ADEA
Catalogue of Publications
2007
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The catalogue of ADEA publications is available on the ADEA Web site (www.ADEA.net.org) where a selected number of publications can be downloaded (full text). A French version of the catalogue entitled “Catalogue des publications de l’ADEA – 2007” is also available.
Introduction

This catalogue presents publications produced by the Association for the Development of Education in Africa (ADEA) which are outputs of the work of the ADEA Secretariat and the Working Groups. More information on the role and activities of ADEA is given on page 84.

This catalogue is organized as follows

New Titles: All new publications produced in 2006 are listed at the beginning of the catalogue (pages 7-9). Publications by theme/working group: A separate chapter is assigned to the ADEA Secretariat and to each Working Group. Publications within each chapter are grouped by series, and then by date, (the most recent first) or by series number. A short summary of each publication is provided, as well as a link to the URL or working group website whenever available. Indexes: Publications are listed by title, author and country at the end of the catalogue (pages 63-81). Language of publication: Most publications are produced in English and in French, however, some publications exist in one language only. For the catalogue in English, the publications which exist only in French are listed at the end of each chapter. A translation of the French titles into English is provided even when the entire publication has not been translated. A catalogue in French (Catalogue des publications de l’ADEA 2007) is also available.

How to order or obtain publications

Electronic copies: Publications prepared by the ADEA Secretariat can be consulted online though the ADEA website at www.adeanet.org/publications. Some working group publications are also available on the ADEA website or through the working group’s individual website.

Printed copies: Each working group is responsible for the distribution of its own publications. Working group publications may be obtained through the contact address provided at the end of the catalogue (pages 87-89). Printed copies of ADEA secretariat publications may be ordered directly through the Secretariat at the given address (page 89).

Online research and consultation

The ADEA website: www.adeanet.org provides information on ADEA activities. The section on publications, www.adeanet.org/publications, provides a number of search options for publications, documents and the ADEA newsletter. This catalogue, as well as the French equivalent can also be consulted online.
New Titles.................................................................................................................. 7
ADEA Secretariat Publications .............................................................................. 11

ADEA Working Group Publications
   WG on Books and Learning Materials (WGBLM) ............................................. 25
   WG on Distance Education and Open Learning (WGDEOL) ....................... 29
   WG on Early Childhood Development (WGEC) .............................................. 31
   WG on Education Sector Analysis (WGESA) .................................................. 35
   WG on Education Statistics (WGES) ............................................................... 39
   WG on Finance and Education (WGFE) ......................................................... 43
   WG on Higher Education (WGHE) .................................................................. 47
   WG on Non-Formal Education (WGNFE) ....................................................... 53
   WG on the Teaching Profession (WGTP) ......................................................... 57
   WG on Female Participation1 .......................................................................... 61
   WG on Education Research and Policy Analysis2 ......................................... 61
   WG on School Examinations3 ........................................................................ 62

Title Index................................................................................................................. 63
Country Index ......................................................................................................... 70
Author Index .......................................................................................................... 77
About ADEA .......................................................................................................... 85
How to order ........................................................................................................... 87

1.Graduated Working Group/Associate member
2.Dissolved ADEA Working Group
ADEA Secretariat


Education Sector Responses to HIV and AIDS: Learning from good practices in Africa

Growth and Expansion of Private Higher Education in Africa

Education for Rural People in Africa

Achieving Education for All: Good Practice in Crisis and Post-Conflict Reconstruction. A Handbook for Education Policy Makers and Practitioners in Commonwealth Countries


L’éthique de la coopération internationale et l’effectivité des droits humains. Actes du colloque international et inter-institutionnel, Université de Bergame, Italie, 12-14 mai 2005 (The ethics of international cooperation and the effectiveness of human rights. Acts from an international inter-institutional colloquium, at the university of Bergamo, Italy)*

L’Éducation bilingue au Niger (Bilingual Education in Niger)*

The Education Biennale. Sharing and Learning, Visions and Strategies (Video)

Learning and Self Sufficiency: An Adult Literacy Program in Burkina Faso (Video)

Participation and Ownership. A Community in Action in the Democratic Republic of Congo (Video)

Awareness and Discovery: An ECD Program in Uganda (Video)

Leadership and Effectiveness: A Well-Managed School in Guinea (Video)

Kenya: The Teaching Profession UNITED Against HIV/AIDS

See page 11
WG on Books and Learning Materials (WGBLM)


Making Reading Matter: Guidelines for Selecting, Developing and Disseminating Easy Readers for Adults

See page 25

WG on Early Childhood Development (WGECD)


See page 31

WG on Education Sector Analysis (WGESA)

Initiating and Conducting an Experimental Peer Review Exercise in Education in Africa: Mauritius 2000-2005 Educational Reform

See page 35

WG on Education Statistics (WGES)

Towards an Information System for Non-Formal Education: A Practical Guide for Practitioners By CHITANDO, Evans Sibangani and RWEZUVA, Simplisio


See page 39

WG on Finance and Education (WGFE)

Education and Financing in Africa: The Kenyan Case Study

Education Finance in Egypt

Financement de l’éducation au Burundi. (Financing of Education in Burundi)*

See page 43
WG on Higher Education (WGHE)

A Toolkit for Mainstreaming Gender in Higher Education in Africa

Directory of African Higher Education Institutions Responding to the Threat of HIV/AIDS

Higher Education Institutions in Africa Responding to HIV/AIDS. Response of Universities and Colleges to HIV/AIDS

See page 47

* The translation of titles into English (in brackets and grey) is provided for information purposes only
Volume 16, Number 3

Editorial

July-September 2004

GER of 26.8%, compared to an average of 56.6% is, as the studies cited in this issue clearly show, that is not to challenge the priority given to universal nation process at the end of primary school will many consequences, I fi transition rates in Africa will plummet. Among the future developments in African education. The fact The increased harshness of the selection-elimi- of total public spending on education. With a concerned that UPE will not suffi depend on removing the barriers to enter- internal effi already low internal effi challenge of UPE and at the same time expand learning materials and staff. It will also be necessary to increase effi ciency, as well as to raise secondary education? But at this point we run into problems of fea reform in Chili, these confl during the last two decades, almost half of conflicts go well beyond a braking effect and are a issue of deep concern. At the request of the Crisis situations call for urgent interventions to reconstruction and prevention. Conflicts-education equation is an issue of deep concern. At the request of the

Whereas a practically universal access to primary education had been recorded, armed conflicts go well beyond a braking effect and are a issue of deep concern. At the request of the

the situations before and after conflicts during and after conflicts are a

Publications

Domestic and external resources currently mobilized in Africa remain far below what is re-

Secondary Education: the Missing Link

Learning, but in which language?

Education before, during and after HIV/AIDS

Integrating ICTs

Technological infrastructure

• Technological

• Education before,

• Integrating ICTs

• Technological

• Educational

• Infrastructure

• Learning, but in which language?

• Technological

• Education before,

• Integrating ICTs

• Educational

• Infrastructure

• Learning, but in which language?

• Technological

• Education before,

• Integrating ICTs

• Educational

• Infrastructure

• Learning, but in which language?

• Technological

• Education before,

• Integrating ICTs

• Educational

• Infrastructure

• Learning, but in which language?

• Technological

• Education before,

• Integrating ICTs

• Educational

• Infrastructure

• Learning, but in which language?
Biennial Meeting Publications

Every two years, ADEA holds the Biennale on Education, a major event for cooperation in the field of education in Africa. The Biennales bring together African Ministers of Education, funding agencies, NGOs, CSOs and education professionals and researchers. Each meeting focuses on a theme of main concern for the development of education in Africa. ADEA publishes the proceedings of the meetings and compiles, in a separate volume, the papers and studies that were presented and discussed.

New

The ADEA Biennial Meeting held in Gabon in 2006 explored the three main themes of: effective literacy programs, effective schools and improvement of quality, as well as ECD programs that can be scaled up in Africa. 536 people from 38 countries in sub-Saharan Africa took part in the meeting, including 41 ministers and deputy ministers and 108 officials. Also in attendance were representatives of various development agencies, foundations, non-governmental organizations and civil society organizations, as well as researchers, academics and resource persons from Africa and elsewhere. This document gives an account of the proceedings of the meetings.
ADEA Secretariat 2006. ISBN: 978-92-9178-075-4. Also exists in French
Available online at: http://www.adeanet.org. How to order: page 89

The Challenge of Learning: Improving the Quality of Basic Education in Sub-Saharan Africa. Document prepared for the 2003 ADEA Biennial Meeting (Grand Baie, Mauritius, December 3-6, 2003)
This book is based on 22 country case studies documenting experiences with quality improvement programs in Africa, forty background papers and a review of unpublished African literature. It summarizes research findings on quality and quality improvement, equity and gender and documents changes in the way external agencies help countries make progress towards the EFA goals. It reviews experiences in sub-Saharan Africa related to the following issues: “Investments in inputs that are most cost-effective”; “Curriculum reforms to enhance relevance”; “Changes in instructional strategies and teacher development to improve school effectiveness”; and “Differentiation of programs and diversification of providers to improve equity of results”. It explores how the emphasis on quality and equity affect the way education systems are financed and managed, and how student’s learning progress is measured and monitored. Finally it provides a strategic framework for quality improvement. A summary of this book also exists (ISBN: 92-9178-052-9)
Available online at: http://www.adeanet.org. How to order: page 89

This publication is a report of ADEA’s 2003 Biennial Meeting which explored the theme of “Improving the quality of education”. A number of country case studies and documents prepared by education specialists, working groups, and bilateral and multilateral agencies were presented and discussed. Close to 400 participants including 35 ministers and deputy ministers were present at the meeting which was held in Grand Baie, Mauritius.
Available online at: http://www.adeanet.org. How to order: page 89
Reaching Out, Reaching All: Sustaining Effective Policy and Practice for Education in Africa, and Promising Educational Responses to HIV/AIDS. Papers from the ADEA Biennial Meeting (Arusha, Tanzania, October 7-11, 2001)


How can educational policies and practices that have proved effective be scaled up and sustained? This question, examined in depth by ADEA in 2000-2001, is reviewed in these pages, which bring together the major documents presented at ADEA's 2001 Biennial Meeting. Among the topics covered are: “Scaling up educational reforms”; “The role of communication for increasing participation by the stakeholders”; “Educational networks in Africa”; “Leading educational programs; the impact of HIV/AIDS on education”; and, “Identifying the most promising approaches for overcoming HIV/AIDS through education”.


Available online at: http://www.adeanet.org. How to order: page 89

Reaching Out, Reaching All: Sustaining Effective Policy and Practice for Education in Africa, Fighting HIV/AIDS. Proceedings of the ADEA Biennial Meeting (Arusha, Tanzania, October 7-11, 2001)

ADEA's 2001 Biennial Meeting reflected on how to sustain and expand policies and practices that have proved effective. This document gives an account of the proceedings of the meeting which took place in Arusha, Tanzania, October 7-11, 2001.


Available online at: http://www.adeanet.org. How to order: page 89


The 1999 Biennial Meeting focused on lessons learned from successful African experiences. This report is the synthesis of case studies from 26 country teams and 7 ADEA Working Groups. The case studies are the outcome of an exercise referred to as the “Prospective, Stocktaking Review of Education in Africa”, where ADEA asked all African Ministries of Education and ADEA Working Groups to identify initiatives that have been successful in addressing issues of access, quality, and capacity building.


Available online at: http://www.adeanet.org. How to order: page 89


This document gives an account of the proceedings of the Biennial Meetings held in Johannesburg, South Africa in 1999. During this meeting, sub-Saharan African countries were challenged to identify and analyze what has worked in tackling the issues of access, quality and capacity building. Twenty-six countries and seven ADEA working groups participated in the exercise. The findings were presented and discussed in Johannesburg.


Available online at: http://www.adeanet.org. How to order: page 89

Partnerships for Capacity Building and Quality Improvements in Education. Papers from the ADEA Biennial Meeting (Dakar, Senegal, October 1997)


The ADEA Biennial Meeting in Dakar, Senegal, provided an opportunity to look into the notion of ‘partnerships’ in building capacities and improving the quality of education. This included developing common understandings on the actions and responsibilities of the partners. This volume comprises papers that were presented and discussed at the meetings. It explores the different aspects of partnerships by looking at the mechanics involved, its theory and practice. Attention is given to both domestic
and international partnerships. Drawing from concrete examples, the issues of capacity building and partnerships for quality improvement are also addressed.


Available online at: http://www.adeanet.org. How to order: page 89

Partnerships for Capacity Building and Quality Improvements in Education.

Proceedings of the ADEA Biennial Meeting (Dakar, Senegal, 14-18 October 1997)

This document gives an account of the ADEA Biennial Meeting which was held in Dakar, Senegal in October 1997. The theme was: “Partnerships for Capacity Building and Quality Improvements in Education”. Three panels organized during the Biennial Meeting explored the following topics: “The theory and practice of partnerships”; “Partnerships for capacity building”; and “Partnerships for quality improvement”.


Available online at: http://www.adeanet.org. How to order: page 89

Formulating Education Policy: Lessons and Experiences from Sub-Saharan Africa. Six Case Studies and Reflections from the DAE Biennial Meetings (Tours, France, October 1995)


This document explores the processes of policy development in several African countries and presents lessons learned from education policy formation in six countries: Benin, Ghana, Guinea, Mauritius, Mozambique and Uganda. In addition to the six case studies, the book provides an analysis of the process of policy formation which itself can have a profound impact on the direction, viability and success of national education reform.

Edited by the DAE (Donors to African Education (original name of ADEA)), 1996. Electronic version available on the ADEA website in English and in French.

Available online at: http://www.adeanet.org. How to order: page 89

Formulating Educational Policy in Sub-Saharan Africa: Proceedings of the DAE Biennial Meetings (Tours, October 18-22 1995)

The second Biennial Meeting was held in Tours, France, from October, 18-22, 1995. The meeting was attended by 92 ministers and senior government officials representing 45 countries in sub-Saharan Africa. As well as 103 participants from 43 bilateral or multilateral development agencies, foundations and other bodies. This document provides a summary of the main sessions and topics discussed.

Edited by the DAE (Donors to African Education (original name of ADEA)), 1996. Also exists in French.

Available online at: http://www.adeanet.org. How to order: page 89

Issues in the Implementation of Education Sector Programs and Projects in Sub-Saharan Africa, with reflections from the DAE Task Force Meetings (Angers, France, October, 1993)

This paper discusses the implementation of policies, programs and projects to improve education in sub-Saharan Africa. Seven areas of concern are identified: the national context in which the efforts to improve education are undertaken; the goals of donors, governments, and interest groups; the characteristics of program and project design; the governments’ and donors’ capacities to implement these efforts; project “ownership” the management and administration of project funding; and, the contribution that monitoring and reporting makes to implementation.

Edited by the DAE (Donors to African Education (original name of ADEA)), 1994. Out of print. Electronic version available on the ADEA website. Also exists in French.

Available online at: http://www.adeanet.org. How to order: page 89

DAE's 1993 Task Force meeting held in Angers, France, was ADEA's first Biennial Meeting. The meeting focussed on issues related to the implementation of education projects in Africa. This publication is a report of the proceedings of the meeting.

Edited by the DAE [Donors to African Education (original name of ADEA)], 1994. Electronic versions are available at the ADEA website in English and in French.

Available online at: http://www.adeanet.org. How to order: page 89

African Experiences, Country Case Studies

This series of books highlights promising experiences that are taking place on the African continent. The case studies are generally carried out by teams within African Ministries of Education and concern a wide variety of subjects: experiences related to access, equity, relevance and effective management and use of resources; strategies to scale up and sustain effective policies and practices; promising initiatives to fight HIV/AIDS and to improve the quality of education.

Impact of the Primary Education Reform Program (PERP) On the Quality of Basic Education in Uganda

By EILOR, Joseph; WEVA, Kabule (Country Coordinator); and KINYANJUI, Kabiru (ADEA Coordinator)

Members of the country team: OKURUT, Martin OPOLOT, Cathbert MULYALYA, Jane NANSAMBA, J. NAKAYENGA, C. ZALWANGO, O. OMONGIN, O. NANTUME, F. APOLOT

This publication presents the results of a study of the Uganda Primary Education Program (PERP), which was launched in 1993 to redress the declining quality of basic education. The study highlights the design of PERP, its objectives, implementation strategies and process; and results obtained. Furthermore, it describes initiatives related to the implementation of PERP. The main ones include: The Teacher Development and Management System (TDMS); Universal Primary Education (UPE); Education Management Information System (EMIS); the Medium Term Budget Framework (MTBF) and the Sector-Wide Approach (SWAp) in the Education Sector.


Available online at: http://www.adeanet.org. How to order: page 89

An Approach to Improving Educational Quality in Mauritania

By HAMOUD, Abdel; WEDOUD, Kamil; NEBGHOUHA, Mint; MOHAMED, Vall (national coordinators); WEVA, Prof. Kabule (ADEA coordinator)

In 2000, Mauritania launched its National Program to Develop the Education Sector (PNDSE). It covers the period 2001-2010 and is aimed at improving the quality of education. This publication describes how Mauritania established a department responsible for implementing strategy, coordination and management of the different activities so as to ensure the universality and sustainability of the reform program. The study also suggests what it considers to be the keys to success: commitment by the authorities; mobilization of actors and resources; political validation of program content on time; and quality of leadership.


Available online at: http://www.adeanet.org. How to order: page 89
Learning Conditions for Quality Education in Benin: Application of the EQF Standards
By AHANHANZO Joseph; AKPAKPO, Victoire; GRIMAUD, Denise G.; ODJOU Janvier with DEWANOU, Honoré (National Research Coordinator); WEVA, Kabule (ADEA Coordinator)

The program was carried out within the framework of primary education reform. The “Fundamental Quality Schools” (Ecole de Qualité Fondamentale, EQF) program was established to enable the definition of quality norms for primary education in Benin. The present study, conducted by a team within the Ministry of Primary and Secondary Education demonstrates how EQF was defined and developed. It presents results obtained and lessons learned between 1996 and 2001 in Benin’s primary schools. Research coordinated by the ‘Direction de la Programmation et de la Prospectve’ of the Ministry of Primary and Secondary Education, Benin. African Experiences, Country Case Studies No 7. ADEA Secretariat, 2005. ISBN 92-9178-066-9. Also exists in French.

Investigating Quality Factors in Private Schools in the Gambia
By NJIE Fatou, BOUYE Baboucarr, JALLOW Muhammed, GAYE Jawara, SEY Pap, SANNEH Momodou, JATTA Nuha, JOHN-CESAY Anna and JOOF Ibrahim, with NDONG-JATTA Ann-Therese, BOJANG Karamo, SIRE-JALLOW Yaya (Advisors for the study in The Gambia) and NAIDOO, Jordan (Thematic Coordinator).

As part of an Education For All (EFA) 2000 Assessment, the Gambia conducted a Monitoring of Learning Achievement (MLA) study to assess the conditions that influence learning. The study sought to answer why private schools performed better than government and mission schools during the MLA survey and similar national assessments. The findings suggest that school management style, availability of basic teaching and learning resources, the quality of monitoring and supervision and professional support provided for teachers may be major factors explaining the disparities in performance. Research coordinated by the Republic of the Gambia; Department of State for Education. African Experiences Country Case Studies series No. 6. ADEA Secretariat, 2005. ISBN: 92-9178-059-6. Also exists in French.

Practicing Critical Reflection in Teacher Education in Namibia
By POMUTI, Hertha; LECZEL, Donnakay; LIMAN, Mohammed; SWARTS, Patti; VAN GRAAN, Mariana

This study looks at how critical reflection has been used in three teacher training programs in Namibia: the pre-service Basic Education Teaching Training Diploma (BETD); the in-service BETD program; and self-assessment of schools and teachers using critical reflection in schools (SIP) in four regions of Northern Namibia. There is evidence that critical inquiry has influenced the classroom practices of BETD graduates and is providing them with skills that they apply in their teaching. In the SIP schools it has also been found that the scores awarded by teachers to themselves were very close to those attributed by the external observers. Research coordinated by The National Institute for Educational Development (NIED): Namibia. African Experiences Country Case Studies Series No. 5. ADEA Secretariat. 2005. ISBN: 92-9178-058-8. Also exists in French.

Zambia’s Primary Reading Program (PRP): Improving Access and Quality Education in Basic Schools
By SAMPA, Francis K.

Zambia’s Primary Reading Program (PRP) uses a variety of approaches to teaching literacy. These include “Zambian New Breakthrough to Literacy”, which uses the seven local languages to teach initial literacy skills. Reading and writing tests conducted in 1999 before the program started and repeated in 2002 show encouraging results. Generally the reading levels of pupils in Grades 1 and 2 improved from 30% to 68%. Children are able to read at two grades above their expected grades in local Zambian languages and at their appropriate grades in English. The PRP has been rolled out from pilot stage to covering the whole country. The ministry also has a financial plan for sustaining the program after international assistance terminates. Research coordinated by The Ministry of Education, Zambia. African Experiences Country Case Studies series. No.4 ADEA Secretariat, forthcoming 2005. ISBN: 92-9178-055-X. Also exists in French.
Improving the Quality of Nomadic Education in Nigeria: Going Beyond Access and Equity

By TAHIR, G.; MUHAMMAD, N.D. and MOHAMMED, A.M. with ATOLAGBE, Samuel A.B. (National Coordinator) and HALAOUI, Nazam (ADEA Coordinator)

The Nomadic Education Program (NEP) was designed to give nomads access to high-quality basic education. The study describes efforts to provide basic education to 3.1 million school-age children of the nomadic people of Nigeria. It elaborates on the innovative approaches used to improve teacher training, adapt the curriculum and create new materials using local languages. The goals targeted, strategies employed and results obtained are also described.


Available online at: http://www.adeanet.org. How to order: page 89

Senegal’s “Faire-Faire” Strategy: Decentralizing the Management of Education and Diversifying Supply

By DIOP, Ibra; FAYE, Waly; GUEYE, Cheikh Pathé; HÉNAINE, Saleh; MARA, Mamadou; NDIAYE, Boubacar with NIANE, Boubacar (Thematic Coordinator) and NDIAYE, Alassane (National Coordinator)

The fall in the economic growth rate, along with a galloping population rate and rampant urbanization, leading to increased demand for social services, the Senegalese Minister of Literacy and National Languages prepared a strategy to respond to the challenges and in particular that of the quality and relevance of instruction. In doing this, he opted to decentralize the management of education and diversify its supply based on a partnership between the state and civil society.


Available online at: http://www.adeanet.org. How to order: page 89

Guinea’s Pre-Service Primary Teacher Training Reform: Assessing Implementation

By BAH, Elhadji Alpha Mamadou; DIANÉ, Baba, FOFANA, Misabou; FOFANA, Djibril; BARRY, Ibrahima; FERNANDEZ, Sékou; BAH, Kadiatu; with THIAM, Faoura (National Coordinator); and DEMBÉLÉ, Martial (Thematic Coordinator)

The massive recruitment of primary school teachers for the 10 years ahead is an objective of many African Ministries of Education. This study describes the way in which the officials in Guinea took on the challenge to train over 2,000 teachers per year, given that until 1997 Guinea was only able to train 200. This resulted in the lack of teachers and low rates of schooling. This study describes the positive results of a two-year model based on the dual system of professional training, conceptually oriented by active pedagogy, learning-centeredness, reflective practice, and socio-constructivism.


Available online at: http://www.adeanet.org. How to order: page 89

The Redeployment of Teachers in Guinea: Operational Management and Results

By CONDE, Alamath; and SOW, M. A.

The report describes how Guinea carried out the redeployment of its teaching staff between 1992 and 1993, drawing attention to the social and political aspects. As a result of this experience, significant efficiencies were developed that led to increased enrollments in both urban and rural schools without increased costs. Further to the success of the first edition prepared in 1996, this second edition provides a more complete and comprehensive report on Guinea’s experience. It includes additional, updated information, highlights issues related to management and communications, and brings to light the results obtained since the teacher redeployment process was completed.


Available online at: http://www.adeanet.org. How to order: page 89
Uganda: The Integration of Child Soldiers into the School System
By KAYIHURA, Colonel K.
This document describes the objectives and strategies which were used to integrate a number of child soldiers from the National Resistance Army into the school system. It outlines the steps taken to make the program operational, its successes, the difficulties encountered and the lessons learned. Although the process of integrating child soldiers in Uganda was dictated by the country’s own circumstances, it may serve as a useful example for other countries facing similar circumstances.
Available online at: http://www.adeanet.org. How to order: page 89

Country-Led Aid Coordination in Ghana
By SAWYERR, H.
Countries in Africa are hard pressed to provide basic educational services in a context of many demands and scarce resources. External funding is thus important for African educational development. However, a major criticism of foreign aid is that it is donor-driven. In the early 1990s, Ghana initiated a process to gradually reform its relationship with funding agencies. The process is documented in this ADEA Successful Experience paper written by Hon. Mr. Harry Sawyerr, former Minister of Education of Ghana.
Successful Experiences Series. ADEA Secretariat, 1997. Also exists in French.
Available online at: http://www.adeanet.org. How to order: page 89

Outputs from conferences

New
Education Sector Responses to HIV and AIDS: Learning from good practices in Africa
Prepared by RISPEL, Laetitia with LETLAPE, Lebogang and METCALF, Carol
This document reviews the background and the proceedings of the Africa regional workshop which was organized jointly by the Commonwealth Secretariat and ADEA on 12-14 September 2006 in Johannesburg, South Africa. The aim of the workshop was to provide a forum for sharing and reviewing HIV/AIDS good practices in the education sector. The report looks at HIV/AIDS in schools and the impact on teachers and pupils. It reviews the responses made by education and community programs. Recommendations emanating from the workshop apply to teaching and learning materials, curriculum development approaches, teacher training, as well as educational approaches to out of school youth, and community responses to orphans and vulnerable children.

New
Growth and Expansion of Private Higher Education in Africa
Edited by VARGHESE, N.
Both policy support and increasing social demand for higher education have created a supportive environment for the growth and expansion of private higher education institutions in Africa. This publication is based on IIEP research and a policy forum held in 2004 in collaboration with the Association of African Universities (AAU) and ADEA. It analyzes the policy changes that have taken place in a number of African countries in favor of the private sector; both as a reaction to and as a stimulus for the new trends. It examines the patterns in the growth and expansion of private higher education institutions, their management and sources of financing.
Available online at http://www.unesco.org/iiep
New 

Education for Rural People in Africa

Against a background of widespread rural poverty, illiteracy and food insecurity, the FAO, ADEA and IIEP/UNESCO jointly organized a regional seminar on Education for Rural People in Africa to analyze the educational needs of rural people in order to strengthen policies, capacities and investment in ERP and poverty reduction. This publication which draws upon the results of the seminar, analyzes the needs of rural people within their diverse educational contexts and discusses promising ways of using planning and monitoring to respond to EFA and rural development challenges. FAO, UNESCO/IIEP, ADEA, 2006. ISBN: 978-92-803-1295-9. Available for sale from the IIEP; price: 8 euros. To order: info@iiep.unesco.org. Exists in English only.

Available online at: http://www.unesco.org/iiep. How to order: http://www.unesco.org/iiep

New

Achieving Education for All: Good Practice in Crisis and Post-Conflict Reconstruction. A Handbook for Education Policy Makers and Practitioners in Commonwealth Countries

By WILLIAMS, Peter

The publication reviews selected African experiences of education in conflict situations, natural disasters and other difficult circumstances. It elaborates on the role education plays before emergencies occur - including its presence as a factor of exclusion - during crisis situations and the ensuing responses, afterwards in recovery, reconstruction and rehabilitation. This practical guide is intended to foster better understanding of the complex issues and options that exist in decision-making; to share best practice in addressing situations arising from conflict, emergencies, and difficult circumstances; and to mitigate the effects on schooling while fostering a climate of tolerance, gender equality and diversity. Compiled from a Sub-Saharan African Ministers’ conference in June 2004, presented jointly by the Commonwealth Secretariat and the Association for the Development of Education in Africa (ADEA), 2006. Quality UPE Good Practice Series. ISBN 0-85092-805-2 / 978-0-85092-805-. Available for sale from the Commonwealth Institute Price: £8.50

Available online at: http://publications.thecommonwealth.org/publications/

New


This volume brings together reflections of ministers of education, members of UNESCO’s Executive Board and government experts who participated in the meeting. It throws light upon various dimensions of the right to basic education from international, regional and national perspectives, with a focus on Education for All (EFA) as a high priority. It also contains recommendations resulting from the round table and shows how important it is to continue to promote normative action on EFA.


Available online at: http://www.adeanet.org. How to order: page 89

Other Publications

Preparation of the Education Sector Development Program in Ethiopia

By MARTIN, John; OKSANEN, Riitta and TAKALA, Tuomas.

The Education Sector Development Program in Ethiopia (ESDP) is the first phase of a 20 year Sector Wide Approach (SWAP) aimed at increasing access, improving quality, increasing effectiveness, achieving equity and expanding finance at all levels of education in Ethiopia. This report records the results of the ESDP self-assessment and provides all participants—Ethiopia stakeholders, donor representatives and consultants—with an opportunity to reflect and contribute their views on the design and preparation of the ESDP.


Available online at: http://www.adeanet.org. How to order: page 89
Government’s Coordination of Aid to Education: The Case of Namibia
By WILLIAMS, Peter.
This study analyses the situation in Namibia as it stood at the end of 1994 and documents the process that a government can use to coordinate external assistance to the national education system. This can serve as a reference to other African countries as they explore approaches to improved management of external support for their education systems. Although there has since been some reorganization of structures for educational administration and management of external aid in Namibia, and despite changes in government organization, many of the basic principles explored in the study remain valid. Edited by the DAE [Donors to African Education (original name of ADEA)], 1995. Out of print. Available online, exists in English only.

Making Debt Work For Education: How Debt Swaps Can Contribute to African Education
By SARAVANAMUTTOO, Neil and SHAW, C.P.
This document explains debt swaps which have been an alternative for developing countries where the overwhelming volume of debt precludes full repayment of loans. Using charts, graphs and concrete examples, the authors outline the basic prerequisites of eligibility for a swap, as well as mitigating factors and inherent risks. The Technical Annex includes a description of how Zambia managed a US$ 200 million commercial debt reduction through a debt swap. DAE [Donors to African Education (original name of ADEA)], 1995. Out of print. Electronic version available online in English and in French.

Databases and Statistical Profiles

ADEA Profile: Database on ADEA activities (CD-Rom)
ADEA has recently updated and improved the compilation of information on its working groups and programs in 48 sub-Saharan African countries. This database contains information on more than 800 activities, including their results and lessons learned. Profile also lists over 300 references, of which over 200 can be consulted in electronic format. Beneficiary countries can also be consulted by activity as well as through the names and roles of agencies/organizations associated with ADEA. Profile also contains the names and addresses of nearly 1500 contacts from more than 500 organisations/agencies/African ministries of education who participate directly or indirectly in ADEA activities. ADEA Secretariat, 2004. The information in this database can be consulted in English and in French

ADEA PRISME contains information on education projects in sub-Saharan African countries. This descriptive database contains information from 28 funding agencies covering more than 2000 projects in 48 countries of sub-Saharan Africa. The database was originally designed to foster greater coordination among funding organizations. PRISME 2005 can be consulted through a user friendly, interactive program, running under Windows 95 and above. It is an updated version of the data contained in PRISME 2000 (ADEA Prisme 2000 – Program and Project Information System on Education (CD-ROM and User’s Guide), ADEA, 2002. ISBN: 92-9178-034-0. ADEA Secretariat, 2006. ISBN: 92-9178-067-7. On-line version is available on the ADEA web site. Also exists in French.

Available online at: http://www.adeanet.org. How to order: page 89
Audio-Visual Productions

Videos are produced by ADEA mainly for its Biennial Meetings which are an opportunity to share and learn from promising experiences taking place in sub-Saharan Africa and other regions of the world. For the 2006 Biennale, ADEA produced four films to illustrate the following themes: effective literacy programs; successful and affordable early childhood development programs; parent and community participation; school leadership. For its 2001 Biennial Meeting, ADEA showed two videos documenting innovative approaches to EFA in El Salvador, Guatemala, India and Bangladesh.

New The Education Biennale. Sharing and Learning, Visions and Strategies
ADEA’s main mission transpires throughout this film, which was shot during the ADEA Biennale in Libreville, Gabon, March 27-31, 2006. The Biennales, which are a major event for education in Africa, are a high point of ADEA’s mission and an exceptional forum for dialogue and sharing of educational visions and strategies. They are also a unique venue gathering Ministers of Education and officials from African Ministries of Education, representatives from international development agencies, regional organizations, NGOs, and civil society organizations, education researchers and specialists.

New Learning and Self Sufficiency: An Adult Literacy Program in Burkina Faso
This film on literacy in Burkina Faso, reports on a small village of around a hundred inhabitants, approximately 30 young men and women — the main village workforce — who take part in an experimental literacy program. In addition to the adjustments due to the learning process (reading, writing and arithmetic), the family life and that of the village is also transformed.

New Participation and Ownership. A Community in Action in the Democratic Republic of Congo
This film is based in a poor suburb of Kinshasa where the parent/students association and the local community have been working together for over a decade towards the construction and management of the primary school, including teachers’ salaries. This film shows how, despite setbacks, (such as a teachers’ strike) the group pursues plans for the project, parent participation being, once again, the principal source of financing.

New Awareness and Discovery: An ECD Program in Uganda
In a small mountain village inhabited mainly by war refugees, the women, together with UNICEF, have worked together to create a childcare centre for pre-school children from 2-5 years. The children will be given the solid beginnings to an education which will prepare them for the future. The functioning of this childcare centre is based on a vast network of solidarity: the parents benefit in turn from all the advantages that this network offers: literacy training, information on health, assistance, and support in financing their projects, and more…
Leadership and Effectiveness: A Well-Managed School in Guinea

This film focuses on a Guinea primary school, where the headmistress chose to improve the level of teaching of all the primary school teachers in the school. Training was provided at the school itself, and the teaching methods were upgraded and reinforced. The headmistress also called upon other community networks and partnerships (pupil/parent associations, neighborhood cooperatives, NGO’s) to contribute to the enhancement of the project.


Sharing and Learning: El Salvador and Guatemala

Produced and directed by ECOLIVET, Katrina J.

This documentary film presents Education for All strategies set up in Guatemala and El Salvador, which formed part of a broader effort to establish peace after several years of civil war. The reforms reflect both the government’s political determination and the strong desires of the communities to improve school coverage and the quality of learning among disadvantaged groups, particularly in rural areas.


Sharing and Learning: Bangladesh and India

Produced and directed by ECOLIVET, Katrina J.

This documentary film presents the results of two innovative educational programs in Bangladesh and India, which have achieved important progress in terms of access and equity in education. Great attention is given to training the teachers who subsequently benefit from on-going support and supervision systems as well as regular further education. This large-scale program gives ample liberty to local districts to define their own needs and priorities.


Kenya: The Teaching Profession UNITED Against HIV/AIDS

Produced and directed by ECOLIVET, Katrina J.

This film documents the experiences and strategies implemented by a network of HIV positive teachers in Kenya to fight against stigma and discrimination at the workplace. It highlights the work done to counter discriminatory practices and to gain acceptance and recognition within the schools and in the education sector as a whole. The HIV positive teachers portrayed in the film provide examples of hope for professionals, demonstrating that one can live a productive and fulfilling professional life in the face of HIV infection.


How to order: Through the ADEA secretariat, address on page 89
Publications available in French only
Translation of titles, (in brackets) is provided for information purposes only

New

L’éthique de la coopération internationale et l’effectivité des droits humains. Actes du colloque international et inter-institutionnel, Université de Bergame, Italie, 12-14 mai 2005 (The ethics of international cooperation and the effectiveness of human rights. Acts from an international inter-institutional colloquium, at the university of Bergamo, Italy)
Under the direction of GANDOLFI Stefania; MEYER-BISCH, Patrice and TOPANOU, Victor. UNESCO, and ADEA; 2006.
Available online at: http://www.adeanet.org. How to order: page 89

New

L’éducation bilingue au Niger (Bilingual Education in Niger)
Available online at: http://www.adeanet.org. How to order: page 89

ADEA Web site

www.ADEAnet.org

A number of documents and publications can be downloaded from the ADEA web site. These include: ADEA publications, meeting documents, the ADEA Newsletter and ADEA’s monthly Bulletin of News briefs. A few ADEA databases are also accessible on-line: PRISME, SPESSA, CV EXPERTS
The web site is accessible at www.adeanet.org.
New


*By HUGO, Nadine*

There is a desperate shortage of relevant material written in indigenous languages for children from birth to 9 years throughout Africa. This publication has been written to encourage writers, publishers and book selectors to write, publish and select more locally-produced material of quality for children in Africa. Although this publication is focused on the South African ECD book industry as an example of what is available and should be available, the lessons in best practice that can be extracted from this text transcend language and context and are relevant to the rest of Africa.


How to order: page 87

New

**Making Reading Matter: Guidelines for Selecting, Developing and Disseminating Easy Readers for Adults**

*By THUMBADOO, Beulah*

This document highlights the key processes and approaches involved in successfully selecting, developing and disseminating easy reading material for adults. It is based in no small part on the experiences of a civil society organization, the ERA Initiative, which was active in South Africa during the 1990’s. It also draws on experiences from Asia, Africa and Canada. Making Reading Matter asks questions and raises issues that need to be considered in order to ensure that the materials required for adults wanting to improve their reading proficiency are as relevant and appropriate to their needs as possible. It is a useful handbook for communities and agencies working towards the improvement of adult literacy.


How to order: page 87
Changing Public/Private Partnerships in the African Book sector
By BRICKHILL, Paul; CHIRWA, Chris & LINDAHL, Bengt
This study documents the trend towards the increasing liberalisation of the publishing and bookselling industry and the decentralization of book selection and procurement to school level in different parts of Africa. It highlights the development of different kinds of public/private partnerships that reflect this fundamental change in textbook procurement, and calls on Governments to create better enabling environments for their book industries to flourish.

Crossing Borders: Adapting educational materials for other countries: The Soul City Choose Life Project
By PERLMAN, Harriet
Crossing Borders highlights the key processes and approaches involved in successfully adapting print materials for use in other countries. It is based on Soul City’s recent innovative work in this area and identifies lessons learned from taking materials that have been developed in one context for use in another. Crossing Borders asks questions and raises issues that need to be considered in order to ensure that the materials you adapt are as relevant as possible to the people who will use them. It is full of practical ideas and tips for people involved in planning and managing the adaptation process.

Making Book Coordination Work!
By SALZANO, Carmela
This book synthesizes recent moves to coordinate book sector planning and development. It describes the changing scenario in which book sector coordination has become necessary, and raises the key issues that need to be confronted as ad hoc committees or working parties become more established. Examples are drawn from stakeholder experience in the public, private and NGO sectors in Burkina Faso, Cameroon, Ghana, Guinea, Malawi, Mali, Mozambique, Namibia, South Africa, Tanzania, Uganda, Zambia, and Zimbabwe. The insights that emerge from the synthesis should provide inspiration for all those interested in the establishment of a book coordination structure in their countries.

Upgrading Book Distribution in Africa
Edited by READ, Tony; DENNING, Carmelle and BONTOUX, Vincent
The quest for an equitable textbook distribution system represents one of the key challenges facing governments in sub-Saharan Africa today. This study tries to bridge the gap between what is happening and what is possible. It provides a comparative analysis of the key policy issues affecting book distribution in Africa, drawing on major case studies done in Ghana, Guinea, Kenya, Malawi, Niger, and Uganda, and mini studies from Botswana, Burkina Faso, Cameroon, Chad, Côte d’Ivoire, Mali, Senegal, Tanzania, and Togo. This study includes key options that policy makers need to consider in developing national frameworks for efficient textbook delivery. It represents the most comprehensive survey of efficient textbook distribution in Africa for over a decade.
Gender-Sensitive Editing
By SIFUNISO, Monde et al.
Materials used both inside and outside school continue to suffer from gender stereotyping and bias. This handbook was originally intended for publishers and editors involved in developing popular reading material. It has been expanded into a training manual for use by a wide range of professionals involved in materials development. The training modules have been designed for use in workshop situations, and are accompanied by a pack of laminated training cards that can be used in different combinations by trainers or for self-study purposes.

Financing Textbooks and Teacher Training Materials
By DA CRUZ, A.J.; GEORGE, T.A.; GNAHORE, F. Z.; KOUAKOU, F.K.; MENDONÇA, P.; READ, A.; SEHLABI, C. and SIMÃO, M.
The provision of relevant, good quality, affordable school textbooks is a key educational objective. Yet few children have access to the books they need in order to underpin effective learning. Despite funding agency contributions, free textbook supply from primary through secondary level can be problematic as a long-term solution. At the same time, the costs of learning materials continues to be prohibitive for many parents. This book examines the key issues in funding provision of textbooks and training materials through individual country perspectives from The Gambia, Lesotho, Mozambique and Côte d’Ivoire, and describes the different strategies adopted in order to provide a cost effective, equitable and sustainable book funding system.

Books for Schools: Improving Access to Supplementary Reading Materials in Africa
edited by ROSENBERG, Diana.
Limited access to books and to library services has had a profound effect on education in Africa. This book explores the provision of supplementary reading materials in a number of African countries. It reveals how high expectations, ambitious plans and individual efforts have frequently been stunted by inadequate planning, resources and infrastructure, and lack of follow-up in the form of training for teachers in teaching with books. Most of the studies conclude that the way forward is to develop a viable local publishing industry in tandem with improved training for teachers.

Expanding the Book Trade Across Africa: A Study of Current Barriers and Future Potential
By MAKOTSI, Ruth with MUSONDA, Flora et al.
In spite of the expansion of publishing in Africa over the past decade, few countries are able to provide the full range of good quality, relevant material that a growing reading public requires. In the struggle to combat illiteracy, there have been persistent calls for more cross-border trade and co-publishing ventures. However, book access is thwarted from reaching its full potential by the taxes and legislative procedures that affect the growing book trade both within and between countries. Based on research in ten African countries and in selected regional economic community organizations, this joint ADEA/ APNET (African Publishers’ Network) publication identifies the barriers and puts forward solutions that are applicable throughout the continent.

A Bibliography of Publishing and the Book Chain in Sub-Saharan Africa – 1997
edited by ZELL, Hans M.
The bibliographies of the book chain in sub-Saharan Africa supplement the ‘Publishing and Book Development in Sub-Saharan Africa: An Annotated Bibliography, by Hans Zell and Cécile Lomer’, published in 1996. They record, annotate and classify literature on the subject which has appeared since the main

An Introduction to Publishing Management
By MONTAGNES, Ian.
This introduction to publishing management sets out the basics of efficient, economical and prudent management of time and money in publishing. It is intended to equip African publishers with techniques that will contribute to success, whether they are tendering for contracts or competing in a completely open market.

The Economics of Publishing Educational Materials in Africa
By BGOYA, Walter; BILLANY, Nigel; LUJANEN, Marta; NOONAN, Richard; PAAJANEN, Timo and SYRJÄNEN, Eero.
The quality of education depends to a large degree on the availability of textbooks. To what extent is this perception honoured by the actions of educational policy makers? Using research from a wide range of African countries, the authors examine the issues and provide an understanding of the publishing process and market.

Cost-Effectiveness of Publishing Educational Materials in African Languages
edited by WOODHALL, Maureen.
New ground is broken in providing case studies of an under-researched aspect of education policy. Research conducted in five African countries (Gambia, Madagascar, Namibia, Senegal and Zambia) examines, within a cost-effectiveness framework, the advantages and problems of learning in a local or national language vs. learning through a second, foreign language.

Publications available in French only
N.B. Translation of titles, (in brackets) is provided for information purposes only

Distance Education and Open Learning

Publications

Costing Distance Education and Open Learning in Sub-Saharan Africa: A Survey of Policy and Practice

This document presents and explains the logic of costing DEOL programmes as well as various factors that influence costs and approaches to costing. It focuses on exploring ways in which to avoid the symptoms of weak financial planning. Key concepts and approaches to financial planning for distance education are outlined. The report explores some key mistakes that have been made in financial planning in different contexts. Twelve case studies of costing in DEOL programmes were conducted and summarized. Appendices also include case studies showing costing of actual DEOL programmes which provide helpful reference examples.

ADEA Working Group on Distance Education and Open Learning; the Commonwealth of Learning; South African Institute for Distance Education (SAIDE), 2005. ISBN: 92-9178-051-0. French version forthcoming.

Available online at: http://www.adeanet.org. How to order: page 87

Technological Infrastructure and Use of ICT in Education in Africa: An overview

By BUTCHER Neil

This overview of existing technological infrastructure and use of information and communication technologies (ICT) in education seeks to explore how ICT can provide support to distance education and open learning in Africa. It provides insights into the major issues and challenges of introducing ICT in education in light of the current structure available, kinds of projects being implemented, as well as the financial considerations for ICT-based educational strategies. It also includes a literature review and examples of current initiatives in open and distance learning.

ADEA Working Group on Distance Education and Open Learning, December, 2003 ISBN: 92-9178-043-X.

Available online at: http://www.adeanet.org. How to order: page 87
Open and Distance Learning in Sub-Saharan Africa. A Literature Survey on Policy and Practice

This document outlines the issues present in sub-Saharan Africa today that must be addressed in order to advance the development of distance education practices particularly in relation to anglophone Africa. It examines key aspects of distance education in the continent: its definition, how it can be expanded, its management and administration, curriculum and course design and quality assurance. This review describes the associations that promote distance education and includes several case studies from 10 countries (Botswana, Ghana, Kenya, Mauritius, Mozambique, Namibia, Nigeria, South Africa, Uganda and Zambia). Suggested quality indicators for most of the key issues explored in this report are also provided.

ADEA Working Group on Distance Education and Open Learning, 2002. ISBN: 92-9178-039-1. This document exists in English only. A similar study on Francophone Africa exists in French only (see below).

Available online at: http://www.adeanet.org. How to order: page 87

www.ADEAnet.org/wgdeol

Further information on the WG on Distance Education and Open Learning is available at this new website. A number of technical working papers and studies can be consulted.

Publications available in French only

N.B. Translation of titles, (in brackets) is provided for information purposes only

Enseignement à distance et apprentissage libre en Afrique subsaharienne. Etat des lieux dans les pays francophones (Distance Education and Open Learning in Sub-Saharan Africa. The situation in francophone countries). GTEDAL, 2002.

Available online at: http://www.adeanet.org. How to order: page 87
Publications

**New**


The 3rd African conference on early childhood development, of which the general theme was “Moving childhood development forward in Africa”, was attended by 300 participants representing 35 African countries. The conference was led by ADEA WGECD and supported by the Government of Ghana, UNICEF, the World Bank, UNESCO, WHO CG and ECDVU. This document summarizes the proceedings discussions and recommendations. Ministerial communiqués, speeches as well as national action plans and the list of participants are included in the appendix.


How to order: page 87

**New**


This volume contains the papers which were presented and discussed during the ECD international conference, in Ghana in 2005. Topics covered include: Ensuring effective caring practices within the family and community; Women and children, an overview of their situation; Challenges and opportunities for effective caring practices and ECD; Ensuring effective caring practices within families and the community – who is responsible?; Ensuring access and use of quality basic services; and, Ensuring a supportive policy environment.


How to order: page 87
Planning Policies for Early Childhood Development: Guidelines for Action
By VARGAS-BARÓN, Emily

These guidelines provide a toolkit for planning Early Childhood Development policies or policy frameworks. They demonstrate how government planners and institutions of civil society in the fields of health, nutrition, sanitation, education and legal protection can apply an integrated approach to child survival and early childhood development (ECD). The Guidelines present the five basic phases of the planning process, from structuring for success and methods for holding consultations and consensus building meetings to policy adoption and implementation. They explain how to integrate ECD policy planning with other cross-sectoral and sectoral policies and plans. Above all, the Guidelines help nations prepare ECD policies and annual ECD action plans that address critical gaps in services for vulnerable children and guide the development of comprehensive and culturally appropriate ECD programmes.


How to order: page 87

Policy Studies Project papers

Working Group on Early Childhood Development Policy Project: A Synthesis
Report
By TORKINGTON, Kate

This report provides information regarding the background to the setting-up of the policy project, describe the project itself, the case-studies and the Africa ECD Survey. It summarizes the learning from the case-studies and the survey, and assesses the impacts of the project and its implications for the future.


Review of Namibia’s Early Childhood Development Policy and its Implementation
By ASHBY, A.; BERGER, D.; BUTKUS-NDAZAPO, A. and MATJILA, J.

This case study reviews and analyses the Namibia’s Early Childhood Development (ECD) policy, the process of its formulation and progress made towards its implementation.


A Case Study on ECD Policy Development in Ghana
By BOAKYE, J.K.A.; ADAMU-ISSAH, M. and ETSE, Stella
This is a country case-study report on the process of developing a national policy on early childhood development (ECD) in Ghana. The studies aim to critically document and analyze the process leading to the current ECD policy in the country and the progress made in implementing that policy.
How to order: page 87

A Case Study on Early Childhood Development in Mauritius
By BASSANT, V. and MOTI, M.
The aim of the study is to critically document and analyze the process leading to the national ECD policy and the strategies and mechanisms put in place for implementation.
Initiating and Conducting an Experimental Peer Review Exercise in Education in Africa: Mauritius 2000-2005 Educational Reform

The Peer Review report on educational reforms in Mauritius, 2000-2005, assesses the implementation of initiatives undertaken in the fields of access, relevance and achievement. The review, which was conducted by an international team of experts from six African countries and the OECD provides recommendations toward (i) addressing the policy environment; (ii) tackling fundamental policy issues; and (iii) fine-tuning ongoing initiatives. The recommendations, which cover pre-primary to tertiary education, include re-examining the policy of automatic promotion, language of instruction, tutoring, the CEP (certificate d’études primaire), pre-vocational education and other issues. It also recommends bringing tertiary education to the core of the reform process and developing a comprehensive master plan in secondary education with shared responsibility between private and public providers of education.


Available online at: http://www.adeanet.org/wgesa. How to order: page 88

Partnerships between Ministries of Education and International Funding and Technical Assistance Agencies. The Case of Mozambique

By MAROPE, P.T.M. et TAKALA, Tuomas

The aim of this study is to describe and analyze the partnership process and SWAp in Mozambique. It addresses the question of agencies’ weaknesses and commitments and the implications of this for the Ministry of Education. Based on the realities observed, the authors attempt to draw up a typology of agency behavior and actions according to criteria of technical competence and commitment level. The Mozambique experience can serve as a relevant experience to other agencies and ministries of education where there is a SWAp process.


Available online at: http://www.adeanet.org/wgesa. How to order: page 88
By MÁRIO, Mouzinho; BUENDIA, Miguel; KOUVENHÖVEN, Wim; ALBERTO, Adalberto and WADDINGTON, Clotilde.
This review provides summarized analyses for a total of 99 studies, of which 45 were reviewed in depth. It was conducted by a team of university researchers as a contribution to the nation's National Education Sector Strategy (1999-2003). The interviews with a wide range of national and international actors help to deepen understanding of the process of policy formation and the role of sector studies in Mozambique.
Available online at: http://www.adeanet.org/wgesa. How to order: page 88

This review, which is part of a ten-year plan for the development of basic education in Burkina Faso, looks at past education sector analyses, their quality, dissemination and use. In addition to providing historical, documentary and methodological information, this review serves as a platform for dialogue for educational professionals and researchers in the area of educational reform.
Available online at: http://www.adeanet.org/wgesa. How to order: page 88

This publication analyses the sector studies carried out in Lesotho between 1978 and 1999. 139 studies were identified and 80 of them were selected for in-depth analysis. The review team identifies important areas which it considers to have been inadequately addressed, and outlines strategies for future policy dialogue in the context of national educational development in Lesotho.
Available online at: http://www.adeanet.org/wgesa. How to order: page 88

The objective of this review was to analyze the process of education sector analysis related to education sector studies undertaken in Ghana during 1987-1998. The research team identified 149 studies, of which 34 were analyzed in-depth. The analysis concentrates on initiation, methodology, content and recommendations of the studies, as well as on their link with policy-making and their dissemination.
Available online at: http://www.adeanet.org/wgesa. How to order: page 88

Review of Education Sector Analysis in Zimbabwe, 1990-1996
By CHIKOMBAH, Cowden E.M.; CHIVORE, Boniface R.S.; MARAVANYIKA, Obert E.; NYAGURA, Levi M. and SIBANDA, Isiah M.
This national review sought to identify, present and critically discuss education sector studies in Zimbabwe from 1990 to 1996. Special attention was paid to: (i) the process of education sector analysis; (ii) the relevance of the general themes and methods; and (iii) the policy impact of the studies. The results and main findings of the pilot study are presented in this publication. Recommendations for future education sector work are also given.
Available online at: http://www.adeanet.org/wgesa. How to order: page 88

Studies of Education in Ethiopia, 1994-1997
By WORKINEH, Tilahun; TEFERRA, Tirusew; SHIBESHI, Ayalew and MERCER, Malcolm.
This publication is a report of a pilot study on the coordination of education sector analytical work in Ethiopia. The study was conducted with the European Union Horizon 2000 Initiative with technical assistance from the Working Group on Education Sector Analysis (WGESA). The objectives of the review were to assemble, summarize and provide a critical analysis of education studies and documents produced between 1994 and 1997. A large number of studies were undertaken by Ethiopians.
Available online at: http://www.adeanet.org/wgesa. How to order: page 88
which indicates widespread national capacities in the field. According to the review team, information gathering, analysis and sharing needs to be improved in order to strengthen coordination among all parties in education sector analysis work.


Available online at: http://www.adeanet.org/wgesa. How to order: page 88


prepared by SAMOFF, Joel with ASSIÉ-LUMUMBA, N’Dri Thérèse in collaboration with JALLADE, Lucila; COHEN, Marc and the Steering Committee of WGESA.

This document was developed to provide an overview of the state of education sector analysis in Africa. It provides an analytical overview of the studies, highlights the similarities and differences, as well as the strengths and weaknesses of 104 studies. It summarizes 237 sector/subsector studies undertaken by a wide range of national, international and multi-national institutions. A succinct description of the major focus, findings and recommendations of each report is provided.

DAE Working Group on Education Sector Analysis, 1996. Also exists in French.

How to order: page 88

After Apartheid, What? A Review of Externally Initiated, Commissioned, and Supported Studies of Education in South Africa

prepared by SAMOFF, J.

Well before majority rule was achieved in South Africa, a wide range of external agencies had begun to conduct studies and offer advice on education in the country. The result has been an increasing flow of reports and studies on education, of differing purposes, scopes, lengths and approaches. This document provides an analysis of the different reports which were collected and reviewed up to 1994. It situates the studies in the perspective of South African education and policy, and highlights the major points of convergence and divergence among the studies. An overview of the sixty studies is provided in the form of an inventory which makes them accessible to a wider audience.


Web Site

www.adeanet.org/wgesa

The WGESA website has been refurbished in 2006. Information on the group’s activities can be consulted and meeting reports and publications downloaded.
**NESIS Modules***

**New** Towards an Information System for Non-Formal Education: A Practical Guide for Practitioners

By CHITANDO, Evans Sibangani and RWEZUVA, Simplisio

The training guide aims to provide developers of NFE information systems with the tools and methods for developing and deploying an NFE information system. It covers: Situational Analysis, NFE Information Systems - Pilot Project Design, Analysis of NFE Information Systems Requirements, Towards an Indicators System for Non-Formal Education, Collecting Data on Non-Formal Education, Determinants of Data Quality.


How to order: page 88

**New** EMIS Capacity & Priority Identification: A WGES Web-based Country Survey for Ministry of Education personnel in Sub-Saharan Africa

As part of its continuing capacity building efforts in the area of education statistical information systems, the survey was carried out to assess the capacity levels of the Education Management Information Systems (EMIS) units in the Ministries of Education of participating countries. It looked at Institutional information, including data collection mandates and reporting hierarchy, data collection and processing steps, human and technical resources involved in statistical information systems, information services, publication, dissemination and use of statistical outputs, as well as good practices, challenges and country priorities. This survey report highlights the findings, comments on them and makes observations where appropriate.


More information online at: http://nesis.intoweb.co.za/en/

*Nesis Modules: The modules featured here are products of NESIS (National Education Statistical Information Systems). This program is the core activity of the Working Group on Education Statistics.*
Website Development & Hosting (Revised Edition)

By BODO, Shem

This publication stems from sessions of a workshop on Website development which focused on using modern communication tools to enhance interaction among countries, working groups and the NESIS branches. A first edition was printed in 2002. (Website development and hosting, 2002. ISBN: 92-9124-027-8) The manual outlines the criteria for hosting and developing websites, as well as a tutorial on website development. The revised edition incorporates inputs from the peer review workshops for English speaking countries held in Harare in 2004.


Available online at: http://www.adeanet.org. How to order: page 88

Education Management Information Systems (EMIS), an overview

By WAKO, Tegegn Nuresu

The objective of this training manual is to lay down the scope, structure, responsibilities of a management in an EMIS office in the ministry of education in sub-Saharan Africa. It is intended for managers that assume new responsibilities in the area of EMIS management. The manual can also be used as a working document by professionals in the EMIS centers of ministries of education, or as a reference guide for staff working in the field of data collection, processing, analysis and dissemination work at regional and sub-regional offices of ministries of education.


How to order: page 88

Indicators of Educational Disparity

By WAKO, Tegegn Nuresu

The objective of this document is to explain the methods of calculating disparity indicators to be used in compiling or organizing indicators reports. Its aim is to enable users to gain necessary skills for measuring the extent of inequalities that exist among different groups. It outlines the methodology of calculating indicators on the level of inequality and so doing also addresses the levels of equality. Data discussed in this guide are categorized by regions, urban vs rural, and gender.


How to order: page 88

Basic Indicators of Education Performance

By WAKO, Tegegn Nuresu

This training manual was prepared to provide personnel working at different administrative levels in the field of education, with basic skills on calculating commonly used education indicators. The manual, which is accompanied by a spreadsheet application on diskette - includes indicators on access to education, extent of coverage and internal efficiency. The most commonly used indicator of quality is also presented, and examples are calculated using a commonly used spreadsheet package (Excel 2000).


How to order: page 88

Communicating in Cyberspace

By BODO, Shem

This manual is the fruit of a workshop held in Nairobi in February 2002 on statistics, publications and information systems. It focuses on various aspects of cyberspace communication, in particular online communication, and online learning. A chapter is also devoted to etiquette in network usage as well as gender issues related to online communication.


Available online at: http://www.adeanet.org. How to order: page 88
Education Finance
This module was prepared to facilitate the often complex and difficult process of collecting statistical information on expenditure and financing of educational systems. The module is comprised of two manuals: the Technical Reference Manual offers a conceptual framework for establishing a coherent system of collection and processing of information on educational expenditure. The Management Manual describes how to set up and operate an information system.

How to order: page 88

Database Development
This module covers the design, development and management of an education statistical database. The main emphasis is on the conceptual design and issues to consider when developing an application for statistical data-processing. Using a model questionnaire for the annual survey of primary schools, the module provides a guide to creating corresponding tables, defining relationships between the tables, designing data entry forms and reports. Good-practice guidelines, a training manual on using the relevant software and examples are included.

Available online at: http://www.adeanet.org. How to order: page 88

From Diagnosis to Action Plan
This module provides guidelines for conducting a systematic diagnosis of national education statistical information systems and formulating an action plan in accordance with the diagnostic findings. It contains instructions on how to conduct a survey of consumers and producers of statistics, guidelines for summarizing the survey results, a step-by-step outline for writing a national action plan and a set of model questionnaires for consumers and producers. The module is geared towards education statisticians, planners, systems developers and other experts interested in statistics for education planning and management.

Available online at: http://www.adeanet.org. How to order: page 88

Records Management
School records management is an integral part of a national education statistics information system, as the records at the school level are the original source of much of education statistics. The Records Management module contains good practice guidelines and models and examples of school records pertaining to pupils, teachers, facilities, materials and finance.

Available online at: http://www.adeanet.org. How to order: page 88

Data Collection
This module gives a general introduction to the design and management of an annual school survey. It contains “good practices” for designing data collection questionnaires and procedures, within a model country setting. The proposed procedures assume an administrative structure starting from school, to district, province/region and finally the Ministry of Education headquarters. Experiences from nine pilot/test countries have been included.

Available online at: http://www.adeanet.org. How to order: page 88

Education Indicators
The Education Development Indicators module is a technical guide providing computer analysis tools and a model of a database application for the development of indicators. The methods and tools of this module also enables the statisticians and planners to easily produce an indicators report on education access, participation, efficiency and disparities.

Available online at: http://www.adeanet.org. How to order: page 88
Other publications


The data and information presented in this report are based on national assessments which encompass statistical indicators and policy reviews of basic learning needs from early childhood to adulthood. It provides useful insight into EFA activities in sub-Saharan Africa over the past ten years and points to where progress can be, or has been achieved. This report reinforces the dialogue on basic learning needs in order to develop strategies for the twenty-first century.


Available online at: http://www.adeanet.org. How to order: page 88

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Newsletter

**NESIS Newsletter**

The Working Group on Education Statistics (WGES) has launched its own newsletter which is available online at the WGES NESIS website.

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Web site

http://nesis.intoweb.co.za/en/

The Working Group on Education Statistics Web site provides information on WG activities, in particular, the NESIS program. The NESIS technical modules and other information can be downloaded.
New

Education and Financing in Africa: The Kenyan Case Study
By AYAKO, Aloys B.; KATEMBU, Titus M.; NZOMO, Juliana W.; and MONYONCHO, John K.M.
This study is part of a series which analyses the best practices used in managing and allocating resources, and evaluating the education sector. This study explores ways of reinforcing the capacity and competence of the Ministry of Education in Kenya in building a framework for collaboration, information exchange and the optimal use of financial resources. It highlights challenges in determining financing, countering imbalances between personnel and non-personnel salaries, poor management of resources and lack of accountability, and effectively handling centralized budgeting and management systems. The study offers original directions for a comparison with other African experiences.
How to order: page 88

New

Education Finance in Egypt
By EL DIN ZAHIR, Diaa; BAYOUMY, Kamal Hosney; SHUKHEBI, A. El; and KADER, Abdel
The study provides an in-depth analysis of the financing at all levels of education of Egypt. Part I of the study highlights the economic, social, and political context of education, presents a historical perspective on the various educational policies formulated and implemented under the different regimes that ruled Egypt from the beginning of the 19th century to the early 1970s. It also provides an in-depth account of education finance, budgetary procedures at the local educational directorates, underscores issues plaguing the financing of education, and suggests solutions for the improvement of educational finance in Egypt. Part II presents a monograph that analyzes teachers’ wages and suggests alternatives to alleviate their negative impact. Part III reports on the operations related to the construction and the management of school buildings with a special emphasis on their costs.
How to order: page 88
The Financing and Cost of Education in Mauritius

By SUDHOO, A.; MOHAMED, P.; BHOWON, R.; EMRITH, F.; DABEE, R. and RAJABALEE, N.

This book presents the findings of the study carried out by the Mauritius team. It describes and analyses the various strategies for funding of education available and the actual financial resources allocated to develop the various levels of education in the country as well as the global and unit costs and budgetary practices in force. Recommendations are made to improve the financial and budgetary management of African educational systems.


Education Financing and Budgetary Reforms in Africa: The Swaziland Case Study

By AKINKUBE, Oluyele and KUNENE, Vusi

Carried out by a country team of researchers from the Swaziland ministries of education, finance, the university and an assembly of NGO’s, this research project presents the nature and structure of the budgetary reforms carried out over the years. It identifies and analyses the optimal mix of resources as well as the best management and evaluation practices in the Swaziland educational sector in view of contributing to the financial and budgetary management of the educational system.


Policies, Procedures and Strategies for the Allocation of Resources for Education in Sub-Saharan Africa. A Review of the Literature

By CONHYE, Beedeeanun and COULIBALY, Medjamo.

Contrary to other areas of the education sector, research in educational financing raises only timid interest in sub-Saharan Africa. Yet, financing is one of the keys to transforming educational systems into veritable instruments of socio-economic and technical development.

This literature review carries out an examination of budgetary processes and procedures through various national experiences. It includes several financing and cost-sharing experiences at the primary and secondary levels. It also examines non-government financing in the light of the changes that have occurred in recent decades. The paper concludes by proposing future directions for education research.


Kalan Kunda

Kalan Kunda was launched in 2004. Issues are published biannually and in 2 languages (English and French).

Publications available in French only

Please note that the translation of titles, (in brackets) is provided for information purposes only

Financement de l’éducation au Burundi. (Financing of Education in Burundi) By NITONGABO, Jacques; BANDEREMBAKO, Déc; GAHUNGU, Frédéric; BAZIKAMWE, Oscar; KEBEYA, Evariste and GASUHUKE, Jacques. CODESRIA and ADEA 2006.

Le financement dans les systèmes éducatifs d’Afrique sub-saharienne (The financing of education systems in sub-saharan Africa) By RASERA, Jean Bernard; JAROUSSE, Jean Pierre and NOUMON, Coffi Rémy, ADEA Working Group on Finance and Education, 2005.


A Toolkit for Mainstreaming Gender in Higher Education in Africa

This toolkit was developed in an attempt to bridge persistent gender gaps in tertiary education institutions in Africa. Focus is on staff recruitment, student welfare, curriculum development and the general institutional culture. The Toolkit, which comprises ten modules and a literature review, provides practical guidelines on how to initiate a gender-mainstreaming program and establish helpful processes as a means of achieving equitable development.


Higher Education Innovations in Sub-Saharan Africa, (With specific reference to universities)

By ASSIÉ-LUMUMBA N’dri Thérèse; NJUGUNA Ng’ethe; SUBOTZKY, George and SUTHERLAND-ADDY Esi.

“What is the current state of university education in Africa and what is the likely future?” This is a current underlying theme in addressing issues related to higher education in Africa. This report seeks to identify and document higher education innovations currently underway. It is based on several regional surveys whose purpose was to identify significant innovations at institutions and faculties and in six areas deemed critical to the transformation of higher education in Africa namely; responsiveness to societal needs, strategic planning, financing, governance, curricula reform and human resource development. Initiated in mid-2000, this report is part of the ongoing debate on the nature and future of African higher education, based on several regional reports.


Available online at: http://www.aau.org/wghe/publications/AAU_Higher_Education.pdf. How to order: page 88
Promoting Access, Quality and Capacity-Building in African Higher Education. The Strategic Planning Experience at Eduardo Mondlane University
By FRY, P. and UTUI, R.
During the 1990’s, strategic institutional reforms were introduced at Mozambique’s Eduardo Mondlane University. These reforms were intended to expand access to higher education, improve the quality of university teaching and research, and strengthen capacities for institutional planning program implementation, performance monitoring and output evaluation. This report analyzes the efforts made in carrying out the reforms, takes into consideration the historical and political background, and presents the problems and prospects under which the planning process evolved.
Available online at: http://www.adeanet.org. How to order: page 88

Tertiary Distance Education and Technology in Sub-Saharan Africa
By SAINT, William
This paper addresses the question of how African nations might improve the balance between tertiary education, access, and funding, without further sacrifices in quality. It provides a rationale for the potential benefits of tertiary distance education, which can increase educational access and improve quality, while being cost efficient. This rationale is backed up by the use of facts and statistics from distance and tertiary education efforts in numerous countries.
Available online at: http://www.adeanet.org. How to order: page 88

Tertiary Distance Learning in Sub-Saharan Africa. Overview and Directory to Programs
By ROBERTS AND ASSOCIATES
Tertiary Distance Learning in Sub-Saharan Africa is an overview and directory of tertiary level distance learning programs in Africa. The report also describes the current status of tertiary distance learning in Africa, drawing upon papers presented at the eleventh meeting of the Working Group on Higher Education held in Saint Louis, Senegal, October 20-22, 1997.
How to order: page 88

Revitalizing Universities in Africa. Strategy and Guidelines
This report gives practical strategies and guidelines for improving the quality of African universities by internal initiatives through planning. It recommends that governments recognize their universities as important resources, and donor agencies reconsider their stance with regard to investment in higher education.
How to order: page 88

Development of Institute-Specific HIV/AIDS Policy
Since 2001, WGHE has encouraged tertiary institutions in Africa to develop institutional HIV/AIDS policies and has funded a set of 10 of such policies in Anglophone, Francophone and Lusophone institutions, which contain recommendations to the institution’s governing bodies concerning institutional responses to the threat of the epidemic. The policies developed also focus on building management capacities, awareness programs and care and support services.

New Directory of African Higher Education Institutions Responding to the Threat of HIV/AIDS
Between 2003 and 2005, WGHE and partners commissioned a survey on the ‘Responses of Higher Education institutions in Africa to HIV/AIDS’. This directory presents
the profiles of the institutions surveyed, with details of their individual institutional responses.

Available online at: http://www.adeanet.org. How to order: page 88

Higher Education Institutions in Africa Responding to HIV/AIDS. Response of Universities and Colleges to HIV/AIDS
By OTALLA, Barnabas, LUTAAYA, Emmanuel and OCQUAYE Maurice
This report synthesizes the findings and recommendations of an independent survey conducted between 2003-2005, which document institutional responses of universities, polytechnics and teacher training colleges in Africa to HIV/AIDS. It takes stock of the impact of WGHE and other partners’ investment and interventions on HIV/AIDS policies and programs.


A Toolkit for Higher Education Institutions in Africa. Mitigating the Impact of HIV/AIDS
The HIV/AIDS toolkit is a package developed specifically for tertiary institutions with the aim of supporting the development and management of comprehensive institutional responses to HIV/AIDS. The package comprises resource materials on HIVAIDS in the African higher education context, advocacy strategies for use within tertiary institutions, and practical guidelines for the design, management and implementation of HIV and AIDS policies and programs in African higher education institutions


HO Polytechnic HIV/AIDS Policy
This policy document provides an overview of HIV/AIDS in Ghana. It outlines the objectives and fundamental principles, proposes strategic measures to fight HIV/AIDS in a higher education institution. The rights and responsibilities of staff and students is discussed, recommendations in the areas of prevention, care counseling and support are outlined.
HO Polytecnic, Ghana (with support from ADEA/WGHE), September 2005. Available in English only.


NKumba University HIV/AIDS Policy
In addition to outlining objectives in creating an HIV/AIDS policy, this policy report looks at the provision of preventive care and support services and education at campus, outlines the structures for implementing and integrating HIV/AIDS issues into teaching and research, as well as advocacy, networking and collaboration at Nkumba University, Uganda.
Nkumba University, Uganda, (with support from ADEA/WGHE), December, 2002. Available in English only.

Available online at: http://www.adeanet.org. How to order: page 88

HIV/AIDS and Policy
This policy document provides an overview of Kenya’s HIV/AIDS situation, as well as the policies put into place by the Kenya government to contain the scourge. It also highlights the principles and values of the college, the legal issues on HIV/AIDS the rights and responsibilities of the infected and affected, the integration of HIV/AIDS curriculum into teaching and service activities and strategies for intervention
Highridge Teachers College (with support from ADEA/WGHE), July, 2003. Available in English only.

Available online at: http://www.adeanet.org. How to order: page 88
The Mombasa Polytechnic HIV/AIDS Policy
This document, which aims at formulating an HIV/AIDS policy to guide related activities and decisions within the institution, includes components on: The rights and responsibilities of infected and affected employees and students; integrating AIDS issues into the program activities, and providing preventive support services.
The Mombasa Polytechnic (with support from ADEA/WGHE), 2003. Available in English only.
Available online at: http://www.adeanet.org. How to order: page 88

The University of Botswana HIV/AIDS Policy
This document summarizes the University of Botswana’s response to the National HIV/AIDS Policy. The policy applies to all employees and students, the objectives being to educate staff and students to deal with the epidemic and promote activities that result in an HIV-free environment.
University of Botswana, November, 2002. Available in English only.
Available online at: http://www.adeanet.org. How to order: page 88

AAU Papers

Strategic Planning at Selected African Universities, by EKONG, Donald and PLANTE, Patricia. Association of African Universities, 1996. Also exists in French.
For more information contact: http://www.aau.org

For more information contact: http://www.aau.org

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For more information contact: http://www.aau.org

For more information contact: http://www.aau.org

Enhancing Linkages Between African Universities, the Wider Society, the Business Community and Governments, by MWIRIA, Kåemi. Association of African Universities, 1994. Also exists in French.
For more information contact: http://www.aau.org

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For more information contact: http://www.aau.org

For more information contact: http://www.aau.org

World Bank Technical Notes

For more information contact: http://www.worldbank.org

Staff Loss and Staff Retention at Selected African Universities, by BLAIR, Robert and JORDAN, Josephine. AFTHR Technical Note No. 18, the World Bank, 1994. 
For more information contact: http://www.worldbank.org

For more information contact: http://www.worldbank.org

Higher Education in Francophone Africa: Assessment of the Potential of the Traditional Universities and Alternatives for Development, by ASSIE-LUMUMBA, N’Dri Thérèse. AFTHR Technical Note No. 5, the World Bank, 1993. Also exists in French. 
For more information contact: http://www.worldbank.org

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Publications

Achieving Education for All: The Case for Non-Formal Education. Report of a symposium on the implementation of alternative approaches in the context of quality education for all
Edited by OSMAN, Amina
This report of a symposium on the Implementation of Alternative Approaches in the context of Quality Education for All, organized in Burkina Faso by the ADEA Working Group on Non Formal Education, looks at theoretical issues and presents findings of research carried out in Burkina Faso on indicators to measure the effectiveness of the right to education. The second part contains case studies from seven African countries (Gambia, Kenya, Namibia, Nigeria, Senegal, Tanzania, Ethiopia) showing the diversity and potential of non-formal education.
Available online at: http://thecommonwealth.org. How to order: page 89

Non-Formal Education in Urban Kenya, Findings of a Study in Kisumu, Mombasa and Nairobi
By THOMPSON, Ekundayo J.D.
This document reports the findings of a study on 88 Kenyan non-formal schools and centers in Kisumu, Mombasa and Nairobi. Carried out to generate data and information for further understanding of the non-formal sector, the study provides informed measures needed to improve the quality of non-formal education. It is a useful source of information to stakeholders, policy makers and all those involved in providing education opportunities to out of school youth and children.
Available online at: http://www.adeanet/wgnfe.org. How to order: page 89
National Symposium on Non Formal Education (Maputo Mozambique, 12-14 June, 2002)

This Final Report of the National Symposium on NFE, organized by the UNESCO Maputo Office in collaboration with the ADEA WGNFE, includes papers on: Non-Formal Education in Zambia: Experiences of the Working Group on Non-formal Education in Zambia (E. Mumba), Síntese da Intervenção da AAE, Angola (Vítor Barbosa, Non-Formal Education in Uganda, which way?) Patrick Kirya, A Experiência da Alfabetização e da Educação Básica de Adultos em Cabo Verde (Cap Vert) António da Silva; UNESCO Workshop on Non Formal Education (NFE) in Mozambique, Final Report. These reports can be consulted on the WGNFE Website at www.adeanet.org/wgnfe. Available in English only.

ADEA Biennial Meeting: Papers contributed by the WGNFE (Arusha Tanzania, 2001)

Cream Wright, Learning How to Mainstream: Experiential knowledge and Grounded Theory; Thompson, Ekundayo J.-D., Successful Experiences in Non-Formal Education and Alternative Approaches to Basic Education in Africa; Mulugeta Emebete, Mainstreaming and Marginalisation of NFE in Ethiopia; Rosa-Maria Torres, Amplifying and Diversifying Learning: Formal, Non-formal and Informal Education revisited These reports can be consulted on the WGNFE Website at www.adeanet.org/wgnfe Available in English only.


Papers presented at this symposium covered the following themes: Policy framework for NFE and the role of NFE in national development; interfacing of education and implications for access, retention and achievement; sustainable uses of literacy; and the role of post-literacy in creating a literate environment. Several case studies and presentations related to the provision and sustainability of non-formal education are also provided.


The Dynamics of Non-Formal Education - Volume I. Report on the Pre-Biennial Symposium and Exhibition Johannesburg, South Africa, 1-4 December 1999

Prepared by MANNATHOKO, Change, OSMAN, Amina and WRIGHT, Cream

This collection of papers presents the outcome of a symposium on the Dynamics of Non-formal Education (NFE) held in Johannesburg in December 1999. The documents presented covered the following subjects: (1) Policy and planning/management issues of NFE and the overall challenge of lifelong learning (contributions by R. Avenstrup, W. Hoppers, J. Moulton and R. Williams) (2) Examples of NFE programmes, with emphasis on context-specific learning needs and demands (by M. A. Sow, F. Niada, E. Rahman and M.Ibrahim) (3) Conceptual and practical issues of basic literacy and NFE programmes for adults (C. Hoppers, J.D. Thompson, CLUSA and K. Alam).


The Dynamics of Non-Formal Education - Volume II. Papers presented at the Pre-Biennial Symposium and Exhibition Johannesburg, South Africa 1-4 December 1999

Compiled and edited by HOPPERS, Wim; MOULTON, Jeanne and OSMAN, Amina

This report provides a summary of the substantive issues discussed at the pre-biennial Symposium and Exhibition on the Dynamics of Non-Formal Education, held on 1-4 December 1999 in Johannesburg, South Africa. The symposium and exhibition were held at the initiative of the ADEA Working Group on Non-Formal Education (WGNFE) and brought together a diverse group of policy makers, researchers,
How NFE Can Help

Promoting NFE for Youth

The Kenya National presents an overview...
Web site

www.ADEAnet.org/wgnfe
This website provides information on the working group on non formal education. In addition to the titles listed above. A certain number of technical studies and documents can be consulted.
Resource Materials for Multi-Grade Teaching
Edited by QUIST, Dawn
Meeting the goals of providing quality universal primary education remains a major challenge to many countries. Multi-grade teaching is one way in which governments with limited resources can provide all children with a good quality education. This publication on Multi-grade teaching serves as a guide for teachers and teacher trainers and was designed as part of a wider partnership to assist countries to achieve quality universal primary education. It includes 7 modules which cover the following subjects: 1. An Introduction to Multi-grade Teaching; 2. Effective Teaching and Learning in Multi-grade Classrooms; 3. Classroom Management and Organisation; 4. Approaches to Teaching in Multi-grade Classes; 5. Instructional Resources and Resource Management; 6. Assessment and Evaluation; 7. Planning a Programme of Instruction for Multi-grade classes.
Price: £17.50.
How to order: page 89

By KIONDO, Elizabeth
This annotated bibliography of Tanzanian sources of information on teachers’ education and support was compiled to create a comprehensive database of information resources on the subject. The objective was to capture efforts undertaken in Africa to address the problems and practical efforts that have been made. This is a useful guide for education managers, teachers, and various researchers to information sources such as books, research and evaluation reports, journal and newspaper articles, donor and government reports of materials related to teacher education management and support.
How to order: page 89
A Reference Guide for Teacher Managers
By HALLIDAY, Ian G.
This guide highlights procedures and practices aimed at assisting teacher managers. Checklists and references related to teacher management are included. The guide emphasizes the development of good management practices. It can be used to support management training programs for school principals, inspectors/advisors and education officers.


Resource Materials for School Heads
Introductory Module: A User’s Guide
Module 1: Self-Development for Educational Managers
Module 2: Principles of Management
Module 3: Personnel Management
Module 4: Managing the Curriculum and Resources
Module 5: Financial Management
Module 6: Monitoring School Effectiveness
Module 7: The Governance of Schools
An eight module set in the Better Schools series, these modules are intended to help school heads in Africa improve their performance. They can be used in any English-speaking education system in Africa. They are suitable for self-study, distance learning, by peer groups and in workshops, and as a basis for coursework in institutions and faculties of education. They introduce school heads to important aspects of managing a school, from the most basic to the most complex tasks, in a very practical way. The modules were produced by seven Ministries of Education (in Botswana, Ghana, Kenya, Namibia, Nigeria, Uganda and Zimbabwe). Four others (Ethiopia, Sierra Leone, Tanzania and Zambia) participated in the review of the modules. They have been tried among school heads and inspectors, teacher trainers and district officials in several countries.


Developing a Professional Teaching Service
By HALLIDAY, Ian G.
This document presents the rationale behind creating a national teaching council, presents guidelines and recommendations in creating and establishing such a body, and provides pertinent questions and answers on the role and function of a professional teaching service. Particular attention is paid to the management and role of professionally qualified teachers, as well as individuals from various backgrounds, who are assimilated in the education system as teachers.


Resource Materials for School Inspectors
Module 1: A Trainers Guide for the Induction of Newly Appointed Inspectors
Module 2: A Self-Study Guide for Newly Appointed Inspectors
Module 3: A Trainer’s Guide for Inset of Serving Inspectors
Module 4: A Self-Study Guide for Serving Inspectors
Improving instructional work in schools and raising the performance of both teachers and pupils is the responsibility of all the key actors in the education enterprise, including school inspectors and advisors. The school inspectors training modules cover critical areas identified by school inspectors in Africa, and are useful training tools and self-development resource materials. This programme has been developed to help schools understand and implement a system where school inspectors are
carefully recruited and selected, and above all well trained to perform their functions effectively and in accordance with set norms.


How to order: page 89

Progress Through Self-Evaluation: The Path to a Better School
By HOGAN, Joe.
This module supplements two others: Self-Development for Educational Managers; and Monitoring School Effectiveness (see below). The module contributes to the development of an approach to school self-evaluation which encourages the school staff to look at what they are doing in a more systematic and critical way. It provides a first step in the application and practice of school self-evaluation. Three sections are included: An approach to self-evaluation; self-evaluation in the primary school; and self-evaluation in the secondary school.


How to order: page 89

Setting Staffing Standards for Schools
By HALLIDAY, Ian G.
An effective curricula should not only provide a balanced educational diet. It should also be possible to convert it into an efficient timetable which maximizes the use of available staff. This book shows how teacher demand, and consequently, appropriate staffing levels can be determined for secondary schools of different sizes. A short chapter is also included about staffing in primary schools.


How to order: page 89

Legal Frameworks. A Study of the Legal Framework for Teacher Management in Three African Countries: Sierra Leone, Uganda, Zimbabwe
By BITAMAZIRE, G.; CHINERY-HESSE, J.; DUPIGNY, A.; GWAUNZA, E.; LISK, I. and RUKANDA, M.
This report presents the findings of the study on legal frameworks for teacher management in Sierra Leone, Uganda and Zimbabwe and looks at the extent to which they are needed and applied. The overall objective of the study is to identify ways in which existing legislation, regulations, procedures and practices may be made more relevant to the interests of ministries and teachers.


How to order: page 89

By ANIM, N. and HALLIDAY, Ian G.
This document presents the findings of a study on teacher management structures in selected African countries. It identifies the strengths and weaknesses of existing teacher management structures and makes recommendations for their improvement. It also provides some insight into the viability, usefulness and operation of such structures in an attempt to help future reform work.


How to order: page 89

Turning the Tables on Teacher Management
By HALLIDAY, Ian G.
This book is directed at senior administrators and educationalists in Ministries of education and teaching service commissions. It aims to serve as a reference book and training manual, and to stimulate innovative developments in educational management and administration at local level.


How to order: page 89
Teacher Morale and Motivation in Sub-Saharan Africa: Making Practical Improvements

By MAKAU, Ben and COOMBE, Carol.

Prepared in view of assisting country working groups involved in the teacher management and support program, this paper sets out a range of issues which impinge on teacher performance in Africa and suggests possible strategies for tackling fundamental difficulties in practical ways.


How to order: page 89

Newsletter

TEMS News

The newsletter, which previously carried the title Teacher Management and Support (TMS) has now been changed to Teacher Education Management and Support (TEMS). This newsletter is now bilingual (English/French) as part of the re-organization of the WGTP to unify the anglophone and francophone sections.

How to order: page 89

Publications available in French only

N.B. Publications exist only in French. The translation of titles, (in brackets) is provided for information purposes only.

Pour une expertise en management des personnels enseignants (Towards Competent Management of Teaching Staff) par SOLAUX, G.; SUCHAUT, B.; DOGOH-BIBI, P.; ZEBANGO, M.; CONDE, A.


How to order: page 89


How to order: page 89


How to order: page 89
Graduated Working Groups

Female Participation

The Working Group on Female Participation (WGFP), was formed in 1990. It was lead by the Rockefeller Foundation and carried out its activities through four components: Research Priorities for the Education of Girls and Women in Africa, African Academy of Sciences (AAS); Female Education in Mathematics and Science in Africa (FEMSA); Partnership for Strategic Resource Planning for Girls’ Education in Africa, (SRP). Each of these components produced numerous publications. In 2000 the Forum for African Women Educationists (FAWE) became the lead agency for the Working Group. In 2003, the activities of the WGFP were mainstreamed into those of FAWE which continues to play a role within ADEA as a Graduated Working Group/Associate member.

Web site

www.fawe.org
This Web site provides information on FAWE Activities. Publications can be consulted or ordered on-line.

Publications from FAWE, FEMSA, ACAFE can be ordered or downloaded at: http://www.fawe.org

Dissolved Working Groups

Education Research and Policy Analysis


Languages of Instruction – Policy Implications for Education in Africa
This document is the result of a study exploring the use of African languages in education and the policy experience of six African countries: Botswana, Kenya, Mali, Nigeria, South Africa and Tanzania. The study was conducted by three African academics in preparation for the Pan-African Conference on Issues and Perspectives of the Use of African Languages in Education held in Accra, Ghana, August 26 to 30, 1996. Problems experienced in the implementation of programs dealing with languages of instruction as well as lessons learned are summarized in the final chapter.

This publication can be consulted or ordered at www.idrc.org
School Examinations

The Working Group on School Examinations was created in 1989 and dissolved in 1993 at ADEA’s Task Force meeting in Angers, France (October 22-24, 1993).

Using Examinations to Improve Education: A Study in Fourteen African Countries

By KELLAGHAN, Thomas and GREANEY, Vincent

Examinations can considerably influence the nature of learning and teaching. They tend to dictate what is taught and how it is taught. While most examinations serve a number of functions, their main function is to select students for the next highest level of the educational system. In developing countries, their impact is particularly pronounced due to the shortage of places, particularly at the secondary and tertiary levels of formal schooling.

This study presents for the first time a detailed description of the types, functions, performance levels, governance, administration and funding of public examinations in a range of African countries. The report outlines procedures for funding examinations, for constructing, administering and scoring papers, and for reporting results. Guidelines are offered for improving the quality of examinations, and using examinations to improve education. It helps pinpoint the way to raising the level and quality of education of pupils in sub-Saharan Africa.


This publication can be downloaded at www.worldbank.org
A
Achieving Education for All: The Case for Non-Formal Education. Report of a symposium on the implementation of alternative approaches in the context of quality education for all.... 53
ADEA Biennial Meeting: Papers contributed by the WGNFE (Arusha Tanzania, 2001)......... 54
ADEA Newsletter........................................................................................................................................ 11
ADEA Prisme 2006. Program and Project Information System on Education (CD-ROM).... 20
ADEA Profile: Database on ADEA activities. (CD-Rom and User’s Guide) ......................... 20
ADEA Web site www.adeanet.org ............................................................................................................ 23
Adequate and Sustainable Funding of African Universities............................................................. 51
After Apartheid, What? A Review of Externally Initiated, Commissioned, and Supported Studies of Education in South Africa................................................................. 37
Anglophone Synthesis ........................................................................................................................... 42
Approach to Improving Educational Quality in Mauritania (An).................................................... 15
Assembly on Nonformal Education. Dakar, Senegal (12-14 October 1997)............................. 55
Awareness and Discovery: An ECD Program in Uganda................................................................. 21

B
Basic Indicators of Education Performance ....................................................................................... 40
Beyond the Fragments: Donors’ Reporting Systems at the Universidade Eduardo Mondlane, Mozambique and the University of Dar es Salaam, Tanzania...................... 52
Bibliography of Publishing and the Book Chain in Sub-Saharan Africa – 1997 (A).............. 27
Books for Schools: Improving Access to Supplementary Reading Materials in Africa........ 27
Building Consensus for Higher Education Reform in Africa: Some Reflections....................... 52

C
Case Study on Early Childhood Development in Mauritius (A).................................................... 33
Case Study on ECD Policy Development in Ghana (A)................................................................. 33
Challenge of Learning: Improving the Quality of Basic Education in Sub-Saharan Africa. Discussion Paper prepared for the 2003 ADEA Biennial Meeting (Grand Baie, Mauritius, December 3-6, 2003) (The)......................................................... 12
Challenging the Challenger. Understanding and Expanding the Response of Universities in Africa to HIV/AIDS............................................................... 48
Changing Public/Private Partnerships in the African Book sector.............................................. 26
Communicating in Cyberspace ................................................................. 40
Constitutional and Legal Bases of the Right to Education Round Table. Conference of Ministers of Education of African Member States (MINEDAF VIII) .................................................. 19
Consultation on Higher Education in Africa (A) ................................................................. 52
Cost-Effectiveness of Publishing Educational Materials in African Languages .................. 28
Costing Distance Education and Open Learning in Sub-Saharan Africa: A Survey of Policy and Practice .................................................................................................................. 29
Country-Led Aid Coordination in Ghana ................................................................................. 18
Crossing Borders: Adapting educational materials for other countries:
The Soul City Choose Life Project .............................................................................................. 26

D
Database Development ........................................................................................................... 41
Data Collection ....................................................................................................................... 41
Demand, Access, and Equity Issues in African Higher Education: Past Policies,
Current Practices, and Readiness for the 21st Century .......................................................... 51
Developing a Professional Teaching Service ........................................................................... 58
Directory of African Higher Education Institutions Responding to the Threat of HIV/AIDS .............................................................................................................................. 49
Directory to Donor Assistance for African Higher Education .................................................. 48
Dynamics of Non-Formal Education - Volume I. Report on the Pre-Biennial Symposium and Exhibition Johannesburg, South Africa, 1-4 December 1999 (The) .......................... 54
Dynamics of Non-Formal Education - Volume II. Papers presented at the Pre-Biennial Symposium and Exhibition Johannesburg, South Africa 1-4 December 1999 (The) ......................... 54

E
Early Childhood Development as an Important Strategy to Improve Learning Outcomes ........ 32
Economics of Publishing Educational Materials in Africa (The) ................................................ 28
Education and Financing in Africa: The Kenyan Case Study .................................................. 43
Education Biennale. Sharing and Learning, Visions and Strategies (The) ................................. 21
Education bilingue au Niger (L') .............................................................................................. 23
Education Finance .................................................................................................................. 41
Education Finance in Egypt ....................................................................................................... 43
Education Financing and Budgetary Reforms in Africa: The Swaziland Case Study ................................................................................................................................. 44
Education for Rural People in Africa ....................................................................................... 18
Education Indicators ................................................................................................................. 41
Education Management Information Systems (EMIS), an overview ........................................ 40
Education Sector Responses to HIV and AIDS: Learning from good practices in Africa .............. 57
Emerging Role of African Universities in the Development of Science and Technology (The) .. 51
Enhancing Linkages Between African Universities, the Wider Society, the Business Community and Governments ................................................................. 51
Enseignement à distance et apprentissage libre en Afrique subsaharienne.
Etat des lieux dans les pays francophones ............................................................................. 30
Ethique de la coopération internationale et l'efficacité des droits humains (L').
Actes du colloque international et inter-institutionnel, Université de Bergame, Italie, 12-14 mai 2005 .................................................................................................................. 23
Expanding the Book Trade Across Africa: A Study of Current Barriers and Future Potential ............................................................................................................................... 27
Financement dans les systèmes éducatifs d'Afrique sub-saharienne (Le) ................................................. 44
Financement de l'éducation, problématique du partage des coûts et des réformes budgétaires : Cas de l'enseignement primaire et secondaire au Niger (Le) ........................................ 45
Financement de l'éducation au Burundi. (Financing of Education in Burundi) ........................................ 44
Financement de l'éducation au Sénégal (Le) ......................................................................................... 45
Financement de l'éducation et réformes budgétaires au Bénin ............................................................. 45
Financement et gestion financière de l'éducation en Afrique ............................................................... 45
Financial Diversification and Income Generation at ¬African Universities ......................................... 52
The Financing and Cost of Education in Mauritius.............................................................................. 44
Financing Textbooks and Teacher Training Materials......................................................................... 27
Formulating Educational Policy in Sub-Saharan Africa: Proceedings of the DAE Biennial Meetings (Tours, October 18-22 1995) ................................................................................... 14
Formulating Education Policy: Lessons and Experiences from Sub-Saharan Africa. Six Case Studies and Reflections from the DAE Biennial Meetings (October 1995, Tours, France) ........................................ 14
From Diagnosis to Action Plan ............................................................................................................. 41
Future Missions and Roles of the African Universities (The) .............................................................. 52

Gender-Sensitive Editing ........................................................................................................................ 27
Gestion et mobilisation des personnels enseignants dans les pays francophones d'Afrique subsaharienne ............................................................................................................................ 60
Governance Issues in African Universities: Improving Management and Governance to Make African Universities Viable in the Nineties and Beyond ................................................. 51
Government's Coordination of Aid to Education: The Case of Namibia ............................................. 19
Growth and expansion of private higher education in Africa ............................................................. 18
Guinea's Pre-Service Primary Teacher Training Reform: Assessing .................................................. 17

Habitudes de lecture en Afrique subsaharienne et les apprentissages traditionnels.
Bibliographie analytique (Les) .................................................................................................................. 28
Higher Education Innovations in Sub-Saharan Africa, (With specific reference to universities) ...................................................................................................................................................... 47
Higher Education in Francophone Africa: ¬Assessment of the Potential of the Traditional ¬Universities and Alternatives for Development .............................................................. 52
Higher Education Institutions in Africa Responding to HIV/AIDS. Response of Universities and Colleges to HIV/AIDS ............................................................................................................. 50
HIV/AIDS and Policy ............................................................................................................................... 50
HO Polytechnic HIV/AIDS policy ....................................................................................................... 50

Impact of Primary Education Reform Program (PERP) On the Quality of Basic Education in Uganda .................................................................................................................................................. 15
Improving the Implementation of Education Projects in Africa through Ownership.
Proceedings of the DAE Task Force Meetings (Angers, France, 22-24 October 1993) .......... 15
Improving the Quality of Nomadic Education in Nigeria .................................................................... 17
Indicators of Educational Disparity ....................................................................................................... 40
Initiating and Conducting an Experimental Peer Review Exercise in Education in Africa: Mauritius 2000-2005 Educational Reform ................................................................................. 35
Introduction to Publishing Management (An) .................................................................................. 28
Introductory Module: A User’s Guide ................................................................................................... 58
Investigating Quality Factors in Private Schools in Gambia ................................................................. 16
Issues in the Implementation of Education Sector Programs and Projects in sub-Saharan
<table>
<thead>
<tr>
<th>Title/Abstract</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kalan Kunda newsletter</td>
<td>44</td>
</tr>
<tr>
<td>Kenya: The Teaching Profession UNITED Against HIV/AIDS (Video)</td>
<td>22</td>
</tr>
<tr>
<td>Languages of Instruction Policy Implications for Education in Africa</td>
<td>62</td>
</tr>
<tr>
<td>Leadership and Effectiveness: A Well-Managed School in Guinea</td>
<td>22</td>
</tr>
<tr>
<td>Learning and Self Sufficiency: An Adult Literacy Program in Burkina Faso</td>
<td>21</td>
</tr>
<tr>
<td>Learning Conditions for Quality Education in Benin: Application of the EQF Standards</td>
<td>16</td>
</tr>
<tr>
<td>Legal Frameworks. A Study of the Legal Framework for Teacher Management in Three African Countries: Sierra Leone, Uganda, Zimbabwe</td>
<td>59</td>
</tr>
<tr>
<td>Making Book Coordination Work!</td>
<td>26</td>
</tr>
<tr>
<td>Making Debt Work For Education: How Debt Swaps Can Contribute to African Education...</td>
<td>20</td>
</tr>
<tr>
<td>Making Reading Matter: Guidelines for Selecting, Developing and Disseminating Easy Readers for Adults</td>
<td>25</td>
</tr>
<tr>
<td>Module 1: A Trainers Guide for the Induction of Newly Appointed Inspectors</td>
<td>58</td>
</tr>
<tr>
<td>Module 1: Self-Development for Educational Managers</td>
<td>58</td>
</tr>
<tr>
<td>Module 2: A Self-Study Guide for Newly Appointed -Inspectors</td>
<td>58</td>
</tr>
<tr>
<td>Module 2: Principles of Management</td>
<td>58</td>
</tr>
<tr>
<td>Module 3: A Trainers Guide for Inset of Serving -Inspectors</td>
<td>58</td>
</tr>
<tr>
<td>Module 3: Personnel Management</td>
<td>58</td>
</tr>
<tr>
<td>Module 4: A Self-Study Guide for Serving -Inspectors</td>
<td>58</td>
</tr>
<tr>
<td>Module 4: Managing the Curriculum and Resources</td>
<td>58</td>
</tr>
<tr>
<td>Module 5: Financial Management</td>
<td>58</td>
</tr>
<tr>
<td>Module 6: Monitoring School Effectiveness</td>
<td>58</td>
</tr>
<tr>
<td>Module 7: The Governance of Schools</td>
<td>58</td>
</tr>
<tr>
<td>Mombasa Polytechnic HIV/AIDS Policy (The)</td>
<td>51</td>
</tr>
<tr>
<td>National Symposium on Non Formal Education (Maputo Mozambique, 12-14 June, 2002)</td>
<td>54</td>
</tr>
<tr>
<td>Newsletter</td>
<td></td>
</tr>
<tr>
<td>ADEA Newsletter</td>
<td>11</td>
</tr>
<tr>
<td>WGFE Kalan Kunda</td>
<td>44</td>
</tr>
<tr>
<td>WGNFE Newsletter</td>
<td>55</td>
</tr>
<tr>
<td>WGSE NESIS Newsletter</td>
<td>42</td>
</tr>
<tr>
<td>Nkumba University HIV/AIDS Policy</td>
<td>50</td>
</tr>
<tr>
<td>Non-Formal Education in Urban Kenya, Findings of a Study in Kisumu, Mombasa and Nairobi</td>
<td>53</td>
</tr>
</tbody>
</table>
Open and Distance Learning in Sub-Saharan Africa: A Literature Survey on Policy and Practice

Participation and Ownership: A Community in Action in the Democratic Republic of Congo

Partnerships between Ministries of Education and International Funding and Technical Assistance Agencies: The Case of Mozambique

Partnerships for Capacity Building and Quality Improvements in Education. Papers from the ADEA Biennial Meeting (Dakar, Senegal, October 1997)

Partnerships for Capacity Building and Quality Improvements in Education. Proceedings of the ADEA Biennial Meeting (Dakar, Senegal, 14-18 October 1997)

Planning Policies for Early Childhood Development: Guidelines for Action

Policies, Procedures and Strategies for the Allocation of Resources for Education in Sub-Saharan Africa: A Review of the Literature

Politiques de gestion des personnels enseignants dans les pays d’Afrique subsaharienne francophone (Les)

Pour une expertise en management des personnels enseignants

Practicing Critical Reflection in Teacher Education in Namibia

Preparation of the Education Sector Development Program in Ethiopia

Progress Through Self-Evaluation: The Path to a Better School

Promoting Access, Quality and Capacity-Building in African Higher Education: The Strategic Planning Experience at Eduardo Mondlane University

Quality and Relevance: African Universities in the 21st Century


Reaching out, Reaching All: Sustaining Effective Policy and Practice for Education in Africa. Papers from the ADEA Biennial Meeting (Arusha, Tanzania, October 7-11, 2001)

Reaching out, Reaching All: Sustaining Effective Policy and Practice for Education in Africa Fighting HIV/AIDS. Proceedings of the ADEA Biennial Meeting (Arusha, Tanzania, October 7-11, 2001)

Reforming a National System of Higher Education: The Case of Cameroon

Resource Materials for Multi-Grade Teaching

Resource Materials for School Heads (Revised Edition)

Introductory Module: A User’s Guide

Module 1: Self-Development for Educational Managers

Module 2: Principles of Management

Module 3: Personnel Management

Module 4: Managing the Curriculum and Resources

Module 5: Financial Management

Module 6: Monitoring School Effectiveness

Module 7: The Governance of Schools
Resource Materials for School Inspectors
   Module 1: A Trainers Guide for the Induction of Newly Appointed Inspectors .......................... 58
   Module 2: A Self-Study Guide for Newly Appointed Inspectors ............................................... 36
   Module 3: A Trainers Guide for Inset of Serving Inspectors ......................................................... 22
   Module 4: A Self-Study Guide for Serving Inspectors ................................................................... 17

Review of Education Sector Analysis in Burkina Faso, 1994-1999 .................................................. 51
Review of Education Sector Analysis in Lesotho, 1978-1999 ............................................................ 49
Review of Education Sector Analysis in Mozambique, 1990-1998 .................................................. 18
Review of Education Sector Analysis in Zimbabwe, 1990-1996 ....................................................... 36
Review of Namibias Early Childhood Development Policy and its Implementation ......................... 48
Revitalizing Universities in Africa Strategy and Guidelines ................................................................. 59
Revival and Renewal: Reflections on the Creation of a System of Tertiary Education in Ghana .......... 36

S
Senegal’s “Faire-Faire” Strategy: Decentralizing the Management of Education and Diversifying Supply .......................... 59
Setting Staffing Standards for Schools ............................................................................................... 49
Sharing and Learning: Bangladesh India .......................................................................................... 31
Sharing and Learning: El Salvador Guatemala ................................................................................. 36
Staff Loss and Staff Retention at Selected African Universities ...................................................... 22
Strategic Development Plan for Information and Communications Technology (ICT), 2003–2005 .......................................................................................................................... 28
Strategic Planning at Selected African Universities ........................................................................... 58
Stratégies pour le développement d’un secteur éditorial en langues nationales dans les pays du Sahel. Burkina Faso, Mali, Niger et Sénégal .......................................................... 36
Study on Cost-Effectiveness and Efficiency in African Universities .................................................. 40
Studies of Education in Ethiopia, 1994-1997 .................................................................................. 36

T
Teacher Morale and Motivation in Sub-Saharan Africa: Making Practical Improvements .......... 47
Technological Infrastructure and Use of ICT in Education in Africa: An overview ....................... 49
Tertiary Distance Education and Technology in Sub-Saharan Africa .............................................. 29
Tertiary Distance Learning in Sub-Saharan Africa. Overview and Directory to Programs ............ 44
Third African International Conference on Early Childhood Development.
   Third African International Conference on Early Childhood Development.
   TEMS News .................................................................................................................................. 58
   Toolkit for Higher Education Institutions in Africa. Mitigating the Impact of HIV/AIDS (A) ....... 52
   Toolkit for Mainstreaming Gender in Higher Education in Africa (A) ........................................... 52
   Towards an Information System for Non-Formal Education:
      A Practical Guide for Practitioners ............................................................................................... 47
   Turning the Tables on Teacher Management .................................................................................. 40

U
Uganda: The Integration of Child Soldiers into the School System ............................................... 36
Universities in Africa: Challenges and Opportunities of International Cooperation ..................... 58
Universities in Africa: Strategies for Stabilization and Revitalization ......................................... 58
University Governance: Problems and Prospects in Anglophone Africa .................................. 58
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>University in Africa in the 1990’s and Beyond (The)</td>
<td>51</td>
</tr>
<tr>
<td>University of Botswana HIV/AIDS Policy (The)</td>
<td>51</td>
</tr>
<tr>
<td>Upgrading Book Distribution in Africa</td>
<td>26</td>
</tr>
<tr>
<td>USHEPIA – Building a Research Capacity Network in Africa</td>
<td>48</td>
</tr>
<tr>
<td>Using Examinations to Improve Education: A Study in Fourteen African Countries</td>
<td>62</td>
</tr>
<tr>
<td>Website Development &amp; Hosting (Revised Edition)</td>
<td>40</td>
</tr>
<tr>
<td>ADEA Secretariat: <a href="http://www.adeanet.org">www.adeanet.org</a></td>
<td>23</td>
</tr>
<tr>
<td>WGDEOL: <a href="http://www.ADEAnet.org/wgdeol">www.ADEAnet.org/wgdeol</a></td>
<td>30</td>
</tr>
<tr>
<td>FAWE: <a href="http://www.fawe.org">www.fawe.org</a></td>
<td>61</td>
</tr>
<tr>
<td>WGESA: <a href="http://www.adeanet.org/wgesa">www.adeanet.org/wgesa</a></td>
<td>37</td>
</tr>
<tr>
<td>WGNFE: Web site <a href="http://www.ADEAnet.org/wgnfe">www.ADEAnet.org/wgnfe</a></td>
<td>56</td>
</tr>
<tr>
<td>WGSE: <a href="http://nessis.intoweb.co.za/en/">http://nessis.intoweb.co.za/en/</a></td>
<td>42</td>
</tr>
<tr>
<td>Zambia’s Primary Reading Program (PRP): Improving Access and Quality in Basic Schools</td>
<td>16</td>
</tr>
</tbody>
</table>
Bangladesh
Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education in Africa.
   Proceedings of the ADEA Biennial Meeting (Arusha, Tanzania, 2001) ........................................... 13
Sharing and Learning: Bangladesh – India (video) .............................................................................. 22

Benin
Challenging the Challenger – Understanding and Expanding the Response of Universities
   in Africa to HIV/AIDS .......................................................................................................................... 48
Economics of Publishing Educational Materials in Africa (The)............................................................ 28
Formulating Education Policy: Lessons and Experiences from sub-Saharan Africa.
Six Case Studies and Reflections from the DAE Biennial Meetings (1995)...................................... 14
Learning Conditions for Quality Education in Benin: Application of the EQF Standards................. 16

Botswana
Books for Schools: Improving Access to Supplementary Reading Materials in Africa ................. 27
Economics of Publishing Educational Materials in Africa (The)......................................................... 28
Expanding the Book Trade Across Africa: A Study of Current Barriers and
   Future Potential................................................................................................................................. 27
Languages of Instruction. Policy Implications for Education in Africa.............................................. 62
Management Structures – A Study of the Function and Performance of Teacher
Management Structures in Four African Countries: Botswana, Ghana, Zambia, Zimbabwe .... 59
Open and Distance Learning in Sub-Saharan Africa – A Literature Survey on Policy
   and Practice........................................................................................................................................ 30
Upgrading Book Distribution in Africa ............................................................................................... 26

Burkina Faso
Learning and Self Sufficiency: An Adult Literacy Program in Burkina Faso (Video) ..................... 21
Making Book Coordination Work! ...................................................................................................... 26
Review of Education Sector Analysis in Burkina Faso, 1994-1999 ................................................. 36
Upgrading Book Distribution in Africa ............................................................................................... 26

Burundi
Financement de l’éducation au Burundi. (Financing of Education in Burundi) .................................. 44

Cameroon
Economics of Publishing Educational Materials in Africa (The)....................................................... 28
Making Book Coordination Work! ..................................................................................................... 26
Reforming a National System of Higher Education - The Case of Cameroon............................... 48

Cape Verde
Using Examinations to Improve Education: A Study in Fourteen African Countries .................... 62
Chad
Using Examinations to Improve Education: A Study in Fourteen African Countries ............................. 62

Congo (Democratic Republic of)
Participation and Ownership. A Community in Action in the Democratic Republic of Congo ................................................................. 21

Côte d'Ivoire
Economics of Publishing Educational Materials in Africa (The) ................................................................. 28
Financing Textbooks and Teacher Training Materials .................................................................................. 27

Egypt
Education Finance in Egypt ........................................................................................................................................ 43

El Salvador
Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education in Africa – Fighting HIV/AIDS. Papers from the ADEA Biennial Meeting (Arusha, Tanzania, October 7-11, 2001) .............................................................................................................. 13
Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education in Africa. Proceedings of the ADEA Biennial Meeting (Arusha, Tanzania, 2001) .............................................................. 13
Sharing and Learning: El Salvador-Guatemala (video) ..................................................................................... 22

Ethiopia
Economics of Publishing Educational Materials in Africa (The) ................................................................. 28
Preparation of the Education Sector Development Program in Ethiopia ..................................................... 19
Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education in Africa – Fighting HIV/AIDS. Papers from the ADEA Biennial Meeting (Arusha, Tanzania, October 7-11, 2001) .............................................................................................................. 13
Studies of Education in Ethiopia, 1994-1997 ................................................................................................. 36
Using Examinations to Improve Education: A Study in Fourteen African Countries ............................. 62

Gabon
Gestion et mobilisation des personnels enseignants dans les pays francophones d’Afrique subsaharienne ........................................................................................................................................ 60
Politiques de gestion des personnels enseignants dans les pays d’Afrique subsaharienne francophone (Les) ........................................................................................................................................ 60
Education Biennale. Sharing and Learning, Visions and Strategies (The) ....................................................... 21

Gambia
Cost-Effectiveness of Publishing Educational Materials in African Languages ........................................ 28
Financing Textbooks and Teacher Training Materials .................................................................................. 27
Investigating Quality Factors in Private Schools in Gambia ........................................................................ 16
Ghana

Books for Schools: Improving Access to Supplementary Reading Materials in Africa .................. 27
Case Study on ECD Policy Development in Ghana (A) ................................................................. 28
Challenging the Challenger – Understanding and Expanding the Response of
Universities in Africa to HIV/AIDS .................................................................................................. 48
Country-Led Aid Coordination in Ghana ......................................................................................... 18
Economics of Publishing Educational Materials in Africa (The) .................................................. 28
Formulating Education Policy: Lessons and Experiences from sub-Saharan Africa.
Six Case Studies and Reflections from the DAE Biennial Meetings (1995) ............................... 14
Making Book Coordination Work! ................................................................................................. 26
Management Structures – A Study of the Function and Performance of Teacher
Management Structures in Four African Countries: Botswana, Ghana, Zambia, Zimbabwe..... 59
Open and Distance Learning in Sub-Saharan Africa – A Literature Survey
on Policy and Practice .......................................................................................................................... 30
Review of Education Sector Analysis in Ghana 1987-1998 ............................................................ 36
Revival and Renewal: Reflections on the Creation of a System of Tertiary Education
in Ghana .................................................................................................................................................. 52
Upgrading Book Distribution in Africa ............................................................................................ 26

Guatemala

Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education
in Africa – Fighting HIV/AIDS. Papers from the ADEA Biennial Meeting
(Arusha, Tanzania, October 7-11, 2001) ......................................................................................... 13
Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education in Africa –
Fighting HIV/AIDS. Proceedings of the ADEA Biennial Meeting (Arusha, Tanzania, 2001) .. 13
Sharing and Learning: El Salvador-Guatemala (video) ................................................................. 22

Guinea

Formulating Education Policy: Lessons and Experiences from sub-Saharan Africa.
Six Case Studies and Reflections from the DAE Biennial Meetings (1995) .................................. 14
Leadership and Effectiveness: A Well-Managed School in Guinea ............................................ 22
Making Book Coordination Work! ................................................................................................. 26
Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education in Africa –
Fighting HIV/AIDS. Proceedings of the ADEA Biennial Meeting (Arusha, Tanzania, 2001) .. 13

India

Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education
in Africa – Fighting HIV/AIDS. Papers from the ADEA Biennial Meeting
(Arusha, Tanzania, October 7-11, 2001) ......................................................................................... 13
Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education in Africa –
Fighting HIV/AIDS. Proceedings of the ADEA Biennial Meeting (Arusha, Tanzania, 2001) .. 13
Sharing and Learning: Bangladesh – India (video) ......................................................................... 22
<table>
<thead>
<tr>
<th>Country</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>Books for Schools: Improving Access to Supplementary Reading Materials in Africa</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Challenging the Challenger – Understanding and Expanding the Response of Universities in Africa to HIV/AIDS</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Economics of Publishing Educational Materials in Africa (The)</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Education and Financing in Africa: The Kenyan Case Study</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Expanding the Book Trade Across Africa: A Study of Current Barriers and Future Potential</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Kenya: The Teaching Profession UNITED Against HIV/AIDS (Video)</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Languages of Instruction. Policy Implications for Education in Africa</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Non-Formal Education in Urban Kenya, Findings of a Study in Kisumu, Mombasa and Nairobi</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Open and Distance Learning in Sub-Saharan Africa – A Literature Survey on Policy and Practice</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Using Examinations to Improve Education: A Study in Fourteen African Countries</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Upgrading Book Distribution in Africa</td>
<td>26</td>
</tr>
<tr>
<td>Lesotho</td>
<td>Economics of Publishing Educational Materials in Africa (The)</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Expanding the Book Trade Across Africa: A Study of Current Barriers and Future Potential</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Financing Textbooks and Teacher Training Materials</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Using Examinations to Improve Education: A Study in Fourteen African Countries</td>
<td>62</td>
</tr>
<tr>
<td>Madagascar</td>
<td>Cost-Effectiveness of Publishing Educational Materials in African Languages</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Using Examinations to Improve Education: A Study in Fourteen African Countries</td>
<td>62</td>
</tr>
<tr>
<td>Malawi</td>
<td>Economics of Publishing Educational Materials in Africa (The)</td>
<td>28</td>
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<td></td>
<td>Expanding the Book Trade Across Africa: A Study of Current Barriers and Future Potential</td>
<td>27</td>
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<tr>
<td></td>
<td>Making Book Coordination Work!</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Upgrading Book Distribution in Africa</td>
<td>26</td>
</tr>
<tr>
<td>Mali</td>
<td>Books for Schools: Improving Access to Supplementary Reading Materials in Africa</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Economics of Publishing Educational Materials in Africa (The)</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Languages of Instruction. Policy Implications for Education in Africa</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Making Book Coordination Work!</td>
<td>26</td>
</tr>
<tr>
<td>Mauritania</td>
<td>Approach to Improving Educational Quality in Mauritania (An)</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Using Examinations to Improve Education: A Study in Fourteen African Countries</td>
<td>62</td>
</tr>
<tr>
<td>Mauritius</td>
<td>Case Study on Early Childhood Development in Mauritius (A)</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Financing and Cost of Education in Mauritius (The)</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Formulating Education Policy: Lessons and Experiences from sub-Saharan Africa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Six Case Studies and Reflections from the DAE Biennial Meetings (1995)</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Initiating and Conducting an Experimental Peer Review Exercise in Education in Africa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mauritius 2000-2005 Educational Reform</td>
<td>35</td>
</tr>
</tbody>
</table>
Open and Distance Learning in Sub-Saharan Africa – A Literature Survey
  on Policy and Practice .......................................................... 30
Using Examinations to Improve Education: A Study in Fourteen African Countries .......... 62

Mozambique
Beyond the Fragments: Donors Reporting Systems at the Universidade Eduardo Mondlane, Mozambique and the University of Dar es Salaam, Tanzania ................... 52
Books for Schools: Improving Access to Supplementary Reading Materials in Africa .......... 27
Economics of Publishing Educational Materials in ~Africa (The) ........................................... 28
Financing Textbooks and Teacher Training Materials ................................................................. 27
Formulating Education Policy: Lessons and Experiences from sub-Saharan Africa.
  Six Case Studies and Reflections from the DAE Biennial Meetings (1995) ......................... 14
Making Book Coordination Work! .............................................................................................. 26
Open and Distance Learning in Sub-Saharan Africa – A Literature Survey
  on Policy and Practice .................................................................................................................. 30
Promoting Access, Quality and Capacity-Building in African Higher Education –
  Strategic Planning Experience at Eduardo Mondlane University (The) ................................. 49
Review of Education Sector Analysis in Mozambique, 1990-1998  ........................................ 36

Namibia
Challenging the Challenger – Understanding and Expanding the Response of
  Universities in Africa to HIV/AIDS ......................................................................................... 48
Cost-Effectiveness of Publishing Educational Materials in African Languages .................... 28
Economics of Publishing Educational Materials in ~Africa (The) ............................................ 28
Expanding the Book Trade Across Africa: A Study of ~Current Barriers
  and Future Potential .................................................................................................................. 37
Government’s Coordination of Aid to Education – The Case of Namibia .............................. 19
Making Book Coordination Work! .............................................................................................. 26
Open and Distance Learning in Sub-Saharan Africa – A Literature Survey
  on Policy and Practice .................................................................................................................. 30
Practicing Critical Reflection in Teacher Education in Namibia ............................................. 16
Review of Namibia’s Early Childhood Development Policy and its Implementation ............ 32

Niger
Education bilingue au Niger (L’) .................................................................................................. 22
Upgrading Book Distribution in Africa ....................................................................................... 26

Nigeria
Economics of Publishing Educational Materials in Africa (The) ............................................ 28
Expanding the Book Trade Across Africa: A Study of ~Current Barriers
  and Future Potential .................................................................................................................. 37
Improving the Quality of Nomadic Education in Nigeria: Going Beyond Access
  and Equity ..................................................................................................................................... 17
Languages of Instruction. Policy Implications for Education in Africa ................................... 62

Rwanda
Using Examinations to Improve Education: A Study in Fourteen African Countries .............. 62

Senegal
Cost-Effectiveness of Publishing Educational Materials in African Languages ..................... 28
Economics of Publishing Educational Materials in Africa (The) ............................................ 28
Senegal’s “Faire-Faire” Strategy: Decentralizing the Management of Education and Diversifying Supply ................................................................. 17
Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education in Africa – Fighting HIV/AIDS. Papers from the ADEA Biennial Meeting (Arusha, Tanzania, October 7-11, 2001) ................................................................. 13
Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education in Africa. Proceedings of the ADEA Biennial Meeting (Arusha, Tanzania, 2001) ........................................ 13

Sierra Leone
Legal Frameworks - A Study of the Legal Framework for Teacher Management in Three African Countries: Sierra Leone, Uganda, Zimbabwe .......................................................... 59

South Africa
After Apartheid, What? A Review of Externally Initiated, Commissioned, and Supported Studies of Education in South Africa ................................................................. 37
Books for Schools: Improving Access to Supplementary Reading Materials in Africa ......................................................... 27
Challenging the Challenger – Understanding and Expanding the Response of Universities in Africa to HIV/AIDS ......................................................................................................................... 48
Expanding the Book Trade Across Africa: A Study of Current Barriers and Future Potential ................................................................................................................................. 27
Languages of Instruction. Policy Implications for Education in Africa .............................................................................. 62
Making Book Coordination Work! ........................................................................................................................................ 26
Open and Distance Learning in Sub-Saharan Africa – A Literature Survey on Policy and Practice ................................................................. 30
Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education in Africa – Fighting HIV/AIDS. Papers from the ADEA Biennial Meeting (Arusha, Tanzania, October 7-11, 2001) ................................................................. 13

Swaziland
Expanding the Book Trade Across Africa: A Study of Current Barriers and Future Potential ................................................................. 27
Using Examinations to Improve Education: A Study in Fourteen African Countries ................................................................................................. 62
Education Financing and Budgetary Reforms in Africa: The Swaziland Case Study ................................................................. 43

Tanzania
Beyond the Fragments: Donors’ Reporting Systems at the Universidade Eduardo Mondlane, Mozambique and the University of Dar es Salaam, Tanzania ................................................................................................. 52
Books for Schools: Improving Access to Supplementary Reading Materials in Africa ................................................................................................. 27
Economics of Publishing Educational Materials in Africa (The) ................................................................................................. 28
Languages of Instruction. Policy Implications for Education in Africa ................................................................................................. 62
Making Book Coordination Work! ........................................................................................................................................ 26
Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education in Africa – Fighting HIV/AIDS. Papers from the ADEA Biennial Meeting (Arusha, Tanzania, October 7-11, 2001) ................................................................. 13
Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education in Africa. Proceedings of the ADEA Biennial Meeting (Arusha, Tanzania, 2001) ................................................................................................................................. 13
Upgrading Book Distribution in Africa ........................................................................................................................................ 26
Togo
Economics of Publishing Educational Materials in Africa (The) ....................................................... 28
Using Examinations to Improve Education: A Study in Fourteen African Countries ............... 62

Uganda
Awareness and Discovery: An ECD Program in Uganda .............................................................. 21
Formulating Education Policy: Lessons and Experiences from sub-Saharan Africa.
Six Case Studies and Reflections from the DAE Biennial Meetings (1995) ......................... 14
Impact of the Primary Education Reform Program (PERP) On the Quality
of Basic Education in Uganda ........................................................................................................ 15
Legal Frameworks - A Study of the Legal Framework for Teacher Management
in Three African Countries: Sierra Leone, Uganda, Zimbabwe ............................................. 59
Making Book Coordination Work! .............................................................................................. 26
Open and Distance Learning in Sub-Saharan Africa – A Literature Survey on Policy
and Practice ..................................................................................................................................... 30
Uganda: The Integration of Child Soldiers into the School System ........................................ 16
Using Examinations to Improve Education: A Study in Fourteen African Countries ........... 62

Zambia
Cost-Effectiveness of Publishing Educational Materials in African Languages .................. 28
Economics of Publishing Educational Materials in Africa (The) ........................................... 28
Expanding the Book Trade Across Africa: A Study of Current Barriers and Future Potential .......................................................... 27
Making Book Coordination Work! .............................................................................................. 26
Open and Distance Learning in Sub-Saharan Africa – A Literature Survey on Policy
and Practice ..................................................................................................................................... 30
Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education
in Africa – Fighting HIV/AIDS. Papers from the ADEA Biennial Meeting
(Arusha, Tanzania, October 7-11, 2001) ................................................................................ 13
Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education
in Africa – Fighting HIV/AIDS. Proceedings of the ADEA Biennial Meeting
(Arusha, Tanzania, 2001) ........................................................................................................... 13
Using Examinations to Improve Education: A Study in Fourteen African Countries .......... 62
Zambia’s Primary Reading Program (PRP): Improving Access and Quality Education in Basic Schools .................................................................................................................................................. 14

Zimbabwe
Challenging the Challenger – Understanding and Expanding the Response of
Universities in Africa to HIV/AIDS ................................................................................................. 48
Economics of Publishing Educational Materials in Africa (The) ........................................... 28
Legal Frameworks - A Study of the Legal Framework for Teacher Management
in Three African Countries: Sierra Leone, Uganda, Zimbabwe ............................................. 59
Making Book Coordination Work! .............................................................................................. 26
Open and Distance Learning in Sub-Saharan Africa – A Literature Survey on Policy and Practice ........................................................................................................................................... 30
Review of Education Sector Analysis in Zimbabwe, 1990-1996 ............................................. 36
A
ABDOU M.................................................................................................................................................. 45
ABEGAZ, Berhanu M.......................................................................................................................... 51
ADAMU-ISSAH, M.................................................................................................................................. 33
ADDABOR, E........................................................................................................................................... 36
ADOO-ADEKU, K.; ............................................................................................................................ 36
AGBODAN J............................................................................................................................................. 45
AGYEMAN, D.K...................................................................................................................................... 36
AHANHANZO Joseph.......................................................................................................................... 16, 45
AINA, Tade Akin.................................................................................................................................... 52
AKINKUBE, Oulyele................................................................................................................................ 44
AKOULOUZE, R..................................................................................................................................... 13
AKPAKPO, Victoire.................................................................................................................................. 16
ALBERTO, Adalberto............................................................................................................................ 36
ALI, D...................................................................................................................................................... 45
AMANI, Laouali....................................................................................................................................... 22
AMBROSE, D.P.................................................................................................................................... 36
ANIM, N.................................................................................................................................................. 59
ASHBY, A................................................................................................................................................ 32
ASSIE-LUMUMBA, N’Dri Thérèse..................................................................................................... 37, 47, 52
ATOLAGBE, Samuel A.B..................................................................................................................... 17
AYAKO, Aloys B.................................................................................................................................... 43

B
BADCOK-WALTERS, P.......................................................................................................................... 13
BAH, Elhadji Alpha Mamadou ........................................................................................................... 17
BAH, Kadiatou....................................................................................................................................... 17
BAKU, J.J.K............................................................................................................................................ 36
BANDEREMBAKO, Déo....................................................................................................................... 44
BARRY, Ibrahima..................................................................................................................................... 17
BASSANT, V........................................................................................................................................... 33
BAYOUMY, Kamal Hosney.................................................................................................................. 43
BAZIKAMWE, Oscar............................................................................................................................ 44
BERGER, D............................................................................................................................................ 32
BGOYA, Walter..................................................................................................................................... 28
BHOWON, R.......................................................................................................................................... 44
BILLANY, Nigel....................................................................................................................................... 28
BITAMAZIRE, G..................................................................................................................................... 59
BLAIR, Robert......................................................................................................................................... 52
BOAKYE, J.K.A....................................................................................................................................... 33
BODO, Shem.......................................................................................................................................... 40
BOJANG, Karamo.................................................................................................................................. 16
BONTOUX, Vincent ............................................................................................................................... 26
<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVANS, D.R.</td>
<td>14</td>
</tr>
<tr>
<td>FAYE, Waly</td>
<td>17</td>
</tr>
<tr>
<td>FERNANDEZ, Sékou</td>
<td>17</td>
</tr>
<tr>
<td>FOBIH, D.L.</td>
<td>14</td>
</tr>
<tr>
<td>FOFANA, Djibril</td>
<td>17</td>
</tr>
<tr>
<td>FOFANA, Misabou</td>
<td>17</td>
</tr>
<tr>
<td>FRY, P</td>
<td>49</td>
</tr>
<tr>
<td>GAHUNGU, Frédéric</td>
<td>44</td>
</tr>
<tr>
<td>GAIIDZANWA, Rudo Barbra</td>
<td>51</td>
</tr>
<tr>
<td>GALA, E.E.K.</td>
<td>36</td>
</tr>
<tr>
<td>GALABAWA, J.</td>
<td>13</td>
</tr>
<tr>
<td>GANDOLPHI, S.</td>
<td>22</td>
</tr>
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<td>GAMBO M</td>
<td>45</td>
</tr>
<tr>
<td>GASUHUKE, Jacques</td>
<td>44</td>
</tr>
<tr>
<td>GAYE Jawara</td>
<td>16</td>
</tr>
<tr>
<td>GAZZA, Sophie</td>
<td>28</td>
</tr>
<tr>
<td>GBADAMOSI, R.</td>
<td>36</td>
</tr>
<tr>
<td>GBAYE Y.</td>
<td>45</td>
</tr>
<tr>
<td>GEORGE, T.A.</td>
<td>27</td>
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<td>GNAHORE, F. Z.</td>
<td>27</td>
</tr>
<tr>
<td>GODWYLL, E.F.</td>
<td>14</td>
</tr>
<tr>
<td>GREANEY, Vincent</td>
<td>12,62</td>
</tr>
<tr>
<td>GRIMAUD, Denise G.</td>
<td>16</td>
</tr>
<tr>
<td>GUEYE, Cheikh Pathé</td>
<td>17</td>
</tr>
<tr>
<td>GWAUNZA, E.</td>
<td>59</td>
</tr>
<tr>
<td>HALAOUI, Nazam</td>
<td>17, 22</td>
</tr>
<tr>
<td>HALLIDAY, Ian G.</td>
<td>57,60</td>
</tr>
<tr>
<td>HAMIDOU, Amadou</td>
<td>22</td>
</tr>
<tr>
<td>HAMIDOU S.</td>
<td>45</td>
</tr>
<tr>
<td>HAMOUD Abdel</td>
<td>15</td>
</tr>
<tr>
<td>HENAINÉ, Salim</td>
<td>17</td>
</tr>
<tr>
<td>HOGAN, Joe</td>
<td>59</td>
</tr>
<tr>
<td>HOPPERS, Wim</td>
<td>54</td>
</tr>
<tr>
<td>HUGO, Nadine</td>
<td>25</td>
</tr>
<tr>
<td>HYDE, Karin L.</td>
<td>32</td>
</tr>
<tr>
<td>IBOUDO, E.K.</td>
<td>36</td>
</tr>
<tr>
<td>IRUMBA, K.A.W.</td>
<td>14</td>
</tr>
<tr>
<td>JALLADE, Lucila</td>
<td>37</td>
</tr>
<tr>
<td>JALLOW, Muhammed</td>
<td>16</td>
</tr>
<tr>
<td>JAROUSSE, Jean Pierre</td>
<td>44</td>
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<td>Author</td>
<td>Page</td>
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<td>JATTA, Nuha</td>
<td>16</td>
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<td>JOHN-CESAY, Anna</td>
<td>16</td>
</tr>
<tr>
<td>JOOF, Ibrahim</td>
<td>16</td>
</tr>
<tr>
<td>JORDAN, Josephine</td>
<td>52</td>
</tr>
<tr>
<td>KABIRU, Margaret N.</td>
<td>32</td>
</tr>
<tr>
<td>KABORÉ, O.</td>
<td>36</td>
</tr>
<tr>
<td>KADER, Abdel</td>
<td>43</td>
</tr>
<tr>
<td>KAKA A.</td>
<td>45</td>
</tr>
<tr>
<td>KAMANO, J.P.</td>
<td>14</td>
</tr>
<tr>
<td>KANORÉ, B.</td>
<td>36</td>
</tr>
<tr>
<td>KATEMBU, Titus M.</td>
<td>43</td>
</tr>
<tr>
<td>KAYIHURA, Colonel K.</td>
<td>18</td>
</tr>
<tr>
<td>KEBEYA, Evariste</td>
<td>44</td>
</tr>
<tr>
<td>KELLAGHAN, Thomas</td>
<td>12,62</td>
</tr>
<tr>
<td>KELLY, H.J.</td>
<td>48</td>
</tr>
<tr>
<td>KINDA, F.</td>
<td>36</td>
</tr>
<tr>
<td>KINYANJULI, Kabiru</td>
<td>15</td>
</tr>
<tr>
<td>KIONDO, Elizabeth</td>
<td>58</td>
</tr>
<tr>
<td>KOOMSON, Al.K.</td>
<td>14</td>
</tr>
<tr>
<td>KOUAKOU, F.K.</td>
<td>27</td>
</tr>
<tr>
<td>KOUWENHOVEN, Wim</td>
<td>36</td>
</tr>
<tr>
<td>KULPOO, D.</td>
<td>13</td>
</tr>
<tr>
<td>KUNENE, Yusi</td>
<td>44</td>
</tr>
<tr>
<td>LECZEL, Donnakay</td>
<td>16</td>
</tr>
<tr>
<td>LETLAPE, Lebogang</td>
<td>57</td>
</tr>
<tr>
<td>LIMAN, Mohammed</td>
<td>16</td>
</tr>
<tr>
<td>LINDAHL, Bengt</td>
<td>26</td>
</tr>
<tr>
<td>LISK, I.</td>
<td>59</td>
</tr>
<tr>
<td>LUJANEN, Marita</td>
<td>28</td>
</tr>
<tr>
<td>LUTAAYA, Emmanuel</td>
<td>50</td>
</tr>
<tr>
<td>LYONGA, N.</td>
<td>48</td>
</tr>
<tr>
<td>MAFELA, L.</td>
<td>13</td>
</tr>
<tr>
<td>MAIKOLANCHE, M.</td>
<td>45</td>
</tr>
<tr>
<td>MAKAU, Ben</td>
<td>59</td>
</tr>
<tr>
<td>MAKOTSi, Ruth</td>
<td>27</td>
</tr>
<tr>
<td>MAKWATI, G.</td>
<td>13</td>
</tr>
<tr>
<td>MANNATHOKO, Changu</td>
<td>54</td>
</tr>
<tr>
<td>MARA, Mamadou</td>
<td>17</td>
</tr>
<tr>
<td>MARAVANYIKA, Obert E.</td>
<td>36</td>
</tr>
<tr>
<td>MARIO, Mouzinho</td>
<td>36</td>
</tr>
<tr>
<td>MAROPE, P.T.M.</td>
<td>13,35</td>
</tr>
<tr>
<td>MARTIN, John</td>
<td>19</td>
</tr>
<tr>
<td>MASSINGUE, V.</td>
<td>14</td>
</tr>
<tr>
<td>MATJILA, J.</td>
<td>32</td>
</tr>
<tr>
<td>MATOS, N.</td>
<td>14</td>
</tr>
<tr>
<td>MBUNTUM, F.F.</td>
<td>48</td>
</tr>
</tbody>
</table>
MC GINNIS, L. ......................................................................................................................... 13
MENDONÇA, P. ............................................................................................................................ 27
MERCER, Malcolm .................................................................................................................... 36
METCALF, Carol ....................................................................................................................... 57
MEYER-BISCH, P. ...................................................................................................................... 22
MIJINGUINI, Abdou ................................................................................................................ 22
MINGAT, A. ............................................................................................................................. 12
MOHADEB, P. .......................................................................................................................... 44
MOHAMEDBHAI, G.T.G ........................................................................................................ 51
MOHAMED, Vall ...................................................................................................................... 15
MOHAMED, A.M. ..................................................................................................................... 17
MOLISE, M.K. .......................................................................................................................... 36
MONTAGNES, Ian .................................................................................................................... 28
MONYONCHO, John K.M. .................................................................................................... 43
MOTHEBELI, A. ....................................................................................................................... 36
MOTI, M. .................................................................................................................................... 33
MOTLOMELO, S.T. .................................................................................................................. 36
MOULAYE, A. ........................................................................................................................... 45
MOULTON, Jeanne ................................................................................................................... 12, 54
MUHAMMAD, N.D. ................................................................................................................ 17
MUSENJA, S. ........................................................................................................................... 48
MUSONDA, Flora et al. ......................................................................................................... 27, 51, 52

N

NAIDOO, Jordan ....................................................................................................................... 12, 16
NAMUDDU, K. ......................................................................................................................... 13
NAUDET, J.-D. .......................................................................................................................... 13
NDIAYE, Alassane .................................................................................................................. 17
NDIAYE, Boubacar ................................................................................................................ 17
NDONG-JATTA, Ann-Therese ............................................................................................... 16
NDOYE, M. ................................................................................................................................ 12
NEBGHOUHA Mint .................................................................................................................. 15
NEGRAO, José ........................................................................................................................ 51
NENTY, H.J. ........................................................................................................................... 36
NGAME, Hassina Alidou ....................................................................................................... 28
NIANE, B. .................................................................................................................................. 13, 17
NIYONGABO, Jacques ........................................................................................................... 44
NJUEMA, D.L. ......................................................................................................................... 48
NJIE, Fatou ............................................................................................................................... 16
NJUGUNA Ng’ethe ................................................................................................................... 47
NKWETEYIM, D.L. ................................................................................................................... 48
NOONAN, Richard ................................................................................................................ 28
NOUMON, Coffi Rémy ............................................................................................................ 44, 45
NTHONYA, E.M. .................................................................................................................... 36
NTOI, V.M. .................................................................................................................................. 36
NYAGURA, Levi M. ................................................................................................................ 36
NZOMO, Juliana W. .............................................................................................................. 43

O

OCQUAYE, Maurice ............................................................................................................... 50
ODJOU Janvier ...................................................................................................................... 16
OKSANEN, Riutta .................................................................................................................... 19
<table>
<thead>
<tr>
<th>Author</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPUBOR, A.E.</td>
<td>13</td>
</tr>
<tr>
<td>OSMAN, Amina</td>
<td>53,54</td>
</tr>
<tr>
<td>OTALLA, Barnabas</td>
<td>50</td>
</tr>
<tr>
<td>OUEDRAOGO, A.</td>
<td>36</td>
</tr>
<tr>
<td>OUEDRAOGO, B.</td>
<td>36</td>
</tr>
<tr>
<td>OUMAROU H.</td>
<td>45</td>
</tr>
<tr>
<td>OUSSEINI A.</td>
<td>45</td>
</tr>
<tr>
<td>OXENHAM, J.</td>
<td>12</td>
</tr>
<tr>
<td>PAAJANEN, Timo</td>
<td>28</td>
</tr>
<tr>
<td>PERLMAN, Harriet</td>
<td>13,26</td>
</tr>
<tr>
<td>PLANTE, Patricia</td>
<td>51</td>
</tr>
<tr>
<td>POMARY, C.</td>
<td>36</td>
</tr>
<tr>
<td>POMUTI, Hertha</td>
<td>16</td>
</tr>
<tr>
<td>QUIST, Dawn</td>
<td>57</td>
</tr>
<tr>
<td>RAJABALEE, N.</td>
<td>44</td>
</tr>
<tr>
<td>RASERA, Jean Bernard</td>
<td>44</td>
</tr>
<tr>
<td>READ, A.</td>
<td>27</td>
</tr>
<tr>
<td>READ, Tony</td>
<td>26</td>
</tr>
<tr>
<td>RISPEL, Laetitia</td>
<td>57</td>
</tr>
<tr>
<td>ROBERTS and Associates</td>
<td>49</td>
</tr>
<tr>
<td>ROSENBERG, Diana</td>
<td>27</td>
</tr>
<tr>
<td>RUGALEMA, G.</td>
<td>13</td>
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<td>RUKANDA, M.</td>
<td>59</td>
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<tr>
<td>RWEZUVA, Simplisio</td>
<td>39</td>
</tr>
<tr>
<td>SACK, R.</td>
<td>13,14</td>
</tr>
<tr>
<td>SAINT, William</td>
<td>49,52</td>
</tr>
<tr>
<td>SALLEY, Jafarou</td>
<td>22</td>
</tr>
<tr>
<td>SALZANO, Carmela</td>
<td>26</td>
</tr>
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<td>SAMOFF, Joel</td>
<td>13,37,37</td>
</tr>
<tr>
<td>SAMPA, Francis K.</td>
<td>16</td>
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<tr>
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<td>52</td>
</tr>
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<td>SAWYERR, H.</td>
<td>13,18</td>
</tr>
<tr>
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<td>12</td>
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<td>13,36</td>
</tr>
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<td>16</td>
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</tr>
<tr>
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<td>36</td>
</tr>
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<td>SHUKHEBI, A. EI</td>
<td>43</td>
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<tr>
<td>Author</td>
<td>Page</td>
</tr>
<tr>
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<tr>
<td>SIBANDA, Isiah M.</td>
<td>36</td>
</tr>
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<td>SIFUNISO, Monde</td>
<td>27</td>
</tr>
<tr>
<td>SIMÃO, M.</td>
<td>27</td>
</tr>
<tr>
<td>SIRE-JALLOW, Yaya</td>
<td>16</td>
</tr>
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<td>SOLAUX, G.</td>
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</tr>
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<td>36</td>
</tr>
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<td>SOW, M. A.</td>
<td>17</td>
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<td>SOW, P.M.</td>
<td>13</td>
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<td>STAVENHAGEN, R.</td>
<td>13</td>
</tr>
<tr>
<td>SUBOTZKY, George</td>
<td>47</td>
</tr>
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<td>SUCHAUT, B.</td>
<td>60</td>
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<td>SUDDHOOM, A.</td>
<td>44</td>
</tr>
<tr>
<td>SUTHERLAND-ADDY, Esi</td>
<td>47,52</td>
</tr>
<tr>
<td>SWARTS, Patti</td>
<td>16</td>
</tr>
<tr>
<td>SYRJANEN, Eero</td>
<td>28</td>
</tr>
<tr>
<td>TAHIR, G.</td>
<td>17</td>
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<td>TAKALA, Tuomas</td>
<td>19,35</td>
</tr>
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<td>TAYLOR, N.</td>
<td>13</td>
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<tr>
<td>THIAM, Faoura</td>
<td>17</td>
</tr>
<tr>
<td>THOMPSON, Ekundayo J.D.</td>
<td>53</td>
</tr>
<tr>
<td>THUMBADOO, Beulah</td>
<td>25</td>
</tr>
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<td>TOPANOU, V.</td>
<td>22</td>
</tr>
<tr>
<td>TORKINGTON, Kate</td>
<td>32</td>
</tr>
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<td>TUNG, K.C.</td>
<td>13</td>
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<tr>
<td>UTUI, R.</td>
<td>49</td>
</tr>
<tr>
<td>VAN GRAAN, Mariana</td>
<td>16</td>
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<tr>
<td>VAN UYTHEM, B.</td>
<td>12</td>
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<tr>
<td>VARGAS-BARÓN, Emily</td>
<td>32</td>
</tr>
<tr>
<td>VARGHESE, N.</td>
<td>18</td>
</tr>
<tr>
<td>VERSPOOR, Adriaan</td>
<td>12</td>
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<td>13</td>
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<tr>
<td>WADDEU, Kamil</td>
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<tr>
<td>WAKO, Tegegn Nuresu</td>
<td>40</td>
</tr>
<tr>
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<td>15</td>
</tr>
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<td>WEST, M.</td>
<td>48</td>
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<tr>
<td>WEVA, Prof. Kabule</td>
<td>15</td>
</tr>
<tr>
<td>WIELD, David</td>
<td>52</td>
</tr>
<tr>
<td>WILLIAMS, Peter</td>
<td>19</td>
</tr>
<tr>
<td>WOODHALL, Maureen</td>
<td>28</td>
</tr>
<tr>
<td>Author</td>
<td>Page(s)</td>
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<tr>
<td>WORKINEH, Tilahun</td>
<td>36</td>
</tr>
<tr>
<td>WRIGHT, Cream</td>
<td>13,54</td>
</tr>
<tr>
<td>ZEBANGO, M.</td>
<td>60</td>
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<tr>
<td>ZELL, Hans M.</td>
<td>27</td>
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<tr>
<td>ZINSOU P.</td>
<td>45</td>
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</tbody>
</table>
A forum for policy dialogue about education in Africa

A network of professionals, practitioners and researchers in the field of education

A partnership between education ministries and development and cooperation agencies

A catalyst for educational reform

The Association for the Development of Education in Africa (ADEA) has been in existence since 1988. Then called Donors to African Education (DEA), it was set up to promote discussion about educational policy in Africa and to establish a framework for better coordination among development agencies.

Since its foundation, ADEA has come to represent a genuine partnership between African education and training ministries in sub-Saharan Africa and their technical and external partners. It has also developed into a partnership of professionals, educators and researchers, and, based on its capacity to foster policy dialogue, a catalyst for educational reform.

Policy dialogue takes place within programs and activities carried out by the ADEA Secretariat and the Working Groups. The Biennial Meetings organized by ADEA are events of the greatest importance for education in Africa. African ministerial conferences and ADEA Steering Committee seminars are also auspicious occasions for promoting regional policy dialogue and exchanges concerning the agenda for educational cooperation on the continent.
ADEA Working Groups also foster policy dialogue around educational priorities that have been set by the African countries. There are currently eleven Working Groups, which focus on the following areas: education sector analysis, communication for education and development, early childhood development, non-formal education, distance education and open learning, higher education, finance and education, books and learning materials, the teaching profession, education statistics, and the teaching of mathematics and science. Four ad hoc working groups have been set up to explore concerns related to, HIV/AIDS, the quality of education, policy dialogue and post-primary education.

Among its other activities, ADEA encourages the sharing of African experience and know-how through its program of intra-African exchanges. The purpose of this program is to facilitate both study visits between countries and consultancy missions of African professionals sent to assist countries that request them. ADEA also provides support for national coordination of funding agencies, and has held the Africa Education Journalism Award to encourage the African press to cover education and thus promote public debates in this area.

ADEA is also a source of baseline information about education in Africa. It manages a number of databases on its activities, on external funding programs and projects, on educational statistics concerning Africa, and on African education specialists and professionals.

Finally, ADEA has a publications program which seeks to share the lessons of the Biennial Meetings and to highlight ongoing successful experiences in Africa. The Secretariat also publishes a quarterly Newsletter and a monthly Bulletin of Briefs.

For more information about ADEA please see its web site: www.adeanet.org
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