



The ADEA Working Group on Education Sector Analysis
In Collaboration with
the Ministry of Education in Namibia and
The UNESCO Windhoek Cluster Office

PROCEEDINGS OF THE WGESA SPRING 2007 ON

PEER REVIEW

**A Tool for Conducting
Relevant and Country driven Reviews
of Education Sector Reform Programs in Africa**

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Table of Content

	Page
1 EXECUTIVE SUMMARY	3
2 INTRODUCTION	5
3 SYNTHESIS OF DAY-1	7
3.1 Welcome Address by <i>Mr S.R. Mnjagila</i>	7
3.2 Address by <i>Dr Claudia Harvey</i>	7
3.3 Opening Address by <i>Mr. Alfred Iilukena</i>	8
3.4 Education sector program's review in Africa- Views from ERNESA – <i>Mrs Pulane Lefoka</i>	9
3.5 Education Sector Analysis (ESA) in West and Central Africa- Views from ERNWACA – <i>Mrs Kathryn Toure</i>	11
3.6 DISCUSSION I	12
3.7 Peer Reviews-a reflection on some lessons learnt - <i>Mrs Angela Arnott</i>	15
3.8 Peer Review of 2000-2005 Reforms in Education in Mauritius - Lessons Learnt – <i>Dr K S Sukon</i>	16
3.9 DISCUSSION II	20
3.10 Summary of Day-1	21
4 ISSUES FOR REFLECTION	22
5 SYNTHESIS OF DAY-2	23
5.1 Sector Analysis Peer Review and Policy Dialogue - <i>Dr Ibrahima Bah-Lalya</i>	23
5.2 Future directions for ADEA – <i>Hamidou Boukary</i>	30
5.3 Preliminary lessons learned from the Gabon Peer Review exercise - <i>Prof. Maman Saley</i>	31
5.4 DISCUSSION III	34
5.5 Overview of Education and Training Sector Improvement Programme (ETSIP) in Namibia- <i>Justin Ellis</i>	35
5.6 DISCUSSION IV	40
6 GROUP DISCUSSION	43
6.1 DISCUSSION V	46
7 CONCLUDING REMARKS	47
7.1 SUMMARY OF DAY-2	47
8 EVALUATION OF THE SEMINAR	48
9 VOTE OF THANKS	53
Appendix I: List of participants	54
Appendix II: Speech of Mr. Alfred Iilukena	57
Appendix III: Vote of Thanks	59

1. EXECUTIVE SUMMARY

The Spring 2007 Seminar of the ADEA Working Group on Education Sector Analysis (WGESA) was organized from 13 – 15 June 2007 in Windhoek, Namibia, in collaboration with the Ministry of Education of Namibia and UNESCO Windhoek Cluster Office. The objectives of the seminar were to discuss the preliminary lessons learned from the WGESA-led peer reviews, improve the concept of peer reviews and suggest a way forward regarding the exercise. Participants from different countries, agencies and African networks had the opportunity to present, interact and discuss.

The Windhoek seminar was one of the most productive that the WGESA has had in the recent past. The evaluation conducted by the participants, at the end of the workshop, bears witness to this.

The following are the key points that were made:

- The Peer Review, especially the way it is conducted under the WGESA approach was acknowledged as appropriate. The exercise strengthens ownership of the reform process by African countries, facilitates policy dialogue among the partners in the reviewed country, encourages networking amongst African scholars, leads to improved assessment of undergoing programs and supports the view that, ultimately, education is the primary foundation for sustained economic development.
- The exercise in the three countries was scrutinized, together with the Namibian experience, which was presented by the Namibian government representatives.

It was noted that: (i) In Mauritius, a smooth process led to recommendations - some of which are already implemented by the Government; (ii) In Gabon, the complexity of the educational environment has resulted in some setbacks in the implementation of the educational reforms. It also partially explains why the Peer Review exercise was slowed down in this country; (iii) With Nigeria, the key factors influencing the review were related to political changes that

had an impact on the program's supervision; (iv) With the Namibian ETSIP, the participants noted the high quality of the review's product, but raised the issue that the approach used could lead to little ownership by the actors in the field if some measures are not undertaken. Hopefully the program makes provision for future changes as it unfolds.

- The issue of extending the pilot sample to two more countries (a West African country and a Portuguese speaking country) was raised. The timing of such an initiative could be made in such a way as to come as a recommendation of the evaluation of the three first initial countries.
- At the end of the workshop, it was acknowledged that participants now have a better understanding of the concept and the methodology being used by the review.
- The participants suggested that the workshop would be a good start and the first step for the evaluation of the Peer Review exercise commissioned by the African Bureau of Ministers and the ADEA Steering Committee.
- Considering the above points, participants encouraged the WGESA and ADEA to advocate the Peer Review approach among both African scholars and African Ministries of Education through various means.

2. INTRODUCTION

This is a report of the Spring Seminar organized by the Working Group on Education Sector Analysis (WGESA), in collaboration with the Ministry of Education in Namibia and UNESCO Windhoek Cluster Office from 13 – 15 June 2007 in Windhoek, Namibia.

The objectives of the seminar were to:

1. discuss the preliminary lessons from the WGESA led peer reviews in Mauritius, Gabon and Niger.
2. improve the concept of peer reviews: how to ensure that peer reviews become an effective tool for more relevant and country-owned exercises?
3. formulate suggestions and recommendations for the future peer review exercises in Africa.

The workshop was followed by the WGESA Steering Committee. All the meetings were held at Hotel Safari Conference Centre, Windhoek. The seminar was attended by twenty participants mostly from the Southern African sub-region. The delegates represented ministries of Education, institutions of higher learning and research organizations as well as scholars from both the developing and the developed countries. Among others, they came from the following countries, Gabon, Tanzania, Lesotho, Mauritius, Niger, Namibia, United State of America and Norway. (See Appendix I, full list of participants). Representatives of ERNESA, ERNWACA, NORAD, UNESCO/Namibia USAID, ADEA and WGES also attended the seminar. The organizing committee was made up of representatives of the Namibian Ministry of Education, of the UNESCO Windhoek Cluster Office, and of WGESA.

The focus of the seminar was on the exercise initiated by ADEA and implemented by WGESA which was mandated, in 2004, to implement a peer review in education in selected African countries. The purpose of the reviews included fostering political dialogue around education reform initiatives, facilitating public debates on key policy reforms and creating opportunities for constructive dialogue with peer experts from other African countries on common experiences and innovative solutions.

The peer reviews have been an opportunity to shift from a traditional, donor-driven and overly technical approach to sector analysis that is country driven with a more formative approach. Rather than concentrating on constraints at the country level, the donor reviews usually focus on what donor agencies can most directly influence: their own procedures, practices, processes and systems their supports to countries. Where Peer Reviews are concerned, there has been a rather collegial, supportive exercises that identifies success factors and constraints to good practices. Such approach supports countries education reform initiatives through encouraging learning from both local expertise and peers originating from Africa and outside Africa.

A number of presentations were given during the seminar. The presentations ranged from conceptual papers to practical based papers. Participants had the opportunity to interact through discussions and to make recommendations for the future of peer review.

Education is not only a fundamental human right but it also plays a key role in achieving goals of sustainable economic development. African leaders increasingly recognize the pivotal role that education is to play in taking the Continent to higher stages of its development. Consequently, several African countries have embarked on reforms, especially, to meet the Education for All (EFA) challenge. However, despite a strong willingness for improvement, the reforms are being undertaken under difficult conditions where there are several constraints including lack of resources. The situation is worsened by the demands and effects of globalization. A nation's production and

innovation is not limited by the national borders. Therefore, unless there is a collaborative approach among the African countries to move towards the common goal of providing quality education to all children, it will be difficult to fully integrate the global knowledge society. The peer review is one of the mechanisms to accelerate the process of education reforms aimed at reducing disparities in access and quality in an effective way. It provides an opportunity to examine common strengths and challenges in the participating peer countries, and formulate informed recommendations.

3. SYNTHESIS OF DAY-1

3.1 Welcome Address by Mr. S.R. Mnjagila

Mr. S.R. Mnjagila, National EFA Coordinator-Tanzania, who was the master of ceremony welcomed all the participants and thanked them for their presence on behalf of Dr. Bah Lalya the WGESA coordinator. He also thanked the Government of Namibia, UNESCO Windhoek Cluster Office and the members of the organizing committee for all the arrangements and hospitality, and for providing a conducive and convivial working condition.

3.2 Address by Dr Claudia Harvey

Dr. Claudia Harvey, the UNESCO representative from the UNESCO Windhoek Cluster Office addressed the audience. She said that it has been a great pleasure for her to collaborate in the preparation of this seminar in Namibia. She assured WGESA and ADEA of her continuous support. She affirmed that research and education sector analysis is critical to the development of education sector. She stressed on the vital role of assessment in the developments in the education sector. She was of the opinion that the approach adopted by WGESA that involves a large group of stakeholders is one of the best strategies as it promotes dialogue. She wished all delegates a fruitful deliberation.

3.3 Opening Address by Mr. Alfred Iilukena

The opening ceremony was graced by Mr. Alfred Iilukena, the Under Secretary in the Ministry of Education of Namibia, who was representing the Minister of Education. Mr. Iilukena started by presenting the apologies on behalf of the Minister of Education who was unable to attend the opening ceremony. Furthermore, he welcomed all the participants and invited them to have a fruitful workshop and to spare some time to see Namibia and its landscape. He explained that it was after the Ghana conference on Secondary Education in Africa in April 2007, a decision was made that Namibia, in particular the Ministry of Education, should co-host the next ADEA Working Group on Education Sector Analysis Workshop. The Ghana conference also paved ways for a case study that is currently being undertaken by the Ministry of Education on Articulation of Formal and NAMCOL education in Namibia. He stated that the Ministry of Education has been involved in carrying out a comprehensive review of the Education System to establish the missing gaps and focus on improving the quality of education. The review has resulted in a 15 year Education and Training Sector Improvement Programme (ETSIP). In reviewing the Namibian system of education, it became evident that it has done well over the years in terms of increased access to schooling to the current 97% level. However, the quality of education provided was identified as one of the critical components that need to be focused on. He said that Namibia is facing a number of challenges in the education system including the following:

- Identification of areas of needs that the system needs to concentrate on;
- Integration of pre-primary into basic education: a need that is seen critical in preparing pre-primary school learners for basic education; and
- Funding.

Moreover, he mentioned the following issues of concerns that need further analysis:

- The active participation of our communities in the provision, monitoring and implementation of our programmes in schools;
- Lack of dialogue in Africa in terms of research outcome to help Ministries of Education adjust their educational strategies; and
- Education package given not responsive to the needs of our African society.

He requested participants to discuss the issues during their deliberations.

He thanked WGESA for choosing Namibia before declaring the seminar officially open.

3.4 Mrs. Pulane Lefoka: Education sector program's review in Africa- Views from ERNESA (East and Southern Africa)

Mrs. Pulane Lefoka gave a presentation on peer review. She started by defining Peer Review as a comprehensive examination of a system performance by other peer review system. She stated that the review broadens visions, helps the reviewed system improve its policies and practices and ensures compliance with agreed upon standards. It was anticipated that peer reviewed countries benefit considerably from the process based on negotiation. She stated several benefits of such reviews including the following:

- It provides a mechanism for developing shared and broader vision of the development of education in the African continent;
- It creates opportunities for cooperation at two levels – among countries and with professionals from outside and from within the continent;
- It is a negotiated process; and
- It facilitates program re-sourcing.

She went on explaining that peer review exercises are quite common at the level of tertiary institutions. Universities have a tradition of peer review of research to assess quality and performance and to assure the quality of publications. Peer review plays a central role to overall institutional quality assurance. She identified the peer reviewers in higher education as experts in the field, experts from similar institutions and other stakeholders like students, and professional organizations. She also discussed peer reviews at the government level. It is a fact that African governments participate in numerous reforms initiatives, for example, Education for All (EFA). The progress of such reforms is usually undertaken by external evaluators with minimal involvement of Ministries of Education as assessors of their own systems. This often poses a challenge for Ministries of Education. It was advocated that the Peer Reviews, as formulated by WGESA, will be of great help as it is a negotiated process. However, the concept of peer review needs to be internalized by the government representatives. In this context, there is a need to promote such reviews among the African countries while inviting more and more government representatives to such seminars. It is also imperative to document experiences from different countries and to disseminate the same. She reiterated the need to identify other key stakeholders and experts to participate in the peer review exercise while soliciting necessary funding.

At the end of her presentation, she discussed the challenges facing WGESA. Mrs. Lefoka invited WGESA to think beyond just peer review at government level, and to improve the concept by learning from peer review processes at the level of university and institutions of higher learning. She expressed the wish of inviting and involving research organizations like ERNWACA and ERNESA and other institutions like SADC (e.g. SADC Protocol on Education and Training) and AU (e.g. Plan of action for second decade of education, 2006-2015) in the peer review exercises. This will also help to promote peer reviews in the different parts of Africa.

3.5 Mrs Kathryn Toure: Education Sector Analysis (ESA) in West and Central Africa- Views from ERNWACA

Mrs Toure thanked WGESA and the organizing committee for inviting her. She talked about the Educational Research Network for West and Central Africa – ERNWACA – which was created to increase research capacity, strengthen collaboration among researchers and practitioners, and promote African expertise on education so as to positively impact educational practices and policies. ERNWACA has 14 member countries and its vision is to give an African face to education in Africa and its mission is to promote African expertise and culture of research to improve education policy and practice. It has 400 member researchers from diverse institutional, professional and disciplinary backgrounds. ERNWACA advocates a participatory approach that involves researchers, government, civil society, and journalists. She presented several statistics: the repetition rates in Africa is 18% (4 times higher than world average); the access rate to secondary education is 25% (compared to 51% to 100% in rest of world); the access rate to higher education is 5% (compared to world average of 24%) and gender gap in primary school is as high as 25%.

She also discussed the educational sector analysis which is usually undertaken to develop a better knowledge of the functioning of the education system in a given country uses and builds both national human and institutional capacity. It provides information and mechanisms for national dialogue on the formulation of policy, strategies and action plans and their implementation. It promotes participatory process that develops knowledge and capacity. It also provides databases and methodology for planning. The various tools to carry out education sector analyses were discussed including: national forums, peer reviews, formative research, annual reviews, periodic evaluations and country status reports. Formative research was also discussed. It was also an opportunity to discuss examples of implementation

of education sector analyses in countries like Ghana and Ivory Coast. She argued that research networks have an important role to play in ESA (e.g. conduct national studies).

She concluded her presentation by stating that WGESA has an important role to play as a cross-border facilitator as it is knowledgeable about national situations and it is well-viewed among governments, funding and technical agencies, and research community. Moreover, resource persons of WGESA show an understanding of analytical work, technical and political activities, and therefore they can contribute to document lessons learned.

3.6 DISCUSSION I

All the participants had the opportunity to interact in the discussion session that was held after Mrs Lefoka's presentation.

Prof. Maman Saley, from the Ecole Normale Supérieure of Niamey and representing the National Commission and AM of Niger, stated that ERNWACA functions with a high level of transparency which gives a lot of weight and force to its structure. He agreed that ERNWACA will be of great help in promoting and conducting peer reviews in Western Africa. He also stated that government should insist for national expertise to be involved in education sector analysis exercises conducted by international teams. He affirmed that such exercises would be incomplete without the input from national experts. As an example it was stated that most of the UNESCO consultants come from the North. When these consultants are challenged, they say they are not sufficiently aware of expertise on the continent.

Dr. Hamidou Boukary, from ADEA secretariat stated that AU has approached ADEA to discuss the setting up of an observatory or monitoring mechanism for education policies and this might entail more cooperation among various

working groups. He also said that the strategic plan of ADEA will be shared so that we have an idea of where peer review fits into ADEA future initiatives. He reiterated that a Government can insist that Northern consultants be paired with national consultants. According to Dr. Hamidou this should not be difficult as they have the necessary clout to influence this policy because usually the funds to pay consultants come from the country's borrowed money. Resources for peer review can be mobilized at national level. Within FTI for example, there are funds for research available. Finally he was of the opinion that WGESA might need to be stronger at national level, to accompany initiatives undertaken.

Mrs Ellen Marie Skaflestad, from Ministry of Education- Norway, thanked the organizers for the arrangements and the presenter for their useful and practical presentation. She stated that Governments must be sensitized about the importance and effectiveness of peer review exercises. She was of the opinion that there is very little partnership and interaction between organizations, especially research organizations, and the Governments. Ministries often rely on education consultants from various parts of the world rather than using research expertise found in Africa. She pointed out that Governments must be made aware of the existence of expertise within the country and within Africa. From donor point of view, she stated that she would like to see governments expressing their sector analysis needs clearly.

Mr. Alfred Iilukena from Government of Namibia was of the opinion that it is very common to use consultants as a *quick fix* to the problems. Consultancies are considered as an easy way out, instead of promoting and helping to build national and regional expertise. In government, representatives should advocate for more use of regional expertise, insisting that work be undertaken by them because they know the socio-economic environment. He also noted that regional research organizations are absent from international meetings. Regional networks need to be more proactive.

They need to be knocking at the doors of the Ministers of Education in order to remind them that they are there within their reach. He advocated home-grown solutions. He encouraged research organizations and working groups to be present at important gathering of Ministers held within the country and throughout the continent.

Mrs Angela Arnott from the Working Group on Education Statistics (WGES) stressed on the fact that Governments should insist that consultants from international organizations must work with local experts as these consultancies are learning opportunities. The international consultants are constantly upgrading their skills. Governments need to ensure that these opportunities are given to their own people as well. As a result, the critical research capacity needed in country and in the various regions of the continent will be developed. However, she reminded that organizations like ERNESA should be present at the SADC meeting of Ministers of Education that would be held in July/August of 2007. She insisted about the well thought lobbying and marketing strategies. Researchers cannot sit back in their universities and expect government to know they are there.

Mr. Mnjagila reminded participants about the strict conditions binding government with donor organizations. Very often there is practically no flexibility about the profile of experts. Researchers need to be aware of the government's needs and the problems it is trying to solve. We do all this for the benefit of the community and need to work together on it.

Dr. Charmaine Villet from ERNESA expressed the difficulties faced by researchers in convincing authorities to use local expertise. Within ERNESA, members have tried to build capacity for national networks to negotiate. She reminded that the advantage of a network is the ability to draw upon a variety of resources beyond a mere consultant. She also advocated that choice of consultant is often a political one.

3.7 Mrs Angela Arnott (WGES): Peer Reviews-a reflection on some lessons learned

The afternoon session started with a presentation of Mrs Arnott which highlighted the importance of being aware of the risks and pitfalls in order to improve the process of the peer review. She discussed the origins of peer review within OECD to review specific sectors. She mentioned the interest of non-OECD countries to participate in OECD review processes. The African Peer review mechanism within AU was also discussed briefly. Traditional education sector analysis was considered to be cost effective but it often ignored social and cultural specificities. However, all reviews are highly political and therefore require diplomatic savvy. Ownership by the local authorities is vital. She cited the example of South Africa where 153 of the 154 recommendations in the AU peer review exercise on governance were on governance.

Regarding methodology she raised the question of whether the national evaluation that is afterwards reviewed by the external team should be conducted by local consultants functioning outside the Ministry of Education or by an internal team of the Ministry or by a combination of both?

She highlighted the need for a framework of cooperation that has to be signed at outset in order to allow the peers to have some autonomy and a frame work that is acceptable to all partners. She invited participants to reflect on the mechanisms to be used to involve non-government and non-traditional oppositional partners.

Mrs Arnott draws several lessons from the peer reviews conducted. She said that the country readiness is vital. Timing in the policy cycle is crucial. There needs to be capacity to do a national self evaluation. There should be

researchers to analyze the education sector. Rapid changes in leadership can impact negatively on the review process as this leads to the problems of continuity and ownership. Commitment to the process is necessary. It is imperative to develop a clear framework, an explicit term of reference, and a well-defined scope of work among partners from outset. Organizers must ensure that there is good logistic management of the process during the two to three weeks when the international team is in the country. Local authorities have to ensure that there are people who are committed. After the international team has reviewed the national report and has made recommendations, there is a need for proper follow-up so as to implement the recommendations.

Government sees itself as being central because it is the entry point for peer review when in fact the process should serve most partners involved in the education sector. International team can only get a snapshot of the education sector in a given country. There is a need to support the team so the members get as much depth as possible so that the recommendations are well grounded.

3.8 Kaviraj Sharma Sukon (Mauritius): Peer Review of 2000-2005 Reforms in Education in Mauritius - Lessons Learnt

Dr. Sukon presented the findings of the peer review conducted in Mauritius.

He explained the different stages of the peer review:

- a. Preparation: WGESA preliminary mission, signing of Framework of Cooperation (February 2005).
- b. Self-assessment by country, with WGESA assistance (June-September 2005).
- c. Review by the team of international experts/peers (October-November 2005).

- d. National consultation to validate the findings on the ground and share results with stakeholders. Representatives from all education sectors, from and unions were present (July 2006). There was appreciable press coverage in anglophone and francophone newspapers and on private radio. 2 August 2006: the report became Headline of the mostly read daily newspaper *L'Express*: the author of this article stated that it was the first time he had ever seen such a comprehensive report on the education sector. There was a Parliamentary Question on the findings of the report in the National assembly on 3 November 2006.
- e. An impact study will be conducted in approximately 18 months after the release of the review report (Jan.-Feb. 2008). He stated that the report is available from the WGESA's website in both English and French.
- f. He described the Mauritian education system in detail. Mauritius has a 6+5+2 education structure i.e. six years of compulsory primary schooling from Standard I to Standard VI leading to the Certificate of Primary Education (CPE). This is followed by five years of compulsory secondary education from Form I to Form V leading to the Cambridge School Certificate (SC) and a further two years at secondary ending with the Cambridge Higher School Certificate (HSC). Education has been made compulsory up to the age of 16, with the introduction of 11-year schooling as from January 2005. This measure has involved relevant changes in legislation. Education is free at primary and secondary levels. At tertiary level, all full-time undergraduate programmes are free at the University of Mauritius.

He presented the challenges facing the systems and the possible directions for remedial actions as developed in the report. He discussed the importance of the education reforms and the peer review especially in a context when Mauritius is undergoing economic transformation. Sugar and textile industries

are threatened and thus there is a need to invest in service industry where “thinking hands” are needed; number of investors increases annually partly because of bilingual skills of population; the report has shown how education would need to help reduce the number of low skilled persons while ensuring that the country has a large pool of people with higher skills needed for the service sector.

He stated that private tuition is a consuming factor in primary education, undermining mainstream education and disadvantaging the poor. Innovative solutions are being envisaged and this includes having a dedicated national TV channel to education. In fact the Knowledge Channel will be launched soon. The medium of instruction is not in the mother tongue (Mauritian Creole: the day-to-day medium of communication) but English. He showed that the graph of English Grade Distribution 1995-2004 at CPE level was U-shaped, which is the opposite of what is expected; the report thus proposed solutions such as reconsidering “automatic promotion” – one of the greatest achievements of this process. Other proposals included re-examining the medium of teaching to better reflect the sense of national identity; develop programs for learners with special needs, including by identifying them sooner; need a skill-based curriculum that reflects today’s global matters (i.e. values and human rights, environmental issues, poverty reduction), and key skills (why learn a language if it can’t be used for speaking and communication). 3000 new jobs are available in the IT industry yearly, but employees need to be able to communicate fluently. Free transport is available for children attending primary, secondary, and vocational and the universities.

It was found that most problems at secondary level emanated from the primary level. The challenges of the secondary education include: reform initiatives overlap and overburden system; there was a rat race for few places in high demand *star* schools; and there are few educational

opportunities for out of mainstream children and adults at this level. Possible remedial action includes re-considering the relevance of Cambridge examinations authority; encouraging use of formative evaluation; re-designing the curriculum which is academically overloaded (e.g. emphasis on grammar without addressing communication).

It was stated that there is a need to align educational system at all levels with bridges between them. The need to have a proper monitoring and evaluation of teaching in schools was felt. The secondary education must not only respond to needs of the child in particular but it must also adequately respond to the country's skills need in general. Mauritius has recently developed the National Human Resource Development Plan which includes an audit of skills and competencies required by the local labour market. No effort must be spared to promote independent and life-long learning.

Tertiary education at undergraduate level is still free at University of Mauritius although there is an increase in the number of foreign institutions starting their branches in Mauritius. The aim of the government is to increase the gross tertiary enrolment ration to about 45%.

Dr Sukon also highlighted the impact, lessons learnt and the follow-up after the publication of the report. The report was launched by Hon. D Gokhool, the Minister of Education and Human Resources. On this occasion the Minister announced that **automatic promotion would be reviewed** as a result of the peer review. Though he was not the minister who requested the review, he supported the process. We can no longer let children go through the system without learning to write and calculate, etc. A subcommittee has been set up to ensure the follow-up.

The curriculum reform has started: the new curriculum includes Values (Citizenship education), it is well integrated and it lays emphasis on formative assessment as recommended by the Peer Review Report.

Several other recommendations of the Peer Review Report have been considered in the development of the various projects including *Bridging the Gap* project to help with articulation between pre-primary and primary, and the *Upper Primary Teachers Support Project*: getting to the teachers in the classroom in order to know the difficulties they are experiencing - strong emphasis on the use of multi-media materials.

Although the starting point of the peer review process is outside the iterative process, it is important for ministry people to run the process and be fully involved in it. Reforms must be holistic and the peer reviews must look at the entire system.

3.9 DISCUSSION II

The presentations were followed by an interactive debate. Various issues were discussed including the following:

- Why call schools “stars”? Children should be the stars. As long as star schools would exist, the rat race to get into the star school will continue.
- It was suggested to use EMIS as basis for all ESA.
- Participants wanted to know to what extent the peer review exercise has contributed to capacity building in the country. Have the locals learnt enough in order to be able to contribute to similar processes in other countries?

It was noted that the Ministry of Education is one of the busiest ministries and the peer review “shook” the system to get people to “rethink” about

what they were doing. During validation meeting, stakeholders from various sectors together thought about issues and explored how to raise those issues.

It was advocated that the extent to which the peer review recommendations are taken up in policy formulation is the test of its success.

The issue of extending the pilot sample to two more countries (a West African country and a Portuguese speaking country) was raised.

3.10. Summary of Day-1

The presentations and the deliberations reminded the participants that there are traditions of peer review within higher education that can inspire especially if the parties involved in the Peer Review wish to go for quality research and quality publications.

Participants were of the view to think “beyond government” when thinking of peer reviews and explore other ways in which peer review within education sector can be beneficial.

It is vital that there is an appreciable *buy-in* process by government including investing in the framework of cooperation from the outset to build understanding and trust in the process.

The participatory process must be encouraged in order to have a holistic view of the education system.

In Mauritius, the Peer Review Report had a significant impact on the educational system: automatic promotion was questioned, some curriculum reforms were initiated to give more weight to the values components), the

pertinence of the Cambridge examinations authority was questioned, a Knowledge channel was set-up on TV for all Mauritians to respond to the private tutoring issue, follow-up research was recommended, etc.

The need for synergies among different partners (government, regional economic unions (SADC, ECOWAS, UEMOA, AU) Unesco cluster offices,..)

Research networks are called to play a more important role in education sector analysis, in providing longitudinal perspective, in providing comparative perspectives, in helping to get findings shared across national borders and reinvested in other processes, and in making African expertise more available and valued.

It was strongly suggested that research networks must market their expertise and services effectively.

Government must insist on use and development of national expertise at several levels: if international experts are assessing the system, then they must be accompanied by national experts in their work. In fact, it was suggested that WGESA and the countries develop and support institutional relationships as opposed to encouraging a culture of consultancy.

They should also work towards a healthy balance in developing home grown solutions and benefiting from international expertise, and a balance between internationalization and nationalization.

4. ISSUES FOR REFLECTION

Should the role of WGESA be limited to the informational process or must it be involved in the learning process as well?

What should be the right combination of national, regional and international expertise in the Peer Review process?

How to review all the five phases in each participating country (the outcome of the process should be well documented, published and presented in the next ADEA Biennale)?

How to share the experiences and the findings among other countries?

Is there a need to evaluate WGESA's peer review initiatives in philosophical terms (justification, benefits, etc.) and in practical term (evaluating/ documenting/sharing lessons, improving the process, PARTNERS, funding)?

Why not analyse, document and disseminate the similarities and differences of the different peer review processes (OECD, The African Peer Review Mechanisms,...) with the WGESA's one?

How to ensure that each participant shares the findings of the seminar with stakeholders in order to ensure that children also benefit from our discussions?

5. SYNTHESIS OF DAY-2

5.1: Dr Ibrahima Bah-Lalya: Sector Analysis Peer Review and Policy Dialogue

Dr Bah-lalya welcomed all the participants to the second day of the seminar. He thanked all the members of the organizing committee for all the arrangements. He discussed the role of WGESA in conducting education analyses in Africa. His presentation was in two parts.

He started the first part by defining education sector analysis. Admittedly, the definition varies according to the person or institution that formulates them, the major trends in effect in education at the time considered, the political environment, and various other factors.

In general, education sector analysis (ESA) is an in-depth and complete investigation of sector or sub-sector programs or specific areas of education.

ESA examines the way education systems meet the country's needs and it is useful in defining a coherent strategy for the sector's future development. The decision to undertake a sector analysis can be motivated by various reasons including creation of a new educational system (Palestine – East Timor), change in government or regime (Guinea – Benin), reform of the system - creation of new ministries (Togo – Senegal), rebuilding of an education system (Angola –DRC – Liberia – Sierra Leone), joint intervention of development partners (Tunisia - Senegal – Ivory Coast), legitimization of a national policy program, help develop a constituency around a political, economic or social agenda, asserting the authority of a new national leadership over education affairs, gain time in periods of major crisis or conflict situations, reflect on major international development trends and other socio-political reasons.

He presented the evolution of the sector analysis concept and practices. He started by describing the situation before 1980 which was dominated by a western inspired liberalism versus eastern inspired planning, and development of human capital versus development of the "new man". In Africa sector analysis was not only marked by this dichotomy but it was also tainted by nationalist approaches. The following decade (1980-90) was the period of development projects. Analysis of the context or environment became a prerequisite for funding from development partners. During 1990-2000 was the *sector program* phase in which ESA was considered from a global, holistic and coherent perspective. A decentralized approach was adopted with the inclusion of the private sector and other stakeholders. This phase witnessed the development of coordination mechanisms and dialogue structures.

In the recent years (2000 – Present), there has been a better appreciation of diversity in an increasingly global context. Sector Wide approaches (SWAp) have become widespread while more consideration is being given to partners

in the field and to implementation. South-South partnerships are being considered with an increasingly global outlook.

He described the sector wide approaches as being a common approach for the development of the entire sector. The SWAp is usually under the direction of a single government (all development partners being “coordinated” by the government). It also has a common procedure for fund management with a framework for sector expenditures. Such a framework is usually included in a broader national frame that reflects a broader international framework. It is a solution to fragmented projects that often lead to waste of resources and lack of efficiency in planning. It empowers the government and local authorities to make better informed decisions. It strengthens collaboration between stakeholders as a result of the establishment of process management structures. The three main phases of a sector analysis were described as

- i. The *diagnosis* or snapshot interpretation to determine the system or program’s exact state of development;
- ii. The *prognosis* to determine the strategy, define what direction to go in;
- iii. A *plan* to determine the main lines of action or how to get there.

The content of a *diagnosis* varies according to the paradigms. The eight dimensions suggested by Gottelman were presented: context, access, equity, quality, internal efficiency, external efficiency, costs and funding, and management.

In general, the *context* encompasses at least 6 dimensions: historical framework, geographic framework, cultural framework, the economy and the economic environment, political framework, and educational framework.

The following three fundamental questions must be considered when discussing the issue of *access*:

- i. How many children, adolescents and adults are potential or current customers of the education system?
- ii. Which groups are priorities?
- iii. Who does not have access to which type of education and why?

Questions on *equity* are much wider than the gender issue. They include regional equity (*North/South, mountains/coastline, etc.*), zonal equity (*urban/rural, poor/wealthy neighborhoods within the same zones, etc.*), socio-cultural background (*ethnicity, religion, lingua franca, etc.*), political factors (*participation or not of opposition parties in the decision-making process in education, unions, governmental policies, tensions/conflicts, etc.*), differences in education offering (*teacher distribution, school mapping, etc.*) and more. Good planners should consider all these issues.

Regarding *quality*, inputs (*teachers, study programs, type and quality of pedagogical material, type and quality of school infrastructures, type, level, sources of funding, etc.*) matter but processes and methods (*which teaching and learning practices?, which pedagogical supports?, which school administrative practices for learning?, which distribution of resources?)* must also be taken into account, as well as the quality of "outputs" (*exams, behavioral and attitudinal changes, citizenship, livelihood, etc.*).

Internal efficiency not only includes issues of drop-out, repetition and completion but also transition rates between education levels and resources required to train efficient professionals in all areas of competence.

The job market and the improvement in the standard of living should not be ignored when considering *external efficiency* or the relevance of learning vis-à-vis the needs of the educational environment.

At the end of the first part, the issue of education management was raised.

The four levels in the organizational analysis include *strategic level* (analysis of development plans and budgets and their relationship to the education sector policy MOU that the Government has passed with the partners), *management level* (analysis of achievements compared to objectives to detect deviations and appropriateness vis-à-vis directives), *Infocom level* (capacities of the system to collect, analyze, generate, store and redistribute information, networking capacity, etc.), and *operational level* (analysis of the learning process and teacher training, pedagogical support..)

The second part of the presentation related to sector analysis and peer review.

Actors in education come from several backgrounds and interests. They include: Policy making and Executive offices (*parliamentary and elected representatives in general, education ministries, other ministries including the ministry of public service, research and development milieu, associations, NGOs, international development partners such as the World Bank, UNESCO, etc.*), Funding organizations (*bi- and multilateral*), the customers or social actors (*community directors, parents, students, social groups, etc.*), monitoring/Control offices (*ministries of finance and budget control, prime minister's office, president's office, etc.*), and other partners both local and International NGOs. They use different methods to influence education. They direct or are directed, are consulted, informed or instructed.

He presented three sector analysis approaches and models that have been used in Africa to conduct sector analysis which are not mutually exclusive: Directive approach (*"the Commando approach"*), Participative approach and the Peer Reviews.

The advantages of the Directive approach include the following: its rapid diagnosis; its technical soundness; it is easy to check the precision of the

analyses; the language is easily accessible to international partners; it is legitimized by many funding agencies; its short time frame for completion; it favors economic models and it is in tune with economic imperatives; and it is easy to monitor.

The disadvantages of the Directive approach include the following: it is extroverted; it is pyramidal from top to bottom; it has little local ownership by "customers"; there is a low level of sustainability of outcomes; there is limited policy dialogue at national level; and it is difficult to make the product long lasting.

The advantages of the Participative approach include the following: it has a level of capacity transfer; it considerably facilitates policy implementation and education reforms; it helps develop national teams for the program; it facilitates ownership through better understanding and internalization of the program; it is oriented towards solving concrete problems; it has a high level of transparency and it is far more democratic; it helps develop national teams for the program; and it is oriented towards long-term sustainability of plans.

The disadvantages of the Participative approach include the following: it takes more time to execute (at least 2 to 3 years); its analytical capacity is relatively limited; it is costly; its compliance with general directives is limited; and it has a low level of accountability.

The advantages of the Peer Reviews include the following: it has a high level of knowledge and competency transfer; it is oriented towards solving concrete problems in the field; it starts off with concrete cases of reforms already underway; it helps develop national teams for the program; it facilitates dialogue with national and international teams; it facilitates

ownership through better understanding and internalization of the program; it has a strong absorption capacity; it is more transparent; it is oriented towards processes; it makes effective use of national expertise; it is appropriate for sector approach; and it is oriented towards long-term sustainability of plans.

The disadvantages of the Peer Reviews include the following: policy decision-makers are still not familiar with the approach; it is sensitive because of the ambiguous position of the international experts (*they are “African colleagues”, but yet “outsiders to the system” who give an opinion on it*); local policy agendas could be insufficiently understood or assessed by reviewers given the limitation of time for conducting the review; it has limited analytical capacity; the pressure exerted by the peers may be taken badly; and it relies very much on national/local expert and leaders.

In his conclusion remarks, he said that sector analysis that is sensitive to the context and promote a policy dialogue amongst the stakeholders can be the most appropriate instrument for understanding education provisions, challenges and opportunities. When sector analysis uses reviews conducted by peers, especially using the WGESA/ADEA model, the possibility of drafting appropriate recommendations and of developing conditions for implementation is definitely higher.

Therefore, mainstreaming the peer review process into Government policies and programs should be one of the aims of WGESA. In the meantime it will be an opportunity to enhance an understanding of the Peer Review mechanisms and to note its advantages and shortfalls through the following: broadening of WGESA's partnership with institutions working in the same field (NEPAD, OECD, AU, etc.); strengthening our programmatic cooperation with other ADEA Working Groups (WGES, WGEF, WGNE, WGHE, etc.) on the matter; extending the pilot sample to two more countries; seeking for more

appropriate and sustainable funding; and organizing a stock taking exercise to clarify and consolidate the lessons learned from the process.

During the discussion that followed, the participants underscored the opinion made during the presentation that the different methods for sector analysis process should not be treated as mutually exclusive. They can sometimes be complimentary and above all each one can be used in different contexts.

5.2: Mr Hamidou Boukary: Future directions for ADEA

Mr Boukary discussed the strategic plan of ADEA. He stated that the *outside evaluators* questioned ADEA comparative advantage vis-à-vis capacity development. These evaluators insisted that ADEA needed more detailed strategic plan that would permit more systematic evaluation of whether and to what extent objectives are met. ADEA is currently developing performance measurement framework. ADEA has reformulated its vision and its mission. The ADEA vision is *ADEA is leader in processes of policy dialogue, sharing and learning for the qualitative transformation of education in support of Africa's development*. The ADEA mission is to *Act as a catalyst for innovative practices for change in education through the pooling of ideas, knowledge and exchange of experiences*.

He stated that the five strategic objectives of ADEA are:

1. Foster shared understanding for coordinated and effective action vis-à-vis major challenges to development of education in Africa. (*Outcomes: improved creative, Africa led responses to education challenges. Indicators: number and quality of contributions to Biennale meetings, and extent to which ministries and partners use research findings.*)
2. Contribute to achievement of continental and regional integration objective in the education sector.

3. Analyze and make best use of lessons learned from effective, promising and/or innovative practice and policies.
4. Share as widely as possible knowledge and lessons learned from policy dialogue, research and analytical work.
5. Improve ADEA performance in the area of management, planning, evaluation and reporting.

He stated that there is currently a rethinking of the future of ADEA working groups. Their strategic role, comparative advantages, mission and evolution, performance and life span are being re-considered. They are also considering mergers and restructuring of the working groups in line with the expectation of ministries/governments. It was advocated that the strength of the working groups lies in their networking. The question of merging WGESA, WGFE, WGES into an observatory of education policies was also raised.

ADEA carried out a survey among 21 ministries regarding their expectations on how working group activity should be streamlined. The results obtained showed that collegial reflection, capacity building would come high in their proposed agenda with 69%, followed by agenda setting, research and analytical work with 12%.

5.3: Prof. Maman Saley: Preliminary lessons learned from the Gabon Peer Review exercise

Prof. Maman Saley, ENS Director, University of Niamey, Niger, a member of the international team for the peer review in Gabon presented the peer review being undertaken in Gabon.

He stated that the review is still not complete. The first contact of the international team with national team has been difficult because of the

electoral period. The second visit was also perturbed by elections in Congo. Relations among partners in Gabon were difficult due to the ambiguity regarding education sector leadership. The fact that ADEA's 2006 Biennale was held in Gabon did help accelerate the Peer Review process.

The presentation started with the basic statistics on the education system in Gabon. There has been a definite increase in the number of children attending pre-primary school. At the primary level, the team identified need to better generalize pre-primary education. Problems include lack of teachers sufficiently trained in required numbers. Although the 1966 education law provides for universal access to primary education, many children are still out of school. At the secondary level, vocational education is still perceived as an education for those who have "failed" in the mainstream.

At the higher education level, a limited success among students enrolled between 1994 and 2006 was noted. Nonetheless the student population continues to grow.

The 1996 law provides for access to non formal education and culture for all adults. However the number of illiterate persons is increasing, affecting mostly women and children. It was noted that there were only 300 adults per year completing their literacy training. The training does not seem to improve their socio-economic conditions.

The funding for education comes from petrol and forest industries and World Bank loans. The expenditure is shared as follows: 39% on pre-primary education, 28% on secondary and 10% on higher education. The % of GNP spent on education is low compared to neighbouring countries. It was pointed out that it could take as long as 14 years, for some students to complete their primary education.

He pointed out the contradiction that there is a high level of enrolment compared to other African countries but yet investment in education is low compared to other countries with similar level of resources.

Some of the preliminary recommendations of the international team include: providing continuous training for teachers at all levels; modernization of the pedagogical approaches and the adaptation of the curriculum; introduction of competency-based teaching; introduction of "LMD", BA, MA, PhD approach; creation of short programs at higher education level; promotion of a knowledge society and development of national competencies accordingly; fighting exclusion; and development of all sectors while ensuring coherence among them in order to achieve social cohesion.

Mrs Blandine, the technical advisor, Ministry of Education-Gabon, also intervened. She said that the Gabonese Minister of Education who initiated the peer review process in 2005 was not the one who received WGESA's team for the first visit. For the second visit, there was a third Minister and the Ministries had been restructured into the Ministry of Primary and University education. Now we are at the 5th minister, since the one who initiated the process.

She raised several issues including the following:

- Problem with archival: difficulty accessing previous studies thus lack of reliable data, especially for the previous three years.
- Every time there is a need to convince the Ministry's Secretary General and the directors of the ministry. A common question is why there is a need for another study when several studies of the education sector have already been carried out before: Etats Generaux, studies

financed by French Cooperation on the education system, EFA plan, etc.

- Instability of the position of Minister of Education and public servants worsened the matter.
- Calendar of political elections perturbed the calendar.

5.4 DISCUSSION III

Participants argued that the criteria for success of peer review depends both on availability of data and political openness. It seems that it was difficult to have past education statistics in Gabon. Reliable statistics on unemployment rate was not available.

There will definitely be a problem if the system is anchored on politicians. Ministerial role is primarily one of coordination and in the absence of commitment the whole process of peer review will be hampered.

Impact of process: several diagnostics were done in the past and the Gabonese have yet to discover the value of this particular diagnostic. One difference is that other studies, like those conducted by Unesco, rely on an external expert who comes and goes and writes his report. Here, there was a participatory process. The report is cited at different education meetings. For example, when the ministers had to go to parliament, they indeed mentioned this report.

The gender issue is a serious one in Gabon as girls usually marry at a young age and may.

The case of Nigeria was also discussed. The national self evaluation was completed during Spring 2007 and a report was ready. It was noted that the

key factors influencing the review were related to political changes that had an impact on the program's supervision. It was suggested that the relationship with the new team be renewed so that the Peer Review can go ahead.

5.5 Mr Justin Ellis: Overview of Education and Training Sector Improvement Programme (ETSIP) in Namibia

Justin Ellis, ETSIP Programme Manager, Undersecretary for non-formal education, Namibian Ministry of Education was invited to present the Namibian ETSIP.

In the first fifteen years of independence Namibia has succeeded in providing access to ten years of education for some 85 – 90 % of its children. Basic adult literacy was at 81% by 2001. However, on closer examination it has been realized that the current education system is contributing inadequately to the creation of a knowledge-based economy, as foreseen in Vision 2030, the country's long-term plan for industrialisation. Generally speaking, the standards achieved in Namibian education are low. A small number of Namibians have achieved senior secondary education, and too few have completed vocational or tertiary education qualifications. A system of information and knowledge management, and of technological innovation, is lacking, despite a rich endowment of mineral and natural resources. HIV/AIDS is threatening the few gains made. The extremely high levels of inequality inherited from South African apartheid rule have proven hard to sufficiently redress.

Namibia has therefore, with the assistance of the World Bank, devised a bold fifteen-year improvement plan for education known as the Education and Training Sector Improvement Plan (ETSIP.) These are its main aims.

The quality of general education (grades 1 – 12) is to be improved through a wide range of measures. The curriculum will be revised to ensure that it meets the demands of a knowledge-based economy. The supply of textbooks and other learning materials will be increased. New standards will be enforced. Systems of performance management and accountability will be introduced, including licensing of teachers and performance targets for each school. National tests will be introduced in grades 5 and 8 to supplement existing national examinations at grades 10 and 12. Support for teachers will be stepped up through re-organised inspection and advisory services, and the cluster system, in terms of which 4 - 8 schools in one vicinity are grouped together. Special education will be enhanced, initially through policy development.

Information Communication Technology will be rapidly spread throughout the sector to enhance learning and administration. The curricula will be revised to make ICTs a cross-curricular tool as well as a subject. Staff will be trained, and ICT services and support structures developed, so that technology can be deployed and maintained. Education management will also be enhanced through the use of ICTs.

Greater efficiency and reduced wastage is to be pursued throughout the education system. Performance contracts will be introduced for all managers and administrators in the system. Learner-teacher ratios will be re-examined with a view to arriving at an affordable level of expenditure on personnel. Cheaper ways of providing textbooks will be developed. Time on task for both teachers and learners will be carefully monitored.

The provision of senior secondary education (grades 11 and 12) is to be expanded. Currently 46,3 % of grade 10 learners are taken into grade 11. The intention is to increase this to 80% by 2020. Fuller use is to be made of existing facilities, some of which will need expansion of classroom and hostel

space. Six large new senior secondary schools of a high standard, to be known as comprehensive schools, are to be established by 2011, mainly in the northern regions. Experienced foreign teachers will be recruited by various means for key subjects such as mathematics, the sciences and English, to supplement an increased supply of qualified Namibian senior secondary school teachers.

Vocational Education and Training is to be reformed and expanded. A National Training Authority will be established with the private sector having the majority of seats on the Board. Competency-based qualifications, curricula and study manuals relevant to the needs of Namibian industries and circumstances will be developed. A training levy (initially 1% of payroll) will be instituted. Government Vocational Training Centres (VTCs) will be re-equipped and will become self-governing through careful preparation. VTCs from both the public and the private sectors will compete for the available funding. Admissions to all VTCs will be expanded and three new vocational training centres will be established by 2011. Trainees may be sent to neighbouring countries and elsewhere for some forms of training that cannot be economically offered in Namibia. The system of Community Skills Development Centres (COSDECS) will be expanded.

Tertiary Education and Training is to be strengthened and expanded, especially in areas where human resources are in short supply. The National Council for Higher Education, and other bodies, will be established to ensure high standards and efficient allocation of resources. Relevant research will be supported. Training of teachers in relation to need will be speeded up. Pre-entry and foundation courses and other schemes to provide more tertiary entrants in the sciences, engineering and other areas of national need will be funded for a limited period.

A national system of Knowledge Management and Innovation is to be developed, considering the experiences of other countries. A National Commission will be established, in terms of the Science and Technology Act 2004, for public policy coordination and the financing of research. An institution will be established to act as a broker between those who need technical solutions to particular production challenges and those who might be able to provide or develop solutions that can increase local value-added production, enhance productivity and promote innovation. A 'marketplace' for information and knowledge will thus be developed.

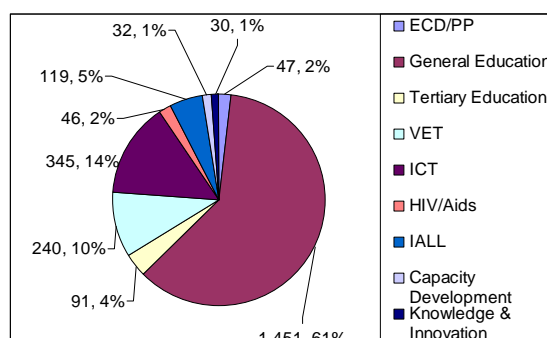
Early Childhood Development and Pre-Primary Education will be enhanced through policy, legal and institutional development, the training of caregivers and pre-primary teachers, and the pro-poor expansion of access.

Access to information, culture and lifelong learning will be strengthened through revision of policy, legal and institutional frameworks and improved access. Making arts training more vocational and market related will promote the employment creation aspects of arts education. The national information service network will be upgraded by enhancing information and communication technology to expand access to relevant information and learning resources. Digital information and document management systems will be implemented to make use of national and global electronic information resources.

HIV/AIDS Management is to be enhanced. Strategies to be implemented to prevent HIV infection include awareness raising and empowering, regulatory issues and curriculum and learning issues. The treatment, care and support of learners will be addressed by devising a system of holistic care, counseling and support. Workplace activities will focus on management actions, workplace support and advocacy.

Equity in education will be increased through a general pro-poor bias. Pre-primary programmes (for those aged 5 – 6 years) are to be established, initially in marginalised communities, to improve the level of school-readiness. Disadvantaged learners will be given preference in admission to the new comprehensive senior secondary schools to be established in their communities. Systems to allocate funds fairly in terms of unit costs will be developed as part of the decentralization process in government. Scholarship programmes and grant schemes will be reviewed with a view to greater support for the most disadvantaged applicants. Increased efforts (including unconventional and non-formal means) will be made to include and retain all children in basic education. Orphans and vulnerable children will enjoy specific attention, especially at school level.

A capacity development programme will be pursued to ensure improvement in all aspects of institutional development, including leadership, strategy and planning, human resource management and development, partnership development, and change management.



Concerning funding arrangements, ETSIP is designed as a sector-wide programme of the Government of the Republic of Namibia, and falls within the normal planning, reporting and financial arrangements of government, including the National Development Plan and the Medium Term Plan. ETSIP is therefore to be implemented through the Third National Development Plan (2006 – 2011) and through Annual Work Plans commencing in 2006/7. GRN generally prefers to receive budget support, including targeted budget support. A Facility has also been created by agreement with the EU and Sida

for institutional strengthening and capacity development. The Education Act 2001 provides for an Education Fund under the control of the Ministry of Education for disadvantaged learners. However, it is also recognised that some agencies (for a variety of reasons) would want to provide support (by agreement) under their own auspices. The distribution of the funding is shown in the pie chart.

5.6 DISCUSSION IV

Poverty exists within a context of great wealth. Great inequality can give rise to charismatic leaders and civil war. Many forms of discrimination are prevalent in the society. Only ½ of JSS school students are taken into SSS. Thus in expanding secondary education, schools will be built in the poorer communities. And it is aim to make these schools even more effective than average schools in order to reduce inequality between communities.

On post-primary, it was noted that there is a need to develop it in order to have population with higher skills sets. Difficulty emanates from wide range of achievement at secondary level. There are some very good schools that meet international standards. And there are many schools drifting along at very low level of performance. Have several measures to get general level of quality up. For example, each school is doing a self-evaluation in relation to a common set of standards developed. Professional standards for teachers are also measured. This is to stop this “drifting along at low levels” of performance. Currently youth who have to leave the system are not employable.

On methodology for developing ETSIP: Participation in any program development is never enough. Working with World Bank and World Bank mindset can also be a constraint. Process started with the arrival of the World Bank consultants. Their reports were discussed at a round table. To

try to get population to better understand ETSIP, an advocacy program is being prepared. Radio will be used extensively, not just to inform but to provoke, in addition to formal processes of meeting. Interaction through phone in radio program will be used to set up national dialogue. An SMS system will also be used.

Teacher unions know about ETSIP but are suspicious about several aspects. Preparing staff is not easy. The formal process is underway, one in which staff receive documents and have to write back saying they have read them.

The need to have an efficient EMIS was strongly felt. Different teams are running different programs and they include people beyond the ministry. The coordinating committee meets every two weeks. Review meetings are the main mechanism for reviewing progress and reorienting as necessary. Government as a whole has developed a performance management system and the Ministry of Education will be the first institution to try it.

What guide the commitment and what if development partners do not respect their commitments? That's why a system of targets and triggers has been developed. It is important to set up these rules of engagement. A MOU was still not signed because some of these tricky issues. The need to bring issues to surface and document them to avoid confusion and to know who does what was strongly felt.

No language policy has been finalised yet. However, it is a very sensitive issue and each time it is brought up there is uproar. Parents and teachers are not convinced that national languages in education are viable. More research is required, to amass enough evidence to know how change is possible.

School fees exist but it has to be ensured that they do not lead to exclusion, especially with growing numbers of orphans.

Participants raised the following questions: How are people from industry involved in curriculum development? What percentage of labour market needs will be met? And how will this indicator be measured with so much migration? National planning commission works on HR forecasts, but they are always unsatisfied with results. HR planning is always difficult because markets change rapidly. So there is a need to be proactive without being tied to an inflexible HR development plan.

Private sector is surprisingly very interested in vocational training and a training levy will be introduced in coming years. Private sector is actually helping to look at issues related to school management, getting schools to map out systems that are important to them and determining how to improve them. Moreover there has been an attempt to mobilize capital from private sector to invest in housing that could be rented to teachers, especially in rural areas. Private sector is also participating in mathematics development.

There is an attempt to promote open and distance learning. Different sectors of the education system plan for joint servicing of learning centres around the country.

6. GROUP DISCUSSION

Participants were invited to discuss several issues in groups including the following: (i) lessons learnt from peer reviews in particular and education sector analysis in general; (ii) follow-up actions; and (iii) the role of WGESA in such actions.

1. Peer Reviews

Mauritius

- Key word is PEER (local and external eye in a collegial and professional environment);
- Political will: government committed to process irrespective of political change;
- Policy dialogue very effective and broad;
- Peer review is good strategy to enlist cooperation of all stakeholders;
- “Buy-in” is easier and appreciable;
- PR *reviewing* rather than *assessing* (locals feel less threatened);
- ESA and PR are not mutually exclusive but complementary;
- In Mauritius, peer review gained a lot of publicity for the report and for ADEA;
- Background documentation and information systems must be present;
- Stable technical capacity at national level must be present;
- Was the process part of global and national initiatives (MDG, EFA, national initiatives?);
- Ensure outcome are not used for malicious ends (e.g. purely domestic political agenda).

Gabon

- Auto evaluation is crucial step in sector analysis
- Inter-ministerial committee to look at pre-primary faced with difficulties
- Missions for Gabonese field visits to Burkina Faso and Guinea
- Improving access to higher education

Namibia

- ESA was done to improve education sector plan
- Developing the plan was slow, and participatory and demanding but provided a lot of in-house capacity development

- World Bank was managed as a knowledge bank, they brought in technical skills and produced reports that the ministry used
- Two documents informing the process: presidential commission report of and Vision 2030 document; thus the process was based on a vision
- High level commitment of senior persons (i.e. minister of HE who then became PM) was important
- High level of consultation driven by government at central, regional and village level
- Tricky issues arise when politician is also professional who engages in technical talk with partner (i.e. World Bank) without rest of team being aware, thus technical steps are sometime skipped which can contribute to confusion around role and reduced ownership by technicians of negotiation process with World Bank
- Sometimes painful process when worried if people would be involved only in planning and never get to implementation
- The plan is a living document that evolves on a regular basis
- ESA contributed to understanding of education as a holistic system, there are more inter-sectoral partnerships as a result

2. Follow-up actions

Mauritius

- Advocate national level follow-up committee
- Internal reform processes must be aligned to do the recommendations
- Country to review recommendations at regular intervals

Gabon

- Gain confidence of politicians
- Put more emphasis on questions related to quality
- Address fundamental problem of under valorisation of vocational training, which is also related to addressing the unemployment issues

Namibia

- Important to document the process, i.e. through seminar report and otherwise
- Namibian government should ensure major elements of plan are shared in national languages (i.e. planned via radio in all 13 official languages)
- Ministry could reach up with national research networks (i.e. NERA) to assist with qualitative research to support implementation
- Plan is quite technical and looks good on paper, sophisticated EMIS system and capacity building required in order to be able to deliver
- Look into how formative research might be a process to help keep implementation on track and reorient as needed

Nigeria

- Rekindle the process as soon as the political environment permits

3. Role of WGESA

Mauritius

- Independent evaluation
- Revisit framework and 5 phases
- Share findings with other organizations to avoid duplication and enhance learning
- Establish linkages with NEPAD and AU
- Provide support/expertise to national committee

Gabon

- Regular contact with the team in Gabon

Namibia

- Inter-country sharing

- Co-author with someone from Namibia, Mauritius articles for ADEA newsletter
- Providing information on formative research
- Address lack of information flow
- Identify planners and WGESA focal points in countries on the continent and send email every two months briefly announcing new content available on Web site
- Promoting ESA and peer reviews in SADC forum

6.1 DISCUSSION V

Peer review is a process that makes inter-country sharing easier because of holistic view of education sector that is presented to persons from other countries wanting to learn.

It was suggested that we should merge the three experiences into one document for sharing at the next Biennale.

Participants stated that the concept was definitely better understood at end of the seminar as opposed to that at the beginning.

Evaluate the three experiences going forward and use documentation base to support peer review processes in the future.

7. CONCLUDING REMARKS

Dr Bah-lalya thanked all participants for coming to the seminar. He reiterated his appreciation for the support from the government of Namibia and UNESCO in making the meeting successful.

UNESCO representative from cluster office addressed participants and was happy to hear that proceedings went well. He said that he had the opportunity to interact with the participants who were clearly impressed by the outcomes of the seminar. This implied that the objectives of the seminar had been achieved. He emphasised the fact that any effort to improve the

education system is a laudable one. He affirmed that Peer Review is clearly an important mechanism to achieve the goals of education at an accelerated rate. He requested the Coordinator of WGESA to circulate the proceedings of the Seminar be circulated among a wider audience.

In the end he thanked WGESA for choosing to hold the seminar in Windhoek. He invited each and everyone to visit the city and the country before they leave. He wished all the participants a safe journey.

7.1 SUMMARY OF DAY-2

Three methods on education sector analysis were presented. All the three methods are considered important in their own way. Each approach has its own advantages and disadvantages. The objective of the study determines the method to be used. The second day was an opportunity to discuss the Peer Review in other countries with a focus on Gabon.

GABON:

- Is the process still reliable without dependable data?
- Level of pre-primary development: differences between the report of the national and the international teams were noted.
- There exist difficulties in transitions from primary to secondary and from secondary to tertiary.
- Few girls go on to upper secondary.

The second day has been an opportunity to learn about the reforms in NAMIBIA.

- The reform has been very well planned. There has been wide consultation so that the process is carried out within a vision and the development context of the country.
- There is a clear financing strategy based on accountability and partnership management.

- An internal review process has been planned to look at achievement on 11 key indicators.
- The standards for schools, teachers and inspectorates together with a performance management system have been developed.
- ICT is expected to be integrated transversely.
- Labour market issues are expected to be integrated.
- Vocational training will be valorised.

Several issues were raised however:

Within equity, should actions be targeted towards disadvantaged groups, i.e. cater for specific needs of diverse populations or should everyone get the same?

There has been an evolution in the understanding of peer review. (Broadening experiences from OECD, higher education, field experiences of ADEA and WGESA). There is a need to document this progression and to continuously enhance the understanding of members of WGESA about peer reviews. The conditions are for the process to have positive impact on national education system/dialogue.

The funding issue remains an important one.

The reformulated ADEA's vision and mission were shared. Its five strategic objectives with performance indicators were also presented.

The functioning of the working groups was also discussed.

8. EVALUATION OF THE SEMINAR

At the end of the seminar an evaluation sheet, comprising 15 questions, was distributed to assess the extent to which:

1. the objectives of the workshop were appropriate and met;
2. the organization and sequencing of the sessions were conducive to learning;
3. the trainers performed at the level of the trainees expectations; and
4. the logistics were appropriate.

Four main questions reflecting the four areas listed above were asked. The last one was divided in ten sub-questions. Out of the 20 participants (including the coordinator who did not fill a form), 13 answered to the questionnaire. The following are the main outcomes of the survey:

- The participants to the 2007 WGESA Seminar and SC Meeting were very appreciative of the Namibian hospitality. They qualified it as "Excellent".
- Generally, the workshop evaluation sheet illustrates that the trainees were satisfied with the purpose of the training, that the objectives were mostly met and the organization was appropriate and logistics mostly convenient.
- A few participants believed that the material could have been used more efficiently (Background PowerPoint papers to be blank so that the toner ink could be used more efficiently; Put 4 sliders on one page instead of one slider, etc.).
- The survey indicates that the participants followed and understood the sessions. It also indicates that the method was highly participatory and practical. The combination of PowerPoint, lectures and group work facilitated the understanding of the issues at stake when countries conduct peer review exercises.
- There was no complaint about the quality of the materials used, the length of sessions, the venue of the workshop and the durations of the workshops. Most participants graded them from "Excellent" to "very good".

- The workshop logistics were also good. However there were some complaints on the flight schedules.
- There were also a few complaints about the heating system in the rooms (it was winter time in Namibia).
- The ability of the facilitators to understand the subjects and to tailor their presentation to the 'trainees' level of understanding was mostly graded as "Very good".

Please find below the tabulation of the responses

A. Were the objectives of the workshop appropriate and met,

Fully	Mostly	Partly	A little	Not at all
31%	62%	0%	0%	0%

B. Were organization and sequencing of the sessions conducive to learning,

Fully	Mostly	Partly	A little	Not at all
31%	62%	0%	0%	0%

C. Were the logistics appropriate, and

Fully	Mostly	Partly	A little	Not at all
31%	62%	0%	0%	0%

D. Did the trainers and the training performed at the level of the trainees' expectations? (This question should be answered through the 10 items below):

1. Were the workshop objectives met?

Fully	Mostly	Partly	A little	Not at all

31%	69%	0%	0%	0%
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2. To what extent were you able to participate?

Fully	Mostly	Partly	A little	Not at all
62%	38%	0%	0%	0%

3. To what extent were you able to understand and follow the sessions?

Fully	Mostly	Partly	A little	Not at all
53%	38%	0%	0%	0%

4. How do you assess the methodology /approach used in the workshop?

Excellent	Very good	Good	Fair	Poor
23%	53%	23%	0%	0%

5. How do you assess the methods used in the workshop?

PowerPoint presentation

Excellent	Very good	Good	Fair	Poor
31%	38%	15%	8%	0%

Lecture

Excellent	Very good	Good	Fair	Poor
0%	8%	77%	15%	0%

Group Work

Excellent	Very good	Good	Fair	Poor
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0%	31%	69%	0%	0%
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6. How do you rate the quality of the materials (handouts, flipcharts)?

Excellent	Very good	Good	Fair	Poor
23%	46%	23%	0%	0%

7. How do you rate the length of the sessions and duration of the workshop?

About right	Too long	Long	Short	Too short
62%	23%	8%	0%	0%

8. How do you rate the workshop logistics? (venue, facilities, seating arrangements, etc)?

Excellent	Very good	Good	Fair	Poor
46%	31%	15%	0%	0%

9. How do you rate the ability of the Facilitator/s to make presentations?

Excellent	Very good	Good	Fair	Poor
31%	53%	15%	0%	0%

10. How do you rate the facilitator's understanding of the subject(s) presented? (overall)

Excellent	Very good	Good	Fair	Poor
31%	62%	8%	0%	0%

9. VOTE OF THANKS

Mrs. Pulane Lefoka did the vote of thanks on behalf of Mr. Hamidou Boukary, ADEA Secretary at the occasion of the ADEA / WEGSA Peer Review Workshop. She thanked all those who have participated in the seminar.

She thanked Dr. Claudia Harvey, the UNESCO representative for accepting to help ADEA in preparing the seminar, for her encouraging words during the opening ceremony.

She also thanked Mr. Mnjagila who kindly accepted to be the Master of Ceremonies and for guiding the various sessions.

She thanked Mr. Alfred Lilukena who represented the Minister of Education so well for his opening address. She assured Mr. Lilukena that the report on the deliberations will be produced and circulated so that decisions reached during this seminar can be followed-up.

Lastly, she thanked all the organizers, interpreters and the staff of the hotel for contributing to make the seminar a successful one.

Appendix 1:

List of Participants

	Name	Institution	Observations
1.	Siddo Ramatou	Conseillère technique du Ministre de l'Education, Cabinet du Ministre Ministère de l'Education de base et de l'Alphabétisation (Niger) Niamey NIGER	
2.	Mr. S.R. Mnjagila	National EFA Coordinator (MOEVT) Assistant Director Adult Education EFA National Coordinator Ministry of Education and Vocational Training Dar-Es-Salaam, TANZANIA	
3.	Dr. Pulane Julia Lefoka	Institute of Education National University of Lesotho Roma 180 LESOTHO	
4.	Mr. Taole John Masoabi	Director of Planning Ministry of Education and Training Lesotho	
5.	Mme Blandine Mefane	Remplacement pour Secrétaire Général chargé de l'Enseignement Ministère de l'Education Nationale du Gabon Libreville GABON	
6.	Ellen Marie Skaflestad	Norwegian Ministry of Education and Research Department of Policy Analysis and International Affairs NO- 0032 Oslo Norway	
7.	Catherine Powell Miles	Education Analyst USAID Africa Bureau, Education Division 1300 Pennsylvania, Avenue, N.W. Washington, DC 20523, USA	
8.	Kofi Segniagbeto	IIEP 7-9 rue Eugène Delacroix 75116 Paris, FRANCE	

9.	Dr. Charmaine Villet	Windhoek Namibia	
10.	Mr. Hamidou Boukary	ADEA Programme Manager 7-9 rue Eugène Delacroix 75116 Paris, FRANCE	
11.	Mr. Ibrahima Bah-Lalya	WGESA Coordinator 7-9 rue Eugène Delacroix 75116 Paris, France	
12.	Katheryn Toure	Regional Coordinator Educational Research Network for West and Central Africa	
13.	Madame Madame Adija Hima	CONFEMEN Immeuble Kébé Extension 3eme étage Dakar SENEGAL	
14.	Mr. Mohamed Chérif Diarra	WGEF Coordinator CODESRIA Dakar, Senegal	Excused
15.	Mme Koumba Boly Barry	Coordinatrice de Programme d'Alphabétisation et de Formation Coopération Suisse/Ambassade de Suisse Ouagadougou 01 Burkina Faso	Planning to come but had a last minute other commitment
16.	Ms. Angela Arnott	UIS EMIS and Project Coordination Expert Statistical Capacity Building UNESCO Institute for Statistics UNESCO Office in Accra Airport Residential Area Accra, GHANA	
17.	Dr. Gidado Tahir	Executive Secretary Universal Basic Education Commission (UBE) Abuja, NIGERIA	Last minute cancelation..
18.	Nelson Nyangu	Director Planning and Information MoE Lusaka Zambia	
19.	Tegegn Nuresu Wako	EMIS Specialist P. O. Box: A1251 Avondale Harare, Zimbabwe.	

20.	Kaviraj Sukon	(PhD), Chairman Mauritius College of the Air Réduit, MAURITIUS (Indian Ocean)	
21.	Professor Saley Maman	Director ENSUP Niamey C/O Alhassane Yenikoye Recteur Université Abdou Moumouni de Niamey Niamey NIGER	
22.	Ulla Khan	Professor consultant Sweden and Namibia	
23.	Jabulane Shabala	EMIS Head Specialist Ministry of Education Government Complex Mbabane Swaziland	
24.	Alfred Ilukena	Ministry of Education Namibia	

Appendix 2

Opening address by Mr. Alfred Lilukena

Opening remarks by Mr. Alfred Lilukena, the Under Secretary in the Ministry of Education at the occasion of the ADEA/WEGSA Peer Review Workshop

13 June 2007

Ladies and Gentlemen

I would like to tender apologies on behalf of the Minister of Education who is unable to be with us this morning due to another equally important meeting that he has to attend to and of which coincided with the ADEA/WEGSA meeting.

Furthermore, I would like to extend a word of welcome to all the participants who traveled from further a field to be here with us in Namibia and hope that while you are concentrating on the workshop, you will also find the time to see more of Namibia and its landscape.

Ladies and Gentlemen,

After the Ghana conference on Secondary Education in Africa in April, a decision was made that Namibia, in particular the Ministry of Education, should co-host the next ADEA Working Group on Education Sector Analysis Workshop. The Ghana conference also paved ways for a case study that is currently being undertaken by the Ministry of Education on Articulation of Formal and NAMCOL education in Namibia.

The Ministry of Education has been involved in carrying out a comprehensive review of the Education System to establish the missing gaps and focus on improving the quality of education. The review has resulted in a 15 year Education and Training Sector Improvement Programme (ETSIP). In reviewing our system of education, it became evident that we have done well over the years in terms of increased access to schooling to the current 97%. However, the quality of education provided was identified as one of the critical component that needs to be focused on.

Namibia is facing a number of challenges in the education system:

Identification of areas of needs that the system needs to concentrate on.

Integration of pre-primary into basic of education a need that is seen critical in preparing pre-primary school learners for basic education.

Funding

Moreover, there are other issues of concerns that need further analysis:

The active participation of our communities in the provision, monitoring and implementation of our programmes in schools.

Lack of dialogue in Africa in terms of research outcome to help Ministries of Education to adjust their educational strategies.

Education package given not responsive to the needs of our African society

I would invite participants to consider the above points when they are deliberating.

Thank you for your attention. I now have the pleasure to declare this seminar open.

Appendix 3

Vote of Thanks

Mrs. Pulane Lefoka did the vote of thanks on behalf of Mr. Hamidou Boukary, ADEA Secretary at the occasion of the ADEA / WEGSA Peer Review Workshop
13 June 2007

Ladies and Gentlemen

I have been asked by the master of ceremonies to thank the representatives of the Ministry of Education who are participating in this opening ceremony. I am doing this activity on behalf of Mr. Hamidou Boukary, the ADEA Secretary. I however, wish to thank all the presenters who addressed us this morning.

I wish to thank Dr. Claudia Harvey, the UNESCO representative for:

- Reminding us that research and sector review in this regard is key and therefore critical to the development of education sector
- For also reminding us that assessment is too central to developments in the education sector
- Reminding us that dialogue in the context of research or sector review involves all stakeholders including communities
- Agreeing to help ADEA in preparing for holding the seminar here in Namibia, and doing so very effectively
- Being with us and welcoming us this morning personally. We feel we are most welcome.

Master of ceremonies, Mr. Mnjagila, I would like to thank you for sharing the history of the working group and in the process educating participants in this seminar about the mandate of Working Group on Education Sector Analysis. Thank you for guiding the opening session.

Most important I wish to thank Mr. Alfred Lilukena who represented the Minister of Education so well. The decision to have you address us was a very good one. You are indeed a knowledgeable person in education matters. You

have represented the ministry in various fora at regional and continental levels. Hence the challenges you are posing to this seminar. I want to promise you Mr. Lilukena that we will produce the report on our deliberation and circulate it accordingly so that decisions reached during this seminar can be followed-up.

Last but not least I would like to thank the interpreters who worked without scripts as well as the media for ensuring that our deliberations are publicly known.

Thank you.