necessary for Scientific and Technological Development – Experiences of Japan and Africa (Atsushi MATACHI)
- ▶ Transnational Study on Core Social Competencies - a Sustainable Contribution to Quality in Education and Social Cohesion in Society (Katrin KOHLBECHER; Annette SCHEUNPFLUNG and Mark WENZ)





- ▶ 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)
- ▶ 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)
- ▶ 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)
- ▶ Generic Work-Related Skills in Education for a Sustainable Development: a Synthesis of UNESCO-UNEVOC and other Publications (Teeluck BHUWANEE)
- ▶ 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)
- ▶ Teacher Professional Development with an Education for Sustainable Development Focus in South Africa: Development of a Network, Curriculum Framework and Resources for Teacher Education (Katrin KOHLBECHER; Heila LOTZ-SISITKA)
- ▶ 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)
- ▶ 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 ADJANOHOON; 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)
- ▶ 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)
- ▶ 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; Dzigbordi Ama BANINI and B. M. GUIDO)
- ▶ Are our children learning? Assessment of learning outcomes among children in Tanzania, Kenya and Uganda (John MUGO and Suleman SUMRA)
- ▶ Systemic Approach to Environmental Literacy: Towards a sustainable Africa (Sushita GOKOOL-RAMD00; Ravhee BHOLAH and Anwar RUMJAUN)
- ▶ 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)
- ▶ 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)
- ▶ 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)



- ▶ Early grade literacy in African classrooms: Lessons learned and future directions (Pablo A. STANSBERY; Carole BLOCH; Amy Jo DOWD; Benjamin PIPER and Barbara TRUDELL)
- ▶ 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)
- ▶ 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)
- ▶ A Case Study of Learning Materials Used to Deliver Knowledge and Skills– or Competency–Based Curricula (in Tanzania) (Herme J. MOSHA)
- ▶ Education in Reconstruction: Promising Practices and Challenges in Four Post-Crisis Countries (Angela ARNOTT and the ADEA WGEMPS team)
- ▶ Qur’anic Schooling and Education for Sustainable Development in Africa: the case of Kenya (ADEA WGEMPS team)
- ▶ School Readiness and Transition in The Gambia (Musa SOWE; Mariavittoria BALLOTTA; Vanya BERROUET; 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

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



(Franklyn LISK)

- ▶ 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)
- ▶ What strategies for reform to lead to professional skills development facilitating access to employment? (Ibra DIENE ; Ndeye NGONE DIOP ; Laly GUEYE )
- ▶ 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)
- ▶ 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)
- ▶ National qualifications frameworks developed in Anglo-Saxon and French traditions: Considerations for sustainable development in Africa (Kaylash ALLGOO; Anne Marie CHARRAUD and James KEEVY)
- ▶ Skills Development for Secure Livelihoods (Katrin KOHLBECHER; Susanna ADAM)
- ▶ Lessons learned from selected National Qualifications Frameworks in Sub-Saharan Africa (Katrin KOHLBECHER; Werner HEITMANN)
- ▶ 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)
- ▶ 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 (Katrin KOHLBECHER; Sonja BELETE; Ivon LABERGE and Gerhard QUINCKE)
- ▶ Flexible Skills Development Harnessing appropriate technology to improve the relevance and responsiveness of TVET (Alison MEAD RICHARDSON)
- ▶ The challenges, issues and current situation regarding agricultural and rural training in Francophone Africa: possible areas for discussion and work (Igor BESSON)
- ▶ The Joint SADC-UNESCO Regional Experience UNESCO BREDA SADC (Lina Maria BELTRAN ESPINOSA; Rosalina MAPONGA; Lomthandazo MAVIMBELA and Saul MURIMBA)
- ▶ 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)
- ▶ 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; Frédérique WEYER)
- ▶ 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)
- ▶ 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

- ▶ Impact of Recent Reforms in Science and Technology: A case of Kenya (Mwangi GITHIRU; James Mwangi KIBURI and David M. NGIGI)
- ▶ Regional Cooperation For Quality Assurance: The IUCEA/DAAD East African Quality Assurance Initiative (Katrin KOHLBECHER; Christoph HANSERT; Mike KURIA and Mayunga NKUNYA)
- ▶ Strengthening Linkages between Industry and the Productive Sector and Higher Education Institutions in Africa (Margaux BELAND; Teralynn LUDWICK and John SSEBUWUFU)
- ▶ Assessment of Southern African Development Community (SADC) Capacity to Implement International Agreements on Environment, Sustainable Development and Education (Katrin KOHLBECHER; Tafadzwa MARANGE; Christopher MASARA; Mutizwa MUKUTE; Heila LOTZ-SISITKA and Tichaona PESANAYI)
- ▶ Offering relevant higher education qualifications in the context of globalisation: Discussing the concept of the 'Centres of African Excellence'. A Background paper (Katrin KOHLBECHER ; Barbara DREXLER; Michael HÖRIG and Thomas SCHMIDT)
- ▶ Identifying the scientific and technological capabilities of the Maghreb countries; meeting the new challenges faced by the region (Hatem M'HENNI)
- ▶ 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)
- ▶ Which technology transfer model should Africa adopt? (Naima ABBADI)
- ▶ Using ODL and ICT to Develop the Skills of The Difficult-To-Reach (Kaviraj S. SUKON; Dev K. BOOJIHAWON; Godson GATSHA and Shireen PANCHOO)





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## Annex 3

### Provisional list of participants

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#### **Invités d'honneurs/ Guests of Honor**

##### **S.E.M Blaise COMPAORE**

Président du Burkina Faso

##### **S.E.M Alassane Dramane OUATTARA**

Président du Côte d'Ivoire

##### **S.E.M. Amadou Toumani TOURE**

Président du Mali

##### **S.E.M. Issoufou MAHAMADOU**

Président du Niger

##### **S.E.M Pascal KOUPOKI**

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