

ADEA Medium-Term Strategic Plan 2013-2017



Education, Skills and Qualifications
for Sustainable Development in Africa



Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África



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The present 2013–2017 Medium–Term Strategic Plan (MTSP) for ADEA marks a third shift/transition in ADEA's vision and mission over the last 25 years. The first transition occurred in 1996 when Donors for African Education (DAE) evolved into the Association for the Development of Education in Africa (ADEA) to better reflect the need for donors to move from coordination among themselves to the establishment of a genuine and effective partnership with African ministries of education. This strategic move allowed the Association to become one of the most important platforms for policy dialogue and agenda setting for Africa's educational development. Until 2005, ADEA provided its two key constituencies, African education ministers and development and cooperation agencies, with opportunities to engage in evidence-based policy dialogue and capacity development activities geared towards the improvement of access, quality and equity of basic and higher education systems.

The second shift happened in 2005 at a time when issues about aid effectiveness were high on the agendas of donors and African policymakers. The key questions then were: What is ADEA's added-value? How effective is it in promoting educational development on the continent through policy dialogue and advocacy? How efficient has it been in the use of the financial and human resources at its disposal? These questions pointed to the impression that ADEA's analytical and advocacy work, networking, and capacity strengthening activities had limits in profoundly affecting the challenges facing educational development in Africa. One important and notable thematic shift induced by this debate within ADEA was the focus on post-primary education, which became the topic of the Association's 2008 Biennale in Mozambique. Hitherto, ADEA had been more concerned with basic education issues and very little inroads had been made in the understanding of the role of post-primary education in fostering social and economic development. A management response to these issues was the drawing up of the first MTSP that covered the period 2008–2012. The Strategic Plan focused on three areas: (i) rooting ADEA's activities in international and continental agendas; (ii) developing its technical and outreach capacities; and (iii) enhancing its organizational capacities. The 2008–2012 MTSP has now been concluded and an independent evaluation that took place in 2010 urged ADEA to review its mandate in order "to better reflect the evolving needs of key constituencies and the context within which it operates," and "to clarify the roles and responsibilities of its various functional units in order to strengthen their individual added value within the scope of the association's program".

Therefore, the 2010 evaluation and the theme and recommendations of ADEA's 2012 Triennale are the major concerns of the current 2013–2017 MTSP. With the Triennale, ADEA has reached a new and important milestone in its evolution. By choosing the theme of *"Promoting critical knowledge, skills and qualifications for sustainable development in Africa: How to design and implement an effective response by education and training systems,"* ADEA sought to establish a strong link between education, training and sustainable development. It is a major strategic shift considering the current economic prospects of the African continent. Indeed, all key economic indicators are showing that Africa might be the continent of the future that will drive worldwide economic growth at a time when other continents are showing signs

of economic decay. However, there is a common agreement that Africa could live up to its perceived potential only if it can educate and train a critical mass of its youthful populations. This concern was at the core of the 2012 Triennale in Ouagadougou. It guided the analytical and conceptual work that was conducted for the preparatory phase of the Triennale and the ensuing debates, discussions, and recommendations.

The Triennale brought a renewed interest in education and training as key pillars for sustainable development; it also raised major and numerous expectations from African ministers, representatives of cooperation and development agencies, the private sector, civil society actors, trade associations, youth organizations and the African diaspora. They are asking: what solutions is ADEA proposing for the challenges facing education and training in Africa, and what are the stakes? The answers to this question should not remain theoretical and analytical. They should address key policy, strategic and practical issues related to education and training approaches as well as the multiple partnerships needed to transform the current systems. This 2013–2017 MTSP is a valuable tool to guide and operationalize ADEA's responses to the challenges of education and training for sustainable development, and to the changes such challenges imply for the transformation of education and training in Africa.

The MTSP has defined five strategic objectives that will guide ADEA's mission for the next five years. It proposes strategic initiatives from which key programmatic activities will be derived. It will also come with an array of performance measurement tools that will allow the Association to measure and assess progress over time. It also spells out the key principles and values that underpin ADEA's work and its governance structure.

Ahlin Byll-Cataria

Executive Secretary
Association for the Development
of Education in Africa

Acronyms

Acronym	Definition
ADEA	Association for the Development of Education in Africa
AfDB	African Development Bank
AU	African Union
CCS	Common Core Skills
CIEFFA	AU's International Center for Girls' and Women's Education in Africa
COMEDAF	Conference of Ministers of Education of the African Union
DAE	Donors to African Education
EFA	Education For All
EMIS	Education Management Information System
FAWE	Forum for African Women Educationists
ICQN	Inter-Country Quality Node
ICT	Information and Communication Technology
M&E	Monitoring and Evaluation
MBC	Morgan Borszcz Consulting
MDG	Millennium Development Goals
MoU	Memorandum of Understanding
MTSP	Medium-Term Strategic Plan
NEPAD	New Partnership for Africa's Development
NGO	Non-Governmental Organization
PMP	Performance Measurement Plan
PPP	Public-Private Partnerships
REC	Regional Economic Community
SEAMEO	Southeast Asian Ministers of Education Organization
SI	Strategic Initiatives
SO	Strategic Objective
SWOT	Strengths, Weaknesses, Opportunities and Threats
TVSD	Technical and Vocational Skills Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
WG	Working Group
WGEMPS	Working Group on Education Management and Policy Support

I. Developing a New Strategic Orientation

At the 34th Session of ADEA's Steering Committee, members requested that the Association develop a new vision for the future, given that its previous Vision Document was more than ten years outdated and the organization was still in a period of transition. A team of expert consultants developed ADEA's new Vision Document through an exhaustive review of its external environment and by integrating the views and requirements of its key constituents, the African Ministers of education and training, and representatives from member bilateral and multilateral development agencies.

Given the transition to a new vision and the upcoming completion of ADEA's previous 2008-2012 MTSP, the Steering Committee also requested that ADEA begins the process of formalizing a new strategic plan. To this end, the United States Agency for International Development (USAID), a member of ADEA's Steering Committee, commissioned the support of a separate team of consultants from Morgan Borszcz Consulting (MBC) to develop a new strategic plan in collaboration with ADEA and its stakeholders. To streamline the input of its stakeholders, ADEA defined a Strategy Task Force, comprised of a select group of Ministers and development agency members, to represent the greater Steering Committee body. The purpose of this Task Force was to ensure that the development of the MTSP incorporated the input and feedback of ADEA's key constituents and that the Task Force approved each step of the process.

As ADEA chose to adopt a five-year timeframe for its strategic plan, the new MTSP spans the period 2013-2017. However, the timeline of various other international development frameworks, such as Education For All (EFA) and the Millennium Development Goals (MDG), is 2015, which is at the mid-term of ADEA's MTSP. To ensure that ADEA's MTSP remains coherent with the post-2015 global development frameworks, ADEA will conduct a mid-term review to evaluate the relevance of its strategic goals. The mid-term review will also involve an assessment of ADEA's performance and impact to inform any other necessary adjustments to the strategic plan.

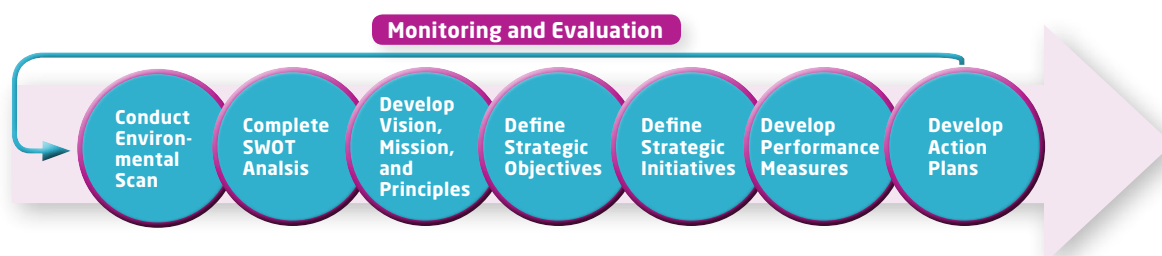
Alignment to the Vision Document

A comprehensive strategic plan consists of the following elements: Vision Statement; Mission Statement; Guiding Principles; high-level Strategic Objectives, intermediate-level Strategic Initiatives; Performance Measures; and annual Action Plans. ADEA adopted a unique approach to developing its new strategic plan, with separate efforts to define the Vision Statement from the subsequent elements of the plan. To ensure alignment of all strategic elements to the Vision Statement, and a clear common thread throughout the entire plan, the MTSP development process began with a thorough analysis of the draft Vision Paper. As previously noted, the consultants who developed the Vision Paper conducted an exhaustive analysis of the external environment. This was based on analytical work, questionnaires/responses, and individual and group interviews with Ministers and ADEA Members; subject matter experts,

researchers, and practitioners; members of civil society, youth movements and the private sector; and ADEA's operational components including the Secretariat and Working Groups (WGs). To avoid duplicating efforts and incurring additional costs, the MTSP development process did not repeat this exercise, but rather capitalized on the hard work that had already been done to capture these contributions. By leveraging this comprehensive review, the MTSP development process was based on a clear understanding of the challenges and opportunities in education and training in Africa, the overall economic and social development across the continent. Additionally, capturing the information from this analysis provided a low-cost method for a consultative approach, resulting in an MTSP that reflects the views and needs of ADEA's key constituents.

Collaborative Effort

The development of the MTSP was a collective effort between ADEA's Secretariat Core Group and the MBC Team over a six-month period. ADEA adopted the following approach :



The process began in July 2012 with a thorough analysis of the external environment, as outlined in the draft Vision Document. To understand ADEA's internal environment and reflect on its strengths, weaknesses, opportunities, and threats (SWOT), the MTSP process involved analytical work and in-person interviews with ADEA's Secretariat Core Group and WG representatives. The Environmental Scan also maximized the in-depth interviews conducted, during the Universal Evaluation and preparation for the Vision Paper with ADEA's key stakeholders, including development agency representatives and ministers of education and training. This ensured that the MTSP development process incorporated the requirements of these stakeholders as well. The Secretariat Core Group and the MBC Team developed the MTSP during two face to face collaborative working sessions in September and October 2012, followed by a series of virtual discussions between various parties throughout November 2012. The Secretariat Core Group and the WGs developed the first annual action plan, the 2013 Work Plan, with guidance from MBC but without its direct facilitation support. Following each meeting, draft results were presented to the Strategy Task Force for input, feedback and final approval. Lastly, the draft MTSP was presented at the 37th Session of the ADEA Steering Committee in December 2012 to incorporate additional feedback from Steering Committee members before being finalized.

II. An Association in Transition

ADEA's 2013-2017 MTSP is rooted in the realities of the Association – both its impressive accomplishments and the opportunities for growth and improvement. Over the past 20 years, ADEA has grown from a coordinating forum for development aid to a recognized and highly-valued African institution. The 2011 evaluation by Universal Management Group, reflecting on ADEA from 2005 to mid-2010, noted significant achievements and contributions to educational development by ADEA. The report indicated that ADEA is highly regarded by its stakeholders; its work responds to the needs and interests of its constituents; its activities are appreciated; and it positively contributes to education and training in Africa. The Universal Evaluation also noted that ADEA has made impressive strides in becoming a pan-African organization. The Association deliberately initiated this process by transferring the Secretariat from UNESCO's International Institute for Educational Planning in France to the African Development Bank (AfDB) in Tunisia in 2008. It also expanded its activities beyond sub-Saharan Africa to include countries in North Africa, strengthened relationships with African stakeholders, including Regional Economic Communities (RECs), and launched new strategic partnerships. Additionally, ADEA signed a Memorandum of Understanding (MoU) with the African Union (AU), officially committing the Association to supporting the AU's Second Decade of Education. Following the MoU, the Conference of Ministers of Education of the Africa Union (COMEDAF) merged with ADEA's Bureau of Ministers, marking ADEA as the premier assembly of African ministers of education and training.

As ADEA becomes increasingly rooted in African needs and achieves ongoing success, it faces increased political and intellectual demands. Expanding to North Africa requires ADEA to operate in additional languages and incorporate unique regional challenges, and increased African ownership requires greater participation by regional and pan-African partners as well as increased financial support from African institutions and governments. The accumulation of knowledge and expertise, coupled with the analytical work and strategic research, requires the Association to greatly improve its communication and dissemination capabilities. African governments, impressed with the relevance and value-addition of ADEA's work, are demanding support to translate the network's recommendations into implementable policies, strategies and education reforms. Given the economic realities and the competition for scarce development aid, ADEA's members are insisting the Association demonstrate accountability and provide concrete evidence of its outcomes and results, despite the fact that it can take years to see evidence of ADEA's long-term impact.

ADEA's future is also significantly affected by the 2012 Triennale. ADEA's ninth signature event held in Ouagadougou, Burkina Faso focused on education and training for the sustainable development of Africa. At the Triennale, the Association envisioned a new approach to education and training, moving beyond institutional reforms and abstract visions to promoting critical knowledge, skills and qualifications for the sustainable development of the continent. ADEA adopted the understanding that by developing these critical skills, the African population

will be able to address its own social and economic challenges and drive its own agenda for sustainable development. With the commitment of African Heads of State, ministers of education and training, and educational stakeholders, the ADEA network pledged to ensure the recommendations of the Triennale are effectively implemented across the continent. ADEA vowed to place the Triennale at the heart of its new strategic orientation, ensuring the Association is positioned to achieve these ambitious results.

Despite the ongoing transition of the Association, ADEA is again faced with the need to evolve to address these new demands and priorities. In particular, the request for assistance regarding the country-led implementation process involves a substantial change to ADEA's mandate. Similarly, the commitment to the operational follow-up of the 2012 Triennale compels ADEA to re-focus its priorities, and emphasizes the importance of implementation support. ADEA is further challenged by the need to take on these new priorities and opportunities while simultaneously maintaining its previous success, and comparative advantage. ADEA's need for transition is also based on the internal challenges it faces related to organizational capacity, efficiency and effectiveness. The Universal Evaluation raised concerns, echoed by the Vision Paper, about ADEA's viability due to its lack of sustainable financial resources and substantial organizational challenges. In support of the MTSP and ADEA's ongoing institutional capacity, the Association will undergo a comprehensive organizational audit to assess its current capacity, structure and roles and responsibilities. In particular, the organizational audit will focus on clarifying the roles and responsibilities of the WGs, Inter-Country Quality Nodes (ICQNs) and other functional units to better position the Association to implement its MTSP. As it moves forward, ADEA welcomes the opportunity to take on these new challenges and is committed to improving itself and the state of education and training in Africa.

III. ADEA's Vision and Mission

As noted above, ADEA's MTSP was launched from the separately developed Vision Paper, which defines a three-tiered Vision Statement, eloquently describing the Association's development hypothesis. ADEA's *Vision for the Future of Africa* articulates a dynamic and prosperous Africa that leverages its assets and opportunities to control its own destiny and compete on a global scale. ADEA further recognizes that Africa's lack of sustainable development is due, in large part, to the poor performance of its education and training systems. Education and training is the fundamental driver for sustainable development and, accordingly, is one of the most essential tools to achieving this top-tier Vision. Therefore, ADEA aspires to the *Vision for the Future of Education and Training in Africa*, which describes the paradigm shift for education and training to become a means of sustainable development, rather than an outcome in itself. Yet, to enable education and training to serve as this driving force, ADEA must realize its aspirations for its own future state: the *Vision for the Future of ADEA*. The Association aims to provide a unique and crucial contribution to education and training in Africa, serving as a leader and catalyst in the accelerated sustainable development of the continent.

Traditionally, strategic plans adopt a singular Vision Statement, articulating the highest level aspiration for the entire plan. Strategic plans direct the focus of all goals, objectives, and activities to achieving this altruistic state. ADEA has chosen to adopt the two-tier Vision Statement, the *Vision for the Future of Education and Training*, to guide the entire MTSP. This statement describes the future ADEA aims to create for the community in which it impacts. ADEA's comparative advantage is in education and training, and all of its work must be geared towards achieving this high-quality state.

Vision Statement

High-quality African education and training geared towards the promotion of critical knowledge and skills for accelerated and sustainable development in Africa

ADEA's vision is a direct reflection of the key recommendations from the 2012 Triennale. ADEA firmly believes that education and training reforms must be based on Africa's social and economic conditions in order to develop a society with the required critical skills to address these challenges. The ADEA network has identified Africa's critical skills as common core skills (CCS), technical and vocational skills, and scientific and technological skills. CCS are foundational skills such as literacy, communication, critical thinking, and other cognitive skills that provide the basis for life-long learning. Technical and vocational skills development (TVSD), a shift from the traditional concept of technical and vocational education, re-emphasizes

the importance of vocational skills to address the vast unemployment and underemployment challenges across the continent. Scientific and technological skills are essential to Africa's sustainable development as they have been historically undervalued, leaving Africa far behind on the global scale. Repositioning science and technology throughout the entire education and training system, from basic to higher education and TVSD, will enable Africa to accelerate its own development and promote innovation and growth.

To develop these critical skills, African education and training must ensure the highest quality of learning. This requires reforms at all levels, from national policies and strategies to curriculum reform to teacher training and professional development and more. The entire education and training system must be revolutionized towards quality, equity, and critical skills development. All learners – not just those in formal settings – must be provided with these critical skills to truly transition Africa to a knowledge-based economy. Therefore, ADEA's efforts will ensure that formal and non-formal education settings provide access to high-quality education and training to develop these critical skills. With these investments, ADEA envisions Africa's transition to a skill-based, knowledge-driven economy that is competitive on a global scale.

Mission Statement

To serve as an open and flexible pan-African organization that informs and facilitates the transformation of education and training to drive Africa's accelerated and sustainable development

ADEA chose to adapt the *Vision for the Future of ADEA* into its new Mission Statement, as it understands that it must realize this aspiration to effectively achieve its vision. ADEA's Mission Statement serves as declaration of ADEA's core purpose, articulating its comparative advantage to its stakeholders and peers.

ADEA aims to continue its efforts to become a true pan-African organization, providing an open and flexible environment that enables African governments to drive the transformation of education and training from within the continent. Through ADEA's convening power, the Association brings together ministries of education and training, development and cooperation agencies, and educational experts and partners from Africa and around the world. This unique environment allows ADEA's partners to speak freely and actively contribute to a network with a shared vision. By capturing the expert knowledge, innovative experiences and educational best practices from the growing network, ADEA provides a unique forum for policy dialogue and a center of specialized analytical work to inform African governments of the required paradigm shifts, policy changes, and actions required to transform education and training. ADEA translates this knowledge and expertise into concrete recommendations and frameworks, enabling African governments to generate effective reforms that will address local education and training challenges. ADEA will not replace the role of African governments in transforming education and training, but rather contribute to their efforts by capturing and disseminating best practices, lessons learned and innovative experiences from across the continent and

the globe. By informing and facilitating the transformation of education and training in this way, ADEA will provide a unique and crucial contribution to Africa's education and training, leading to an economy based on knowledge and skills capable of driving its own sustainable development.

Guiding Principles

ADEA has adopted a new set of Guiding Principles to serve as core values and provide the Association with a code of conduct to guide its work. Not only does ADEA seek to emulate these values internally, but it also hopes to inspire its peers across the African continent to adopt these and other similar values.

African ownership	Innovation
Equal and multi-partnership	Integrity
Mutual trust	Gender-sensitivity
Results-oriented	Value-driven
Learning institution	Equitable opportunities and results
Commitment to change	

By committing the Association to **African ownership**, ADEA will consistently seek to drive transformational change from within the continent, empowering African Heads of State, ministries and decision-makers to lead and drive the necessary enhancements to education and training from within their countries and regions. Even with this focus, ADEA is committed to **equal and multi-partnership**, inviting new and diverse stakeholders to expand the Association's collective knowledge-base and its ultimate impact on learning outcomes. By fostering a network based on **mutual trust**, ADEA's partners will understand that their voices are heard, allowing them to contribute to the network's efforts while also gaining valuable lessons of their own.

ADEA has also adopted a **results-oriented** approach, moving beyond dialogue, research and exchange to concentrated action. The entire strategic plan is based on this results orientation, aiming to develop a continent with the critical knowledge, skills and qualifications required for its sustainable development. ADEA has always been, and will continue to be, a **learning institution**, seeking to determine how best to improve itself, its work and the education and training sectors to make its vision a reality. ADEA's **commitment to change** holds the Association accountable to implementing the best practices it learns in its own operations and within its recommendations and work products. This commitment also speaks to ADEA's new vision and mission, which represents a substantive change from previous years. ADEA is also committed to **innovation**, seeking not only to improve education and training but to do so through unique and original ideas.

ADEA will operate with the utmost **integrity**, expecting no less from its partners. ADEA will always promote **gender-sensitivity** as it understands the fundamental role women and girls play in the sustainable development of the continent. As a **value-driven** association, ADEA

hopes to inspire African leaders and education and training systems to adopt positive universal values such as transparency, honesty and equity and promote these values in society through targeted curriculum, teaching and learning methods. ADEA also maintains an unwavering commitment to **equitable opportunities and results** to ensure that all learners – particularly disadvantaged learners – are afforded the same education and training opportunities and are able to achieve the same positive results.

IV. Medium-Term Strategic Plan

To achieve its Vision Statement, ADEA has adopted a new set of five Strategic Objectives (SOs) to guide its efforts for the next five years. The SOs articulate the set of high-level results that ADEA aim to achieve and, collectively, will enable ADEA to fulfill its mission and realize its vision.

Strategic Objectives

SO 1

Contribute to advancing policies, strategies, practices and programs that promote critical knowledge, skills and qualifications

The 2012 Triennale marked a momentous occasion in ADEA's history. The joint resolution of the ministries of education and training and other network stakeholders to the operational follow-up of the key messages of the Triennale signified a shift in the network's ideology and strategic orientation. The Triennale demonstrated that education is the key driver for sustainable development and to play this driving force, education and training sectors must be repositioned towards the development of critical knowledge, skills and qualifications. ADEA's concentration on advancing solutions that promote critical knowledge, skills and qualifications inherently incorporates the Triennale's three sub-themes of CCS, TVSD and scientific and technological skills.

Education and training systems across the continent must be transformed across all levels to be positioned to develop critical knowledge, skills and qualifications. This transformation is a process; countries and regions need to develop policies and strategies before they can integrate practices and implement programs. Policies and strategies outline the reforms needed and lay the groundwork for changes across the entire system. These are then implemented through practices and programs that re-position education and training systems towards the development of critical skills. ADEA's support for all of these elements – policies, strategies, practices and programs – is necessary to see the total transformation of education and training systems. By concentrating on the full spectrum of these systems, ADEA can support African governments in developing knowledge and skill-based societies. ADEA recognizes that African countries are in various stages of this process; some are developing new policies and strategies, others have practices with no programs, while others have fully-fledged programs. ADEA does not have the same expectations for each country, nor does it expect that it can help progress each country through this entire process in the five-year timeframe. ADEA views success as forward progress: even if a country does not move through the entire process, countries will benefit from progressing from process starting point to a more advanced position with ADEA's support.

ADEA has a critical role to play in achieving this goal. It is uniquely positioned to contribute to advancing the policies, strategies, practices and programs that Africa requires. To contribute, in this context, ultimately means that ADEA will help promote, improve and enhance the efforts of African governments to develop their education and training systems towards the promotion of critical skills. ADEA recognizes and values the fact that countries themselves are responsible for advancing their education and training systems, but realizes it can contribute to these locally-driven efforts by producing relevant analytical work; disseminating best practices; facilitating knowledge-sharing; encouraging greater inter-country collaboration and peer reviews; and providing strategic technical assistance for developing the policies and strategies.

SO 2

Promote African-led education and training solutions to address national and regional needs

As expressed through the Guiding Principles ADEA firmly believes that active African ownership is essential to the future of Africa's education and training and, ultimately, the accelerated and sustainable development of the continent. Active African ownership implies that countries are driving their own sustainable development by setting their own agendas; designing and implementing solutions based on local needs; and developing their institutional capacity to maintain these positive reforms and improvements. ADEA aims to foster greater active African ownership and, more specifically, encourage greater collaboration between African governments to capitalize on each other's experiences and expertise. ADEA envisions an Africa that is no longer reliant on previous systems, such as education systems that are based on prior French or British colonization. Effective African-led solutions for education and training exist; ADEA will promote these and encourage the development of new solutions by African governments in various ways. Through the network's meetings, events, analytical work and policy dialogue, ADEA provides a forum for disseminating innovative experiences and examples of effective African-led solutions. ADEA will also encourage greater collaboration between countries and regions by facilitating professional exchanges between ministries, RECs and other entities, and by providing strategic support to the ICQNs. ICQNs emerged from the demand of African countries to implement the knowledge and recommendations resulting from ADEA's policy dialogue, and represent one of ADEA's best instruments for fostering increased African ownership. Led by African countries, ICQNs empower participating countries to collaborate with each other, share strategic resources, and solve implementation challenges together. As ADEA transforms itself into a network of action and results, ICQNs may take on a more critical role. Furthermore, ADEA will provide guidance and technical assistance to African governments as they lead their countries' efforts to reform education and training systems and to regional and continental initiatives that advance the collective efforts to improve learning outcomes across Africa. In particular, ADEA will promote the AU's Second Decade of Education for Africa (2006-2015) Plan of Action, the resolution adopted by the AU's Assembly of Heads of State and Government regarding how to address key education and training issues in Africa.

SO 3

Foster greater utilization of relevant ICT to accelerate the transformation of education and training approaches and outcomes

Despite improvements over the past several years, Africa's overall development is still far behind other regions of the world. As ADEA's Vision Paper articulates, Africa's inability to integrate itself within the global market has significantly hindered its ability to become a sustainable society and economy. Science and technology, and in particular information and communication technology (ICT), are powerful drivers of productivity and economic growth. Africa's chronic lack of science, research and innovation requires that it must rapidly develop its capabilities in this area to realize its full potential and become competitive on a global scale. Greater utilization of ICT facilitates this rapid development, enabling Africa to leapfrog certain stages of development into a more productive society. African education and training systems can leverage innovative ICTs, such as distance teacher training and professional development and e-textbooks, to achieve greater economies of scale and accelerate its development. ADEA emphasized the need for Africa's accelerated sustainable development at the 2012 Triennale, calling for heavy investments and prioritization of ICT. The purpose of this SO is to ensure that ADEA continues to proactively encourage and provide opportunities for African governments to utilize ICT to accelerate the outcomes of their education and training reforms.

The emphasis of this SO is on fostering greater utilization of ICT by African governments across the entire education and training system. ICT integration approaches to education and training can address many of the key challenges facing this sector, particularly access, quality, equity and relevance. It can transform the delivery of education in formal and non-formal settings; enable access for thousands of students in remote areas; and provide alternate teacher-training avenues and methods. It can also increase the number, quality and relevance of teaching and learning materials, providing teachers and students with high-quality materials they can relate to and understand. Moreover, ICT integration investments in education and training can support the overall development of ICT infrastructures and ecosystems required for long-term access to and use of ICT capabilities. In this SO, ADEA emphasizes relevant ICT, meaning ICT that addresses the unique challenges and needs of the African education and training context. ADEA has already launched a specialized ICT Task Force to focus its efforts on relevant and effective ICT approaches. The Task Force has identified four priority areas in which ICT can enhance education: education planning and management; teacher training; content; and partnerships between the private sector and governments, such as Public-Private Partnerships (PPPs). By supporting innovative approaches in these four priority areas, African governments will develop ICT integration policies, practices and capabilities that lead to improved educational outcomes, including ICT-specific knowledge and skills. While science and technology skills, a sub-theme of critical knowledge, skills and qualifications, is a sub-focus of ADEA's first SO, its efforts in SO 3 can also support the development of these essential skills and qualifications.

ADEA will take a similar approach to SO 3 as it will for SOs 1 and 2. ADEA will conduct thorough analyses of effective and relevant ICT integration solutions that can be adapted to address African needs; disseminate and facilitate the exchange of innovative ideas; promote greater collaboration between the private and public education sectors in designing and implementing solutions; and serve as a technical advisor to African governments as they embark on developing and integrating relevant ICT approaches within their education and training systems.

SO 4

Leverage a diverse and sustainable partner network

What started as a mechanism to help development agencies coordinate education and training aid to Africa has become a vibrant network of African education and training ministries, bilateral and multilateral development agencies, and educational experts and partners from Africa and around the world. ADEA's unique model of "structured informality" enabled a decentralized structure and lean internal operating components. These bodies establish sub-networks within the larger network, focused on specific themes and issues. ADEA itself is this larger network, and first and foremost, a partnership between African governments and development partners. The social capital of ADEA's network is one of the Association's greatest strengths and as ADEA achieves more success, the network is growing into something even bigger, taking on a new meaning. The concept of partnerships – and specifically expanding ADEA's partnerships – was a key theme throughout the preparation and follow-up of the 2012 Triennale. ADEA defines "partners" as the various groups, individuals, entities and professional sub-networks that are involved in any collaborative or joint project with ADEA's internal components. ADEA can also break down its partners into two distinct groups – formal members, development partners and ministries of education and training that pay annual membership fees, and non-members. Non-members are all other groups, entities and professional sub-networks within ADEA's larger network.

As ADEA transitions to its new mandate and strategic orientation, the partner network is more important than ever. ADEA and its stakeholders acknowledge the need to enhance and cultivate the Association growing network while simultaneously ensuring its long-term sustainability. To do so, ADEA will bring on new partners beyond its traditional constituents, as described in Strategic objectives (SI) 4.1. These new partners, such as members of the civil society and the private sector, will help to diversify the contributions to the network's knowledge and experiences and lead to greater impacts. ADEA also aims to leverage its partners, meaning it will capitalize on partners' expertise and better utilize their knowledge and capabilities. ADEA can also leverage its larger and diversified network to mobilize additional financial resources, a key requirement for the Association's long-term viability. ADEA also requires strategic investments towards sustainability by its members, which could lead to possible changes to ADEA's hosting arrangement, governance or organizational composition. Even with this focus, ADEA does not want the expansion of the network to come at a cost to its traditional constituents. ADEA aims to maintain strong relationships with its existing members. These are still ADEA's primary stakeholders, and expanding the network will not limit their influence or involvement in ADEA's governance and decision-making process.

SO 5

Strengthen organizational capacity and effectiveness

As an organization in transition, ADEA recognizes the opportunity to improve its capacity and effectiveness. ADEA will not be able to accomplish its ambitious goals, and impact education and training, as it envisions without substantive enhancements to the Association itself. This is not a new concept for ADEA; this SO is consistent with an objective from its previous MTSP which focused on improving ADEA's performance in various operational and functional areas. As described in the Universalia Evaluation and the Vision Paper, ADEA needs to re-tool itself to take on its new mandate and strategic orientation, particularly as it relates to supporting African governments as they implement reforms. This requires a transformation of ADEA's organizational capacity, which incorporates people, structure, technology, processes, systems, etc. Strengthening organizational capacity implies that ADEA will take on specific initiatives and activities to address the key elements of the Association that hinder or reduce its effectiveness and efficiency as relates to its organizational structure, business model, human and financial resources, and systems and processes. As part of this effort, ADEA may consider seeking independent organizational status while maintaining a unique business model. The upcoming organizational audit will incorporate this consideration based on stakeholder input and a review of peer organizations to inform ideal workforce modeling and structures.

While ADEA acknowledges that there are several opportunities for self-improvement, it will make strategic decisions about its priorities and timeline. ADEA has already identified several key elements that require capacity building, such as its core business processes. ADEA will launch this five-year MTSP by focusing on the most imperative elements that impact its organizational effectiveness. However, it will utilize the full five-year timeframe to address all the intricate aspects of its organizational capacity, such as culture, human capital, organizational structure, etc. Internalizing the results of the Universalia Evaluation, the Association has already taken steps to commission an organizational audit to determine a comprehensive overview of the opportunities and target areas for improvement. The results of this audit will also enable ADEA to strategically prioritize its internal capacity-building efforts over the next five years to ensure the sustainability and effectiveness of the Association.

Strategic Initiatives

ADEA's MTSP incorporates an additional set of goals known as Strategic Initiatives (SIs) for each of its SOs. SIs are the intermediate-level goals that specify the critical elements and results ADEA must accomplish in order to succeed in achieving the SOs. The SIs help ADEA prepare an operational plan for implementing its strategy by defining the responsible party and timeline. ADEA has traditionally operated in a decentralized manner, and the Secretariat has historically remained a very lean structure. To improve its implementation and outcomes, the Secretariat may take on a more central coordination role, providing oversight across the entire MTSP. This puts the Secretariat as a responsible party in all SIs, but it will not be solely responsible for executing the efforts and activities. Other functional units, such as the WGs, ICQNs and Task Forces may also lead certain SOs or SIs and execute specific work efforts. Recommendations from the Organizational Audit will help ADEA to determine the best

model for implementing its MTSP, which will include the most appropriate role for each of its functional units and an ideal approach to decentralization.



SI 1. Inform the development of effective policies, strategies, practices and programs

Responsible Party: Secretariat, in partnership with sub-theme coordinators

Timeline: 2013-2017, with an emphasis in 2013

Before African governments can implement solutions that promote critical knowledge, skills and qualifications, ADEA seeks to inform its partners of the elements, methods and best practices required. Under this SI, ADEA will define and select the specific critical knowledge, skills and qualifications within each of the three sub-themes (CCS, TVSD, scientific and technological skills) that will have the greatest impact on sustainable development. While these skills have been defined at a high level, ADEA aims to specify the concrete knowledge, skills, and qualifications required within various contexts across the continent. ADEA will also provide strategic guidance to African governments as they further define the critical skills needed to address their local needs and challenges. For this SI, ADEA will also continue its policy dialogue and analytical work to determine the most effective methods for developing these critical skills, taking into account the need for African governments to customize and adapt them in different countries, regions, and communities. By leveraging its partners' knowledge and the network's policy expertise, ADEA will develop an innovative intervention model that outlines recommendations and considerations for developing policies and strategies that promote critical skills development. ADEA will also develop a communication campaign to better inform its partners regarding the need to develop critical skills and the best practices to employ.

Given that SI 1.1 is a necessary step prior to implementation, ADEA will invest considerable resources towards relevant activities in 2013. SI 1.1 provides the foundational knowledge ADEA needs to take on the subsequent SIs, better preparing the Association to achieve its intended results. This timeline will also allow ADEA to specialize in other efforts – particularly implementation support – during the remainder of the MTSP period. However, as a learning institution, ADEA recognizes that remaining informed is an ongoing process with no end-date. In any developing environment, the needs and demands of the community can change, and ADEA will continuously consider the most pertinent critical knowledge, skills and qualifications that will enable sustainable development. ADEA will also facilitate the ongoing exchange of ideas and innovative experiences to continuously improve its recommended approaches and refine its work products. Additionally, to ensure the network is informed by its own experiences, ADEA will capture and disseminate the lessons learned and best practices from African governments as they begin to design and implement policies, strategies, practices and programs in their countries.

SI 1.2. Advise African governments in implementing national education and training policies and strategies

Responsible Party: Secretariat and WGs

Timeline: 2013–2017

ADEA's beneficiaries have requested its support in translating the network's recommendations, research and policy considerations into concrete education and training reforms. ADEA will answer this request through SI 1.2 by acting as a strategic advisor to ministries of education and training throughout the process of developing and implementing policies and strategies geared to critical skills development. The actual implementation of policies and strategies will be led by the African countries themselves, and ADEA will act as an advisor to these local efforts. ADEA will not provide financial support for implementation, nor will it centrally manage any implementation programs. Rather, ADEA will provide consulting services to accompany African governments as they implement national policies and strategies. Having already defined a model of intervention outlining a framework for national policies and strategies under SI 1.1, ADEA will go further to support African governments as they adapt the model for their countries and develop frameworks specific to their local constituents' needs. ADEA will additionally provide technical assistance to ministries as they prepare detailed plans and timelines for implementing these customized policy and strategy frameworks. ADEA will also provide guidance and advice as challenges arise, and facilitate the use of peer review processes and other collaborative approaches to support the implementation process. As this is a new role for ADEA, it will consistently review its support and seek input from its beneficiaries to improve its approach and recommendations.

ADEA plans to focus on SI 1.2 throughout the entire five-year period of the MTSP. However, it will likely provide fewer inputs and produce fewer outputs in 2013 than the remaining four years given the need to focus on SI 1.1 in 2013. Even though many outcomes of its efforts under SI 1.1 will impact its ability to perform SI 1.2 activities; there will be opportunities for overlap. African countries are in various stages of reforming their education and training systems to promote critical skills, and ADEA may be able to support countries in more advanced stages of this process in 2013. ADEA does not expect to focus on all countries, but will rather set

realistic targets for the number of countries it can reasonably support each year. ADEA will initiate its support for selected “champion” countries¹ that have an enabling environment and have already demonstrated their commitment to implementing reforms to promote critical skills development. Based on its experience with these countries, the demand from other countries and ADEA's capacity, the Association will seek to provide additional support to other countries throughout the period of the MTSP.

SI 1.3. Provide technical assistance for the scale-up and replication of innovative practices and programs

Responsible Party: Secretariat, WGs and ICQNs

Timeline: 2013-2017

ADEA aims to encourage African governments to implement practices and programs that develop critical knowledge, skills and qualifications in learners. Innovative programs, such as community-based practices or school-based pilot programs, offer opportunities for education and training systems to promote critical skills in and outside of the classroom, providing non-traditional methods and non-formal means to reach more learners. Many of these practices and programs already exist, and ADEA's focus will be to promote and encourage their scaling-up or replication. As with its other initiatives and objectives, African governments are responsible for the actual implementation of these practices and programs. ADEA's role is to advise and contribute to governments' efforts in this area. ADEA distinguishes between scaling-up and replication, as it views these as different techniques requiring different levels of effort and resources. ADEA views scaling-up as growing small practices or programs, piloted in certain districts, schools or communities, to the national level within the same country. Alternatively, replication involves adapting a program model from one country at any level to another country. Scaling-up practices or programs within a country typically requires significant financial resources and substantial technical support, and there are several factors that are beyond ADEA's control that can impact the success of the efforts made. While this may also be true for replication, ADEA is possibly better positioned to support replication through the dissemination of ideas and program models and encourage professional exchanges to enable African governments to provide support to each other. Under this SI, ADEA will aim to identify practices and programs that are effectively developing critical skills and facilitate the exchange of ideas, lessons and best practices. ADEA will also aim to broker technical and financial partnerships within the network to enable African governments to lead the scaling-up and replication of effective practices or programs. Similar to SI 1.2, ADEA will not implement but will act as a strategic advisor to governments through this process.

ADEA will focus on this SI throughout the entire five years of the MTSP. In 2013, its efforts will most likely be directed to identifying innovative ideas and disseminating relevant information to the network. Technical assistance for actual scaling-up and replication will likely happen in the later years of the MTSP, and ADEA will set realistic targets in terms of how many countries and practices or programs it can support each year.

1. At this initial stage, ADEA has identified the “champion” countries as those whose Heads of State were at the Ouagadougou Triennale, whose Ministers are members of the Steering Committee, or who expressed their desire to collaborate with ADEA on this theme.

SI 1.4. Contribute to national and regional efforts to monitor critical skills development

Responsible Party: Secretariat and WGs

Timeline: 2014–2017

In order for Africa to develop the required critical skills to accelerate its own sustainable development, countries and regions must continuously monitor critical skills development. While ADEA will monitor its own performance through a defined performance measurement plan (PMP). The purpose of this SI is to encourage greater monitoring and evaluation (M&E) by African governments at the country and regional levels. Access to high-quality data is often a challenge in developing environments, and traditional education metrics do not always provide a comprehensive view of the knowledge and skills of the population. New or improved methods and techniques are required to accurately determine the level of critical knowledge, skills and qualifications. Through the WG on Education Management and Policy Support (WGEMPS), ADEA has already played an instrumental role in helping countries develop institutional capacity for evidence-based education policy and management. WGEMPS is a lead partner in supporting the Education Management Information Systems (EMIS) theme of the AU's Second Decade of Education, supporting impressive achievements such as country-specific EMIS capacity assessments and the development of a continent-wide education database. ADEA aims to expand on these experiences and integrate new methods to encourage and advocate for monitoring critical skills. ADEA's efforts will not only focus on developing institutional capacity at the national level, but also encourage regional approaches to measuring educational quality and critical skills. RECs and other regional entities have already established approaches to measuring educational quality, and ADEA hopes to bolster these, encourage other regional entities to adopt M&E plans and foster greater participation in regional approaches by national governments.

Unlike the previous SIs, ADEA will initiate its efforts for SI 1.4 in 2014. ADEA recognizes the number of competing priorities it will face in 2013 and aims to limit itself to a reasonable number of activities each year. Additionally, defining indicators, preparing performance measurement plans and developing monitoring policy frameworks can only occur after ADEA has fully defined the critical skills it intends to measure. As this step will be completed in 2013 under SI 1.1, ADEA will have the necessary information to launch this effort in 2014.

SI 1.5. Foster gender-sensitive approaches

Responsible Party: Secretariat, in collaboration with strategic partners such as the Forum for African Women Educationists (FAWE) and the AU's International Center for Girls' and Women's Education in Africa (CIEFFA)

Timeline: 2013–2017

ADEA recognizes that sustainable development will not be possible without targeted efforts to expand education and training opportunities and outcomes for women and girls. More specifically, education and training systems must ensure that women and girls develop the critical knowledge, skills and qualifications that will enable them to realize their full potential as productive members of society. To do so, African governments must integrate gender-sensitive approaches to the policies, strategies, practices and programs they develop and implement

to promote critical skills. ADEA can contribute to this goal by integrating gender-sensitive approaches within its own work products and encouraging gender-sensitivity amongst its partners. ADEA will always adopt a gender-sensitive lens when conducting strategic research and analytical work and disseminate models, ideas and examples of practices and programs that emphasize gender equity and female empowerment. ADEA will also ensure that its model of intervention for developing policies and strategies that promote critical skills includes a gender-sensitive methodology. Similar to other SIs, the Association will also encourage peer reviews of policies, strategies, practices and programs to enable countries to directly support each other in developing and implementing gender-sensitive approaches.

ADEA has always been dedicated to promoting gender-sensitive education and training, yet its approach to doing so has changed. ADEA's former WG on Female Participation in Education graduated into FAWE, an independent non-governmental organization (NGO). Today, ADEA's focus on gender-related issues is performed in coordination with FAWE and other partners such as CIEFFA. ADEA intends to leverage FAWE, CIEFFA and other partners to provide strategic guidance to African governments as they implement gender-sensitive policies, strategies, practices and programs in their countries. In partnership with FAWE, CIEFFA and others, ADEA can translate the network's extensive knowledge on female contributions to sustainable development into implementable solutions.

ADEA will maintain gender-sensitive approaches throughout the entire lifecycle of the SMTP, as SI 1.5 is intrinsically linked to each SI. ADEA will consider the gender dimension in all its efforts to advance critical knowledge, skills and qualifications. ADEA has chosen to emphasize this cross-cutting theme as an independent SI to demonstrate its unwavering commitment to gender-sensitivity and the fundamental role women and girls play in achieving the network's mission and vision.

SI 1.6. Promote the integration of values into the center of education and training systems

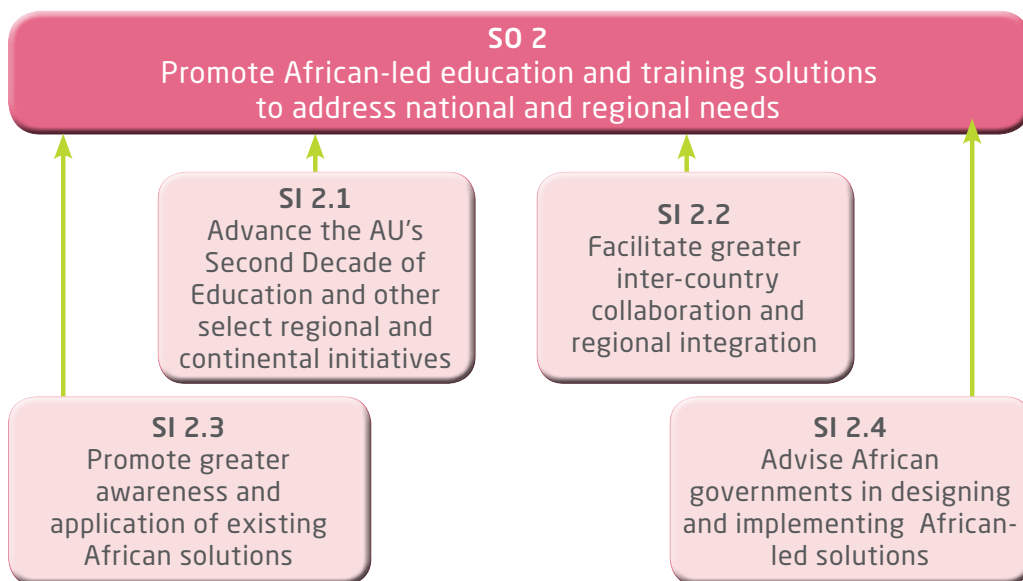
Responsible Party: Secretariat, WGs and ICQNs

Timeline: 2013–2017

As a value-driven organization, ADEA is committed to developing and maintaining positive values in African culture and society. While many individuals and communities across Africa demonstrate positive values, the continent's overall sustainable development is hindered by poor value systems. Government corruption and fraud reduce the effectiveness of political reforms and development efforts. Discrimination against gender, ethnic, religion, and other minorities prevent the establishment of inclusive societies. Chronic conflict and civil war promote the use and acceptance of violence. Education and training systems not only provide learners with concrete knowledge and skills, but can also instill positive values, behaviors, and attitudes to combat these challenges. Values are inherently subjective, but ADEA recognizes that certain universal values such as honesty, democracy, equality, equity, transparency, etc. should be engrained in all progressive societies. Whether these values originated from ancient societies, Western countries or traditional African cultures, they can support the sustainable development of Africa. ADEA aims to raise the issue of values to the forefront of education and training reforms, seeking to identify the most pertinent values required to address national, regional,

and continental challenges. By initiating policy dialogue and analytical work on this theme, ADEA will seek to identify the necessary values and determine methods and best practices for integrating these values into education and training systems. Through these efforts, the ADEA network will generate a sound knowledge-base to inform and facilitate the development of value-driven education and training policies, strategies, practices and programs.

ADEA will focus on this SI throughout the entire period of the MTSP. At this stage, ADEA is a leading force in informing African governments and educationists on integrating values into education and training systems. Therefore, ADEA will prioritize the network's traditional activities of policy dialogue and analytical work on this topic throughout the entire MTSP.



ADEA's mission is rooted in its ability to inform and facilitate the transformation of education and training. Therefore, the Association will capitalize on its comparative advantage by integrating the same key elements across all of its SOs. However, unlike SO 1, ADEA has only defined four initiatives under SO 2. Each of these intermediate goals represents ongoing efforts and outcomes that will collectively enable ADEA to achieve SO 2, demanding an ongoing prioritization of all goals. ADEA will maintain each of these SIs during all five years of the MTSP, yet it will set realistic targets within each SI to maintain a reasonable workload.

SI 2.1. Advance the AU's Second Decade of Education and other select regional and continental initiatives

Responsible Party: Secretariat and WGs

Timeline: 2013-2017

Formally adopted by African Heads of State, the AU's Second Decade of Education for Africa represents Africa's collective vision for its own education and training. This African-led plan of action outlines the key themes, priorities and outcomes required to transform education and training. As the leading network for African education and training stakeholders, ADEA is responsible for, and uniquely capable of, advancing key elements of this plan. ADEA has been charged with this task since 2008 when it launched its formal partnership with AU. ADEA

will continue its efforts to advance the goals of the Second Decade by delivering technical assistance to African governments on specific thematic issues, conducting strategic research and disseminating knowledge, and providing institutional capacity-building in priority areas such as EMIS and education management support. Although the Second Decade Plan of Action expires in 2015, ADEA will continue to cooperate with the AU on educational development and other pertinent issues throughout the entire period of the MTSP.

ADEA will invest a substantial amount of the resources assigned to SI 2.1 to activities related to the Second Decade, but it will also consider other regional and continental initiatives. Other initiatives, such as the Pan-African University Initiative and the New Partnerships for Africa's Development's (NEPAD's) Science and Technology Plan of Action, also represent effective African-led solutions capable of addressing local needs. Over the next five years, ADEA will strategically prioritize its resources to promote effective and relevant African-led initiatives.

SI 2.2. Facilitate greater inter-country collaboration and regional integration

Responsible Party: Secretariat

Timeline: 2013-2017

ADEA believes that one of the best ways to encourage active African ownership is to facilitate greater collaboration between countries and regional entities. Through greater collaboration, African governments can share their experiences implementing, policies and strategies, learning from each other's implementation processes, and advising their peers regarding similar challenges and situations. This is one of the main reasons behind the creation of ICQNs, and countries have demonstrated an interest in continuing and even improving support for this mechanism. While ADEA is not committing to providing financial support to any ICQNs, it will consider how the network can best support these groups, enabling more countries to implement policies and strategies based on ADEA's knowledge, expertise and recommendations. ICQNs are still relatively new to ADEA's business model and there is no standard structure or operational model for these partnerships. ADEA intends to consider the best structure and model for these operational components – WGs, ICQNs and Secretariat – through its organizational audit. Based on this audit, ADEA will provide strategic support to the four existing ICQNs on TVSD, Early Childhood Development, Peace Education, and Literacy and Languages, to facilitate their development into long-term, sustainable bodies capable of supporting the participating countries. ADEA will also capture lessons learned and best practices from the process, both in terms of ICQNs themselves and how to support them. ADEA will additionally encourage greater participation in ICQNs, either through increased involvement in existing ICQNs or through the country-led development of new ICQNs. New ones on other thematic issues will be established if the demand exists, a country has volunteered to serve as the lead, and one or more technical and financial partners agrees to support the effort. Although new ICQNs can provide new opportunities and outcomes, ADEA is more concerned with the quality of the ICQNs rather than the sheer quantity established throughout the five-year period.

ICQNs are a main focus of this SI, but they do not represent ADEA's only approach for facilitating greater inter-country collaboration. ADEA also intends to facilitate country-to-country training opportunities through an inter-African professional exchange program and engender improved

communication between ministers and their counterparts in other countries. Additionally, ADEA will continue to engage RECs and other regional entities to generate more national-regional coordinated efforts. ADEA will also encourage the development of new relationships and partnerships between countries and regions at its regional meetings and events.

SI 2.3. Promote greater awareness and application of existing African solutions

Responsible Party: Secretariat, WGs and ICQNs

Timeline: 2013-2017

To inspire greater African ownership, ADEA aims to inform its partners about the effective African-led solutions that are currently generating positive learning outcomes across the continent. Implementing uniquely African solutions, rooted in African needs and designed by African intellectuals and leaders will only be possible through greater awareness of the existing solutions. To promote this awareness, ADEA will develop a communication campaign geared towards promoting the innovative experiences of its African national and regional partners. ADEA will disseminate this information through policy papers, briefs and other work products; highlighting success stories in the newsletter; requesting case studies and presentations at network meetings and events; and integrating these contributions into its techniques, strategic resources and tools. Additionally, ADEA intends to focus on inter- and intra-regional knowledge-sharing. Countries in the same region often encounter similar challenges and may benefit from adapting strategies and approaches they learn about through intra-regional knowledge-sharing. However, ADEA will also encourage inter-regional knowledge-sharing as this provides opportunities to learn about new ideas, techniques, and approaches that countries might otherwise be unaware of. ADEA will also encourage countries that have been less involved within the network to contribute their solutions to ADEA's knowledge-base, expanding the scope of information it provides its partners.

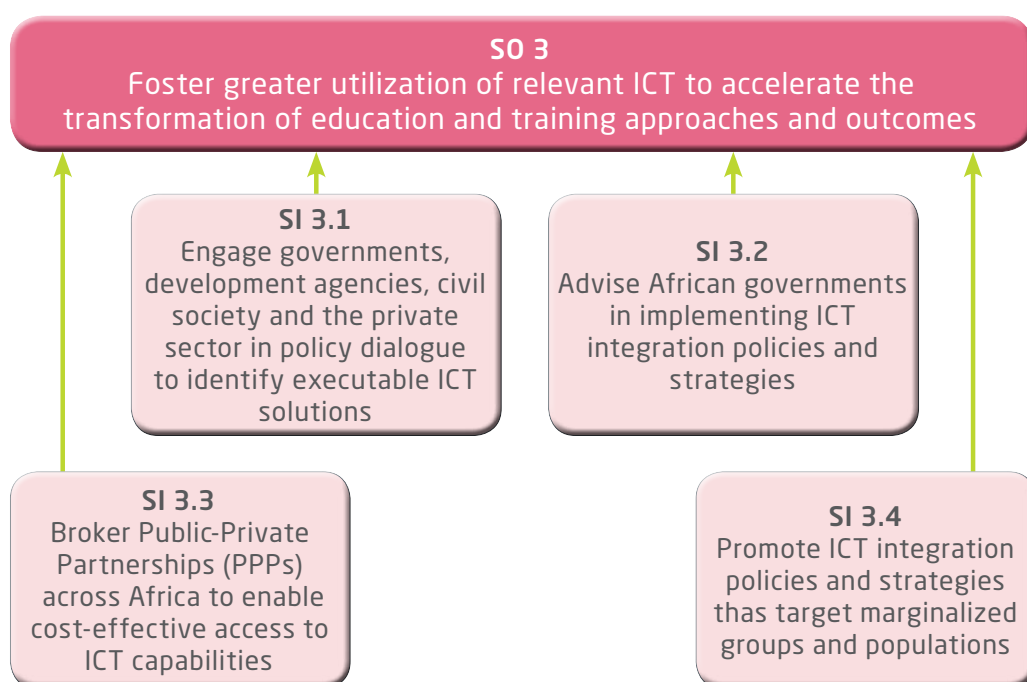
SI 2.4. Advise African governments in designing and implementing African-led solutions

Responsible Party: Secretariat, WGs, and ICQNs

Timeline: 2013-2017

This SI mirrors the intent of SI 1.2 under SO 1; it is the instrument through which ADEA can fulfill its new mandate for supporting African-led efforts to implement solutions within the confines of the themes of SO 2. Similar to SI 1.2, ADEA will not replace the role of African governments, but rather act as a strategic advisor to governments as they design, develop and implement various education and training solutions. This complements ADEA's efforts under SI 2.3, which involves informing African governments about existing African-led education and training solutions. Under this SI, ADEA will enable the development of new solutions by providing guidance to African governments as they design solutions based on local needs. These solutions may be policies, strategies, practices or programs. They may focus on any thematic issue important to the country and may address a variety of local challenges. Given the broad range of solutions African governments may seek to create, ADEA will not develop specific tools, frameworks or guides for each possible solution. Rather, it will serve as a thought-sharing partner to ministers of education and training and their colleagues as they develop reforms based on the network's knowledge and

expertise. In this role, ADEA may direct ministries towards helpful technical resources, provide recommendations regarding effective implementation techniques and timelines and provide guidance and advice as needed. Given its lean structure and ambitious agenda for the next five years, ADEA will not have the capacity to meet every request for technical assistance. To be as responsive as possible, ADEA intends to leverage its network partners to provide technical assistance to African governments directly when appropriate. To further encourage collaboration, ADEA may also connect countries to each other when faced with similar situations, challenges or thematic focuses. Ultimately, ADEA's goal is to ensure that any technical assistance provided is done so by the individual or group that can add the most value to the issue at hand.



ADEA's approach to SO 3 also mirrors its approach to SO 1 and SO 2, incorporating similar elements and intermediate goals within the realm of ICT integration. Similar to SO 2, there are only four initiatives to support the achievement of the SO 3.

SI 3.1. Engage governments, development agencies, civil society and the private sector in policy dialogue to identify executable ICT solutions

Responsible Party: Secretariat, in collaboration with strategic partners in governments, development agencies, civil society and the private sector

Timeline: 2013-2017

ADEA has been noted by many as the premier forum for policy dialogue related to education and training in Africa. ADEA continually aims to integrate new thematic areas that have significant impact on education and training into this dialogue. ICT integration is increasingly recognized as an essential element for the transformation of education and training, and ADEA wishes to capture and disseminate related expertise within the network. Africa is far behind other

regions of the world in terms of access to technology and its associated capabilities; policy dialogue must be focused on developing ICT integration approaches, strategies and programs that align to unique African needs. These solutions must be executable; they must not only be relevant to local needs and challenges, but also be capable of being performed within African education and training systems. For example, ICT integration solutions often promote the use of tools such as providing computers to all learners. However, this strategy would not be effective if there is no electricity to power the computers or internet service to access online materials. To develop truly executable solutions, ADEA will adopt a collaborative approach to its policy dialogue process. Through this SI, ADEA will capitalize on its convening power to bring together partners from governments, development agencies, civil society and the private sector with other education stakeholders to collectively define these ICT integration solutions. In addition, ADEA will recruit technology partners to join its newly formed ICT Task Force and engage the partners from the private sector and civil society to become more involved in the dialogue process and associated events. ADEA will also conduct analytical work and conduct case studies to capture best practices in ICT integration in Africa. By adopting a collaborative approach to policy dialogue, ADEA seeks to inform technology partners about how to customize their products and solutions to African needs and inform governments and education stakeholders about the capacity of ICT integration to transform education and training.

SI 3.2. Advise African governments in implementing ICT integration policies and strategies

Responsible Party: Secretariat, in collaboration with ICT Task Force partners

Timeline: 2013-2017

Similar to SIs 1.2 and 2.4, ADEA will continue to support African governments' efforts to develop and implement ICT-related policies and strategies through SI 3.2. As with the other SIs, ADEA will accompany African governments through the process of designing and developing relevant and implementable ICT integration policies and strategies. ADEA intends to leverage the network's expertise on ICT integration and existing resources to develop concrete tools to support African ICT integration approaches. Specifically, the Association intends to capitalize on the impressive achievements by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). UNESCO developed the "ICT in Education Policy Makers' Toolkit" in response to the demand from policy-makers in the Asia-Pacific region for support to systematically integrate ICT into education and training systems. ADEA seeks to customize the Toolkit, which has been developed and continuously improved by technology and education experts, to address African needs and challenges and provide a set of relevant and executable tools for use by African governments. Ultimately, African governments are responsible for implementing the policies and strategies, which requires countries to gain access to other resources such as financial support and ICT tools and capabilities. However, ADEA can contribute to these efforts by advising and reinforcing ICT integration approaches. ADEA intends to do so by providing technical assistance to African governments as they design and develop relevant ICT integration policies and strategies; supporting these governments as they adapt the Toolkit to their local contexts; developing customized recommendations for implementation; and serving as a strategic advisor and technical consultant throughout the development process.

Similar to SIs 1.2 and 2.4, ADEA does not have the capacity to support all African countries in their endeavors to integrate ICT into their education and training systems in the five-year timeframe. ADEA will initiate its support with a select group of countries, particularly those involved in the ICT Task Force. After capturing lessons learned and best practices from its experience with these countries, ADEA will support as many additional countries as possible. As with all of ADEA's efforts, its support will be based on demand, its capacity to meet requests and the availability of financial and technical partners to contribute to ADEA's efforts.

SI 3.3. Broker Public-Private Partnerships across Africa to enable cost-effective access to ICT capabilities

Responsible Party: Secretariat, in collaboration with ICT Task Force partners

Timeline: 2013-2017

ICT integration policies, strategies, practices and programs provide unique opportunities to transform education and training; however, implementing these solutions often requires access to additional resources beyond the public sector's reach. Partnerships between governments and private sector companies enable governments to access these resources and often provide benefits such as in-kind support or reduced costs for state-of-the-art tools or equipment. ADEA seeks to increase the use of PPPs in Africa to advance ICT integration by acting as a broker for these relationships. ADEA will facilitate these partnerships by advertising the need for PPPs to technology and education stakeholders; inspiring technology partners to enter into PPPs; disseminating partnership opportunities to the network; and connecting African government officials to technology partners interested in developing partnerships.

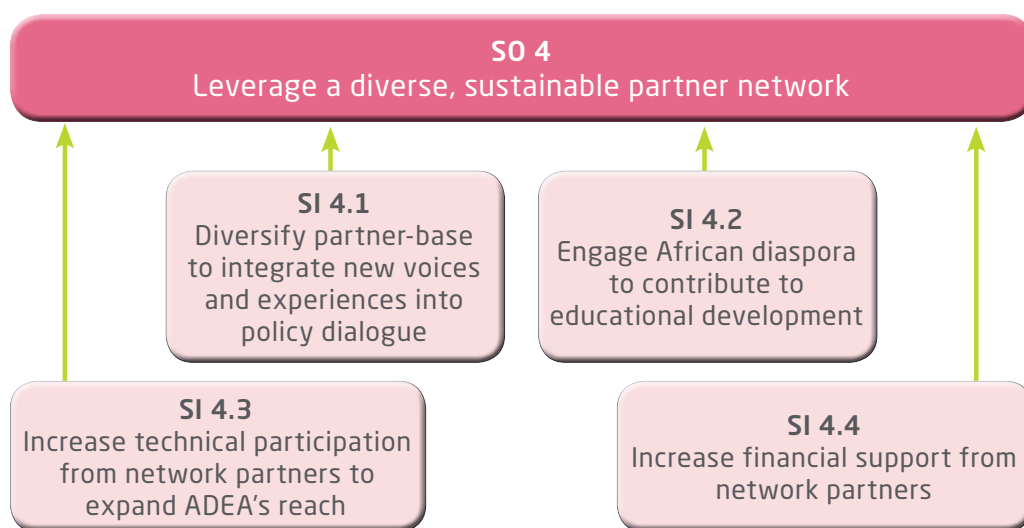
SI 3.4. Promote ICT integration policies and strategies that target marginalized groups and populations

Responsible Party: Secretariat, in collaboration with ICT Task Force partners

Timeline: 2014-2017

To accelerate the transformation of education and training, ADEA believes African governments can use ICTs to have a greater impact on traditionally underserved and disadvantaged populations. These marginalized groups and populations include children in rural communities; adult learners; second- or third-language learners; youth; families that cannot afford school fees; girls forced into early marriage and motherhood; children without access to formal schooling; and any other learner that is somehow economically or socially disadvantaged. Integrating ICT in education and training systems provides unique and innovative methods for reaching these groups, and ADEA hopes to encourage greater consideration for these solutions amongst its partners. Targeting marginalized populations also advances ADEA's objective of developing relevant ICT approaches, as different countries and regions encounter challenges that impact different populations in various ways. ADEA aims to help African governments develop relevant ICT integration policies and strategies that can address the needs of their local marginalized groups and populations. As these groups often disproportionately represent lower educational results, countries may experience disproportionate improvements by developing these targeted solutions. To do so, ADEA will initiate policy dialogue focused on ICT integration for disadvantaged groups; conduct strategic research and analytical work on specific ICT

integration techniques for impacting marginalized learners, and facilitate the dissemination of innovative experiences, ideas and solutions. Unlike the other three initiatives under SO 3, ADEA will not initiate activities under SI 3.4 until 2014. ICT integration is a new thematic area for ADEA, and it hopes to bolster the network's overall expertise before incorporating additional sub-themes.



SI 4.1. Diversify partner-base to integrate new voices and experiences into policy dialogue

Responsible Party: Secretariat, WGs and ICQNs

Timeline: 2013-2017

ADEA seeks to improve its impact on education and training outcomes in Africa, and to do so, it will expand the network to new and more diverse partners. ADEA is specifically interested in expanding the network to the private sector, civil society organizations and NGOs, the African diaspora, youth organizations, trade organizations, research institutions, other African policy and decision-makers such as ministers from other sectors, and other southern economies such as South Korea, Brazil and India. However, expanding the network by quantity is not the end-goal. ADEA aims to strategically diversify its network by engaging partners that can both contribute to, and gain from, the network. ADEA has already made positive strides integrating the private sector into the network through the launch of the ICT Task Force and recent MOUs with the Global e-Schools and Communities Initiative (GESCI) and the African Virtual University (AVU). Additionally, ADEA's ongoing engagement with South Korea and the Southeast Asian Ministers of Education Organization (SEAMEO) provides invaluable lessons from South Korea's experience in developing a productive, sustainable economy through targeted investments in education and training. ADEA will diversify its network by developing internal strategies for recruiting new members; improving communication tactics to provide greater awareness of ADEA outside of Africa; developing thematic databases and partner-specific communication portals; and hosting special focus events for new partners or groups, similar to the Africa-Korea Day at the 2012 Triennale. While ADEA's diversification efforts apply to the entire partner network, it may also consider diversifying its formal membership requirements. For example, African countries have expressed the desire to pay the full membership fee to gain

a permanent seat on ADEA's Steering Committee, and ADEA's engagement with Associate and Observer Members may also lead to new types of official members. Even so, ADEA will continue to seek input from its traditional constituents, maintaining the unique partnership between ministries and development agencies the Association engages with.

SI 4.2. Engage the African diaspora to contribute to educational development

Responsible Party: Secretariat

Timeline: 2013-2017

ADEA has already identified the African diaspora as an essential addition to the network's partner-base within SI 4.1. However, the diaspora represents such an important group that ADEA has incorporated a separate initiative dedicated to engaging them. ADEA defines the diaspora as any national living outside his or her country, whether they are living within the African continent or across the globe. The AU recognizes the African diaspora as the sixth region of the continent, and it represents a relatively untapped resource for improving education and training systems. These individuals and professional networks are home to expert knowledge, skills, and qualifications that can transform traditional policies and reform efforts. ADEA seeks to capture this expertise within the network by developing a comprehensive sub-network of diaspora. ADEA will work to identify the individuals, professional networks and communities of African diaspora around the world and cultivate their involvement in ADEA's activities. By better understanding the existing critical knowledge, skills and qualifications of these groups, ADEA can identify the most relevant thematic areas or elements that the diaspora can support. ADEA will also engage in analytical work to determine the best methods to cultivate a strong diaspora network, develop diaspora databases and communication portals, and nurture stronger relationships between diaspora, their home countries and the ADEA network at large. Additionally, ADEA will encourage African governments to integrate diaspora-engagement strategies and disseminate the best practices for doing so by experienced governments. By helping African governments to re-engage diaspora in their home countries' education and training systems, ADEA is advancing the use of existing African expertise to improve African education and training systems, further promoting increased African ownership.

SI 4.3. Increase technical participation from network partners to expand ADEA's reach

Responsible Party: Secretariat, WGs and ICQNs

Timeline: 2013-2017

ADEA has spent years developing a vibrant network to capture the expert knowledge, strategic research and innovative experiences that exist within African ministries of education, development agencies and education experts around the world. ADEA's network is one of the association's greatest strengths, and its social capital provides unprecedented opportunities

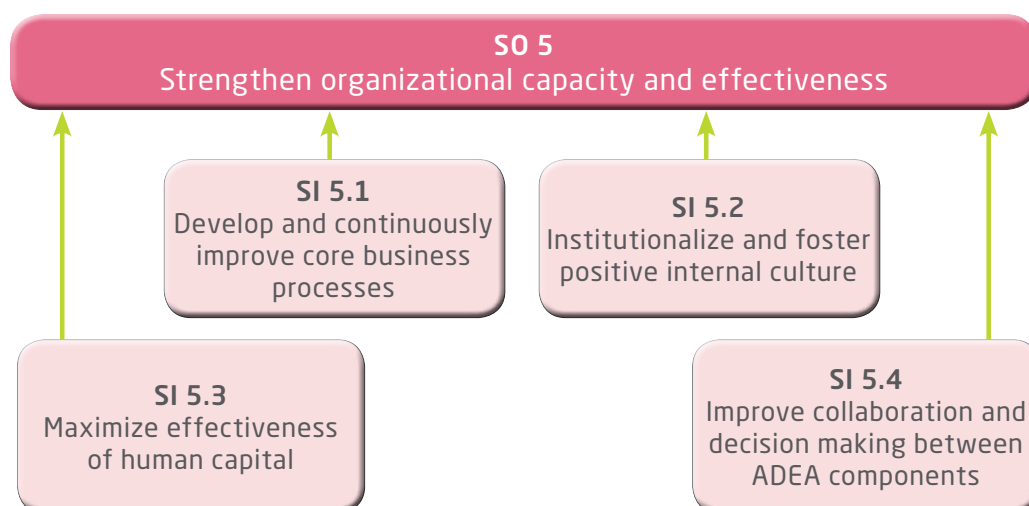
for impacting education and training. However, with a lean internal structure, ADEA requires greater involvement by its partners to translate this knowledge and information into concrete outcomes. By encouraging increased technical participation from partners, ADEA will have additional technical and strategic resources working to achieve the network's shared vision and mission. ADEA will accomplish this goal by encouraging its financial partners to provide technical contributions; initiating new activities in coordination with new partners; transferring leadership of certain efforts or initiatives to partners; requesting greater technical involvement by existing partners; and engaging partners in developing network-wide resources and tools. ADEA also aims to improve its knowledge-management functions to provide partner databases to enable collaboration between partners without the involvement of ADEA's internal components. Additionally, ADEA seeks to improve coordination with complementary initiatives and programs such as MDG and EFA, and to increase its collaboration with other key development actors such as AU, UNESCO, multinational organizations and other emerging actors. These efforts will enable ADEA to expand its scope of work, resulting in more opportunities for cross-sectoral activities and engagement with additional countries, and enhance its ability to measure the Association's progress and impact.

SI 4.4. Increase financial support from network partners

Responsible Party: Secretariat

Timeline: 2013-2017

The Universalia Evaluation emphasized the urgent need for ADEA to address its financial sustainability for the long-term viability of the Association. ADEA has historically functioned as a reactive organization; its scarce resources force the Association to prioritize actions based on available resources and discontinue certain activities when funding cannot be provided. Additionally, its year-to-year funding process results in the inability to effectively plan ahead and follow-through with its intended goals. To have a truly sustainable impact on education and training, ADEA itself must become a sustainable organization. This requires financial security and a healthy operating reserve to make strategic rather than resource-driven decisions. ADEA will develop a fund mobilization strategy and associated tools and materials for the first time in its history, incorporating multi-year contributions as a key element for sustainability. ADEA will seek increased financial support from its traditional donors, encouraging all African ministries of education and training to pay their annual dues and appealing for multi-year contributions from development partners. It will also consider new techniques for these donors, such as inviting ministries to join the network as full members or possibly developing a tiered membership structure with adjusted fee schedules. ADEA will also seek financial support from new constituents, including the private sector, national and international foundations, and other new partners. ADEA will also consider operational factors that impact its financial situation, such as its hosting arrangement and legal status. The Association will also engage its partners for in-kind support, as this can result in access to services, tools, and technical resources that would otherwise be too cost-prohibitive for the Association to acquire.



SI 5.1. Develop and continuously improve core business processes

Responsible Party: Secretariat

Timeline: 2013-2017, with an emphasis in 2013-2014

ADEA has achieved tremendous success over the past twenty years despite the lack of formalized and effective core business processes. Core business processes refer to the processes that are essential to an organization's ability to operate effectively and achieve its mission. While these differ by organization, certain processes such as financial management and knowledge management are typically considered essential for most entities. ADEA has taken notable strides in improving its internal processes and systems, as evidenced by the improvements in its annual program and budget and the development of a corresponding log frame. Even so, ADEA's performance is hindered by other ineffective or absent core business processes. For example, ADEA's stakeholders have continually expressed the need for improved internal and external communication. As an organization based on networking, relationships, and the exchange of information, communication is one of the most powerful tools for maximizing its impact. Additionally, ADEA's constituents recognize that the network's knowledge is one of its greatest strengths, yet the Association requires improved knowledge management to enable effective dissemination and knowledge sharing. ADEA's program management process, from planning to implementation, M&E to follow-up, also requires enhancements. ADEA will initiate its efforts for this SI by focusing on these topics, and also consider additional priority processes following the organizational audit.

Maintaining effective processes requires ongoing monitoring and continuous improvements to address new needs and challenges. Therefore, ADEA must focus on its core business processes throughout the entire five-year timeframe of the MTSP. However, ADEA's success in achieving its ambitious agenda requires the implementation or improvement of several processes as soon as possible. ADEA will emphasize this SI in the first two years of its MTSP to ensure the foundational elements are there, while continuing to improve all of the processes over the next five years.

SI 5.2. Institutionalize and foster positive internal culture

Responsible Party: Secretariat

Timeline: 2013-2017, with an emphasis in 2013

Maintaining an effective, highly-capable organization requires a culture that motivates and inspires staff to work diligently and contribute to the organization's mission and vision. ADEA has taken several steps over the past few years to develop a positive culture within its internal structure, but it can do more to institutionalize this across all working components and the network at large. Internally, ADEA intends to improve communication and transparency regarding decision making to promote a more inclusive environment. It will also hold regular team-building activities and increase collaboration across all levels to foster stronger relationships amongst staff. ADEA's Secretariat will continue to hold weekly team meetings, offer incentives for increased participation and involvement in these meetings, and encourage the use of internal reporting to better disseminate the results of team members' activities. ADEA's leadership will also emulate the network's guiding principles, engraining them into the culture.

As ADEA has already taken steps to develop a stronger culture, continuing to focus on this as a priority in 2013 will enable ADEA to institutionalize a positive and encouraging culture early in its MTSP period. As with other elements of organizational effectiveness, a culture must be continuously nurtured. As such, ADEA will integrate this SI each year of its MTSP, serving as a reminder to continually evaluate and improve upon its efforts to foster a positive culture.

SI 5.3. Maximize effectiveness of human capital

Responsible Party: Secretariat

Timeline: 2013-2017, with an emphasis in 2013-2015

An organization's human capital makes up some of its most essential resources. Even an organization with state-of-the-art core business processes and a supportive culture will not be successful without effective staff. To ensure that it maintains a high-capacity workforce, ADEA will invest in workforce development efforts. Workforce development involves an organization implementing strategies and practices to ensure they have the necessary staff positions and that the roles and responsibilities for these positions enable the organization to achieve its mission. Additionally, it involves ensuring that the right people – with the appropriate knowledge, skills and capabilities – are in the right positions and supported through training and ongoing professional development. ADEA has integrated a workforce analysis element within its organizational audit to assess the requirements of its human capital to implement the MTSP and identify any areas for improvement or opportunities for enhancing its workforce. It may consider revising its overall roles and responsibilities within the Secretariat, as well as potentially re-structuring its various internal working components to maximize their impacts. Additionally, ADEA will consider hiring new staff to alleviate capacity issues, such as a Publications Officer to assist with the Association's communication efforts. ADEA also aims to improve the training and professional development opportunities it offers its permanent

staff, as well as developing longer-term career opportunities for full-time employees. To do so, ADEA will leverage existing resources from the AfDB while also considering independent solutions to improve its staff performance management process, integrating peer reviews and other forms of feedback to improve staff performance.

As with all other aspects of organizational capacity and performance, maximizing the effectiveness of staff is an ongoing process that requires continued M&E. As such, ADEA will focus on this priority for the full five-year term. However, ADEA will also develop concentrated actions to support workforce development within the first three years to ensure all staff are operating at full capacity throughout the MTSP period.

SI 5.4. Improve collaboration and decision making between ADEA's components

Responsible Party: Secretariat

Timeline: 2013-2017

ADEA's internal components have expressed a desire for increased collaboration within and between the various components. This includes greater collaboration within the Secretariat across different functional areas, between WGs, between WGs and the Secretariat, and increased involvement of the Secretariat and WGs in ICQN efforts. Improved collaboration will enable ADEA to capitalize on the strengths within the organization, learn from the experiences of others and utilize existing resources to expand its capabilities. ADEA has already made improvements to increase collaboration, including instituting a collaborative planning session between the Secretariat and WG coordinators for developing annual work plans. ADEA will continue these collaborative planning sessions, integrate additional planning or follow-up sessions and establish more joint activities within its annual work plans. The upcoming organizational audit will help ADEA determine the ideal collaborations across the Association.

ADEA also intends to institute strategies that will improve the Association's utilization of its governing bodies to enable timely and productive decision making. ADEA has experienced challenges with its decision-making process due to a lack of formal feedback mechanisms for members and peer staff, inconsistent review procedures and problems of meeting deadlines by all parties. ADEA hopes to alleviate these challenges by integrating a systematic approach for collecting feedback, meeting deadlines and results-based decision making.

VI. Performance Measurement

Aligned to its results-oriented approach, ADEA will implement an outcome-based Performance Measurement Plan (PMP) to conduct effective performance measurement, the process of an organization assessing its progress towards achieving its objectives. Unlike for-profit companies, performance measurement in the social sector can be ambiguous and challenging. NGOs and other socially-minded organizations are faced with increased pressure to measure their impacts, yet have difficulty determining accountability given the number of other influences that can affect their impact. As a forum for policy dialogue and a network of knowledge and expertise, ADEA is at least one step removed from the impacts it intends to achieve. ADEA provides recommendations for effective policies, strategies, practices and programs, but is not directly responsible for implementing them. There are countless factors outside of ADEA's control that can affect the success of its policy recommendations. Additionally, ADEA is one of the many players working in education and training in Africa, and it can be nearly impossible to determine a direct causal relationship between various development efforts and enhanced education and training systems or overall improved learning outcomes. However, to ensure it is effectively working towards achieving its mission, and to meet the demands of its stakeholders, ADEA developed a PMP based on a logical model of presumed causal relationships between its contributions and ultimate impacts. Figure 1 (page 44) depicts an illustrative causal linkage map, providing examples of the inputs and activities that lead to ADEA's outputs and eventually, its outcomes and impacts. Outputs describe the results of an organization's efforts and activities, describing its tangible or intangible products or services. Outcomes are the specific changes in behavior, attitudes, or experiences in ADEA's constituents as a result of the Association's outputs. Impacts are the higher-level benefits to communities and societies as a whole, as a result of the organization's outcomes.

Although all levels of this casual linkage map are informative and will provide useful data, the PMP is not meant to incorporate data at all levels. The purpose of a PMP is to collect and analyze data that helps an organization determine if it is successfully moving towards achieving its ultimate objectives. As the PMP also serves as a tool to communicate this progress to the organization's stakeholders, it should focus on the high-level results rather than on the details or processes. Additionally, as this PMP is a new tool for ADEA, the Association should limit the scope of measurement and the number of indicators so that it can reasonably execute the performance measurement process. The impact level provides useful information in the long-term, but the results cannot be attributed exclusively to ADEA. In ADEA's context, impact-level data measures the results of African governments' or other partners' efforts. This data should be tracked and monitored by the countries and partners themselves; eventually, ADEA should use this information to inform its strategic planning efforts. However, ADEA's PMP should focus on the high-level outcomes that can be attributed either directly or indirectly to ADEA's work. ADEA's PMP will focus on the outcome and output levels, as these will provide the Association with the most useful data for measuring its own performance and progress. This will provide ADEA with an overview of its contributions and a snapshot of its influence on its constituents.

ADEA has previously tended to focus more on input, activity, and output measures, given a general confusion between the various terms and the inability for ADEA to assume accountability over certain outcomes. However, even if ADEA is not the only entity influencing certain outcomes, the Association needs to collect outcome level data to determine whether it has contributed to forward progress in its areas of intervention. When possible, ADEA will also coordinate with other major development actors, initiatives and frameworks such as UNESCO, MDG and EFA for improved performance measurement. Additionally, although the PMP itself will focus on outcome and outputs, the Association may develop activity-level performance measurement plans to track data at the activity and input levels. This can provide useful information on ADEA's day-to-day activities and certain approaches and help individual components assess their own performance within the larger strategic orientation.

To maintain an ambitious yet feasible PMP, ADEA has defined at least one performance measure for each of its SIs and SOs. Given that there are several common themes found across many SOs and SIs, ADEA uses similar performance measures for these elements. For example, ADEA will measure the same outcomes for each of its SIs regarding its advisory role for implementation – the number of relevant policies or strategies implemented. ADEA recognizes that African governments are responsible for implementing the policies and strategies within their countries. However, ADEA's desired outcome is for more countries to implement improved, effective, and relevant policies and strategies. As the Association aims to directly and indirectly contribute to this number, it is necessary for ADEA to capture and report this data to determine whether its contributions are effective. Furthermore, the Association will also measure how well it has informed its beneficiaries on various topics by requesting ministerial representatives to rate how informative ADEA's outputs are regarding these topics via the use of annual surveys. ADEA will also use surveys to determine the level of satisfaction and perceived effectiveness of certain efforts. ADEA's PMP also incorporates both quantitative and qualitative indicators. For example, while the number of policies implemented is inherently quantitative, ADEA will also perform a qualitative assessment to determine the quality, relevance, and expected effectiveness of the implemented policies and strategies based on a pre-determined assessment model. Qualitative indicators, such as the distribution of the network by partner type, are descriptive and often subjective, but still provide helpful insight into the organization's performance. The full list of ADEA's performance measures can be found in **Appendix A: Performance Measures**.

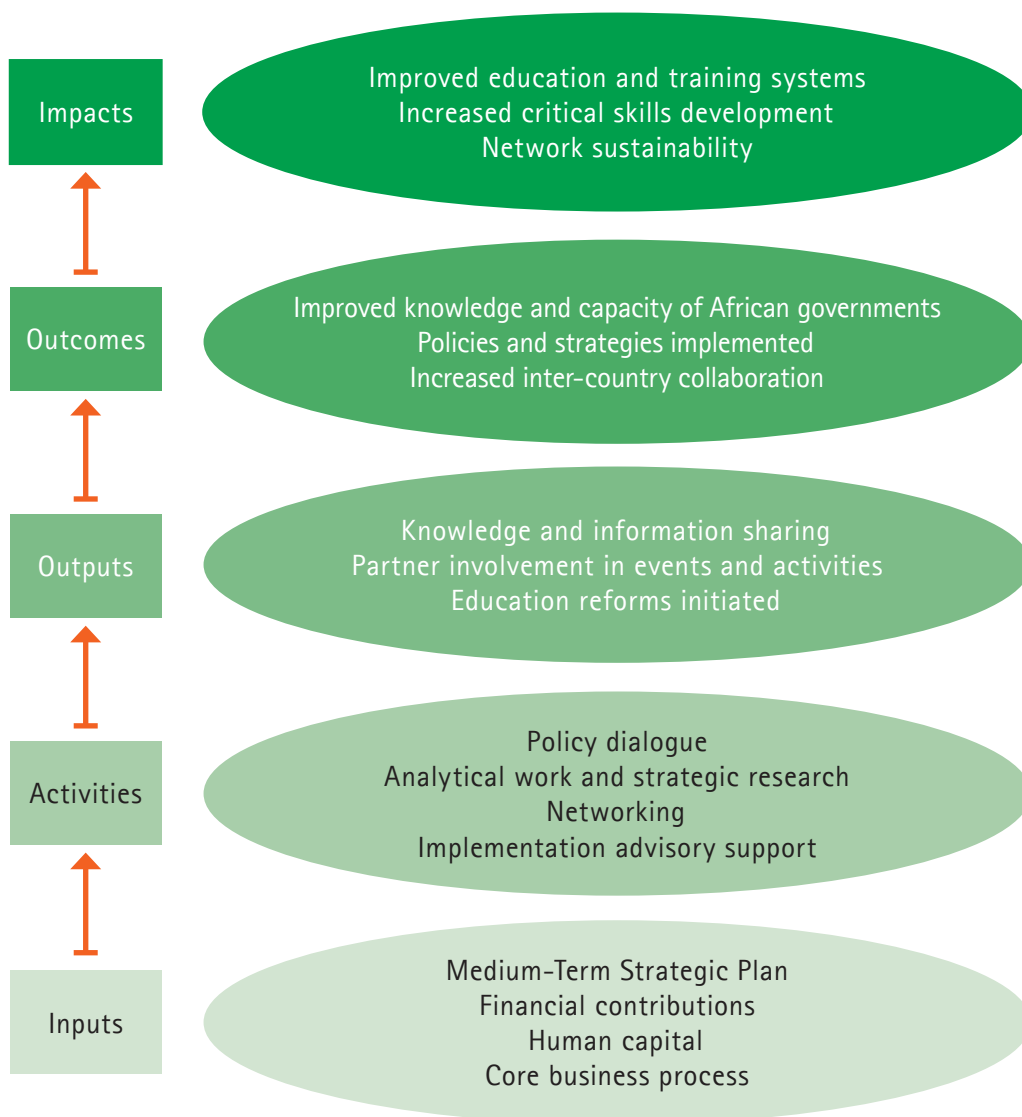
ADEA's PMP is comprised of the performance measures and considerations for their associated baseline and target(s). At this stage, baselines and targets have not yet been identified. Baselines are the value of a performance measure at the beginning of a planning or performance period and are used for comparison to measure progress. Targets are the ideal, incremental performance progress goals that an entity aims to achieve. Whenever possible, ADEA will set annual targets for many of its performance measures to determine annual progress. In other instances, based on the level of effort required to determine performance, ADEA will only measure progress every two or three years. Targets should be realistic and achievable, which requires an understanding of the baseline. It would be unrealistic for ADEA to aspire for 50 African countries to implement ICT integration policies in one year if only 3 countries currently have this type of policy in place. ADEA has considered the targets it will set for each measure, but it won't actually specifically define them until all baselines are identified. In many cases,

ADEA will need to conduct analytical work, research, or examine internal data to identify the baseline. For example, ADEA will need to analyze existing education and training policies and strategies to make a qualitative determination regarding how well they integrate African-led solutions or promote the development of critical skills. This type of research takes time, and with competing priorities, ADEA aims to set realistic goals for defining these baselines. As a result, ADEA has pre-defined all baseline considerations, such as the cut-off point between baseline (pre-performance period) and target (during and post-performance period). ADEA has also determined that for certain measures, no baseline exists. For example, ADEA intends to measure the percentage of internal deadlines the Association meets as a measure of organizational effectiveness. As the Association does not currently have a mechanism for measuring this value, no baseline can be defined. When this applies, the PMP specifies the baseline as "N/A", meaning not applicable. In other instances, baselines may exist but will not be used as a comparison for future data. For example, ADEA will use this approach for measuring the amount of annual contributions it receives each year. The Association understands that given the current economic environment, its 2013 contributions may be less than its 2012 contributions. If ADEA used a baseline for this measure, any value less than the 2012 value would not be considered success. In reality, ADEA's success should be based on whether or not it achieved its 2013 target budget. When this applies to a performance measure, ADEA defines its baseline as "N/A for PMP". In these cases, ADEA may define a baseline for planning purposes, but will not be specified within the PMP itself. Given these nuances, ADEA will spend its first year of the 2013-2017 MTSP completing due diligence to identify baselines and set ambitious yet reasonable targets.

In addition to baselines and targets, ADEA's PMP also defines the method, frequency, and source of data collection, as well as the responsible party or parties from the Secretariat for each measure. Although a small group, the Secretariat will coordinate and oversee the performance measurement process. The Secretariat's role will be to ensure that necessary data is collected, analyzed, and reported through the proper channels and by the appropriate component (i.e., WG, ICQN, or other staff or consultant). Managing this type of PMP is a new endeavor for the Secretariat and requires overall improved M&E capabilities. This includes developing and implementing new processes and systems, training staff, institutionalizing M&E practices across all internal components, and integrating the value of M&E within the organizational culture. To alleviate the Secretariat's burden, ADEA may assign "data leads" within the various functional areas and internal components responsible for inputting data into new knowledge management portals or databases. ADEA's full PMP can be found in **Appendix B: Performance Measurement Plan**.

ADEA will adopt a phased implementation approach to its PMP to enable a streamlined and manageable transition. ADEA will finalize the details of the implementation plan and timeline within the first half of 2013, presenting it for final approval at a later time. A key aspect of ADEA's phased implementation is the delayed identification of official baselines and targets. ADEA may also select to delay measurement of certain SIs or SOs until 2014 or later, based on the level of effort required to complete the measurement and/or the period of performance for the given strategic element.

Figure 1. Illustrative ADEA Causal Linkage Map of Impact Adapted from Epstein, Marc J. and F. Warren McFarlan, "Measuring the Efficiency and Effectiveness of a Nonprofits Performance" (2011).



Conclusion

ADEA defined this MTSP in response to its third-party evaluation, the requests of its governing bodies and key constituents, the demand to improve its own effectiveness and efficiency, and the needs of African education and training systems. This strategy represents a new mandate and orientation for the organization, positioning ADEA to evolve into a sustainable network that informs and facilitates the transformation of education and training in Africa. With targeted investments in developing its own capacity and promoting critical skills, ICT integration and active African ownership, ADEA will contribute to the overall sustainable development of Africa, leading to a more dynamic, prosperous and peaceful continent.

Appendix A:
Performance Measure **p. 46**

Appendix B:
Strategic Objectives -
Performance Measurement Plan **p. 49**

Appendix A: Performance Measure

Tier 1					
SO	Performance Measure	SO	Performance Measure	SO	Performance Measure
SO 1: Contribute to advancing policies, strategies, practices and programs that promote critical knowledge, skills and qualifications	# of countries whose Heads of State adopt the recommendations of the 2012 Triennale at the AU Heads of State Summit	SO 2: Promote African-led education and training solutions to address national and regional needs	# of African-led solutions replicated or adapted across Africa with ADEA's support	SO 3: Foster greater utilization of relevant ICT to accelerate the transformation of education and training approaches and outcomes	# of countries that report initiating ICT integration and training reforms
	# of countries that report initiating education and training reforms to promote critical knowledge, skills and qualifications		# of countries that report initiating education and training reforms based on African-led education and training solutions		# of countries that report increased utilization of relevant ICT
	# of countries that report improvement in developing critical knowledge, skills and qualifications at the next Triennale and the end of the strategic plan		# of countries with education and training policies or strategies that reflect local needs		# of countries that report improvements in education and training systems due to ICT integration
		SO 4: Leverage a diverse, sustainable partner network		SO 5: Strengthen organizational capacity and effectiveness	% of network partners that are actively participating in ADEA activities
					Distribution of partner network, by partner type
					Amount of funding in annual operating reserve
					Level of overall organizational effectiveness as reported by external evaluators
					% of ADEA's performance targets that meet 75% or more of their individual targets

Tier 2			
SI	Performance Measure	SI	Performance Measure
SI 1.1: Inform the development of effective policies, strategies, practices and programs	The degree to which ADEA's outputs related to critical knowledge, skills and qualifications are reported as informative by ministerial representatives on annual surveys	SI 2.1: Advance the AU's Second Decade of Education and other select regional and continental initiatives	% of Second Decade of Education annual targets in the areas of ADEA's support outlined in the MoU that meet their goals each year
SI 1.2: Advise African governments in implementing national education and training policies and strategies	# of countries with implemented policies that address critical knowledge, skills and qualifications		# of African-led regional or continental initiatives supported by ADEA that meet 75% or more of their goals each year
SI 1.3: Provide technical support for the scale-up and replication of innovative practices and programs	# of countries with implemented strategies that address critical knowledge, skills and qualifications		# of countries participating in operational ICQNs
	# of practices or programs promoting critical knowledge, skills and qualifications scaled-up or replicated with ADEA's support	SI 2.2: Facilitate greater inter-country collaboration and regional integration	# of ICQNs that meet 75% or more of their goals each year
	# of countries with implemented practices or programs to promote critical knowledge, skills and qualifications		# of countries that report inter-country collaboration at ADEA meetings and events
SI 1.4: Contribute to national and regional efforts to monitor critical skills development	# of countries with implemented critical skills M&E plans	SI 2.3: Promote greater awareness and application of existing African solutions	The degree to which ADEA's outputs related to African-led solutions are reported as informative by ministerial representatives on annual surveys
SI 1.5: Foster gender-sensitive approaches	# of countries participating in regional approaches for monitoring quality of education (e.g., SACMEQ)	SI 2.4: Advise African governments in designing and implementing African-led solutions	# of countries with implemented policies that integrate African-led solutions
	# of countries with implemented policies or strategies that integrate a gender-sensitive approach		# of countries with implemented strategies that integrate African-led solutions
	# of countries with implemented gender-sensitive practices or programs		
SI 1.6: Promote the integration of values into the center of education and training systems	# of countries with implemented policies or strategies that include approaches for integrating values		

*In-kind contributions may be estimated figures by ADEA based on actual costs of similar activities. As in-kind funds do not flow through ADEA, self-reported data is required by donors to accurately report in-kind values. Data is not always provided to ADEA as needed.

Tier 2					
SI	Performance Measure	SI	Performance Measure	SI	Performance Measure
SI 3.1: Engage governments, development agencies, civil society and the private sector to identify executable ICT solutions	% of ICT Task Force technology partners actively contributing to ICT integration dialogue or relevant ADEA activities	SI 4.1: Diversify partner-base to integrate new voices and experiences into policy dialogue	# of non-traditional partners	SI 5.1: Develop and continuously improve core business processes	# of core processes developed or improved
	# of countries actively contributing to ICT integration dialogue or relevant ADEA activities	SI 4.2: Engage African diaspora to contribute to educational development	# of diaspora professional networks or individuals that are actively contributing to ADEA's work		# of core business processes considered effective by ADEA internal constituents
SI 3.2: Advise African governments in implementing ICT integration policies and strategies	# of countries with implemented ICT integration policies	SI 4.3: Increase technical participation from network partners to expand ADEA's reach	# of countries actively participating in ADEA activities	SI 5.2: Institutionalize and foster positive internal culture	# of core business processes that meet 75% or more of their performance targets each year
	# of countries with implemented ICT integration strategies		# of activities resulting from new partners		Level of overall staff satisfaction with internal culture / team morale
SI 3.3: Broker Public-Private Partnerships (PPPs) across Africa to enable cost-effective access to ICT capabilities	# of PPPs established through ADEA's brokering efforts	SI 4.4: Increase financial support from network partners	Amount of annual contributions (cash and in-kind*)	SI 5.3: Maximize effectiveness of human capital	The degree to which staff are considered effective by 360 peer reviews
	Amount of in-kind support provided as a result of PPPs brokered by ADEA		# of multi-year commitments from donors		% of internal deadlines met
SI 3.4: Promote ICT integration policies and strategies that target marginalized groups and populations	# of countries with implemented ICT integration policies or strategies that include approaches for targeting marginalized populations			SI 5.4: Improve collaboration and decision making between ADEA components	Level of perceived improvement in collaboration between ADEA components

*In-kind contributions may be estimated figures by ADEA based on actual costs of similar activities. As in-kind funds do not flow through ADEA, self-reported data is required by donors to accurately report in-kind values. Data is not always provided to ADEA as needed.

Appendix B: Strategic Objectives - Performance Measurement Plan

SO PMP								
Element	Ref. No.	Measure	Baseline	Target	Method of data collection	Frequency of data collection	Data source	Responsible party
SO 1: Contribute to advancing policies, strategies, practices, and programs that promote critical knowledge, skills, and qualifications	1.A	# of countries whose Heads of State adopt the recommendations of the 2012 Triennale at the AU Heads of State Summit	N/A	2013 =	Formal request for adoption at the AU Heads of State Summit	Once	Minutes, notes, and/or documented resolutions following the AU Heads of State Summit	Secretariat (Program Team)
SO 1: Contribute to advancing policies, strategies, practices, and programs that promote critical knowledge, skills, and qualifications	1.B	# of countries that report initiating education and training reforms to promote critical knowledge, skills, and qualifications	N/A	2013 = 2014 = 2015 = 2016 = 2017 =	Annual Member survey, anonymous (Minister responses only); review and analysis of country self-reported and/or third-party data and reports	Annual	African Ministers of Education and Training (or their technical representatives); formal and informal country communication with ADEA; formal country reports, case studies, peer reviews, and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
SO 1: Contribute to advancing policies, strategies, practices, and programs that promote critical knowledge, skills, and qualifications	1.C	# of countries that report improvement in developing critical knowledge, skills, and qualifications at the next Triennale and at the end of the strategic plan	N/A	2015 = 2017 =	Annual Member survey, anonymous (Minister responses only); review and analysis of country self-reported and/or third-party data and reports	Biennial	African Ministers of Education and Training (or their technical representatives); formal and informal country communication with ADEA; formal country reports, case studies, peer reviews, and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
SO 2: Promote African-led education and training solutions to address national and regional needs	2.A	# of African-led solutions replicated or adapted across Africa with ADEA's support	# of relevant solutions supported in calendar year 2012	2014 = 2015 = 2016 = 2017 =	New activity tracking module in Profile database; research and analytical work using country internal and external reports, documentation, and resources	Annual	ADEA work plans, budget estimations and travel justifications, action/work plans, mission reports, and activity reports; country policies, strategic plans, reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)

SO PMP								
Element	Ref. No.	Measure	Baseline	Target	Method of data collection	Frequency of data collection	Data source	Responsible party
SO 2: Promote African-led education and training solutions to address national and regional needs		# of countries that report initiating education and training reforms based on African-led education and training solutions	N/A	2013 = 2014 = 2015 = 2016 = 2017 =	Annual Member survey, anonymous (Minister responses only); review and analysis of country self-reported and/or third-party data and reports	Annual	African Ministers of Education and Training (or their technical representatives); formal and informal country communication with ADEA; formal country reports, case studies, peer reviews, and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
	2.B							
SO 2: Promote African-led education and training solutions to address national and regional needs		# of countries with education and training policies or strategies that reflect local needs	# of countries with relevant policies or strategies, implemented as of December 2012	2014 = 2015 = 2016 = 2017 =	Research and analytical work using country internal and external reports, documentation, and resources	Annual	Country policies, strategic plans, reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
	2.C							
SO 3: Foster greater utilization of relevant ICT to accelerate the transformation of education and training approaches and outcomes		# of countries that report initiating ICT integration education and training reforms	N/A	2013 = 2014 = 2015 = 2016 = 2017 =	Annual Member survey, anonymous (Minister responses only); review and analysis of country self-reported and/or third-party data and reports	Annual	African Ministers of Education and Training (or their technical representatives); formal and informal country communication with ADEA; formal country reports, case studies, peer reviews, and other documentation; third-party statistics, reports, and other documentation	Secretariat (ICT Task Force Coordinator)
	3.A							
SO 3: Foster greater utilization of relevant ICT to accelerate the transformation of education and training approaches and outcomes		# of countries that report increased utilization of relevant ICT	N/A	2014 = 2015 = 2016 = 2017 =	Annual Member survey, anonymous (Minister responses only); review and analysis of country self-reported and/or third-party data and reports	Annual	African Ministers of Education and Training (or their technical representatives); formal and informal country communication with ADEA; formal country reports, case studies, peer reviews, and other documentation; third-party statistics, reports, and other documentation	Secretariat (ICT Task Force Coordinator)
	3.B							

SO PMP								
Element	Ref. No.	Measure	Baseline	Target	Method of data collection	Frequency of data collection	Data source	Responsible party
SO 3: Foster greater utilization of relevant ICT to accelerate the transformation of education and training approaches and outcomes	3.C	# of countries that report improvements in education and training systems due to ICT integration	N/A	2015 = 2017 =	Annual Member survey, anonymous (Minister responses only); review and analysis of country self-reported and/or third-party data and reports	Biennial	African Ministers of Education and Training (or their technical representatives); formal and informal country communication with ADEA; formal country reports, case studies, peer reviews, and other documentation; third-party statistics, reports, and other documentation	Secretariat (ICT Integration Coordinator)
SO 4: Leverage a diverse, sustainable partner network	4.A	% of network partners that are actively participating in ADEA activities	% of partners in calendar year 2012	2013 = 2014 = 2015 = 2016 = 2017 =	New partner/component and/or activity tracking modules in Profile database	Annual	ADEA work plans, budget estimations and travel justifications, action plans, mission reports, and activity reports; partner communications, MOUs, concept notes, or other documentation	Secretariat (Program Team, KM Officer)
SO 4: Leverage a diverse, sustainable partner network	4.B	Distribution of partner network, by partner type	Distribution of partner network as of December 2012	2013 = 2014 = 2015 = 2016 = 2017 =	New partner/component tracking module in Profile database	Annual	Partners' self-identified type	Secretariat (Program Team, KM Officer)
SO 4: Leverage a diverse, sustainable partner network	4.C	Amount of funding in annual operating reserve	Amount of operating reserve in calendar year 2012	2013 = 2014 = 2015 = 2016 = 2017 =	Financial Data Management Process	Annual	Certified Account; budget reports; annual activity report	Secretariat (Finance Officer)
SO 5: Strengthen organizational capacity and effectiveness	5.A	Level of overall organizational effectiveness as reported by external evaluators	Universalia evaluation (2011)	2013 = 2015 =	External evaluations in 2013 and/or at the SMTP mid-term	Biennial	ADEA processes, systems, workforce, personnel, activities, etc.	Secretariat (Executive Sec, Admin Officer)
SO 5: Strengthen organizational capacity and effectiveness	5.B	% of ADEA's performance targets that meet 75% or more of their individual targets	N/A for PMP	2013 = 2014 = 2015 = 2016 = 2017 =	Performance Measurement Process	Annual	PMP	Secretariat (Executive Sec, Admin Officer)

Appendix B. SO - Performance Measurement Plan

SI PMP									
SO	Element	Ref. No.	Measure	Baseline	Target	Method of data collection	Frequency of data collection	Data source	Responsible party
SO 1	SI 1.1: Inform the development of effective policies, strategies, practices and programs	1.1.A	The degree to which ADEA's outputs related to critical knowledge, skills and qualifications are reported as informative by ministerial representatives on annual surveys	Baseline Member survey, mid-2013	2014 = 2015 = 2016 = 2017 =	Annual Member survey, anonymous (Minister responses only)	Annual	African Ministers of Education and Training (or their technical representatives)	Secretariat (Program Team, Admin Officer)
	SI 1.2: Advise African governments in implementing national education and training policies and strategies	1.2.A	# of countries with implemented policies that address critical knowledge, skills and qualifications	# of countries with relevant policies, implemented as of December 2012	2014 = 2015 = 2016 = 2017 =	Research and analytical work using country internal and external reports, documentation, peer reviews, and other resources	Annual	Country policies, strategic plans, reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
	SI 1.2: Advise African governments in implementing national education and training policies and strategies	1.2.B	# of countries with implemented strategies that address critical knowledge, skills and qualifications	# of countries with relevant strategies, implemented as of December 2012	2014 = 2015 = 2016 = 2017 =	Research and analytical work using country internal and external reports, documentation, peer reviews, and other resources	Annual	Country policies, strategic plans, reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
SO 1	SI 1.3: Provide technical support for the scale-up and replication of innovative practices or programs	1.3.A	# of programs or practices promoting critical knowledge, skills and qualifications scaled-up or replicated with ADEA's support	N/A	2014 = 2015 = 2016 = 2017 =	New activity tracking module in Profile database; research and analytical work using country internal and external reports, documentation, peer reviews, and other resources	Annual	ADEA work plans, budget estimations and travel justifications, action plans, mission reports, and activity reports; country policies, strategic plans, reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
	SI 1.3: Provide technical support for the scale-up and replication of innovative practices or programs	1.3.B	# of countries with implemented practices or programs to promote critical knowledge, skills and qualifications	N/A	2014 = 2015 = 2016 = 2017 =	Research and analytical work using country internal and external reports, documentation, peer reviews, and other resources	Annual	Country policies, strategic plans, reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)

SI PMP									
S0	Element	Ref. No.	Measure	Baseline	Target	Method of data collection	Frequency of data collection	Data source	Responsible party
S01	SI 1.4: Contribute to national and regional efforts to monitor critical skills development	1.4.A	# of countries with implemented critical skills M&E plans	N/A	2014 = 2015 = 2016 = 2017 =	Research and analytical work using country internal and external reports, documentation, and resources	Annual	Country policies, strategic plans, reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
	SI 1.4: Contribute to national and regional efforts to monitor critical skills development	1.4.B	# of countries participating in regional approaches for monitoring quality of education (e.g. SACMEQ)	N/A	2014 = 2015 = 2016 = 2017 =	Research and analytical work using country and regional internal and external reports, documentation, peer reviews, and other resources	Annual	Relevant regional organizations' policies, strategic plans, reports, and other documentation; country policies, strategic plans, reports, case studies and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
S01	SI 1.5: Foster gender-sensitive approaches	1.5.A	# of countries with implemented policies or strategies that include gender-sensitive approaches	# of countries with relevant policies or strategies, implemented as of December 2012	2014 = 2015 = 2016 = 2017 =	Research and analytical work using country internal and external reports, documentation, peer reviews, and other resources	Annual	Country policies, strategic plans, reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
	SI 1.5: Foster gender-sensitive approaches	1.5.B	# of countries with implemented gender-sensitive practices or programs	N/A	2014 = 2015 = 2016 = 2017 =	Research and analytical work using country internal and external reports, documentation, and resources	Annual	Country policies, strategic plans, reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
S01	SI 1.6: Promote the integration of values into the center of education and training systems	1.6.A	# of countries with implemented policies or strategies that include approaches for integrating values	# of countries with relevant policies or strategies, implemented as of December 2012	2014 = 2015 = 2016 = 2017 =	Research and analytical work using country internal and external reports, documentation, peer reviews, and other resources	Annual	Country policies, strategic plans, reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)

Appendix B. SO - Performance Measurement Plan

SI PMP									
SO	Element	Ref. No.	Measure	Baseline	Target	Method of data collection	Frequency of data collection	Data source	Responsible party
SO 2	SI 2.1: Advance the AU's Second Decade of Education and other select regional and continental initiatives	2.1.A	% of Second Decade of Education annual targets in the areas of ADEA's support outlined in the MoU that meet their goals each year	% of relevant targets achieved in calendar year 2012	2015 = 2017 =	Review and analysis of Second Decade self-reported data and third-party reports	Biennial	Second Decade evaluations, reports, and other documentation; external ADEA evaluation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
	SI 2.1: Advance the AU's Second Decade of Education and other select regional and continental initiatives	2.1.B	# of African-led regional or continental initiatives supported by ADEA that meet 75% or more of their goals each year	N/A	2015 = 2017 =	Review and analysis of initiative self-reported data and third-party reports	Biennial	Initiative-specific evaluations, reports and documentation; external ADEA evaluation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
SO 2	SI 2.2: Facilitate greater inter-country collaboration and regional integration	2.2.A	# of countries participating in operational ICQNs	# of countries that participate in ICQNs as of December 2012	2013 = 2014 = 2015 = 2016 = 2017 =	New partner/component tracking module in Profile database	Annual	ICQN concept notes, MOUs, activity/action reports, or other documentation; ADEA work plans, activity reports, and other documentation	Secretariat (Program Team, KM Officer)
SO 2	SI 2.2: Facilitate greater inter-country collaboration and regional integration	2.2.B	# of ICQNs that meet 75% or more of their goals each year	N/A	2014 = 2015 = 2016 = 2017 =	Review and analysis of ICQN self-reported data and third-party reports	Annual	ICQN-specific evaluations if applicable; ICQN-specific reports, performance measurement results, and other documentation; external ADEA evaluation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
SO 2	SI 2.2: Facilitate greater inter-country collaboration and regional integration	2.2.C	# of countries that report inter-country collaboration at ADEA meetings and events	N/A	2013 = 2014 = 2015 = 2016 = 2017 =	Annual Member survey, anonymous (Minister responses only); review and analysis of country self-reported and/or third-party data and reports	Annual	African Ministers of Education and Training (or their technical representatives); Country presentations, case studies, examples of collaboration, and other documentation at ADEA meetings and events	Secretariat (Program Team, KM Officer)

SI PMP									
SO	Element	Ref. No.	Measure	Baseline	Target	Method of data collection	Frequency of data collection	Data source	Responsible party
SO 2	SI 2.3: Promote greater awareness and application of existing African solutions	2.3.A	The degree to which ADEAs outputs related to African-led solutions are reported as informative by ministerial representatives on annual surveys	Baseline Member survey, mid-2013	2014 = 2015 = 2016 = 2017 =	Annual Member survey, anonymous (Minister responses only)	Annual	African Ministers of Education and Training (or their technical representatives)	Secretariat (Program Team Admin Officer)
	SI 2.4: Advise African governments in designing and implementing African-led solutions	2.4.A	# of countries with implemented policies that integrate African-led solutions	# of countries with relevant policies, implemented as of December 2012	2014 = 2015 = 2016 = 2017 =	Research and analytical work using country internal and external reports, documentation, peer reviews, and other resources	Annual	Country policies, strategic plans, reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
SO 2	SI 2.4: Advise African governments in designing and implementing African-led solutions	2.4.B	# of countries with implemented strategies that integrate African-led solutions	# of countries with relevant strategies, implemented as of December 2012	2014 = 2015 = 2016 = 2017 =	Research and analytical work using country internal and external reports, documentation, peer reviews, and other resources	Annual	Country policies, strategic plans, reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (Program Team)
SO 3	SI 3.1: Engage governments, development agencies, civil society and the private sector in policy dialogue to identify executable ICT solutions	3.1.A	% of ICT Task Force technology partners actively contributing to ICT integration dialogue or relevant ADEA activities	% of technology partners in calendar year 2012	2013 = 2014 = 2015 = 2016 = 2017 =	New partner/component and/or activity tracking modules in Profile database	Quarterly	Emails; phone calls; meeting/event attendance sheets; event registration forms; list serves; activity concept notes; activity reports; other documentation	Secretariat (ICT integration Coordinator, KM Officer)

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SO	Element	Ref. No.	Measure	Baseline	Target	SI PMP			Responsible party
						Method of data collection	Frequency of data collection	Data source	
SO 3	SI 3.1: Engage governments, development agencies, civil society and the private sector in policy dialogue to identify executable ICT solutions	3.1.B	# of countries actively contributing to ICT integration dialogue or relevant ADEA activities	# of countries in calendar year 2012	2013 = 2014 = 2015 = 2016 = 2017 =	New partner/component and/or activity tracking modules in Profile database	Quarterly	Emails; phone calls; meeting/event attendance sheets; event registration forms; list serves; activity concept notes; activity reports; other documentation	Secretariat (ICT Integration Coordinator, KM Officer)
SO 3	SI 3.2: Advise African governments in implementing ICT integration policies and strategies	3.2.A	# of countries with implemented ICT integration policies	# of countries with relevant policies, implemented as of December 2012	2014 = 2015 = 2016 = 2017 =	Research and analytical work using country internal and external reports, and documentation, and resources	Annual	Country policies, strategic plans, reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (ICT Integration Coordinator)
SO 3	SI 3.2: Advise African governments in implementing ICT integration policies and strategies	3.2.B	# of countries with implemented ICT integration strategies	# of countries with relevant strategies, implemented as of December 2012	2014 = 2015 = 2016 = 2017 =	Research and analytical work using country internal and external reports, and documentation, and resources	Annual	Country policies, strategic plans, reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (ICT Integration Coordinator)
SO 3	SI 3.3: Broker Public-Private Partnerships (PPPs) across Africa to enable cost-effective access to ICT capabilities	3.3.A	# of PPPs established through ADEA's brokering efforts	N/A	2014 = 2015 = 2016 = 2017 =	Review and analysis of country and partner self-reported data and third-party reports	Annual	Formal and informal country communication with ADEA; formal and informal partner communication with ADEA; formal country reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (ICT Integration Coordinator)

SI PMP									
SO	Element	Ref. No.	Measure	Baseline	Target	Method of data collection	Frequency of data collection	Data source	Responsible party
SO 3	SI 3.3: Broker Public-Private Partnerships (PPPs) across Africa to enable cost-effective access to ICT capabilities	3.3.B	Amount of in-kind support provided as a result of PPPs brokered by ADEA	N/A	2014 = 2015 = 2016 = 2017 =	Calculations based on budget and cost estimations by partners and countries	Annual	Cost estimates from ICT Task Force technology partners or African governments; traditional program plans and budgets for ICT integration	Secretariat (ICT Integration Coordinator)
	SI 3.4: Promote ICT integration policies and strategies that target marginalized groups and populations	3.4.A	# of countries with implemented ICT integration policies or strategies that include approaches for targeting marginalized populations	# of countries with relevant policies or strategies, implemented as of December 2012	2014 = 2015 = 2016 = 2017 =	Research and analytical work using country internal and external reports, documentation, and resources	Annual	Country policies, strategic plans, reports, case studies, and other documentation; third-party statistics, reports, and other documentation	Secretariat (ICT Integration Coordinator)
SO 4	SI 4.1: Diversify partner-base to integrate new voices and experiences into policy dialogue	4.1.A	# of non-traditional partners	# of non-traditional partners as of December 2012	2013 = 2014 = 2015 = 2016 = 2017 =	New partner/component tracking module in Profile database	Annual	MOUs; concept notes; activity plans and budgets; ADEA work plans; partner communications; ADEA annual report; list serves	Secretariat (Program Team, KM Officer)
SO 4	SI 4.2: Engage African diaspora to contribute to educational development	4.2.A	# of diaspora professional networks or individuals that are actively contributing to ADEA's work	N/A	2013 = 2014 = 2015 = 2016 = 2017 =	New partner/component and/or activity tracking modules in Profile database	Annual	Emails; phone calls; meeting/event attendance sheets; event registration forms; list serves; activity or initiative concept notes; activity or initiative reports	Secretariat (Diaspora Coordinator, KM Officer)
SO 4	SI 4.3: Increase technical participation from network partners to expand ADEA's reach	4.3.A	# of countries actively participating in ADEA activities	% of activities in calendar year 2012	2013 = 2014 = 2015 = 2016 = 2017 =	New partner/component and/or activity tracking modules in Profile database	Quarterly	ADEA work plans, budget estimations and travel justifications, action plans, mission reports, and activity reports; partner communications, MOUs; concept notes, or other documentation	Secretariat (Program Team, KM Officer)

Appendix B. SO - Performance Measurement Plan

SI PMP									
SO	Element	Ref. No.	Measure	Baseline	Target	Method of data collection	Frequency of data collection	Data source	Responsible party
SO 4	SI 4.3: Increase technical participation from network partners to expand ADEAs reach	4.3.B	# of activities resulting from new partners	N/A	2013 = 2014 = 2015 = 2016 = 2017 =	New partner/component and/or activity tracking modules in Profile database	Quarterly	ADEA work plans, budget estimations and travel justifications; action plans, mission reports, and activity reports; partner communications, MoUs, concept notes, or other documentation	Secretariat (Program Team, KM Officer)
	SI 4.4: Increase financial support from network partners	4.4.A	Amount of annual contributions (cash and in-kind*)	N/A for PMP	2013 = 2014 = 2015 = 2016 = 2017 =	Financial Data Management Process	Annual	Certified Account; budget reports; annual activity report	Secretariat (Finance Officer)
SO 4	SI 4.4: Increase financial support from network partners	4.4.B	# of multi-year commitments from donors	N/A for PMP	2013 = 2014 = 2015 = 2016 = 2017 =	Financial Data Management Process	Annual	Signed funding agreements with donors; MOUs	Secretariat (Finance Officer)
SO 5	SI 5.1: Develop and continuously improve core business processes	5.1.A	# of core processes developed or improved	N/A	2013 = 2014 = 2015 = 2016 = 2017 =	New activity tracking module in Profile database	Quarterly	ADEA work plans, budget estimations, action plans, mission reports, and activity reports; MOUs, concept notes, terms of reference, or other partnership agreements for developing new processes with partners	Secretariat (Admin Officer, KM Officer)
	SI 5.1: Develop and continuously improve core business processes	5.1.B	# of core business processes considered effective by ADEA internal constituents	Baseline staff survey, mid-2013	2014 = 2015 = 2016 = 2017 =	Annual staff survey, anonymous	Annual	All staff and consultants	Secretariat (Admin Officer)
SO 5	SI 5.1: Develop and continuously improve core business processes	5.1.C	# of core business processes that meet 75% or more of their performance targets each year	N/A	2014 = 2015 = 2016 = 2017 =	Process-specific performance measurement process	Annual	Process-specific PMP	Secretariat (Admin Officer, Process Owners)

SI PMP									
SO	Element	Ref. No.	Measure	Baseline	Target	Method of data collection	Frequency of data collection	Data source	Responsible party
SO 5	SI 5.2: Institutionalize and foster positive internal culture	5.2.A	Level of overall staff satisfaction with internal culture / team morale	Baseline staff survey, mid-2013	2014 = 2015 = 2016 = 2017 =	Annual staff survey, anonymous	Annual	All staff and consultants	Secretariat (Admin Officer)
	SI 5.3: Maximize effectiveness of human capital	5.3.A	The degree to which staff are considered effective by 360 peer reviews	N/A	2014 = 2015 = 2016 = 2017 =	360 Peer Reviews	Annual	Staff selected for peer reviews	Secretariat (Executive Sec, Admin Officer)
SO 5	SI 5.4: Improve collaboration and decision making between ADEA components	5.4.A	% of internal deadlines met	N/A	2014 = 2015 = 2016 = 2017 =	New activity tracking module in Profile database	Quarterly	ADEA work plans, budget estimations, action plans, mission reports, and activity reports; formal and informal communication with partners	Secretariat (Admin Officer, KM Officer)
	SI 5.4: Improve collaboration and decision making between ADEA components	5.4.B	Level of perceived improvement in collaboration between ADEA components	Baseline staff and Member surveys, mid-2013	2014 = 2015 = 2016 = 2017 =	Annual staff and Member surveys, anonymous	Annual	All formal Members of ADEA; all staff and consultants	Secretariat (Admin Officer)



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