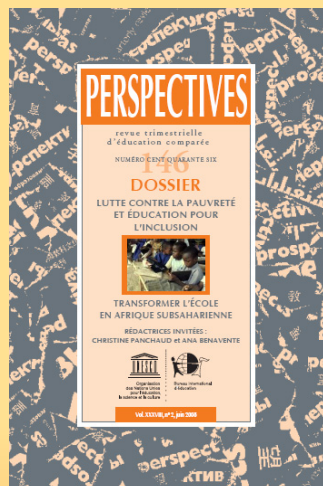


### Prospects No. 146

#### « Poverty Alleviation and Inclusive Education: transforming Schools in sub-Saharan Africa »

The issue no. 146 of Prospects on “Poverty Alleviation and Inclusive Education: transforming Schools in sub-Saharan Africa” constitutes one of the main outcomes of the project to date. It provides an overview of the work carried out from 2004 to 2007 and also addresses the implications of the project outcomes for follow up at different levels.



The articles explore interesting experiences in terms of curriculum innovation, capacity development and effective practices at the school and classroom levels.

#### Selected case studies :

- Implication of local communities in school life (Mozambique)
- Using local languages as languages of instruction (Burkina Faso)
- Schools catering for children in need (Mauritius)
- Accelerated school programmes for children above the legal school age (Rwanda)
- Training of teachers to work in rural areas (Angola)

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Project link:

<http://www.ibe.unesco.org/en/poverty-alleviation.html>



### Curriculum Innovation, Peace Education and Poverty Alleviation in sub-Saharan Africa

UNESCO IBE Project



**INTERNATIONAL CONFERENCE ON EDUCATION (ICE)**  
48th Session

International Conference Centre, Geneva (CICG)  
25-28 November 2008

## UNESCO IBE Project:

### *Curriculum Innovation, Peace Education and Poverty Alleviation in sub-Saharan Africa*

#### **Background**

The project was initiated in 2004 at the request of nine sub-Saharan African countries:

West Africa: **Burkina Faso, Mali, Niger**

Central Africa: **Burundi, Congo, Rwanda**

Southern Africa: **Angola, Mauritius, Mozambique**

By exploring links between the basic education curricula and poverty alleviation, the project aims to contribute to the development of effective strategies of curriculum change in line with improving school organization and teaching and learning methods.

#### *The project teams*

Nine country teams were selected by their respective Ministries of Education, including decision makers; planning, curriculum and teacher training specialists; and school inspectors. The core working groups are being reinforced and expanded in compliance with different topics and approaches. The project has also benefited from the contributions of experts from South Africa, Belgium, Benin, Brazil, Madagascar, Portugal, Rwanda, Switzerland and UNESCO.



Madrid, Spain – January 2008

#### **Partnerships**

The project benefits from the intellectual, technical and financial support of the Spanish Ministry of Education and Science, the Governments of Sweden and Switzerland (Swiss Cooperation for Development – DDC), the Gulbenkian Foundation, the UNESCO EFA capacity development programme, and UNESCO IBE.

#### **Working methodology**

The project is based on participatory approaches involving country teams at national, regional and international levels. Country teams consist of a focal point at the Ministry of Education, curriculum specialists and decision makers. Exchanges among country teams and their productive cooperation in the process of jointly developing the conceptual framework and appropriated research tools were facilitated through international and sub-regional hands-on seminars and field visits. In-between international seminars, the country teams worked at national and sub-regional levels with IBE teams of specialists assisting them periodically.

#### **Inclusion of new countries (2009 and beyond)**

With the support of GTZ/BMZ, six new countries (South Africa, Botswana, Kenya, Guinea, Malawi and Senegal) attended the international seminar in Kigali/Rwanda (13-17 October 2008) with a view to explore the possibilities of including them in the project in 2009.

#### **Outcomes and Papers**

- Country reports and presentations by experts on different topics related to the scope of the project
- Tools to analyze and change the curriculum
- Capacity development packages focusing on processes of educational change, policy dialogue and critical analysis of schools as learning organizations
- Enhanced capacity of national country teams
- Case studies: the experiences of bilingual education in Burkina Faso and the democratic school of Porto Alegre (Brazil)
- The 146<sup>th</sup> issue of Prospects published by UNESCO IBE entirely devoted to presenting the project scope, approaches and outcomes: « *Poverty Alleviation and Inclusive Education: transforming Schools in sub-Saharan Africa* »
- Study carried out in collaboration with GTZ/BMZ on the preparation for life and work in African developing countries, with a focus on analyzing the formal curriculum of basic education (6 out of the 9 project countries were included)



Bamako, Mali – March 2005

#### **Project phases**

- **Analysis of the relationships between the basic education curriculum and poverty alleviation** (exploratory phase, 2004-2005)
- **Exploring curriculum changes to support poverty alleviation with a focus on policy dialogue** (second phase, 2006-2007)
- **Integration of poverty alleviation and peace education in the basic education curriculum** (third phase, 2008-2009 and beyond)

#### **Main activities and prospects**

##### **2004-2008**

- Six international seminars were carried out from 2004 to 2008
- An International Forum was organized to share and exchange on project issues and outcomes
- Hands-on workshops at national and regional levels were organized by country teams
- South-South, and South-South-North cooperation was enhanced

##### **Prospects for 2009**

- Development of a tool to integrate peace education and poverty alleviation in the basic education curriculum (2009)
- Development of national strategies to promote curriculum innovations supporting Learning to Live Together (LTLT)