Annex 1

Background papers

Prepared within the framework of the ADEA study on quality

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<tr>
<td>The role of statistics in improving the quality of basic education</td>
<td>Bernard Audinos, Thierry Lairez, Glory Makwati.</td>
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<td>in Sub-Saharan Africa</td>
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<td>WG NESIS</td>
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<td>Financial management of education in decentralized setting – Mali,</td>
<td>Cherrif Mohammed Diarra</td>
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<td>Nigeria, Uganda</td>
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<td>WG Finance and Education</td>
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<td>Case Study on distance education for teacher education in</td>
<td>Rumajogee R., Jeeroburkhan F., Mohadeb P., Mooneesamy V.</td>
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<td>Mauritius</td>
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<td>The Challenge of Learning: Improving the quality of basic education in Burkina Faso</td>
<td>Niaméogo A, Sawadogo D., Bayala B., Kiemtoré E., Sanou S.</td>
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<td>WG Non Formal Education</td>
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<td>Equity in learning: the gender dimension FAWE</td>
<td>Dorothy A.S. Mbiliny</td>
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<td>Early Childhood Development as an Important Strategy to Improve</td>
<td>Karin Hyde and Margaret Kabiru</td>
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<td>Learning Outcomes</td>
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<td></td>
<td>WG Early Childhood Development</td>
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<td>The role and contribution of higher education to improving the</td>
<td>Obeng E.A., Adu Opare J., Dzinyela J.M.</td>
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<td>quality of primary education: a case study of the Center for</td>
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<td>Research on improving quality of primary education in Ghana</td>
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<td>(CRIQPEG)</td>
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<td>School-self-evaluation: the path to a better school</td>
<td>Dawn Quist</td>
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<td>WG Teaching Profession</td>
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Theme 1: Pedagogical renewal and teacher development

- Pedagogical renewal and teacher development: a Thematic Synthesis  
  Martial Dembélé and Bé Ramaj Miarro II

- Pédagogies et écoles efficaces dans les pays développés et en développement. Une revue de littérature*  
  Gauthier, C., Bissonnette, S., Richard, M. and Djibo, F.

- Pour un encadrement pédagogique et administratif de qualité dans les écoles primaires africaines*  
  Brunet J.P

- Le rôle et la formation des directeurs d'école en Afrique*  
  Kabule Weva

- Teacher Education in Sub-Saharan Africa: Learning from Within and from Without to Improve Policy and Practice  
  Martial Dembelé
## Background Papers (continued)

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<tr>
<td>Improving the Quality of Education in Sub-Saharan Africa by Decentralizing and Diversifying: Involvement and Empowerment for School Citizenship</td>
<td>Boubacar Niane</td>
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<td>Dévolution des pouvoirs à la base, nouvelles responsabilités et développement des capacités locales pour ancrer la « citoyenneté scolaire »</td>
<td>Boubacar Niane</td>
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<tr>
<td>Improving Education Management in the Context of Decentralization in Africa</td>
<td>Jordan Naidoo and Peggy Kong</td>
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<td><strong>Theme 3: Implementation of basic education reforms and Innovations</strong></td>
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<tr>
<td>Thematic Synthesis: Implementation of basic education reforms and Innovations</td>
<td>Kabule Weva</td>
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<tr>
<td>Implantation des réformes au niveau des écoles et des salles de classe*</td>
<td>Kabule Weva</td>
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<td>Capacity building for the improvement of the quality of basic education in Africa</td>
<td>Jeanne Moulton</td>
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<td><strong>Theme 4: Relevance of Education: Adapting curricula and using African languages</strong></td>
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<td>Thematic synthesis. Relevance of education: Adapting curricula and using African languages</td>
<td>Nazam Halaoui</td>
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<td>L’appréciation des coûts des manuels en politique d’intégration des langues africaines*</td>
<td>Nazam Halaoui</td>
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<td>Evaluation et enseignements des expériences d’utilisation des langues africaines comme langues d’enseignement*</td>
<td>Hassana Alidou and Mallam Garba Maman</td>
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<td>Adaptation of school curriculum to local context</td>
<td>Kabule Weva</td>
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<td>L’adaptation des curricula aux situations et réalités locales en Afrique sub-saharienne*</td>
<td>Nazam Halaoui</td>
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<tr>
<td>L’utilisation des langues africaines : Politiques, législations et réalités*</td>
<td>Nazam Halaoui</td>
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<tr>
<td>Universal Primary Education In Multilingual Societies: Supporting its Implementation in Sub-Saharan Africa and beyond. 25 years of experience in German Technical Cooperation</td>
<td>Kurt Komarek</td>
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<td>Supporting quality basic education in SSA: the experience of the World Bank</td>
<td>Jeanne Moulton</td>
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<td>Implementation matters: Exploring its importance for transforming policies and investments into results</td>
<td>Ibrahima Bah Lalya and Richard Sack</td>
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<td>Quels indicateurs pour quelle réduction des inégalités scolaires ?*</td>
<td>Aletta Grisay</td>
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<td>Determinants of Primary Education Quality: What can we learn from PASEC for francophone Sub Saharan Africa?</td>
<td>Katya Michaelova</td>
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<td>Situation of the Learning Achievement: SACMEQ</td>
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<td>The Challenge of Learning: Monitoring Learning Achievement Project</td>
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<td>Elements to assess the quality of primary education in French-speaking Africa</td>
<td>Jean Marc Bernard, Briant et Muriel Barlet</td>
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<td>Accelerating Paths to Quality: A Multi-faceted Reality (IEQ)</td>
<td>Jane Schubert and Diane Prouty</td>
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<td>Monitoring Performance: Assessment and Examinations in Africa</td>
<td>Vincent Greaney and Thomas Kellaghan</td>
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<td>A few lessons learned from the implementation of a curriculum reform</td>
<td>Jacques Plante</td>
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<td>Impact of HIV/AIDS on quality of education</td>
<td>Paul Bennell</td>
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<td>AIDS: a Threat to Educational Quality in Sub-Saharan Africa</td>
<td>Eric Alleman</td>
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<td>Le financement d’une éducation de base de qualité*</td>
<td>Jean Bernard Rasera</td>
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<td>Ensuring Quality of Distance Education: The Case of the African Virtual University (AVU)</td>
<td>Magdallen Juma</td>
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<td>Quality of Secondary Education in Africa (SEIA)</td>
<td>Jacob Bregman</td>
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<td>Save the children us village schools in Mali 1992-2003: A future to quality access?</td>
<td>Deborah Glassman</td>
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*These studies are available only in French.
## Annex 2

### Country case studies

Prepared within the Framework of the ADEA study on quality

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<td>Burkina Faso</td>
<td>Ilboudo Paul</td>
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<td>Antime Mivuba</td>
<td>Utilisation de la langue nationale comme langue d’enseignement. Elaboration et production des manuels des élèves et des fichiers du maître pour l’école primaire au Burundi *</td>
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<td>Cameroon</td>
<td>Yaya Y., Kenne E., Fouda S.P, Mbouba D.</td>
<td>Pedagogical Renewal: Establishment of A New Teaching Approach (NAP) In Primary Education in Cameroon</td>
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<td>Republic of The Gambia, Department of State for Education</td>
<td>Using MLA study to investigate quality factors in private schools</td>
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<td>Guinea</td>
<td>Diané, B., Bah Elhadj A.M, Fofana M., Fofana D., Barry I., Fernandez S</td>
<td>The Reform of Pre-service Primary Teacher Training in Guinea (FIMG): Review-Results of Implementation</td>
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<td>Guinea Ecuatorial</td>
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<td>Stratégies ciblées d’éducation préscolaire*</td>
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<td>Lesotho</td>
<td>Sebatane E M, Lefoka J P, Makhetha L, Motaung L E, Motlomelo S T.</td>
<td>Study of The Provision of Physical Infrastructure And its Impact on Improvement in Primary Education in Lesotho</td>
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<td>Liberia</td>
<td>Tarlowaoh J.A.L.</td>
<td>Accelerated Learning Program</td>
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<td>Madagascar</td>
<td>Ratrema William</td>
<td>Le contrat programme Etat - Ecole / Communauté : une stratégie d’amélioration de la qualité*</td>
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*Please note that some titles and authors are not translated into English.
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<td>Mauritania</td>
<td>Vall Nebghouha Mint Mohamed</td>
<td>An approach to improving educational quality in a reform context</td>
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<td>Dhunookchand S</td>
<td>Pre-vocational education: an impact evaluation</td>
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<td>Namibia</td>
<td>Van Graan M., Pomutí H., Leczel D., Liman M., Swarts P.</td>
<td>Practising Critical Reflection in Teacher Education: Case Study of three Namibian Teacher Development Programmes</td>
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<td>Touré M., Toure M., Abdoul Sow M., Faye M., Touré A.</td>
<td>Le cahier des charges dans le projet d’école : un outil de pilotage de la qualité*</td>
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<td>Sudan</td>
<td>Republif of the Sudan, Ministry of Education</td>
<td>Sudanese Experience in the Development and Evaluation of The Basic Education Curriculums</td>
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<td>Uganda</td>
<td>Eilor, J., Okurut H.E, Martin J. Opolot, Mulyalya C., Nansamba J.F., Nakayenga J., Zalwango C., Omongin O., Nantume O., Apolot F.</td>
<td>Impact of Primary Education Reform Programme (PERP) on the Quality of Basic Education in Uganda</td>
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<td>Zambia</td>
<td>Sampa Francis</td>
<td>Primary Reading Programme in Zambia</td>
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<td>Zanzibar</td>
<td>Abdulla, A. M., Mohammed, S. S</td>
<td>Teacher professional development: a case study of the teacher centres</td>
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Alain Mingat is currently chief economist for the Africa region of the World Bank. Before joining the Bank, he was director of research at France’s National Scientific Research Center and a research scholar at the Research Institute on the Economics of Education at the University of Bourgogne in Dijon. His works deal with the evaluation of various aspects of the way school systems function (in France, Europe and the developing countries) as well as methods of empirical analysis in social sciences and of comparative analysis.

Bart van Uythem. Served as a consultant for the World Bank in the Africa and Latin-America departments, working on economic analysis and project preparation in the area of Human Development. Coordinated for instance the World Bank Country Status Report effort for the education sector in Malawi, while serving also as primary author. Assisted also the governments of Uganda and Guyana with their Education For All-Fast Track Initiative proposal, performing cost analysis and using the World Bank’s financial simulation model to estimate the resource needs to achieve EFA by 2015. Currently working as an official for the European Commission. Prior experience also as a private sector management consultant, working as a manager at KPMG Peat Marwick, among other things. Lived and worked in many countries, several of which in the developing world. Served as a teaching fellow at the Harvard economics department, teaching a tutorial focused on development issues in Latin America. Academically trained as an economist at the Catholic University Leuven (Belgium), complemented by a master degree in public administration and international development from Harvard, and by a master degree in computer aided management from Université Lumière in Lyon (France).

Charlotte Sedel is an economist specializing in education in developing countries. She served for a number of years in Côte d’Ivoire for the French Ministry of Foreign Affairs. Since 2000, she has worked as a consultant for UNICEF, IIEP, UIS and ADEA.

Jane G. Schubert is a Senior Research Fellow at the American Institutes for Research. She has worked in the US and internationally as a teacher, trainer, evaluator and researcher. Recently, her technical efforts have focused on the quality of teaching and learning in developing countries.
Jeanne Moulton has extensive experience in the design, policy formulation, and evaluation of international projects, particularly but not exclusively in education and training. She has helped ministries of education and development agencies do strategic long-range planning and worked with them to assess and formulate strategies for their programs. Her work has also included policy-oriented research. In 2002, she was a principal author of Education Reforms in Sub-Saharan Africa, published by Greenwood Press. She has worked in the regions of Africa, the Middle East, Asia, and Eastern Europe. Her clients include USAID, the World Bank, CARE, and other government and non-government organizations.

John Oxenham «After early experiences with primary schools, youth employment, community development and literacy in Zambia, John Oxenham worked on issues affecting quality in education and training, while based at the Institute of Development Studies, Sussex, and later at the World Bank.»

Jordan Naidoo the Basic Education specialist at Save the Children has extensive classroom experience and expertise in policy analysis; program and systemic evaluation and monitoring; community mobilization, decentralization, governance and democratization in education; and implementing school reform. He has taught in South Africa, and worked at the Education Policy Unit, University of Natal and at the CEPD as a policy analyst and education researcher. From 1999 to 2001 he was a key member of the of the Turning Points School Reform design team at the Center for Collaborative Education in Boston. He has been on a number of evaluation teams and on a USAID design team on basic education reform in Egypt. Most recently he has been a coordinator responsible for the theme of Decentralization and Education Management in the Association for Development of Education in Africa (ADEA), study, Improving the Quality of Education, and has worked at the International Institute for Education Planning (UNESCO, Paris) on issues related to decentralization and school evaluation. Dr. Naidoo received his M. Ed. from the University of Natal, South Africa and Ed. D. from Harvard University Graduate School of Education.

Martial Dembélé is based at the University of Quebec at Montreal where he co-directs a center for international development in education (CIPGL). For about a decade now, his work has been primarily in the area of teacher development and school improvement in various national contexts.

Thomas Kellaghan is director of the Educational Research Centre at St Patrick’s College, Dublin, Ireland. His research interests include assessment and examinations. He served as president of the International Association for Educational Assessment from 1998 to 2001.

Vincent Greaney is an educational consultant and former Lead Education Specialist at the World Bank. His areas of professional interest include national assessment of educational achievement levels, public examination reform, literacy, and textbook content and respect for diversity.