ADEA Newsletter

ADEA publishes a quarterly newsletter. Each issue focuses on a topic relevant to education policies in Africa. Recent issues include “Education for All”, “The Quest for Quality Education”, “Secondary Education”, “Education in Conflict and Post-conflict Situations” and “The Place of African Languages in Education”. ADEA Biennial Meetings as well as ADEA working groups and programs are also featured. Published quarterly. Also exists in French.

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


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


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studies documenting experiences with quality improvement programs in Africa, forty background papers and a review of unpublished African literature.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. OMONGN, 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 HAMOU, Abdel; WEDOUD, Kamil; NEEGHOUHA, 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 AHAHANZO Joseph; AKPAKO, 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 Prospective’ 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-CEESAY Anna and JOOF Ibrahim, with NDONG-JATTA Ann-Therese, BYEANG 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.

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.
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; HÉNAÎNE, Salim; 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, Elhadj Alpha Mamadou; DIANÉ, Baba; FOFANA, Mababou; FOFANA, Djibril; BARRY, Ibrahima; FERNANDEZ, Sékou; BAH, Kadiatou; 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.


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.


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

**New**

**Constitutional and Legal Bases of the Right to Education Round table. Conference of Ministers of Education of African Member States (MINEDAF VIII) December 5, 2002**

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.

FAO, the Association for the Development of Education in Africa (ADEA) and UNESCO launched in 2002 a flagship programme entitled ‘Education for rural people’. Against this background of widespread rural poverty, illiteracy, food insecurity and environmental degradation, the proportion of its population living in rural areas, notably in Sub-Saharan Africa, has a particularly large proportion of its population living in rural areas.

The majority of the world’s population is rural. Growth in the agricultural sector and productivity, given their cultural, economic and social characteristics, is crucial to poverty reduction, food security, universal primary education and gender equity, set for 2015. Improvements in education have a crucial role to play in creating opportunities and equipping people within their diverse educational contexts. It discusses promising ways of using planning and monitoring to respond to EFA and rural development challenges.

FAO ISBN: 92-5-105213-1


Cover photo: Lavinia Gasperini

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

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

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.
How to order: page 89

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.
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.

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.

Participation and Ownership. A Community in Action in the Democratic Republic of Congo
This film is based in a poor suburb of Kinshasha 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.

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…

How to order: page 89
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.
Steps for Mankind Productions for ADEA, with support from the Norwegian Education Trust Fund, 2001. Available in English. A bilingual (English/French) version is also available, video 20’ – PAL – price 10 euros.

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.
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.