ADEA

Catalogue of Publications

2014

Association for the
Development of
Education in
Africa

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Introduction

This catalogue presents publications produced by the Association for the Development of Education in Africa (ADEA) which are outputs of the work of the ADEA Secretariat and Working Groups (WGs). More information on ADEA's mission and activities is given on page 123.

This catalogue is organized as follows

New Titles: All new publications produced in 2010-11 are listed at the beginning of the catalogue (page 7-10). *Publications by theme/working group:* A separate chapter is assigned to the ADEA Secretariat and to each working group. Publications within each chapter are grouped by series, and then by date, (the most recent first) or by series number. A short summary of each publication is provided, as well as a link to the URL or working group website whenever one exists. *Indexes:* Publications are listed by title, author and country at the end of the catalogue (pages 89-122). *Language of publication:* Most publications are produced in English and in French, however, some publications exist in one language only. A translation of the titles is provided even when the entire publication has not been translated. A catalogue in French (Catalogue des publications de l'ADEA 2014) is also available.

How to order or obtain publications

Each working group is responsible for the distribution of its own publications. WG publications may be obtained through the contact address provided at the end of the catalogue (pages 125-127). Printed copies of ADEA secretariat publications may be ordered directly through the Secretariat at the given address (page 127).

Online research and consultation

A large number of publications prepared by the ADEA Secretariat and the WGs can be consulted online though the ADEA website at www.adeanet.org/publications, or through the working group's individual website. The ADEA catalogue of publications is also available online and on DVD Rom.

Contents

1. In 2012 the Working Group on Distance Education and Open Learning ajusted its status to become a "Task Force on Information and Communication Technologies".
2. This group was created in 2008 through the merger of 3 former groups: Education Sector Analysis, Education Statistics and Finance and Education.

3. Graduated Working Group/Associate member
4. Former WG, now merged into WGEMPS
5. Dissolved ADEA Working Group

New Titles

WG on Higer Education (WGHE)

WG on Non-Formal Education (WGNFE)

Photo By: UNICEF/Giacomo Pirozzi

ADEA Secretariat

Strategy and planning

ADEA Strategic Medium-Term Plan (2013-2017)

The Medium-Term Plan (2013-2017) is ADEA's second Medium-Term Plan. The 2010 Evaluation, ADEA's new vision developed in 2011 and the recommendations of the 2012 Triennale underpin this second Medium-Term Plan. The SMTP has defined five strategic objectives (SO). For each objective, strategic initiatives have been defined from which key programmatic activities are derived. Implementation of the recommendations of the 2012 Triennale on the theme ''Promoting critical knowledge, skills and qualifications for Africa's sustainable development'' constitutes a first priority for the period 2013-2017

ADEA Secretariat 2013. ISBN-10 : 92-9178-127-4 ISBN-13 : 978-92-9178-127-0 Also exists in French

↪ Available online at: www.adeanet.org. How to order: page 127.

Strategic Policy Framework for the Implementation of the 2012 Triennale Recommendations (Ouagadougou, Burkina Faso)

The Strategic Framework was developed by ADEA to guide countries in the design and implementation of strategies and policies promoting the development of critical skills for Africa's accelerated and sustainable development. The document and the recommendations included in it were endorsed by the African Union's Summit of Heads of State held in Addis Ababa in January 2013.

ADEA Secretariat 2013. Also exists in French

↪ Available online at: www.adeanet.org. How to order: page 127.

ADEA Vision Document
by Mamadou NDOYE and Sissel VOLAN

This is ADEA's second vision document. It was drafted on the request of the ADEA Steering Committee in 2011. The paper articulates three futures: the future of ADEA, the future of Africa's education and training systems and the future of the African continent. The document outlines the steps that need to be taken to overhaul Africa's education and training systems. Profound reforms and paradigm shifts are needed in order for them to produce the skills and human capital Africa needs to drive the continent's accelerated and sustainable development. The document also describes the need for ADEA to re-position itself both strategically and operationally for it to be more effective and responsive to the needs of African countries.

ADEA Secretariat 2013. ISBN-10 : 92-9178-124-X ISBN-13 : 978-92-9178-124-9. Also exists in French

⮕ Available online at: www.adeanet.org. How to order: page 127.

Biennale/Triennale Publications

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

Promoting Critical Knowledge, Skills and Qualifications for Sustainable Development in Africa: How to Design and Implement an Effective Response by Education and Training Systems. Proceedings of the 2012 ADEA Triennale on Education and Training in Africa

The publication is a report of the proceedings of the 2012 ADEA Triennale on Education and Training in Africa (Ouagadougou, Burkina Faso, February 11-17, 2012). The theme explored was "Promoting critical knowledge, skills and qualifications for Africa's sustainable development". The Triennale is ADEA's major policy dialogue event. It brings together the entire "ADEA network", including a wide range of Ministers and Ministry officials, policy-makers, representatives of development agencies, researchers, experts and other stakeholders from the education and development sectors. Close to 1000 participants attended the event in Ouagadougou. A Diaspora Day and a Korea-Africa day were held during the Triennale.

ADEA Secretariat 2013. ISBN-10 : 92-9178-125-8 ISBN-13 : 978-92-9178-125-6. Also exists in French

⮕ Available online at: www.adeanet.org. How to order: page 127.

Critical Knowledge, Skills and Qualifications for Accelerated and Sustainable Development in Africa. General Synthesis presented at the 2012 ADEA Triennale on Education and Training in Africa

This was the main document presented at the ADEA 2012 Triennale on the theme " Promoting Critical Knowledge, Skills and Qualifications for Africa's Sustainable Development ". After the event, it was edited to take into account the discussions that took place in Ouagadougou, where the Triennale was held. The document summarizes and introduces three other documents published after the Triennale, each one exploring in greater depth the critical skills needed for Africa's sustainable development.

ADEA Secretariat 2013. ISBN-10 : 92-9178-129-0 ISBN-13 : 978-92-9178-129-4. Also exists in French

⮕ Available online at: www.adeanet.org. How to order: page 127.

Common Core Skills for Lifelong Learning and Sustainable Development in Africa. Synthesis presented at the 2012 ADEA Triennale on Education and Training in Africa

by Wim HOPPERS and Amina YEKHLEF

This document is a review of the analytical work carried out by ADEA for the 2012 Triennale and of the discussions that took place in Ouagadougou on the topic of common core skills. Contents include chapters on the nature and state of practice of common core skills, the enabling conditions for skills acquisition and the Triennale's recommendations on the topic. An extensive Bibliography is also included.

ADEA Secretariat 2013. ISBN-10 : 92-9178-131-2 ISBN-13 : 978-92-9178-131-7. Also exists in French

↪   Available online at: www.adeanet.org. How to order: page 127.

Lifelong Technical and Vocational Skills Development for Sustainable Economic Growth in Africa. Synthesis presented at the 2012 ADEA Triennale on Education and Training in Africa

by Georges AFETI and Ayélé Léa ADUBRA

The publication reviews the analytical work undertaken by ADEA in preparation of the 2012 Triennale and the discussions that took place during the Triennale on Technical and Vocational Skills Development (TVSD). Contents include chapters on the background and context of TVSD in Africa, the conditions for lifelong TVSD for sustainable socio-economic growth in Africa, the key challenges, issues and policy choices and the recommendations stemming from the Triennale on TVSD. An extensive bibliography is included.

ADEA Secretariat 2013. ISBN-10 : 92-9178-132-0 ISBN-13 : 978-92-9178-132-4. Also exists in French

↪ Available online at: www.adeanet.org. How to order: page 127.

Lifelong Acquisition of Scientific and Technological Knowledge and Skills for the Sustainable Development of Africa in the Context of Globalization.

Synthesis presented at the 2012 ADEA Triennale on Education and Training in Africa

by Kabiru KINYANJUI and Khadidja KHOUDARI

This document is an attempt to identify ways and means of building and strengthening Africa's capacity to acquire, generate, adopt and utilize scientific and technological knowledge and skills to confront the challenges of sustainable development in Africa in a global world. The paper was prepared for the 2012 ADEA Triennale. It takes into account the discussions that took place in Ouagadougou. An extensive Bibliography is included.

ADEA Secretariat 2013. ISBN-10 : 92-9178-134-7 ISBN-13 : 978-92-9178-134-8. Also exists in French

↪ Available online at: www.adeanet.org. How to order: page 127.

Beyond Primary Education: Challenges and Approaches for Expanding Learning Opportunities in Africa

Proceedings of the 2008 Biennale (Maputo, Mozambique, May 5-9, 2008)

In light of the significant progress Africa has made toward achieving universal primary education, the 2008 Biennale focused on post-primary education and training, one of the greatest challenges facing African education systems today. The Biennale was attended by some 500 members of the African educational community, including a large number of stakeholders involved in the development of education in Africa: African Ministers of Education and senior officials; senior representatives from cooperation and development agencies; regional and sub-regional organizations; non-governmental organizations and education researchers and professionals. The ADEA Biennale 2008 was organized in collaboration with the Ministry of Education and Culture of Mozambique and the Government of Mozambique.

ADEA Secretariat 2009. ISBN: 92-9178-093-6. Also exists in French

↪ Available online at: www.adeanet.org. How to order: page 127.

Post-Primary Education in Africa: Challenges and Approaches for Expanding Learning Opportunities in Africa
Synthesis prepared for and lessons learned from the 2008 ADEA Biennale on Education in Africa (Maputo, Mozambique, May 5-9, 2008)
By HOPPERS, Wim

The 2008 Biennale 2008 was devoted to discussing the challenges and approaches in post-primary education examining, the most recent tools, knowledge and practices that are liable to bring continent-wide progress in Africa. This publication analyzes the principle findings and outcomes emanating from the Biennale discussions. It reviews experiences in sub-Saharan Africa related to the expansion of primary education and the incorporation of lower secondary education; as well as the articulation between upper secondary and tertiary forms of education and training. It provides insight into the range of learning opportunities for PPE and its future direction In Africa.

ADEA Secretariat 2009. ISBN: 92-9178-092-8 Also exists in French

⟶ Available online at: www.adeanet.org. How to order: page 127.

What Makes Effective Learning in African Literacy Programs?
Synthesis prepared for and lessons learned from the ADEA 2006 Biennale on Education in Africa (Libreville, Gabon, March 27- 31, 2006)

The 13 studies in this publication describe the fundamental role of literacy in education and national development, its place in national education policies and budgets, and specific programs that have been designed to straddle the formal and non-formal sectors in order to provide pathways from education to the labor market. These papers raise several critical issues, including the need to make education reform more holistic so that it takes a lifelong learning perspective while ensuring quality learning opportunities in formal, non-formal and informal settings. Further, they address the issue of the professionalization of educators and providers of literacy programs by providing them with better training and more incentives to carry out their work.

Contributions by EASTON, Peter; ODORA-HOPPERS, Catherine; MARUATONA, Tonic; WADE DIAGNE, Amadou; SALL, Binta Rassouloula Aw; FAGERBERG-DIALLO, Sonja; Paul Gérin-Lajoie Foundation; BALIMA, Pierre; KATAHOIRE, Anna; ALIDOU, Hassana; MCKAY, Veronica; ROMM, Norma; KOTZE, Herman; ARCHER, David; TORRES, Rosa Maria; MEDEL-ANONUEVO, Carolyn.

ADEA Secretariat, 2009. ISBN: 92-9178-097-9. Also exists in French

⟶ Available online at: www.adeanet.org. How to order: page 127.

More and Better Education. What Makes Effective Learning in Schools and in Literacy and Early Childhood Development Programs?
Proceedings of the ADEA Biennial Meeting (Libreville Gabon, March 27- 31, 2006)

The ADEA Biennial Meeting held in Gabon in 2006 explored the three main themes of: effective literacy programs, effective schools and improvement of quality, as well as ECD programs that can be scaled up in Africa. 536 people from 38 countries in sub-Saharan Africa took part in the meeting, including 41 ministers and deputy ministers and 108 officials. Also in attendance were representatives of various development agencies, foundations, non-governmental organizations and civil society organizations, as well as researchers, academics and resource persons from Africa and elsewhere. This document gives an account of the proceedings of the meetings.

ADEA Secretariat 2006. ISBN: 978-92-9178-075-4. Also exists in French

⟶ Available online at: www.adeanet.org. How to order: page 127.

The Challenge of Learning: Improving the Quality of Basic Education in Sub-Saharan Africa. Document prepared for the 2003 ADEA Biennial Meeting (Grand Baie, Mauritius, December 3-6, 2003)
Edited by VERSPOOR, Adriaan. Contributions by DEMBÉLÉ, M.; GREANEY, V.; KELLAGHAN, T.; MINGAT, A.; MOULTON, J.; NAIDOO, J.; NDOYE, M.; OXENHAM, J.; SCHUBERT, J.; SEDEL, C.; VAN UYTHEM, B.

This book summarizes research findings on quality and quality improvement, equity and gender and documents changes in the way external agencies help countries make progress towards the EFA goals. It reviews experiences in sub-Saharan Africa related to the following issues: ''Investments in inputs that are most cost-effective''; ''Curriculum reforms to enhance relevance''; ''Changes in instructional strategies and teacher development to improve school effectiveness''; and ''Differentiation of programs and diversification of providers to improve equity of results''. It explores how the emphasis on quality and equity affect the way education systems are financed and managed, and how student's learning

progress is measured and monitored. Finally it provides a strategic framework for quality improvement. A summary of this book also exists (ISBN: 92-9178-052-9)
ADEA Secretariat, 2006. ISBN: 92-9178-049-9. Also exists in French.
↪ Available online at: www.adeanet.org. How to order: page 127.

The Quest for Quality: Learning from the African Experience. Proceedings of the ADEA Biennial Meeting (Grand Baie, Mauritius, December 3-6, 2003)
This publication is a report of ADEA's 2003 Biennial Meeting which explored the theme of "Improving the quality of education" . A number of country case studies and documents prepared by education specialists, working groups, and bilateral and multilateral agencies were presented and discussed. Close to 400 participants including 35 ministers and deputy ministers were present at the meeting which was held in Grand Baie, Mauritius.
ADEA Secretariat, 2004. ISBN: 92-9178-048-0. Also exists in French.
↪ Available online at: www.adeanet.org. How to order: page 127.

Reaching Out, Reaching All: Sustaining Effective Policy and Practice for Education in Africa, and Promising Educational Responses to HIV/AIDS
Papers from the ADEA Biennial Meeting (Arusha, Tanzania, October 7-11, 2001)
Contributions by AKOULOUZE, R.; BADCOCK-WALTERS, P.; DEMBÉLÉ, M.; GALABAWA, J.; MAFELA, L.; NIANE, B.; OPUBOR, A.E.; PERLMAN, H.; RUGALEMA, G.;. SAMOFF, J.; SACK, R.; SEBATANE, E. M.; SOW, P.M.; WRIGHT, C.
How can educational policies and practices that have proved effective be scaled up and sustained? This question, examined in depth by ADEA in 2000-2001, is reviewed in these pages, which bring together the major documents presented at ADEA's 2001 Biennial Meeting. Among the topics covered are: "Scaling up educational reforms"; "The role of communication for increasing participation by the stakeholders"; "Educational networks in Africa"; "Leading educational programs; the impact of HIV/AIDS on education"; and, "Identifying the most promising approaches for overcoming HIV/AIDS through education".
ADEA Secretariat, 2005. ISBN: 92-9178-045-6. Also exists in French.
↪ Available online at: www.adeanet.org. How to order: page 127.

Reaching Out, Reaching All: Sustaining Effective Policy and Practice for Education in Africa, Fighting HIV/AIDS. Proceedings of the ADEA Biennial Meeting (Arusha, Tanzania, October 7-11, 2001)
ADEA's 2001 Biennial Meeting reflected on how to sustain and expand policies and practices that have proved effective. This document gives an account of the proceedings of the meeting which took place in Arusha, Tanzania, October 7-11, 2001.
ADEA Secretariat, 2002. ISBN: 92-9178-036-7. Also exists in French.
↪ Available online at: www.adeanet.org. How to order: page 127.

What Works and What's New in Education: Africa Speaks! Report from a Prospective, Stocktaking Review of Education in Sub-Saharan Africa (Johannesburg, South Africa, December 1999)
The 1999 Biennial Meeting focused on lessons learned from successful African experiences. This report is the synthesis of case studies from 26 country teams and 7 ADEA Working Groups. The case studies are the outcome of an exercise referred to as the "Prospective, Stocktaking Review of Education in Africa", where ADEA asked all African Ministries of Education and ADEA Working Groups to identify initiatives that have been successful in addressing issues of access, quality, and capacity building.
ADEA Secretariat, 2001. ISBN: 92-9178-026-X. Also exists in French.
↪ Available online at: www.adeanet.org. How to order: page 127.
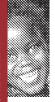
What Works and What's New in Education: Africa Speaks! Proceedings of the ADEA Biennial Meeting (Johannesburg, South Africa, 5-9 December 1999)
This document gives an account of the proceedings of the Biennial Meetings held in Johannesburg, South Africa in 1999. During this meeting, sub-Saharan African countries were challenged to identify and analyze what has worked in tackling the issues of access, quality and capacity building. Twenty-six countries and seven ADEA working groups participated in the exercise. The findings were presented and discussed in Johannesburg.
ADEA Secretariat, 2000. ISBN: 92-9178-024-3. Also exists in French.
↪ Available online at: www.adeanet.org. How to order: page 127.

Partnerships for Capacity Building and Quality Improvements in Education.
Papers from the ADEA Biennial Meeting (Dakar, Senegal, October 1997)
Contributions by: CARLSON, S.C.; COLCLOUGH, C.; COUSTÈRE, P.; DEMBÉLÉ, M.; DIAWARA, B.; DIOUF, A.; EASTON, P.; KULPOO, D.; MC GINNIS, L.; MAKWATI, G.; MAROPE, P.T.M.; NAMUDDU, K.; NAUDET, J.-D.; SACK, R.; SAMOFF, J.; SAWYERR, H.; STAVENHAGEN, R.; TAYLOR, N.; TUNG, K.C.; VOLAN, S.

The ADEA Biennial Meeting in Dakar, Senegal, provided an opportunity to look into the notion of 'partnerships' in building capacities and improving the quality of education. This included developing common understandings on the actions and responsibilities of the partners. This volume comprises papers that were presented and discussed at the meetings. It explores the different aspects of partnerships by looking at the mechanics involved, its theory and practice. Attention is given to both domestic and international partnerships. Drawing from concrete examples, the issues of capacity building and partnerships for quality improvement are also addressed.
ADEA Secretariat, 1999. ISBN: 92-9178-015-4. Also exists in French.
↪ Available online at: www.adeanet.org. How to order: page 127.

Partnerships for Capacity Building and Quality Improvements in Education.
Proceedings of the ADEA Biennial Meeting (Dakar, Senegal, 14-18 October 1997)
This document gives an account of the ADEA Biennial Meeting which was held in Dakar, Senegal in October 1997. The theme was: "Partnerships for Capacity Building and Quality Improvements in Education". Three panels organized during the Biennial Meeting explored the following topics: "The theory and practice of partnerships"; "Partnerships for capacity building"; and "Partnerships for quality improvement".
ADEA Secretariat, 1998. ISBN: 92 -9178-002-2. Publication out of print. Electronic version available on the ADEA website in English and in French.
↪ Available online at: www.adeanet.org. How to order: page 127.

Formulating Education Policy: Lessons and Experiences from Sub-Saharan Africa.
Six Case Studies and Reflections from the DAE Biennial Meetings (Tours, France, October 1995)
Contributions by: DEBOUROU D. M.; EVANS, D.R.; FOBIH, D.L.; GODWYLL, E.F.; IRUMBA, K.A.W.; KAMANO, J.P.; KOOMSON, AI.K.; MASSINGUE, V.; MATOS, N.; SACK, R.; SELWYN, P. and SHAW, C.P.

This document explores the processes of policy development in several African countries and presents lessons learned from education policy formation in six countries: Benin, Ghana, Guinea, Mauritius, Mozambique and Uganda. In addition to the six case studies, the book provides an analysis of the process of policy formation which itself can have a profound impact on the direction, viability and success of national education reform.
Edited by the DAE [Donors to African Education (original name of ADEA)], 1996. Electronic version available on the ADEA website in English and in French.
↪ Available online at: www.adeanet.org. How to order: page 127.

Formulating Educational Policy in Sub-Saharan Africa. Proceedings of the DAE Biennial Meetings (Tours, October 18-22 1995)
The second Biennial Meeting was held in Tours, France, from October, 18-22, 1995. The meeting was attended by 92 ministers and senior government officials representing 45 countries in sub-Saharan Africa. As well as 103 participants from 43 bilateral or multilateral development agencies, foundations and other bodies. This document provides a summary of the main sessions and topics discussed.
Edited by the DAE [Donors to African Education (original name of ADEA)], 1996. Also exists in French.
↪ Available online at: www.adeanet.org. How to order: page 127.

Issues in the Implementation of Education Sector Programs and Projects in Sub-Saharan Africa, with reflections from the DAE Task Force Meetings (Angers, France, October, 1993)
This paper discusses the implementation of policies, programs and projects to improve education in sub-Saharan Africa. Seven areas of concern are identified: the national context in which the efforts to improve education are undertaken; the goals of donors, governments, and interest groups; the characteristics of program and project design; the governments' and donors' capacities to implement

these efforts; project ''ownership'' the management and administration of project funding; and, the contribution that monitoring and reporting makes to implementation.

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

⮕ Available online at: www.adeanet.org. How to order: page 127.

Improving the Implementation of Education Projects in Africa through Ownership.
Proceedings of the DAE Task Force Meetings (Angers, France, 22-24 October 1993)

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

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

⮕ Available online at: www.adeanet.org. How to order: page 127.

What we Know About Effective Early Childhood Development Programs in Africa
By HYDE, K.A.L.; MINGAT, A; DIAWARA, R.K; BARTLETT, K; and NAIB, M.H

This is a synthesis of lessons learned from research and studies developed for recent meetings on early childhood development. It covers the expansion of coverage and targeting of efficient ECD services, working towards compulsory pre-primary education for all children. Furthermore, a country case study examines the experience of integrating ECD in Eritrea.

ADEA Secretariat with the Working Group on Early Childhood Development. ADEA Series: What we know about…" 2008 ISBN 978-92-9178-086-0. Also available in French.

⮕ Available online at: www.adeanet.org. How to order: page 127.

African Experiences, Country Case Studies

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

Bilingual Education in Burkina Faso. An Alternative Approach for Quality Basic Education
By ILBOUDO, Paul Taryam

An experiment in progress in Burkina Faso since 1994 has brought encouraging results worth sharing in the context of the search for African solutions to African problems. The experiment with bilingual education – in an African language and French – that was launched in 1994 in Loumbila territorial district (Oubritenga province, Burkina Faso). The study reports on the history, goals, strategies, content, difficulties and results of this innovation, as well as the perspective it offers on the use of African languages in the education system, the search for bridges between formal and non-formal education and the management of multilingualism for sustainable development benefiting the greatest number of people.

Case Studies series No 11. ADEA Secretariat. 2010. ISBN-10: 92-9178-098-7 ISBN-13: 978-92-9178-098-3. Also exists in French.

⮕ Available online at: www.adeanet.org. How to order: page 127.

Bilingual Education in Niger

By HAMIDOU, Amadou; MIJINGUINI, Abdou; AMANI, L.; SALLEY, Jafarou; and HALAOUI, Nazam (ADEA coordinator).

As early as 1975, Niger implemented a policy of bilingual education. Following on from the evaluations of 1982, 1985, 1987 and 1998, this study primarily addresses the limitations of Niger's schools and the objectives assigned to the school system with a view to improving it. The study reviews the teaching strategies used and describes the strategies for teacher recruitment and training. It analyzes the cost of textbooks and the need to develop textbooks in a national language and to publish them in Niger. It also analyzes the results of the experiment and quality evaluation and reviews the lessons to be drawn from this experience.

Case Studies series No 10. ADEA Secretariat, 2010. ISBN-10: 92-9178-100-2 ISBN-13: 978-92-9178-100-3. Also exists in French.

⤷ Available online at: www.adeanet.org. How to order: page 127.

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

By EILOR, Joseph; WEVA, Kabule (Country Coordinator); and KINYANJUI, Kabiru (ADEA Coordinator) Members of the country team: OKURUT, Martin; OPOLOT, Cathbert; MULYALYA, Jane; NANSAMBA, J.; NAKAYENGA, C.; ZALWANGO, O.; OMONGIN, O.; NANTUME, F.; APOLOT

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

Research conducted by the Ministry of Education and Sports, Uganda. Case Studies series No 9. ADEA Secretariat, 2005. ISBN: 92-9178-063-4. Also exists in French

⤷ Available online at: www.adeanet.org. How to order: page 127.

An Approach to Improving Educational Quality in Mauritania

By KAMIL, Hamoud, Abdel, Wedoud; VALL, Nebghouha, Mint, Mohamed (national coordinators); WEVA, Prof. Kabule (ADEA coordinator)

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

Study conducted by the Ministry of Education of Mauritania. Case Studies series. No 8. ADEA Secretariat, 2005. ISBN: 92-9178-064-2. Also exists in French.

⤷ Available online at: www.adeanet.org. How to order: page 127.

Norms for Monitoring Eduction Quality in Benin

By AHANHANZO, J.; AKPAKPO, V.; GRIMAUD, Denise G.; ODJOU Janvier with DEWANOU, Honoré (National Research Coordinator); WEVA, Kabule (ADEA Coordinator)

The program was carried out within the framework of primary education reform. The "Fundamental Quality Schools" (Ecole de Qualité Fondamentale, EQF) program was established to enable the definition of quality norms for primary education in Benin. The present study, conducted by a team within the Ministry of Primary and Secondary Education demonstrates how EQF was defined and developed. It presents results obtained and lessons learned between 1996 and 2001 in Benin's primary schools.

Research coordinated by the 'Direction de la Programmation et de la Prospective' of the Ministry of Primary and Secondary Education, Benin. Case Studies series. No 7. ADEA Secretariat, 2005. ISBN 92-9178-066-9. Also exists in French.

⤷ Available online at: www.adeanet.org. How to order: page 127.

Investigating Quality Factors in Private Schools in the Gambia

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

As part of an Education For All (EFA) 2000 Assessment, the Gambia conducted a Monitoring of Learning Achievement (MLA) study to assess the conditions that influence learning. The study sought to answer why private schools performed better then government and mission schools during the MLA survey and similar national assessments. The findings suggest that school management style, availability of basic teaching and learning resources, the quality of monitoring and supervision and professional support provided for teachers may be major factors explaining the disparities in performance.

Research coordinated by the Republic of the Gambia; Department of State for Education. Case Studies series No 6. ADEA Secretariat, 2005. ISBN: 92-9178-059-6. Also exists in French.

↪ Available online at: www.adeanet.org. How to order: page 127.

Practicing Critical Reflection in Teacher Education in Namibia

By POMUTI, Hertha; LECZEL, Donnakay; LIMAN, Mohammed; SWARTS, Patti; VAN GRAAN, Mariana

This study looks at how critical reflection has been used in three teacher training programs in Namibia: the pre-service Basic Education Teaching Training Diploma (BETD); the in-service BETD program; and self-assessment of schools and teachers using critical reflection in schools (SIP) in four regions of Northern Namibia. There is evidence that critical inquiry has influenced the classroom practices of BETD graduates and is providing them with skills that they apply in their teaching. In the SIP schools it has also been found that the scores awarded by teachers to themselves were very close to those attributed by the external observers.

Research coordinated by The National Institute for Educational Development (NIED): Namibia. Case Studies Series No 5. ADEA Secretariat. 2005. ISBN: 92-9178-058-8. Also exists in French.

↪ Available online at: www.adeanet.org. How to order: page 127.

Zambia's Primary Reading Program (PRP): Improving Access and Quality Education in Basic Schools

By SAMPA, Francis K.

Zambia's Primary Reading Program (PRP) uses a variety of approaches to teaching literacy. These include ''Zambian New Breakthrough to Literacy'', which uses the seven local languages to teach initial literacy skills. Reading and writing tests conducted in 1999 before the program started and repeated in 2002 show encouraging results. Generally the reading levels of pupils in Grades 1 and 2 improved from 30% to 68%. Children are able to read at two grades above their expected grades in local Zambian languages and at their appropriate grades in English. The PRP has been rolled out from pilot stage to covering the whole country. The ministry also has a financial plan for sustaining the program after international assistance terminates.

Research coordinated by The Ministry of Education, Zambia. Case Studies series No 4. ADEA Secretariat, 2005. ISBN: 92-9178-055-X. Also exists in French.

↪ Available online at: www.adeanet.org. How to order: page 127.

Improving the Quality of Nomadic Education in Nigeria: Going Beyond Access and Equity

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

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

Research coordinated by the Federal Ministry of Education of Nigeria. Case Studies series No 3. ADEA Secretariat, 2005. ISBN: 92-9178-054-5. Also exists in French

↪ Available online at: www.adeanet.org. How to order: page 127.

Senegal's "Faire-Faire" Strategy: Decentralizing the Management of Education and Diversifying Supply

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

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

Research conducted by the Ministry of Education, Ministry of Public and Private Vocational Training, Literacy and National Languages. Department of Literacy and Basic Education (DLBE), Senegal. Case Studies series No 2. ADEA Secretariat, 2005. ISBN: 92-9178-065-0. Also exists in French.

↪ Available online at: www.adeanet.org. How to order: page 127.

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

By BAH, E. A. M.; DIANÉ, Baba, FOFANA, Misbabou; FOFANA, Djibril; BARRY, I.; FERNANDEZ, Sékou; BAH, K.; with THIAM, Faoura (National Coordinator); and DEMBÉLÉ, M. (Thematic Coordinator)

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

Research conducted by the Ministry for Technical Education and Vocational Training: Guinea. Case Studies series No 1. ADEA Secretariat. 2005. ISBN: 92-9178-057-X. Also exists in French.

↪ Available online at: www.adeanet.org. How to order: page 127.

The Redeployment of Teachers in Guinea: Operational Management and Results

By CONDÉ, Alamah; and SOW, M. A.

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

Successful Experiences Series. ADEA Secretariat, 2001 ISBN: 92-9178-030-8. Second edition. Also exists in French.

↪ Available online at: www.adeanet.org. How to order: page 127.

Uganda: The Integration of Child Soldiers into the School System

By KAYIHURA, Colonel K.

This document describes the objectives and strategies which were used to integrate a number of child soldiers from the National Resistance Army into the school system. It outlines the steps taken to make the program operational, its successes, the difficulties encountered and the lessons learned. Although the process of integrating child soldiers in Uganda was dictated by the country's own circumstances, it may serve as a useful example for other countries facing similar circumstances.

Successful Experiences Series. ADEA Secretariat, 2000. ISBN: 92-9178-018-9. Also exists in French.

↪ Available online at: www.adeanet.org. How to order: page 127.

Country-Led Aid Coordination in Ghana

By SAWYERR, H.

Countries in Africa are hard pressed to provide basic educational services in a context of many demands and scarce resources. External funding is thus important for African educational development. However, a major criticism of foreign aid is that it is donor-driven. In the early 1990s, Ghana initiated a process to gradually reform its relationship with funding agencies. The process is documented in this ADEA Successful Experience paper written by Hon. Mr. Harry Sawyerr, former Minister of Education of Ghana.

Successful Experiences Series. ADEA Secretariat, 1997. Also exists in French.

↪ Available online at: www.adeanet.org. How to order: page 127.

Preparation of the Education Sector Development Program in Ethiopia
By MARTIN, John; OKSANEN, Riitta and TAKALA, Tuomas

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

ADEA Secretariat, 2000. ISBN: 92-9178-021-9. Also exists in French.

⌲ Available online at: www.adeanet.org. How to order: page 127.

Government's Coordination of Aid to Education: The Case of Namibia
By WILLIAMS, Peter

This study analyses the situation in Namibia as it stood at the end of 1994 and documents the process that a government can use to coordinate external assistance to the national education system. This can serve as a reference to other African countries as they explore approaches to improved management of external support for their education systems. Although there has since been some reorganization of structures for educational administration and management of external aid in Namibia, and despite changes in government organization, many of the basic principles explored in the study remain valid.

Edited by the DAE [Donors to African Education (original name of ADEA)], 1995. Out of print. Available online, exists in English only.

⌲ Available online at: www.adeanet.org.

Conferences

Policy frameworks on contract teachers. Recruitment, training and professional development; employment conditions

Policy frameworks on the recruitment, training and professional development and on the terms of employment of contract teachers were elaborated at a workshop held in Dakar in July 2007 following the conference on contract teachers held in Bamako in November 2004. The document were subsequently finalized by the group of Dakar after the Bamako+5 conference on contract teachers held in October 27-29, 2009 in Bamako, Mali.

Published by the Association for the Development of Education in Africa (ADEA), le Ministère de l'Éducation, de l'Alphabétisation et des Langues nationales du Mali, the World Bank, Education International, 2011. ISBN-10: 92-9178-113-4, ISBN-13: 978-92-9178-113-3. Also exists in French.

⌲ Available online at: www.adeanet.org. How to order: page 127.

Policy Guide on the Integration of African Languages and Cultures into Education Systems

This policy guide was amended and adopted by the Ministers of Education present at the "African Conference on the Integration of African Languages and Cultures into Education" held in Ouagadougou, Burkina Faso from 20-22 January 2010. Its purpose is to affirm the policy stance that multilingual and multicultural education should be chosen as the general education system in African countries, with a view to transforming African societies. The guide outlines key requirements of effective multilingual and multicultural education policy: The establishment of policy and legislative frameworks; general awareness-raising and advocacy at national level and the development of regional networks; Institutional strengthening and capacity building; the development of monitoring and evaluation strategies for assessing learning outcomes and follow-up; curriculum development and training of educators; publishing in national languages and book policies; research and teaching innovations; the mobilization of financial resources.

Published by ADEA, UNESCO Institute for Lifelong Learning (UIL), and the Ministry of Basic Education and Literacy of Burkina Faso with the financial support of the Education Program Development Fund (EPDF) and the BMZ/GTZ, 2010. Also exists in French.

⌲ Available online at: www.adeanet.org. How to order: page 127.

Sustaining Educational and Economic Momentum in Africa

This publication is a report on the conference for "Sustaining the Education and Economic Momentum in Africa amidst the Current Global Financial Crisis," which was organized by ADEA, the World Bank, and the African Development Bank in Tunis, Tunisia from 15-17 July 2009. The conference united 44 African ministers of finance and education from 28 countries. Attendees discussed why and how they must exercise joint political leadership during the current global economic crisis to protect the educational development achieved during the past decade. They acknowledged that educational reform is an agenda for the entire government and that strong leadership to foster cross-ministry collaboration, coordination, and mutual accountability is required to ensure that education and training investments are effective in advancing national development and economic progress.

World Bank Working Paper No. 195, Africa Human Development Series
Published by the World Bank with ADEA, the African Development Bank, and Education For All: Fast Track Initiative 2010. ISBN: 978-0-8213-8377-3.
↪ Available online at: www.adeanet.org. How to order: page 127.

Droits culturels et traitement des violences.

Actes du Colloque international, Université de Nouackchott, 9-11 novembre 2007 *(Cultural laws and rights in order to treat violence: Acts from and international colloquium university of Nouakchott, Mauritania)*

Under the direction of GANDOLFI, Stefania; SOW, Abdoulaye; BLEGER-MERKLI, C.; MEYER-BISCH, Patrice
Cultural factors are largely underestimated in understanding the causes of violence in conflict prevention. Little consideration is addressed to cultural factors in the process of democratization to which every nation is confronted, regardless of its degree of development. Nevertheless, the violation of cultural laws together with the destruction of social links and cultural identities is emerging as one of the main origins of violence, This colloquium, which was held in Nouakchott, Mauritania, looked at the need to pay attention to cultural elements of a societies and its role in reducing violence.

Organized by the Faculté des Lettres de l'Université de Nouakchott (Mauritanie), in collabration with the new Center for Interdisciplinaire d'étude des Droits Culturels, the UNESCO chair for Human rights, and l'éthique de la coopération internationale de l'Université de Bergamo (Italie), l'Université d'Abomey-Calavi (Bénin) ; l'Université de Fribourg (Suisse). Exists in French only, L'Harmattan, 2008.
↪ How to order: page 127.

Education Sector Responses to HIV and AIDS: Learning from Good Practices in Africa

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

The Commonwealth Secretariat, ADEA and the Human Sciences Research Council, 2006. pp 95 Available in English only, French version in process.
↪ Available online at: www.adeanet.org.

Growth and Expansion of Private Higher Education in Africa

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

UNESCO/IIEP, ADEA, 2006. ISBN: 978-92-803-1294-2. Available for sale from the IIEP, price: 12 euros. To order: info@iiep.unesco.org Exists in English, French version forthcoming.
↪ Available online at www.unesco.org/iiep

Education for Rural People in Africa

Against a background of widespread rural poverty, illiteracy and food insecurity, the FAO, ADEA and IIEP/UNESCO jointly organized a regional seminar on Education for Rural People in Africa to analyze the educational needs of rural people in order to strengthen policies, capacities and investment in ERP and poverty reduction. This publication which draws upon the results of the seminar, analyzes the needs of rural people within their diverse educational contexts and discusses promising ways of using planning and monitoring to respond to EFA and rural development challenges.

FAO, UNESCO/IIEP, ADEA, 2006. ISBN: 978-92-803-1295-9. Available for sale from the IIEP, price: 8 euros. To order: info@iiep.unesco.org. Exists in English only.

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

L'éthique de la coopération internationale et l'effectivité des droits humains. Actes du colloque international et inter-institutionnel, Université de Bergame, Italie, 12-14 mai 2005

(The ethics of international cooperation and the effectiveness of human rights. Acts from an international inter-institutional colloquium, at the university of Bergamo, Italy)
Under the direction of GANDOLFI Stefania; MEYER-BISCH, Patrice; TOPANOU, Victor. UNESCO

This publication reports the proceedings of the seminar held in Bergamo, Italy, from 12 to 14 May 2005. The goals of the seminar were to study how the degree to which human rights are truly effective guides the philosophy of international cooperation and partnerships, to compare the policy objectives of international cooperation, to contribute to defining a pedagogy of development that promotes sustainable development, to contribute to the formulation of guidelines of international cooperation geared toward securing effective human rights and valuing cultural diversity, and thus to contribute to methods of observation and establishment of partnerships. To think about the ethics of coopera-tion, it is necessary to think about the meaning, purpose and values of the human being, who is both the fundamental principle and the end goal of development, as well as about the effectiveness of the standards that define the human being.

University of Bergamo/UNESCO - ADEA - L'Harmattan 2006. ISBN: 2-296 01365 1. In French only.

↪ How to order: page 127.

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

By WILLIAMS, Peter

The publication reviews selected African experiences of education in conflict situations, natural disasters and other difficult circumstances. It elaborates on the role education plays before emergencies oc-cur - including its presence as a factor of exclusion - during crisis situations and the ensuing responses, afterwards in recovery, reconstruction and rehabilitation. This practical guide is intended to foster better understanding of the complex issues and options that exist in decision-making; to share best practice in addressing situations arising from conflict, emergencies, and difficult circumstances; and to mitigate the effects on schooling while fostering a climate of tolerance, gender equality and diversity.

Compiled from a Sub-Saharan African Ministers' conference in June 2004, presented jointly by the Commonwealth Secretariat and the Association for the Development of Education in Africa (ADEA), 2006. Quality UPE Good Practice Series. ISBN 0-85092-805-2 / 978-0-85092-805-. Available for sale from the Commonwealth Institute Price: £8.50

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

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

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

UNESCO and ADEA 2005. ISBN 92-9178-073-1. Also exists in French.

↪ Available online at: www.adeanet.org. How to order: page 127.

Thematic studies and other publications

Schools as Centres of Care and Support (SCCS). Responding to the needs of orphans and other vulnerable children in rural areas
By BOUKARY Hamidou and ARGALL Jane

An example of a school-based response to the ever-increasing numbers of orphans and vulnerable children (OVC) is the Schools as Centres of Care and Support (SCCS), an innovative model built on the principles of a multi-sectoral partnership approach to tackling poverty, HIV and AIDS and other diseases. Schools are strengthened to provide quality education, and mobilized to function as hubs of integrated service delivery for children so that they have increased access to health and social welfare services and are able to access and benefit from this education.

Published by the ADEA Secretariat, 2011. ISBN-10: 92-9178-111-8; ISBN-13: 978-92-9178-111-9. Also exists in French.

↪ Available online at: www.adeanet.org How to order: page 127.

Why and how Africa should invest in African languages and multilingual education
By OUANE Adama and GLANZ Christine

This evidence and practice-based policy advocacy brief is the product of an in-depth research and con-sultation process that was initiated in 2005 and carried out in consultation with experts—the majority from Africa—in language, education, and publishing and African Ministries of Education. It addresses seven common concerns about mother-tongue-based multilingual education in sub-Saharan Africa in the light of experiences of mother-tongue education in Africa since the 1950s. It also draws on a broad array of experiences and sources from around the world. The focus on African experiences redresses the mistake made so often in the past: namely, the practice of applying to this continent research results from regions with very different linguistic contexts and learning environments. Drawing on research results from Africa, the brief makes concrete suggestions on how education systems can be shaped to foster individual and social development in African contexts.

As a measure to facilitate the promotion of mother-tongue-based multilingual/multicultural education and learning cultures, Ministers of Education from 18 African countries adopted in 2010 the "Policy Guide on the Integration of African Languages and Cultures into Education Systems" during a conference on the same topic organized by ADEA and UIL in Ouagadougou on 20-22 January 2010.

UNESCO Institute for Lifelong Learning (UIL), Germany and the Association for the Development of Education in Africa (ADEA), Tunisia, 2010. ISBN: 978-92-820-1171-3 - 72. Also exists in French and Swahili.

↪ Available online at: http://uil.unesco.org. How to order: page 127.

Six Steps to Abolishing Primary School Fees. Operational Guide

The School Fee Abolition Initiative (SFAI) which was launched in 2005 is designed to facilitate access to quality basic education by supporting policies that remove the education cost barriers to parents and households. This Operational Guide is the product of several consultations with education partners and experts and two major meetings, held in Kenya in April 2006 and in Mali in June 2007. The guide identifies key steps in mobilizing and establishing leadership, assessing and identifying resources, planning, financing, and accountability, as important stages in working towards free education for all.

Produced by UNICEF, The World Bank in collaboration with ADEA, IIEP/UNESCO/FTI. Reg. number: 1 2 3 4 12 11 10 09. Available in English only

↪ Available online at: www.unicef.org/publications/files/Six_Steps_to_Abolishing_Primary_School_Fees.pdf . How to order: page 127.

1988-2008: Twenty Years of Dialogue and Partnerships for Leadership and Change

Over the past 20 years ADEA has evolved from being an association of "Donors to African Education" to a partnership between ministries of education and development agencies which acts as a catalyst for African educational development. This book captures the memories of people who have made key con-tributions to ADEA's growth and evolution. This collection of witnesses is a historical tribute to ADEA's foundations and lays the background to the momentum of the present with an eye towards the future.

Published by the ADEA Secretariat, 2008. ISBN: 978-92-9178-088-4 Also exists in French

↪ Available online at: www.adeanet.org. How to order: page 127.

Making Debt Work For Education: How Debt Swaps Can Contribute to African Education

By SARAVANAMUTTOO, Neil and SHAW, C.P.

This document explains debt swaps which have been an alternative for developing countries where the overwhelming volume of debt precludes full repayment of loans. Using charts, graphs and concrete examples, the authors outline the basic prerequisites of eligibility for a swap, as well as mitigating factors and inherent risks. The Technical Annex includes a description of how Zambia managed a US$ 200 million commercial debt reduction through a debt swap.

DAE [Donors to African Education (original name of ADEA)], 1995. Out of print. Electronic version available online in English and in French.

↪ Available online at: www.adeanet.org. How to order: page 127.

Databases

ADEA Profile: Database on ADEA activities (DVD)

ADEA Profile is the core component of ADEA Knowledge Management System. This database is a compilation of information and knowledge on the 54 countries of Africa. It contains information on more than 1,500 activities carried out since the inception of the association in 1988. More than 1,200 documents in PDF format are referenced. The database also includes the contact addresses of nearly 1,500 people from more than 500 organizations / agencies / African ministries of education who participate directly or indirectly in ADEA activities.

ADEA Profile allows you to search, view and print: Basic information on the ADEA programs (Objectives, Lessons learned, Names and roles of agencies/organizations associated with ADEA); Detailed information on the ADEA activities (Summaries of activities, Summaries of results and lessons learned on core activities, Summaries of documents and publications, Beneficiary countries by activity); Addresses and contact details of members and participants involved in ADEA programs.

ADEA Secretariat, 2013. The information in this database can be consulted in English and in French

↪ How to order: page 127.

ADEA Prisme 2005. Program and Project Information System on Education (CD-Rom)

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

ADEA Secretariat, 2006. ISBN: 92-9178-067-7. On-line version is available on the ADEA web site. Also exists in French.

↪ Available online at: www.adeanet.org. How to order: page 127.

Audio-Visual Productions

Videos are produced by ADEA mainly for its Biennale/Triennale which are an opportunity to share and learn from promising experiences taking place in sub-Saharan Africa and other regions of the world. Topics covered include Effective literacy programs; successful and affordable early childhood development programs; parent and community participation; school leadership.

Schools as Centers of Care and Support: HIV Response and Beyond

The film draws on the experiences of a program developed in South Africa by the ministry of Education in partnership with three provincial education departments. It seeks to address the challenging needs

of AIDS Orphans and other vulnerable children and to change their lives by making schools a centre of care and support. Created in South Africa, this method has been successfully implemented in four other countries of the Region, and can be replicated and adapted to other countries.
ADEA with the Commonwealth Secretariat, 2008.
↪ How to order: page 127.

The Education Biennale. Sharing and Learning, Visions and Strategies

ADEA's main mission transpires throughout this film, which was shot during the ADEA Biennale in Libreville, Gabon, March 27-31, 2006. The Biennales, which are a major event for education in Africa, are a high point of ADEA's mission and an exceptional forum for dialogue and sharing of educational visions and strategies. They are also a unique venue gathering Ministers of Education and officials from African Ministries of Education, representatives from international development agencies, regional organizations, NGOs, and civil society organizations, education researchers and specialists.
Produced and directed for ADEA by "Les Films du Passeur", 2006. DVD-Rom. Film in English and French. Length of film: 30 minutes, price: 10 euros.
↪ How to order: page 127.

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

This film on literacy in Burkina Faso, reports on a small village of around a hundred inhabitants, approximately 30 young men and women — the main village workforce — who take part in an experimental literacy program. In addition to the adjustments due to the learning process (reading, writing and arithmetic), the family life and that of the village is also transformed.
Produced and directed for ADEA by "Les Films du Passeur", 2006. DVD-Rom. Original language in French with English subtitles provided. Length of film: 30 minutes, price: 10 euros.
↪ How to order: page 127.

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

This film is based in a poor suburb of Kinshasa where the parent/students association and the local community have been working together for over a decade towards the construction and management of the primary school, including teachers' salaries. This film shows how, despite setbacks, (such as a teachers' strike) the group pursues plans for the project, parent participation being, once again, the principal source of financing.
Produced and directed for ADEA by "Les Films du Passeur", 2006. DVD-Rom. Original language in French with English subtitles provided. Length of film: 30 minutes, price: 10 euros.
↪ How to order: page 127.

Awareness and Discovery: An ECD Program in Uganda

In a small mountain village inhabited mainly by war refugees, the women, together with UNICEF, have worked together to create a childcare centre for pre-school children from 2-5 years. The children will be given the solid beginnings to an education which will prepare them for the future. The functioning of this childcare centre is based on a vast network of solidarity: the parents benefit in turn from all the advantages that this network offers: literacy training, information on health, assistance, and support in financing their projects, and more…
Produced and directed for ADEA by "Les Films du Passeur", 2006. DVD-Rom. Original language in English with French subtitles provided. Length of film: 30 minutes, price: 10 euros.
↪ How to order: page 127.

Leadership and Effectiveness: A Well-Managed School in Guinea

This film focuses on a primary school in Guinea, where the headmistress chose to improve the level of teaching of all the primary school teachers in the school. Training was provided at the school itself, and the teaching methods were upgraded and reinforced. The headmistress also called upon other community networks and partnerships (pupil/parent associations, neighborhood cooperatives, NGO's) to contribute to the enhancement of the project.
Produced and directed for ADEA by "Les Films du Passeur", 2006. DVD-Rom. Original language in French with English subtitles provided. Length of film: 30 minutes, price: 10 euros.
↪ How to order: page 127.

Kenya: The Teaching Profession UNITED Against HIV/AIDS

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

Produced and directed by ECOLIVET, Katrina J. Commissioned by ADEA, 2006 in the framework of the Ad Hoc Working Group on HIV/AIDS, in collaboration with the WGHE and IIEP. Available in DVD-Rom. Length of film: 26 minutes. Available in English French and Portuguese subtitles, price 10 euros.

↪ How to order: page 127.

Sharing and Learning: El Salvador and Guatemala

Produced and directed by ECOLIVET, Katrina J.

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

Steps for Mankind Productions for the World Bank with support from the Norwegian Education Trust Fund, 2000. Available in English. A bilingual (English/French) version is also available, video 26' – PAL – price 10 euros.

↪ How to order: page 127.

Sharing and Learning: Bangladesh and India

Produced and directed by ECOLIVET, Katrina J.

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

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

↪ How to order: page 127.

ADEA Newsletter

ADEA Newsletter

ADEA publishes a newsletter three times a year. Each issue focuses on a topic relevant to education policies in Africa. Recent issues have covered themes such as the quest for quality education, higher education, secondary education, education in conflict and post-conflict situations, and the place of African languages in education. ADEA Biennial /Triennale Meetings as well as ADEA working groups and programs are also featured.

↪ Available online at: www.adeanet.org. How to order: page 127.

New

ADEA Newsletter— Triennale 2012 Follow-up

Volume 21 number 1

This issue of the ADEA Newsletter explores how we the diverse community of the ADEA family, including government ministries, the education sector, international development agencies,civil society, the private sector and research actors intend to work together to address the specific need for rapid and perhaps radical transformation of African education in particular and African economies as a whole. -

Special Triennale 2012

Promoting Critical Knowledge, Skills and Qualifications for Sustainable Development in Africa: How to Design and Implement Effective Responses by Education and Training Systems

2012 Triennale News Briefs
Daily news briefs were prepared during the 2012 Triennale to provide information, insights and sum-maries of the debates that took place during the day.
Bilingual French/English edition.
Previous issues of the newsletter may be consulted electronically through the ADEA website. Available in English and French.
↪ Available online at: www.adeanet.org. How to order: page 127.

ADEA Web site

www.ADEAnet.org
The ADEA web site strives to portray the diverse activities which constitute the ADEA network. it presents the association, its role, mission and actions. The information is available online, and a number of publications can be consulted.
The web site is accessible at www.adeanet.org.

Photo by: UNICEF/Wolff

Books and Learning Materials

Perspectives on African Book Development

Making the Right Choices in Book Selection for Schools
By NIXON Bettine and HUGO Nadine

This book is the latest in the "Perspective on African Book Development" series, which seeks to inform debate and discuss strategies that are both appropriate and vital for policy planning and development in the sphere of education and publishing in Africa. The aim is to raise pertinent issues for all those who have embarked on the quest for sustainable book policies. The series comes out of recent research in a number of sub-Saharan African countries commissioned by the Working Group on Book and Learning Materials (WGBLM). This publication provides guidelines on how to select appropriate and adequate books to meet the needs of African classrooms. It can be used as a guide or as a training manual and offers useful checklists that can help in book selection.

Perspectives on African Book development series No 19. Published by the Working Group on Books and Learning Materials, 2009. ISBN-13: 978-92-9178-103-4. Available in English and French.

↪ How to order: page 127.

Promoting Reading!
By BIZOS, Erató Nadia and SAMPA, Francis

This handbook of case studies on book promotion in Africa is a compilation of various types of experiences from within SSA countries that have been involved in promoting and encouraging reading. Set within the goals of sharing good practices across Africa, the study highlights five crucial factors that have been identified as contributing to the success of reader development projects in Africa. The experiences highlighted here can serve as useful knowledge for future endeavors in reading promotion.

Perspectives on African Book Development Series, No 18. ADEA Working Group on Books and Learning Materials, Johannesburg, South Africa 2008. (Available in English and French). Price: $ 20.00/£ 11.95

↪ How to order: page 127.

Bringing the Story Home. A Guide for Developing and Selecting Materials for Early Childhood Education: The South African Perspective

By HUGO, Nadine

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

Perspectives on African Book Development Series, No 17. ADEA Working Group on Books and Learning Materials, 2006. ISBN: 978-1901830241. (Available in English and French)
Price: £11.95 ($20).
↪ How to order: page 127.

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

By THUMBADOO, Beulah

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

Perspectives on African Book Development Series, No 16. ADEA Working Group on Books and Learning Materials, 2006. ISBN: 978-1-901830 22 4. Price: £11.95 ($20). Available in English and French.
↪ How to order: page 127.

Changing Public/Private Partnerships in the African Book sector

By BRICKHILL, Paul ; CHIRWA, Chris & LINDAHL, Bengt

This study documents the trend towards the increasing liberalization of the publishing and bookselling industry and the decentralization of book selection and procurement to school level in different parts of Africa. It highlights the development of different kinds of public/private partnerships that reflect this fundamental change in textbook procurement, and calls on Governments to create better enabling environments for their book industries to flourish.

Perspectives on African Book Development Series, No 15. ADEA Working Group on Books and Learning Materials and the Sub-Saharan Publishers, Accra, 2005. ISBN 92-9178-056-1. Available in English and French.
↪ How to order: page 127.

Crossing Borders: Adapting educational materials for other countries: The Soul City Choose Life Project

By PERLMAN, Harriet

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

Perspectives on African Book Development Series, No 14. ADEA Working Group on Books and Learning Materials, 2004. ISBN: 19-0183-018-7. Available in English and French.
↪ How to order: page 127.

Making Book Coordination Work!

By SALZANO, Carmela

This book synthesizes recent moves to coordinate book sector planning and development. It describes the changing scenario in which book sector coordination has become necessary, and raises the key issues that need to be confronted as ad hoc committees or working parties become more established. Examples are drawn from stakeholder experience in the public, private and NGO sectors in Burkina

Faso, Cameroon, Ghana, Guinea, Malawi, Mali, Mozambique, Namibia, South Africa, Tanzania, Uganda, Zambia, and Zimbabwe. The insights that emerge from the synthesis should provide inspiration for all those interested in the establishment of a book coordination structure in their countries.

Perspectives on African Book Development Series, No 13. ADEA Working Group on Books and Learning Materials, UNESCO/DANIDA, 2002. ISBN: 1 901830 16 0. Price: £ 17.95/US$ 25.95. Available in English only.

Upgrading Book Distribution in Africa
Edited by READ, Tony; DENNING, C. and BONTOUX, Vincent

The quest for an equitable textbook distribution system represents one of the key challenges facing governments in sub-Saharan Africa today. This study tries to bridge the gap between what is happening and what is possible. It provides a comparative analysis of the key policy issues affecting book distribution in Africa, drawing on major case studies done in Ghana, Guinea, Kenya, Malawi, Niger, and Uganda, and mini studies from Botswana, Burkina Faso, Cameroon, Chad, Côte d'Ivoire, Mali, Senegal, Tanzania, and Togo. This study includes key options that policy makers need to consider in developing national frameworks for efficient textbook delivery. It represents the most comprehensive survey of efficient textbook distribution in Africa for over a decade.

Perspectives on African Book Development Series, No 12. ADEA Working Group on Books and Learning Materials, 2001. ISBN: 1-901830-15-2. Price: £21.95/$35.95. Also exists in French.

Gender-Sensitive Editing
By SIFUNISO, Monde et al.

Materials used both inside and outside school continue to suffer from gender stereotyping and bias. This handbook was originally intended for publishers and editors involved in developing popular reading material. It has been expanded into a training manual for use by a wide range of professionals involved in materials development. The training modules have been designed for use in workshop situations, and are accompanied by a pack of laminated training cards that can be used in different combinations by trainers or for self-study purposes.

Perspectives on African Book Development Series, No 11. ADEA Working Group on Books and Learning Materials, 2000. ISBN: 1-901830-13-6. Price: £21.95 /$35.95.

Financing Textbooks and Teacher Training Materials
By DA CRUZ, A.J.; GEORGE, T.A.; GNAHORÉ, F. Z.; KOUAKOU, F.K.; MENDONÇA, P.; READ, A.; SEHLABI, C. and SIMÃO, M.

The provision of relevant, good quality, affordable school textbooks is a key educational objective. Yet few children have access to the books they need in order to underpin effective learning. Despite funding agency contributions, free textbook supply from primary through secondary level can be problematic as a long-term solution. At the same time, the costs of learning materials continues to be prohibitive for many parents. This book examines the key issues in funding provision of textbooks and training materials through individual country perspectives from The Gambia, Lesotho, Mozambique and Côte d'Ivoire, and describes the different strategies adopted in order to provide a cost effective, equitable and sustainable book funding system.

Perspectives on African Book Development Series, No 10. ADEA Working Group on Books and Learning Materials, 1998. ISBN: 1-901830-12-8. Also exists in French. Price: £14.95/$22.95.

Books for Schools: Improving Access to Supplementary Reading Materials in Africa
Edited by ROSENBERG, Diana.

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

Perspectives on African Book Development Series, No 9. ADEA Working Group on Books and Learning Materials, 2000. ISBN: 1-901830-09-8. Also exists in French. Price: £19.95 /$28.95.

Stratégies pour le développement d'un secteur éditorial en langues nationales dans les pays du Sahel. Burkina Faso, Mali, Niger et Sénégal
(Strategies for the development of national language publishing in the Sahel. Burkina Faso, Mali, Niger and Senegal)
By NGAME, Hassina Alidou,

To address the problem of illiteracy, most Francophone African countries have adopted the use of African languages as a fundamental strategy to improve and develop their educational programs. The primary aim of this strategy is to integrate African languages as a means of oral and written communication in education. This work synthesizes the proceedings of a workshop that sought to answer the following question: how can Africa, and more specifically certain Sahel countries, achieve a level of literacy that is optimal for these countries' socio-economic development in the 21st century?

Perspectives on African Book Development Series, No 8. ADEA Working Group on Books and Learning Materials, 2000. ISBN : 1-901-830-11X . Exists in French only

↪ How to order: page 127.

Expanding the Book Trade Across Africa: A Study of Current Barriers and Future Potential
By MAKOTSI, Ruth with MUSONDA, Flora et al.

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

Perspectives on African Book Development Series, No 7. ADEA Working Group on Books and Learning Materials, 2000. ISBN: 1-901830-19-5. Also exists in French. Price: £14.95 /$22.95.

↪ How to order: page 127.

A Bibliography of Publishing and the Book Chain in Sub-Saharan Africa – 1997
Edited by ZELL, Hans M.

The bibliographies of the book chain in sub-Saharan Africa supplement the "Publishing and Book Development in Sub-Saharan Africa: An Annotated Bibliography, by Hans Zell and Cécile Lomer", published in 1996. They record, annotate and classify literature on the subject which has appeared since the main bibliography was published. The literature includes new serials, books, references sources, reports, papers from edited collections, periodical articles as well as book sector studies. An earlier edition was prepared in 1997 (A Bibliography of Publishing and the Book Chain in sub-Saharan Africa – 1996 by Zell, Hans M. Perspectives on African Book Development Series, No 3. ADEA Working Group on Books and Learning Materials, 1997. ISBN: 1-901830-04-7)

Perspectives on African Book Development Series, No 6. ADEA Working Group on Books and Learning Materials, 1998. ISBN: 1-901830-08-X. Price: £19.95 /$32.95.

↪ How to order: page 127.

An Introduction to Publishing Management
By MONTAGNES, Ian.

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

Perspectives on African Book Development Series, No 5. ADEA Working Group on Books and Learning Materials, 1998. ISBN: 1-901830-06-3. Also exists in French. Price: £19.95 /$27.95.

↪ How to order: page 127.

Les habitudes de lecture en Afrique subsaharienne et les apprentissages traditionnels. Bibliographie analytique
(Reading habits and traditional learning in sub-Saharan Africa. An analytical bibliography)
By GAZZA, Sophie.

Juxtaposed against the oral tradition, books were long perceived as foreign media with inadequate cultural content. What are the patterns of reading habits in Africa today? This document, divided in three parts, studies the relationships between Africans and books, reading practices and policies to promote reading in Africa. The reader discovers how reading is increasingly perceived in Africa as a new form of entertainment, directly related to the expansion of school-based education. Reading is practiced collectively, either in evening gatherings or in public readings with the local community. The era when the oral culture was opposed to the written culture seems to be over, although in Africa knowledge is never transmitted exclusively in writing.

Perspectives on African Book Development Series, No 4. ADEA Working Group on Books and Learning Materials, 1997. Exists in French only.

The Economics of Publishing Educational Materials in Africa
By BGOYA, W.; BILLANY, Nigel; LUJANEN, Marita; NOONAN, Richard; PAAJANEN, Timo and SYRJÄNEN, Eero.

The quality of education depends to a large degree on the availability of textbooks. To what extent is this perception honoured by the actions of educational policy makers? Using research from a wide range of African countries, the authors examine the issues and provide an understanding of the publishing process and market.

Perspectives on African Book Development Series, No 2. ADEA Working Group on Books and Learning Materials, 1997. ISBN: 1-901830-02-0. Out of print. Also exists in French.

↪ Available online at: www.adeanet.org.

Cost-Effectiveness of Publishing Educational Materials in African Languages
Edited by WOODHALL, Maureen.

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

Perspectives on African Book Development Series, No 1. ADEA Working Group on Books and Learning Materials, 1997. ISBN: 1-901830-00-4. Out of print. Also exists in French.

↪ Available online at: www.adeanet.org.

Communication for Education and Development

Publications

Toolkit on Communication for Education and Development

ADEA recently launched the printed version of its Toolkit on Communication for Education and Development. This comprehensive training and reference tool was developed) to improve communication at all levels, to enhance education for development and especially to achieve the objectives of universal basic education for all. There is a dire need for journalists and communication officers to be adequately trained to take on the tasks of promoting education in Africa in order to contribute effectively in meeting the development needs of Africa. This toolkit is intended for journalists, communication officers in ministries of education in Africa, and education campaign activists on the continent. It will be used by government institutions, universities, the African Union and all the nine regional economic groupings on the African continent. It contains 40 modules that will be continually updated The online version, , will provide regular updating through podcasts, online broadcasting, and a feedback mechanism that will allow partners and other media institutions to add their contributions.

The toolkit is the result of two years of consultations with professionals in the fields of communication and education, including journalists, experts in communication, education specialists, university professors, Education for All activists, and training institutions (particularly CFPJ and ESJ in France).

ADEA Working Group on Communication for Education and Development, 6 July 2010, Grahamstown, South Africa. ISBN: 978-92-9178-104-1. Also available in French.

↪ Available online at: www.adeanet.org. How to order: page 125.

At a Glance: 10 Years (1999 – 2009) of COMED

This publication is a report on the major activities of WGCOMED since its inception in 1998. Full coverage of its activities began in January 1999. It is well illustrated with the photos of the many actors : children, journalists, and communication officers in ministries of education in Africa, media experts, and members of civil society groups on the African continent. The publication is an advocacy document directed at all the key partners of WGCOMED including development agencies, bilateral and multilateral donors and financial agencies supporting education in Africa.

ADEA Working Group on Communication for Education and Development (WGCOMED), 6 July 2010, Grahamstown, South Africa. ISBN-10: 92-9178-110-X, ISBN-13 : 978-92-9178-110-2. Also available in French

↪ Available online at: http://www.adea-comed.org/spip.php?rubrique20. How to order: page 125.

Web site

www.adea-comed.org
The Working Group recently launched a new web site.

Photographies Roger Dominique/UNESCO

Distance Education and Open Learning

In 2012 the Working Group on Distance Education and Open Learning ajusted its status to become a "Task Force on Information and Communication Technologies"

Studies on Information and Communication Technologies

Trends in Distance Education and Open Learning: Policy Papers

Edited by SUKON Kaviraj Sharma and JAMES-SARR Nieshaakema

This report is a study about mobile learning and it presents case studies in order to make an assessment of the current progress in m-learning across the globe. It also proposes a comprehensive framework for the successful implementation of any m-learning project in the context of the African educational setup. This research has shown that m-learning should be viewed as a paradigm shift rather than a simple extension of distance/on-line learning. M-learning offers several benefits that still need to be exploited on the continent.

ADEA Working group on Distance Education an Open learning, 2010. Exists only in English.

↪ Available online at: www.adeanet.org.

Formation à distance en Afrique Subsaharienne francophone : études comparées

(Distance learning in Francophone sub-Saharan Africa: Comparative studies)

Compiled under the direction of GUIDON, J. and WALLET, Jacques

This publication is made up of a series of workshops on TIC and open and distance education carried out between 2004 and 2006. It takes stock of past and ongoing training approaches which gives an appreciation of the difficulties and opportunities offered through the new methodological and technological approaches in the African Education system. The sharing of experiences and good practices allows inter-country comparisons, highlights the existence of certain sub-regional programs and puts into perspective the expectations, difficulties and perspectives for future actions

ADEA Working group on Distance Education an Open learning, UNESCO BREDA, 2007. Exists only in French.

↪ Available online at: www.adeanet.org.

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

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

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

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

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

ADEA Working Group on Distance Education and Open Learning, December, 2003. ISBN: 92-9178-043-X.
↪ Available online at: www.adeanet.org.

Open and Distance Learning in Sub-Saharan Africa. A Literature Survey on Policy and Practice

This document outlines the issues present in sub-Saharan Africa today that must be addressed in order to advance the development of distance education practices particularly in relation to Anglophone Africa. It examines key aspects of distance education in the continent: its definition, how it can be expanded, its management and administration, curriculum and course design and quality assurance. This review describes the associations that promote distance education and includes several case studies from 10 countries (Botswana, Ghana, Kenya, Mauritius, Mozambique, Namibia, Nigeria, South Africa, Uganda and Zambia). Suggested quality indicators for most of the key issues explored in this report are also provided.
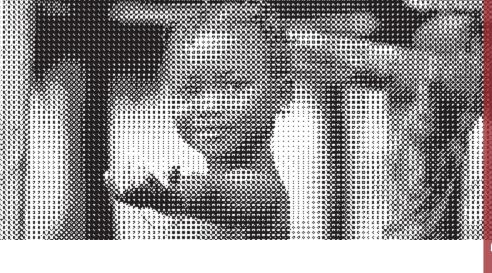
ADEA Working Group on Distance Education and Open Learning, 2002. ISBN: 92-9178-039-1. This document exists in English only. A similar study on Francophone Africa exists in French only (see below).
↪ Available online at: www.adeanet.org.

Enseignement à distance et apprentissage libre en Afrique subsaharienne. Etat des lieux dans les pays Francophones *(Distance Education and Open Learning in Sub-Saharan Africa. The situation in Francophone countries)*

After a brief review of the difficulties encountered by Francophone countries in sub-Saharan Africa as regards communications, and particularly the Internet, this document analyzes the distance learning networks in these countries.

ADEA Working Group on Distance Education and Open Learning, 2002. Exists in French Only
↪ Available online at: www.adeanet.org.

Early Childhood Development

Case Studies

School Readiness and Transition in the Gambia

By SOWE, Musa

Under the agenda of Vision 2020, the Gambia offered increased access to early childhood development (ECD) through centers attached to lower basic schools, using an integrated approach that took into account health, nutrition, water and sanitation, and protection of children aged 0 to 6, and targeted under-served regions, girls and other disadvantaged groups.

The UNICEF Regional Office for Western and Central Africa, in collaboration with UNESCO-BREDA and Plan International WARO, commissioned the present study to assess preliminary results from the Gambia's experience. The study posed the following questions:

- What is being done within education systems to offer 6- to 8-year-old children a welcoming environment and developmentally appropriate learning opportunities?
- To what extent are schools ready to facilitate young children's school integration and performance as well as their holistic development?
- To what extent does the primary school curriculum link to ECD programs?
- What gains have been made in transition from home to the primary level as a result of ECD programs?

This document was prepared for the ADEA Triennale (Ouagadougou, Burkina Faso, 2012).

Working Group on Early Childhood Development and the UNICEF Regional Office for Western and Central Africa in collaboration with UNESCO-BREDA and Plan International WARO. 2012. Available in English and French.

↪ Available on line at www.adeanet.org, www.africaecd.org. How to order: page 125.

New

Early Grade Literacy in African Classrooms: Lessons Learned and Future Directions

By TRUDELL, Barbara; DOWD, Amy Jo; PIPER, Benjamin; BLOCH, Carole.

Literacy – the ability to read and write – is recognized as one of the most fundamental of core skills contributing to academic achievement, lifelong learning and sustainable development. In many African countries, however, literacy achievement in the formal education system has not attained the levels nec-

essary to support any of these outcomes. Primary curriculum expectations across the continent include literacy acquisition in the early grades, yet somehow these expectations are not being adequately met. This thematic transnational study on literacy in the classroom brings that knowledge together in a coherent fashion, in order that the experience of these highly diverse education organizations may be of real use to stakeholders and decision-makers in African education. This study provides such stakeholders and decision-makers with more and better options for promoting early grade literacy in their countries.
This document was prepared for the ADEA Triennale (Ouagadougou, Burkina Faso, 2012).
Working Group on Early Childhood Development. 2012. Available in English only.
☞ Available on line at www.adeanet.org, www.africaecd.org. How to order: page 125.

New

The Lancet Series on Early Childhood Development (2007, 2011): What Do We Know and What Is the Relevance for Africa?

By ENGLE, P.L., FERNALD, L., WALKER, S., WACHS, T., BLACK, M., McGREGOR, S. and the Global Child Development Group

The fact that the early years of life play a major role in children's development has been corroborated with increasing new evidence reviewed in the most recent Lancet Series in Child Development. Risk factors for poor development include poor maternal nutrition, lack of stimulation and learning opportunities, and exposure to violence, but protective factors such as breastfeeding and maternal education can reduce these negative effects.

These early influences can change a child's developmental trajectory, wage earning and eventual life course. Programs for young children as diverse as parenting incorporated into health and nutrition programs, preschool, educational media, cash transfer programs, and ECD components of programs for HIV-positive and severely malnourished children have made a difference in children's learning outcomes. But despite these promising efforts, disparities are increasing, both within and between countries. In the African context, risk factors such as malaria are putting more children at developmental risk. Preschool experience, which can facilitate school performance, is unevenly distributed among countries and even within countries, as it tends to be for the urban wealthy. Considering the wealth of data on the value of preschool and parenting programs, these should be made components of a quality educational system that promises to reduce disparities in school achievement and productivity.
This document was prepared for the ADEA Triennale (Ouagadougou, Burkina Faso, 2012).
Working Group on Early Childhood Development. 2012. Available in English only.
☞ Available on line at www.adeanet.org, www.africaecd.org. How to order: page 125.
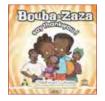
"Childhood Cultures"

This series of books encourages mutual respect in children, tomorrow's adults, with as many shared activities and as much constructive interaction as possible. It teaches them to manage their impulses and live in a community. Introducing universal values, "Childhood Cultures" stresses the plurality and diversity of childhood experiences. and implies three different things: the set of conscious and unconscious rules and practices that define a community; the body of knowledge that characterizes an individual; and culture implying development and growth.

Bouba and Zaza

For the first time, Africa has a series of children's books developed by Africans to meet African challenges. Despite the young age of its target audience (3 - 8), the Bouba and Zaza series, "Childhood Cultures", freely examines serious subjects. Its stories are set in contemporary society and portray early childhood and its problems. To break with the secrecy and silence that go hand in hand with AIDS, the violence done by those who violate the physical integrity of children, and war-induced traumas, the publisher has adopted an educational approach, using fiction to examine the questions children may ask themselves and the answers they need.

Among the themes chosen are: AIDS; Children in an emergency situation (sexual abuse); The culture of peace and non-violence (scars left by war); Accepting difference, tolerance (living with a disability); Children faced with natural disasters (earthquakes, droughts, etc.); Protection of the environment,

education in sustainable development; Identity, cultural identity; Remembering to say "thank you"; Respect for elder people and respect for each other; The importance of water; Safety, protection (the dangers of the street and domestic risks); Hygiene, health and diet.

From the very first years of school, there is a fundamental need to organise the way the rules governing community life are taught. Young children gain their first experience of socialization at nursery school, outside the family circle. In short, this series of books encourages mutual respect in children, tomorrow's adults, with as many shared activities and as much constructive interaction as possible. It teaches them to manage their impulses and live in a community.

The series is intended to bring substantial improvement in the quality of education and to democratize information on contemporary topics of the first importance for Africa's sustainable development. It is designed for children of both preschool and primary school age, as well as for parents and teachers. Published in this series:

Bouba and Zaza Help their friends, Bouba and Zaza say thank you, Bouba and Zaza search for peace, Bouba and Zaza know when to say "no", Bouba and Zaza are careful with water, Bouba and Zaza weigh up risks, Bouba and Zaza children of the world, Bouba and Zaza take their pedestrian test, Bouba and Zaza Look after their, Bouba and Zaza protect the planet, Bouba and Zaza care for other people, Bouba and Zaza accept peoples differences, Bouba and Zaza find out the truth about AIDS

ADEA Working Group on Early Childhood Development, Michel Lafon éducation, UNESCO, 2011. Also exists in French.

➦ Available on line at http://michel-lafon-education.com/indexeng.php. How to order: page 125.

Publications

The ADEA Working Group for ECD. An historical perspective
By DALAIS Cyril, ETSE Stella, PRESSOIR Eveline, VOGELAAR Jeannette
Published by UNESCO Bureau régional pour l'éducation en Afrique (BREDA) for the Working Group on Early Childhood Development (WGECD). 2008. Also available in French.
➦ Available on line at www.adeanet.org, www.africaecd.org. How to order: page 125.

Investing in Early Childhood Development: Benefits, Savings and Financial Options
By HYDE, Karin A
Early childhood development (ECD) has been recognized as a key factor underlying positive outcomes in school and in adulthood. However, questions remain as to its cost-effectiveness and financial sustainability in the African context. This paper tries to answer some of these questions by reviewing the potential benefits of ECD programs in three areas: education, health and adulthood. The review is supplemented by summaries of cost-benefit studies and an in depth discussion of the costing and funding issues involved in expanding ECD services in sub-Saharan Africa.
ADEA Working Group on Early Childhood Development, 2008 ISBN: 13 978-92-9178-083-9. Also available in French.
➦ Available on line at www.adeanet.org. How to order: page 125.

Planning Policies for Early Childhood Development: Guidelines for Action
By VARGAS-BARÓN, Emily
These guidelines provide a toolkit for planning Early Childhood Development policies or policy frameworks. They demonstrate how government planners and institutions of civil society in the fields of health, nutrition, sanitation, education and legal protection can apply an integrated approach to child survival and early childhood development (ECD). The Guidelines present the five basic phases of the planning process, from structuring for success and methods for holding consultations and consensus building meetings to policy adoption and implementation. They explain how to integrate ECD policy planning with other cross-sectoral and sectoral policies and plans. Above all, the Guidelines help nations prepare ECD policies and annual ECD action plans that address critical gaps in services for vulnerable children and guide the development of comprehensive and culturally appropriate ECD programmes.
ADEA Working Group on Early Childhood Development/UNICEF/UNESCO. 2005. Also exists in French.
➦ Available on line at www.adeanet.org. How to order: page 125.

Early Childhood Development as an Important Strategy to Improve Learning Outcomes

By HYDE, Karin L. and KABIRU, Margaret N.

This document, discussed during the 2003 Biennial on the contributions of early childhood develop-ment (ECD) programs to quality in basic education outlines key concepts such as ECD and quality. The emphasis is on an integrated holistic approach to child development that responds to the nurturing, social, emotional, health, nutrition and intellectual needs of the child.

ADEA Working Group on Early Childhood Development, 2006. ISBN : 92-9178-061-8, Also exists in French.

↪ Available on line at www.adeanet.org. How to order: page 125.

Conferences on ECD

Fourth African International Conference on Early Childhood Development. From Policy to Action: Expanding Investment in ECD for Sustainable Development

Conference Proceedings. 10–13 November 2009. Dakar, Senegal

The Conference theme was: From Policy to Action: Expanding Investment in ECD for Sustainable Development. It had four main sub-themes and virtually all presentations were directly related to one or more sub-themes. They were: 1. Increasing ECD investment and assessing costs in a world of eco-nomic, food, fuel and ecological crises 2. Moving from policy to action: implementing and strengthening ECD policies and plans 3. Increasing access to quality ECD programs and going to scale 4. Expanding services for vulnerable children affected by HIV/AIDS, war and severe poverty. Enthusiasm for African ECD achievements and innovations clearly demonstrated that Africa is now placing great emphasis on young children's improved development, and ECD is on the map of decision makers throughout Africa.

ADEA Working Group on Early Childhood Development, UNESCO BREDA, Save the Children. 2010. Also available in French.

↪ Available on line at: www.adeanet.org; www.africaecd.org. How to order: page 125.

Fourth African International Conference on Early Childhood Development. Guide to ECD Innovations in Africa. Showcasing Innovative ECD Strategies, Lessons Learned and Tools!

The Guide to ECD Innovations in Africa celebrates the 10th Anniversary of African International ECD Conferences. The Guide showcases our collective ECD achievements. The Guide is a collection of valuable and innovative African ECD experiences: Program and policy strategies; Key lessons learned, and Tools; materials and bibliographies. African creativity and achievements are featured throughout! Objectives: 1. Inform specialists throughout Africa about ECD innovations in countries other than their own; 2. Celebrate our ECD achievements; and 3. Inspire all of us to meet the needs of young children, parents, caregivers and communities throughout Africa.

ADEA Working Group on Early Childhood Development, UNESCO BREDA, Save the Children. November 2009. Also available in French.

↪ Available on line at: www.adeanet.org; www.africaecd.org How to order: page 125.

Third African International Conference on Early Childhood Development. Accra-Ghana may 30-June 3, 2005. Conference proceedings, Volume 1

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

ADEA Working Group on Early Childhood Development/UNICEF/UNESCO. 2005. Bilingual document, published simultaneously in English and French.

↪ How to order: page 125.

Third African International Conference on Early Childhood Development. Accra-Ghana May 30-June 3, 2005. Conference proceedings - Thematic Papers, Volume 2

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

ADEA Working Group on Early Childhood Development/UNICEF/UNESCO. 2005. Bilingual document, published simultaneously in English and French.

⮕ How to order: page 125.

Policy Studies Project

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

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

ADEA Working Group on Early Childhood Development, 2001. Exists in electronic format only. Also exists in French.

⮕ Available online at: www.adeanet.org.

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

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

ADEA Working Group on Early Childhood Development, 2001. Exists in electronic format only. Also exists in French.

⮕ Available online at: www.adeanet.org.

A Case Study on ECD Policy Development in Ghana
By BOAKYE, J.K.A.; ADAMU-ISSAH, M. and ETSE, Stella

This is a country case-study report on the process of developing a national policy on early childhood development (ECD) in Ghana. The studies aim to critically document and analyze the process leading to the current ECD policy in the country and the progress made in implementing that policy.

ADEA Working Group on Early Childhood Development, 2001. Also exists in French.

⮕ How to order: page 120.

A Case Study on Early Childhood Development in Mauritius
By BASSANT, V. and MOTI, M.

This study provides a critical analysis of ECD Policies in Maurice. The aim of the study is to critically document and analyze the process leading to the national ECD policy and the strategies and mechanisms put in place for implementation.

ADEA Working Group on Early Childhood Development, 2000. Exists in electronic format only. Also exists in French.

⮕ Available online at: www.adeanet.org.

Web site

www.africaecd.org
The Working Group recently launched a new web site.

Education Management and Policy Support

The WG on Education Management and Policy Support (WGEMPS) was created in 2008 through the merger of three ADEA Working Groups: WGESA, WGES and WGFE. The publications of these former WGs are listed on pages 73 to 82 of this catalogue

Case Studies

Within the framework of the theme of common core skills for lifelong learning and sustainable development in Africa, this research project on education reconstruction in post-crisis countries is informed by two broad development agendas. The first is ADEA's holistic approach to education. The second is that of the ADEA Inter-Country Quality Node (ICQN) on Peace Education, whose purpose is to engage in advocacy for the use of education systems as forces for reconstruction, conflict prevention and nation-building. The ICQN concerns generated studies which further the ADEA goal of achieving creative african led responses to the major challenges facing educational development on the continent.

The individual studies examine the capacity of stakeholders and systems in a given country to be responsive to diverse educational needs in managing education recovery in conflict-affected or fragile situations. They highlight the role that education management plays in reconstructing a country emerging out of emergency and fragility, and in particular they argue for the necessity of investing resources and energy in the education planning, management and finance capabilities of governments.

New

Education in Reconstruction, Democratic Republic of Congo: Draft Report
By HOURAYE Mamadou, Anne and OUEDRAOGO, Alassane
Each of these reports is part of a four-country study undertaken by the ADEA WG on Education Management and Policy Support team, covering Kenya, Liberia, the Democratic Republic of the Congo (DRC) and Zimbabwe.
WG on Education Management and Policy Support (WGEMPS). 2012. Harare. Available in English and French.
→ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New

Education in Reconstruction. Kenya: Draft Report
By BODO, Shem
Each of these reports is part of a four-country study undertaken by the ADEA WG on Education Management and Policy Support team, covering Kenya, Liberia, the Democratic Republic of the Congo (DRC) and Zimbabwe.
WG on Education Management and Policy Support (WGEMPS). 2012. Harare. Available only in English.
→ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New

Education in Reconstruction. Liberia: Draft Report
By ARNOTT, Angela
Each of these reports is part of a four-country study undertaken by the ADEA WG on Education Management and Policy Support team, covering Kenya, Liberia, the Democratic Republic of the Congo (DRC) and Zimbabwe.
WG on Education Management and Policy Support (WGEMPS). 2012. Harare. Available only in English.
→ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New

Education in Reconstruction. Zimbabwe
By RWEZUVA, Simplisio
Each of these reports is part of a four-country study undertaken by the ADEA WG on Education Management and Policy Support team, covering Kenya, Liberia, the Democratic Republic of the Congo (DRC) and Zimbabwe.
WG on Education Management and Policy Support (WGEMPS). 2012. Harare. Available only in English.
→ Available online at: http://www.adea-wgemps.org. How to order: page 126.
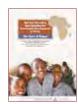
New

Qur'anic Schooling and Education for Sustainable Development in Africa: The case of Kenya
Each of these repports the role of Qur'anic schooling, as an alternative approach to conventional education, in enabling Kenya to attain the goals of Education for All (EFA). Using desk research and fieldwork in selected regions, the study reviews the extent to which this type of schooling addresses the educational and socio-economic needs of disadvantaged children. It also explores possible ways of improving the relevance of the curricula in order to respond to the dynamic needs of the labor market.
WG on Education Management and Policy Support (WGEMPS), Ministry of Education, Kenya National Commission for UNESCO, Study National Steering Committee. 2012. Harare. Available only in English.
→ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New

Education in Reconstruction. Promising practices and challenges in four post-crisis countries

By ARNOTT, Angela

In times of conflict and crisis, resources are diverted from core activities such as education to tackle emergency situations. As a consequence, these core public services deteriorate or collapse depending on the severity of the crisis. Education provision has recently been recognized as a key humanitarian response in a situation of crisis or emergency and vital in normalizing a conflict situation for affected communities. There is, however, less recognition of the role it plays during the transition phase between emergency and stability, when basic services have resumed and a measure of stability has been attained. This study looks at the role education plays in solidifying early recovery and peace gains in the management of education provision.

WG on Education Management and Policy Support (WGEMPS). 2010. Harare. Available in English and French.
⟶ Available online at: http://www.adea-wgemps.org. How to order: page 126.

Publications

New

Case study report on tertiary record keeping systems, Zimbabwe

Many African nations are faced with numerous challenges in the collection, compilation and analysis of statistical data in higher education institutions. There is a huge data gap, as evidenced by international reports such as the African Union outlook reports and the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics' Global Education Digest. Without quality statistical information, no sound planning, monitoring or decision-making can be ensured. Thus, a systemic approach and the management of quality statistical information are the basis for educational development. Information is vital for measuring progress and identifying problems in time. It was in this context that this project was initiated.

Ministry of Higher and Tertiary Education and the WG on Education Management and Policy Support (WGEMPS). 2012. Harare. Available only in English.
⟶ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New edition

AU Outlook on Education Report: Southern African Development Community (SADC) 2012

This document is the second in a series of reports whose purpose is to review the progress of the Southern African Development Community (SADC) region's education sector in implementing the African Union's Plan of Action for the Second Decade of Education.

In the flagship regional report, produced in 2010, only five of the eight priority areas were reviewed. Comprehensive nationally sourced data for two of the areas – curriculum, teaching and learning materials, and technical and vocational education and training (TVET) – were not available, while early childhood development, now the eighth priority area, had not yet been added to the list of priority areas. Data on these three priority areas have since become available and hence have been included in the 2012 report.

WG on Education Management and Policy Support (WGEMPS). 2012. Harare. Available only in English.
⟶ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New edition

AU Outlook on Education Report: East African Community (EAC) 2012

This report reviews the main trends of and progress made by the East African Community (EAC) region's education sector in implementing the African Union's Plan of Action for the Second Decade of Education. The EAC currently has five members: Kenya, Uganda, Tanzania, Rwanda and Burundi. The region's role in education is relatively new, as the focus has been on harmonizing tariff policies across its member states.

Lack of data for some indicators has affected the quality of the analysis and the validity of the generalizations made for EAC, as is the case with all other African Union regions. Despite these challenges, the report has attempted to provide a wide-ranging and insightful analysis.

WG on Education Management and Policy Support (WGEMPS), in collaboration with the African Union Observatory on Education. 2012. Harare. Available only in English.

➤ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New edition

AU Outlook on Education Report: Economic Community of West African States (ECOWAS) 2012

This report reviews the progress made by the member states of the Economic Community for West African States (ECOWAS) region's education sector in implementing the African Union's Plan of Action for the Second Decade of Education (2006-2015). The regional economic community of ECOWAS was founded in 1975 and comprises 15 countries: Benin, Burkina Faso, Cape Verde, Côte d'Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone and Togo. The ECOWAS Commission, which supports the region in all sectors, is based in Abuja, Nigeria.

This is the second report assessing the countries' progress in implementing the African Union's Plan of Action. It coincides with the biannual meeting of African ministers of education, held in Abuja, Nigeria, in 2012. Unlike the first edition, this report covers all areas of the plan, including technical and vocational education and training, curriculum and teaching and learning materials, and early childhood development.

ADEA WG on Education Management and Policy Support (WGEMPS). 2012. Harare. Available in English and French.

➤ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New edition

AU Outlook on Education Report: Economic Community of Central African States (ECCAS) 2012

The regional economic communities will play a key role in monitoring the implementation of the African Union's Plan of Action. On a biennial basis, African ministers of education meet to assess member countries' progress in implementing the plan in terms of its eight priority areas. Unlike the first edition, this report covers all areas of the plan, including technical and vocational education and training, curriculum and teaching/learning materials, and early childhood development.

The structure of this assessment is based on an agreed monitoring outline developed with countries, the regional economic communities, experts and the African Union's Observatory. According to the Plan of Action, there are eight priority areas where countries are expected to implement targeted activities. Countries' progress is assessed by various indicators associated with the priority areas, using 2006 as the baseline year.

ADEA WG on Education Management and Policy Support. 2012. Harare. Available in English and French.

➤ Available online at: http://www.adea-wgemps.org. How to order: page 126.
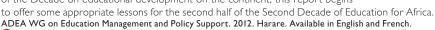
AU Outlook on Education: Continental Report 2012

Ministers of education meet biannually to take stock of the implementation of this Plan of Action and make decisions on how to address shortfalls and agree on strategic responses. This year's review falls in mid-decade, and hence it is important in determining the appropriate responses for achieving the plan's goals for the second half of the decade.

This continental report on the status of implementation aims to provide a picture of the actions taken at the continental, regional and national levels to execute the Plan of Action of the Second Decade. Although it is premature to determine the impact of the Decade on educational development on the continent, this report begins to offer some appropriate lessons for the second half of the Second Decade of Education for Africa.

ADEA WG on Education Management and Policy Support. 2012. Harare. Available in English and French.

↪ Available online at: http://www.adea-wgemps.org. How to order: page 126.

AU Outlook on Education Report: Arab Maghreb Union (AMU)

This executive summary reviews the main trends in the education sector of the Arab Maghreb Union (AMU) region in implementing the African Union's Plan of Action for the Second Decade of Education. AMU was founded in 1989 and currently comprises the following five states: Algeria, Libya, Mauritania, Morocco and Tunisia. The regional economic communities will play a key role in monitoring the implementation of the African Union's Plan of Action. On a biannual basis, the African Union will produce an assessment of each country's progress in implementing the plan in terms of its eight priority areas: gender and culture; education management information systems; teacher development; higher and tertiary education; technical and vocational education and training; curriculum and teaching and learning materials; quality management; and early childhood development.

ADEA WG on Education Management and Policy Support. 2012. Harare. Available in English and French.

↪ Available online at: http://www.adea-wgemps.org. How to order: page 126.
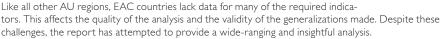
AU Outlook on Education Report: East African Community 2009

On a biannual basis, the African Union produces an assessment of progress that countries have made in implementing the plan in seven priority areas. In this interim report, only five of the seven priority areas are reviewed, as essential nationally sourced data for two of the areas – curriculum, teaching and learning materials, and technical and vocational education and training – are not comprehensively available at present.

The data used to derive the indicators for measuring progress in the other five priority areas were largely obtained from international sources, such as the UNESCO Institute for Statistics. These data were uploaded in February 2009 and updated in November 2009. As the benchmark year for the AU Plan of Action is 2006, data for 2006 and 2007 were compared.

Like all other AU regions, EAC countries lack data for many of the required indicators. This affects the quality of the analysis and the validity of the generalizations made. Despite these challenges, the report has attempted to provide a wide-ranging and insightful analysis.

WG on Education Management and Policy Support (WGEMPS), in collaboration with the African Union Observatory on Education. 2010. Harare. Available only in English

↪ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New

AU Outlook on Education Report. Southern African Development Community 2009

Africa's education ministers established the African Union's (AU) Observatory at the Pan-African Institute of Education for Development (IPED) to provide a platform for monitoring and research on educational developments in Africa and to evaluate implementation of the continent's Plan of Action for the Second Decade of Education.

The AU Observatory has identified key indicators for this purpose. This AU Outlook on Education report for the SADC region is the first in a series of reports in which the Observatory analyzes and evaluates the progress SADC countries have made in implementing the priorities of the Plan of Action.

ADEA WG on Education Management and Policy Support (WGEMPS). 2010. Harare. Available in English and French.

↪ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New
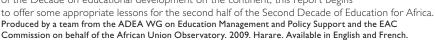
AU Outlook on Education Report. Continental Report 2009

Ministers of education meet biannually to take stock of the implementation of this Plan of Action and make decisions on how to address shortfalls and agree on strategic responses. This year's review falls in mid-decade, and hence it is important in determining the appropriate responses for achieving the plan's goals for the second half of the decade.

This continental report on the status of implementation aims to provide a picture of the actions taken at the continental, regional and national levels to execute the Plan of Action of the Second Decade. Although it is premature to determine the impact of the Decade on educational development on the continent, this report begins to offer some appropriate lessons for the second half of the Second Decade of Education for Africa.

Produced by a team from the ADEA WG on Education Management and Policy Support and the EAC Commission on behalf of the African Union Observatory. 2009. Harare. Available in English and French.

↪ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New

AU Outlook on Education Report: Economic Community of West African States (ECOWAS) 2009

The goal of this priority area is to ensure girls' and women's empowerment through education, while enriching the education system with positive aspects of African cultural values. The indicators for measuring progress in achieving this goal include: gender parity index, which measures access of girls/women and boys/men to the education system; primary school-aged girls who are out of school; female illiterates; female students enrolled in science, engineering and technology at the tertiary level; female teachers by level of education; existence of African language policy; existence of African languages in education as a subject and a medium of instruction. For the purposes of this report, only the first five indicators, for which data are internationally available, will be analyzed. Data for the other two indicators need to be obtained from national sources, which are currently not available.
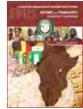
WG on Education Management and Policy Support (WGEMPS). 2010. Harare. Available in English and French.

↪ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New

EMIS (Education Management Information Systems). Norms and standards Assessment Framework for the ECOWAS Region

Ministries of education in the ECOWAS region currently face a number of challenges with regard to the production of their education statistics. There is a gap in policy and institutional frameworks in terms of the legal mandate to facilitate the compliance of education and training institutions in supplying accurate and comprehensive information. The crucial information gap in terms of the production of relevant statistics for planning, budgeting and monitoring purposes has revealed, on the one hand, quality gaps within the production chain in terms of common standards, including concepts, definitions, and methodologies, and on the other hand, a capacity gap in terms of both human resources and infrastructure. In the light of these shortcomings, the ECOWAS ministers of education in July 2008 directed the ECOWAS Secretariat to develop and harmonize statistical norms and standards for the region in order to address the challenge of benchmarking capacities and evaluating progress toward effective information management systems.

At the meeting of EMIS experts from the ECOWAS region, held in Bamako in September 2011, a set of 17 EMIS norms and standards was collaboratively developed by EMIS experts from ECOWAS member states, ADEA's WG on Education Management and Policy Support (WGEMPS), the Statistics Department of the African Development Bank (ESTA/AfDB), ECOWAS' EMIS Technical Committee and the African Union International Centre for Girls' and Women's Education in Africa (AU/CIEFFA).

WG on Education Management and Policy Support (WGEMPS). 2011. Harare. Available in English and French.
↪ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New

EMIS (Education Management Information Systems) Norms and standards Assessment Framework for the SADC Region

Ministries of education in the region face a number of challenges regarding their education statistics. There is a policy and institutional gap in terms of the legal mandate to compel the compliance of education and training institutions in supplying accurate and comprehensive information. There is an information gap in terms of relevant statistics for planning, budgeting and monitoring purposes. It is also evident that there are quality gaps in terms of common standards, including concepts, definitions, and methodologies. A capacity gap in terms of both human resources and infrastructure also exists. In the light of these challenges, the SADC ministers of education in July 2008 directed the SADC Secretariat to develop and harmonize statistical norms and standards for the region in order to address the challenge of benchmarking capacities and evaluating progress toward effective information management systems.

A set of 17 EMIS norms and associated standards was collaboratively developed by member states and adopted by ministers of education at their SADC meeting in Kinshasa, March 2010. Subsequently, SADC with the assistance of ADEA's WG on Education Management and Policy Support (WGEMPS) and SADC's EMIS Technical Committee developed an assessment framework to benchmark member states' performance against the agreed EMIS norms and standards.

WG on Education Management and Policy Support (WGEMPS). 2011. Harare. Available in English and French.
↪ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New

EMIS Assessment Report covering 9 ECCAS countries 2010

This EMIS capacities assessment report assesses the capabilities, statistical practices and resources used in EMIS and planning in the various ministries of education in the Economic Community of Central African States (ECCAS) region. These findings will inform the region of appropriate capacity-building strategies and provide inputs to the harmonization of EMIS across the region.

The report is based on a survey of nine ECCAS member states: Angola, Burundi, Cameroon, Central African Republic (CAR), Chad, Congo-Brazzaville, the Democratic Republic of the Congo (DRC), Equatorial Guinea and Gabon. The assessment is limited by its reliance on country self-reporting, which makes it dependent on the knowledge and objectivity of the respondent, who, in most instances, is the EMIS director in the ministry responsible for basic education.

Produced by a team from the ADEA WG on Education Management and Policy Support (WGEMPS) on behalf of the Economic Community of Central African States. April 2011. Harare. Available in English and French.

↪ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New

EMIS Assessment Report covering 12 ECOWAS countries 2010

This report is designed to identify the capabilities, contextual environment and resources impacting on the effective management of EMIS and planning in ministries of education in the Economic Community of West African States (ECOWAS) region. These findings will inform member states of appropriate capacity-building strategies and provide inputs to the harmonization of EMIS in the ECOWAS region. This assessment report, based on a survey of 12 ECOWAS member states – Benin, Burkina Faso, Côte d'Ivoire, Gambia, Ghana, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone and Togo – was further refined by member states during the ECOWAS EMIS technical meeting, held in November 2010 in Monrovia, Liberia. The member states of Cape Verde, Guinea-Conakry and Guinea-Bissau have been invited to contribute their submissions so as to ensure that all member states are represented in the assessment.

WG on Education Management and Policy Support (WGEMPS). 2011. Harare. Available in English and French.

↪ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New

EMIS Assessment Report covering 14 SADC countries, 2008

Education Management Information Systems (EMIS) is one of the seven priority areas identified for monitoring the implementation of the African Union's Second Decade of Education for Africa. The continent must ultimately put in place harmonized and effective EMIS systems at the national level that feed into the regional EMIS. This requires a comprehensive understanding of the continent's current status in EMIS. This assessment report is based on questionnaire returns from 14 SADC Member States. It has been reviewed and validated by the countries and this has helped in formulating appropriate regional capacity building interventions.

WG on Education Management and Policy Support (WGEMPS). 2009. Harare. Available only in English.

↪ Available online at: http://www.adea-wgemps.org. How to order: page 126.

New

Definitions and Properties of African Union Indicators for Monitoring the Plan of Action for Education in the Second Decade

A key strategy in modern education management is measurement, and a key feature of measurement is using quantitative indicators as both early warning measures of system dysfunction and benchmarks against which progress is assessed.

This indicator handbook is designed as a resource for better understanding of how to use indicators to measure, monitor and track education delivery within ministries of education. It is intended for the statisticians, planners, researchers and education managers who track their ministries' performance in achieving the goals of the African Union's Plan of Action for the Second Decade of Education for Africa (2006-2015).

Produced by the ADEA WG on Education Management and Policy Support (WGEMPS) on behalf of the AU Observatory, November 2010. Available in English, French and Portuguese.
⟶ Available online at: http://www.adea-wgemps.org. How to order: page 126.

Baseline Study on the Status of Human Capital Development and Training Institutions in Zimbabwe

Over the last decade, the education sector in Zimbabwe has faced a myriad of challenges due to the prevailing economic situation. The Ministry of Higher and Tertiary Education, supported by ADEA WGEMPS and the UNESCO Harare office, carried out a baseline study on institutions of higher education and training in the country. This study was conducted to investigate the current status of the sector and provide a situational analysis. The findings, compiled by WGEMPS, were presented by the Ministry of Higher and Tertiary Education at a stakeholders meeting in 2010.

ADEA WG on Education Management and Policy Support (WGEMPS) on behalf of the Ministry of Higher and Tertiary Education, 2010. Available in English only.
⟶ Available online at: http://www.adea-wgemps.org. How to order: page 126.

Indicators Framework
For the Regional Implementation Plan on Education and Training (2007-2015). In the Southern African Development Community

The Regional Implementation Plan on Education and Training (2007-2015) developed by SADC and the African Union Plan of Action for the Second Decade of Education for Africa (2006-2015) focuses on seven priority areas in education. This document presents the framework which supports the approach taken to identify the indicators proposed for monitoring and evaluating the SADC Regional Implementation Plan for Education and Training.

Prepared by ADEA WG on Education Management and Policy Support for the SADC Secretariat, March 2009. Available in English only.
⟶ Available online at: www.adeanet.org. How to order: page 126.

Regional Capacity Building Strategy for EMIS in The Southern African Development Community

The vision of an integrated, peaceful and prosperous Africa is predicated on the development of Africa's human resources. Well-functioning and sustainable national education and training systems are key tools in achieving this. While African Member States have generally improved their statistical systems, many continue to face challenges in producing comprehensive and reliable quality statistical data in a regular and timely fashion and the education sector has not been spared either. Available data in some of the statistical reports is sometimes a number of years out of date and generally not systematically used to inform policy and strategy formulation, monitoring and evaluation and future planning. SADC) has developed this EMIS Capacity Building Strategy whose purpose is to put in place a comprehensive, harmonized, integrated and functional EMIS network in the region.

Prepared by the ADEA WG on Education Management and Policy Support for the SADC Secretariat, 2008. Available in English only.
⟶ Available online at: www.adeanet.org. How to order: page 126.

Education Statistics SADC Code of Practice: EMIS Norms and Standards For SADC Ministries Of Education

The African Education Statistics Code of Practice is based on 17 Norms and their Standards. Ministries of Education in the SADC region commit themselves to adhering to the Norms and Standards fixed in this code, covering the policy and legal frameworks, resource availability and utilisation, statistical processes and education information reports. A set of standards of good practice for each of the Norms provides a reference for reviewing the implementation of the code.

Prepared by the ADEA WG on Education Management and Policy Support for the SADC Secretariat, 2008. Available in English only.

⮞ Available online at: www.adeanet.org. How to order: page 126.

Policy development/Peer reviews

Initiating and Conducting an Experimental Peer Review Exercise in Education in Africa: Mauritius - Gabon - Nigeria

The peer review exercise on educational reform assesses the implementation of initiatives in the fields of access, relevance and achievement. Founded on the existence of common educational values, the peer review exercise in education in Africa was initiated in 2004 by African ministers of education, with the support of ADEA. The goal was to improve the conception, planning and implementation of initiatives taken in the education sector in Africa. National and international teams of experts conducted the research and made recommendations. Three independent reports from Mauritius, Gabon and Nigeria were completed.

New edition

Mauritius: 2000-2005 Educational reform

Edited by BAH-LALYA Ibrahima and SUKON kaviraj, UNESCO/IIEP, August 2006

Mauritius is one of the top African countries in terms of educational achievement. Despite these commendable results, the country still struggles with a high rate of failure of children from poor families as well as unequal distribution of opportunities. National and international peers were assembled by ADEA and the concerned country to conduct a review aimed at measuring the extent to which policies were appropriate and their implementation conducive to addressing the identified challenges. The issues of access and relevance were particularly scrutinized. This exercise led to useful recommendations that are presented in the present report.

ADEA WG on Education Management and Policy Support (WGEMPS). 2011. ISBN 10: 92-9178-117-7, ISBN 13: 978-92-9178-117-1. Available in English and French.

⮞ Available online at: http://www.adeanet.org. How to order: page 126.

New edition

Gabon: For a quality education accessible to all

Edited by BAH-LALYA Ibrahima and YÉNIKOYE A. UNESCO/IIEP/ADEA. December 2007

The Gabonese educational system is a real paradox. On the one hand, it appears to be one of the most efficient systems in Central Africa. On the other, several studies have indicated that there is an excessive concentration of students within the two main cities, which leads to class overloads. Rates of repeat cases and dropouts at the primary level are also unusually high. Classrooms are overpopulated in both primary and secondary schools. In addition, there are difficulties in making the transition from one level to another, particularly between secondary and tertiary education. Two teams of ADEA and Gabonese peers were assigned to work on this para-

doxical situation. After a thorough diagnosis, they have assessed the efficiency and effectiveness of the

Gabonese educational system. From the findings of the review, they have recommended a few policy options to explore in order to face the identified challenges. The present report gives an account of the process they went through and the conclusion reached.

ADEA WG on Education Management and Policy Support (WGEMPS). 2011. ISBN-10: 92-9178-119-3, ISBN-13: 978-92-9178-119-5. Available in English and French.
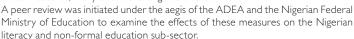
↪ Available online at: http://www.adeanet.org. How to order: page 126.

New edition

Nigeria: Reaching out to the disadvantaged: Nomads, adults and children in difficult circumstances

Edited by *BAH-LALYA Ibrahima*, SUTHERLAND-ADDY E. and ONOCHA Charles. April 2009

Education needs in Nigeria are huge. According to the Federal Census, over 55.7 million Nigerians are functionally illiterate, most of them youth and adults. In order to address these challenges, federal, state and local governments have set up literacy and non-formal education structures, developed comprehensive policies and allocated billions of Naira to support the implementation processes. Despites these measures, many of the challenges are still unmet.

A peer review was initiated under the aegis of the ADEA and the Nigerian Federal Ministry of Education to examine the effects of these measures on the Nigerian literacy and non-formal education sub-sector.

ADEA WG on Education Management and Policy Support (WGEMPS). 2011. ISBN-10: 92-9178-114-2, ISBN-13: 978-92-9178-114-0. Available in English and French.

↪ Available online at: http://www.adeanet.org. How to order: page 126.

Newsletter

WGEMPS Newsletter

Launched in March 2009, the newsletter for the WG on Education Management and Policy Support gives information on the activities of the group.

Also available in French.
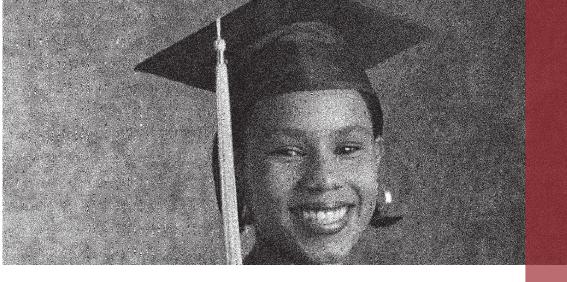
↪ It can be consulted online at: http://www.adea-wgemps.org.

Web site

www.adea-wgemps.org

Publications produced by the WGEMPS may be consulted at the following address: http://www.adea-wgemps.org.org

Higher Education

Case Studies

WGHE participated actively in the preparations for ADEA's Triennial Meeting on the theme "Promoting critical knowledge, skills and qualifications for sustainable development in Africa: how to design and implement an effective response by education and training systems. Sub-theme 3: Lifelong acquisition of scientific and technological knowledge and skills for Africa's sustainable development in a globalized world." In addition, WGHE commissioned the following three studies:

New

Mapping the African Higher Education Landscape
By DAMTEW, Tefera
ADEA Working Group on Higher Education, 2012. Available in English only.
↪ How to order: page 120.

New

The Role of Tertiary Education Institutions in the Development of Technical and Technological Capabilities for Employment Creation in Eastern, Southern and West Africa: Selected Case Studies
By MIHYO, Paschal
African institutions of tertiary education have played a significant role in developing initiatives aimed at the creation of capabilities for agricultural and industrial innovation in the last four decades. This report was commissioned to assess the role of the regional policy bodies, regional research networks and a selected number of tertiary education institutions in the creation of technical and technological capabilities aimed at promoting employment and innovation in the region. This report contains three in-depth studies of tertiary education institutions (a) The Kwame Nkrumah University of Science and Technology (KUNST) in Ghana; (b) the Jomo Kenyatta University of Agriculture and Technology (JKUAT) in Kenya and (c) the Polytechnic of Namibia (PoN) they all share the vision of becoming centres of excellence in scientific and engineering research and teaching and aim at meeting the growing needs of productive sectors in their countries.
ADEA Working Group on Higher Education, 2012. Available in English only.
↪ How to order: page 126.

New

Institutionalisation of Indigenous Knowledge for Sustainable Development in the Local Rural Economy: The Institute of Indigenous Knowledge (IIK)

By WEISHEITI, Anke and ARIHO, Alex

Studies have shown that there are a number of organisations and projects in Uganda applying IK in different development interventions but such efforts need to be consolidated and coordinated by networks to build a shared vision and voice. This paper therefore proposes institutionalisation of Indigenous Knowledge to promote its use and integration in research and the development agenda of Uganda and Africa in general. We propose a model that offers ways to establish a successful Institute of Indigenous Knowledge that will seek to preserve indigenous knowledge and traditions.

ADEA Working Group on Higher Education, 2012. Available in English only.

African Higher Education and Research Space (AHERS)

In 2010 WGHE's analytical work focused on exploring the concept of "strengthening and sustaining the African Higher Education and Research Space". Subsequently, the WGHE Secretariat organized a brainstorming workshop for a selected group of experts, who produced a revised concept note and a research matrix in order to commission an analytical study on the creation of an African Higher Education and Research Space. The fields to be studied as well as the researchers, the time frame and the estimated cost were identified. which led to further consideration on how to muster political leadership, which is crucial for the creation of AHERS.

New

Regional and Continental Qualification Frameworks and Harmonization of Degree Structures

By OLUSOLA, Oyewole

This report identifies documents and analyzes the existing national and regional qualification frameworks in Africa that can serve as building blocks for sub-regional and continental qualification frameworks, as well as identifying the challenges and opportunities faced by countries and regions yet to establish such frameworks. The study also explores the degree structures that could form the basis for credit accumulation and credit transfer across Africa.

ADEA Working Group on Higher Education, 2011. Available in English only. Will be available online soon

New

Africa Quality Assurance Framework

By OKEBUKOLA, Peter and SHABANI, Juma

The quest for the establishment of the Africa Regional Quality Assurance Framework has a long history. In 2012, the Association for the Development of Education in Africa (ADEA), through its Working Group on Higher Education and other partners, took leadership in mobilizing a coalition to drive the process leading to the establishment of an African Quality Assurance Framework. The purpose of this study is to document the views of stakeholders on the process leading to the establishment of the Framework.

ADEA Working Group on Higher Education, 2011. Available in English only.

Role and Contribution of Research and Postgraduate Training to Strengthening and Sustaining the African Higher Education and Research Space

By URAMA, Kevin; SWILLING, Mark and ACHEAMPONG, Ernest

This report assesses current potential challenges and opportunities for strengthening research and research capacity programs in African universities and other tertiary institutions, as well as for Identifying major centers of research excellence in Africa that can be strengthened to become nodes for internationally competitive research hubs and networks in Africa. The study will provide strategies for improving the relevance of postgraduate training and research by African universities and other tertiary institutions to their societies as well as globally, and for broadening research evaluation in African universities and other tertiary Research Assessment Exercises (RAE).

ADEA Working Group on Higher Education, 2011. Available in English only.

↪ How to order: page 126.

The Role and Contribution of Information and Communication Technology (ICT), Open and Distance Learning (ODL), and Open Educational Resources (OERs)

By BUTCHER, Neil

The African Higher Education and Research Space (AHERS) seeks to create opportunities for institutional, national, regional and continental collaboration using, as the driving force, the common challenges experienced by higher education institutions in Africa. Several aspects have been identified for fostering collaboration. Among them, promoting open and distance learning (ODL) to improve access to tertiary education and effective use of information and communication technology (ICT). This report, which is based exclusively on desk research, explores how ODL and ICT, as well as use of open education resources (OERs), can serve to strengthen and sustain AHERS. This is done by providing a description and analysis of opportunities and challenges in current practice in the use of ICT, ODL, and OERs in African higher education. Policy issues in these three areas are also discussed. The report concludes with recommendations on how key regional and continental Africa higher education bodies and development partners can adopt ICT, ODL and OERs to strengthen and sustain AHERS.

ADEA Working Group on Higher Education, 2011. Available in English only.

↪ How to order: page 126.

Research on Life Long Learning strategies for strengthening and sustaining the African Higher Education and research space

By OKETCH, Moses and MABANDE, Peter

This research was commissioned by the WGHE, with the aim of developing a framework for enhancing opportunities for lifelong learning through a more thorough understanding of the professional perspectives of the topic as it relates to Africa. This report on the Concept of Life Long Learning (LLL) investigates how its unique methods of acquiring knowledge, skills and attitudes could enhance tertiary education within an African higher education and research space. Following solid review of the literature surrounding lifelong learning both internationally and within the African context, the report presents the results of a survey it conducted and suggests a framework for promoting lifelong learning in Africa, based on current international literature and debate and the perspectives of education professionals in Africa.

ADEA Working Group on Higher Education, 2011. Available in English only.

↪ How to order: page 126.

New

Mapping the Landscape and Dynamics of Change in the Higher Education Systems of Lusophone (PALOP) Countries in Africa
By LANGA, Patricio and CHILUNDO, Arlindo

This report is the result of a project aimed at producing a baseline study on the state of higher education systems in the five Portuguese-speaking countries in Africa (PALOP): Angola, Cape Verde, Guinea-Bissau, Mozambique and Sao Tome and Principe. The report offers a historical overview of the development of higher education in the PALOP from colonial times to the present. The main objective of the baseline study is to map the landscape and dynamics of change in the higher education systems of Lusophone African countries. It focused on describing the latest developments in terms of expansion trends, financing, governance, and policy reforms closely linked to development of higher education systems of these countries. Furthermore, the baseline study contributes knowledge that can facilitate an informed debate and the dissemination of knowledge on the role of higher education for development in Africa.
ADEA Working Group on Higher Education, 2011. Available in English only.
↪ How to order: page 126.

Resource Materials

Staff Retention in African Universities and Links with the Diaspora
By MIHYO, Pascal B.

This study focuses on issues of capacity erosion in staff and management in a selected number of universities. It examines strategies and innovative ways in which these universities are trying to improve staff retention.
ADEA Working Group on Higher Education/African Association of Universities (AAU), 2008. ISBN: 978-99-8858-942 5. Available in English only
↪ How to order: page 126.

The Effects of Massification on Higher Education in Africa (The)
By MOHAMEDBHAI, Goolam

Africa has experienced a dramatic escalation on the demand for higher education. This rise in demand, in the face of inadequate resources, creates new challenges to improve accessibility and ensure quality, relevance and delivery. Prepared as a follow up to a previous study in 2004, and based on detailed institutional reports, this review looks at the effects of massification on higher education in Africa. Issues discussed include student enrolment and performance, staffing, physical infrastructure, resource constraints, funding and more. Innovative approaches from within the region and around the world are largely examined and recommendations discussed.
ADEA Working Group on Higher Education/African Association of Universities (AAU), 2008. ISBN: 9780-99-8858-941-7. Available in English only
↪ How to order: page 126.

Differentiation and Articulation in Tertiary Education Systems:
A Study of Twelve African Countries
By NG'ETHE, Njuguna; SUBOTZKY, George and AFETI, G.

This study explores the extent and nature of higher education systems in 12 African countries, It looks at curriculum and teaching practices, types of courses and qualifications, the mandates and other characteristics of institutions, state regulations, financing and quality assurance. The extensive research is a first step towards encouraging further studies to anchor differentiation and articulation within national tertiary education systems.
Commissioned by the WGHE and published jointly with the World Bank and the Association of African Universities (AAU), 2008. Available in English only.
↪ How to order: page 126.

A Toolkit for Mainstreaming Gender in Higher Education in Africa

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

ADEA Working Group on Higher Education/Association of Africa Universities, Accra, Ghana, 2006. ISBN: 9988-589-32-8. Available in English only.

⟶ Available online at: www.aau.org. How to order: page 126.

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

By ASSIÉ-LUMUMBA, N. T. Thérèse; NJUGUNA Ng'ethe; SUBOTZKY, George and SUTHERLAND-ADDY, Esi.

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

ADEA Working Group on Higher Education/Association of Africa Universities, Accra, Ghana, 2004. Available in English only.

⟶ Available online at: www.aau.org. How to order: page 126.

Strategic Development Plan for Information and Communications Technology (ICT), 2003 –2005

A primary focus of the ADEA Working Group on Higher Education is to give full consideration to the rapid emergence of new information and communication technologies development and the process of strategic planning in higher education. Between 2000-2003, WGHE encouraged universities to develop and integrate ICT Strategic Plans within institutions by funding pilot initiatives. This document is the fruit of the process of policy development in the University of Zimbabwe.

AAU/ADEA, National University of Science and Technology, Bulawayo, Zimbabwe, 2004. Available in English only.

⟶ Available online at: www.adeanet.org. How to order: page 126.

Challenging the Challenger. Understanding and Expanding the Response of Universities in Africa to HIV/AIDS

By KELLY, M. J.

The failure of many tertiary education institutions to recognize and confront the HIV/AIDS crisis on their campuses means the loss of hard-won development gains and crippling prospects for the future. This report eloquently documents this "conspiracy of silence." It draws upon the results of 7 case studies of universities in 6 countries: Benin, Ghana, Kenya, Namibia, South Africa, and Zambia. It seeks to understand how the disease is affecting African universities and to identify responses and coping mechanisms that might usefully be shared with sister institutions in similar circumstances. The report closes by outlining a two-pronged strategy for African universities to consider in shaping their own responses to HIV/AIDS.

ADEA Working Group on Higher Education, 2001. Also exists in French.

⟶ Available online at: www.adeanet.org. How to order: page 126.

Directory of Donor Assistance to African Higher Education

Compiled by DIAGNE, M.

This directory is based on a survey of development partners and assistance agencies active in sub-Saharan Africa. It provides information on 32 donor agencies, their general goals, type of assistance provided, beneficiaries, contacts, and more. It is intended for and is particularly useful to members of African universities and ministries of education, as well as all those seeking concise comparative information on the range of donor priorities and possibilities for assistance in the field of higher education.

ADEA Working Group on Higher Education, 2001. Also exists in French.

⟶ Available online at: www.adeanet.org. How to order: page 126.

USHEPiA – Building a Research Capacity Network in Africa
By WEST, M. and SHACKLETON, L.
USHEPiA, is a successful South-South capacity building network experience in the area of science, engineering and the humanities. The initiative which involves a number of partner universities in East and Southern Africa seeks to foster research capacity and collaboration amongst African researchers in order to build institutional and human capacities. This report examines the origins of the project, from its conception to its operation, and identifies several achievements. It provides a critical analysis of the successes and lessons learned as an attempt to incite or encourage ways of developing African research capacities using a network of institutions.
ADEA Working Group on Higher Education, 1999.
↪ Available online at: www.adeanet.org. How to order: page 126.

Reforming a National System of Higher Education. The Case of Cameroon
By NJEUMA, D.L.; ENDELEY, H.N.; MBUNTUM, F.F.; LYONGA, N.; NKWETEYIM D.L.; MUSENJA, S. and EKANJE, E.
The higher education system of Cameroon experienced a series of reforms from the 1960's to the 1990's. The most recent reform, was designed to provide quality education at a more manageable scale. This involved several important adjustments in the areas of accessibility, quality education, and capacity-building, and introduced new challenges such as developing information technology and experimenting with distance learning. This report provides a succinct account of the process and impact of the reforms on the higher education system in Cameroon.
ADEA Working Group on Higher Education, 1999. Also exists in French.
↪ Available online at: www.adeanet.org. How to order: page 126.

Promoting Access, Quality and Capacity-Building in African Higher Education. The Strategic Planning Experience at Eduardo Mondlane University
By FRY, P. and UTUI, R.
During the 1990's, strategic institutional reforms were introduced at Mozambique's Eduardo Mondlane University. These reforms were intended to expand access to higher education, improve the quality of university teaching and research, and strengthen capacities for institutional planning program imple-mentation, performance monitoring and output evaluation. This report analyzes the efforts made in carrying out the reforms, takes into consideration the historical and political background, and presents the problems and prospects under which the planning process evolved.
ADEA Working Group on Higher Education, 1999.
↪ Available online at: www.adeanet.org. How to order: page 126.

Tertiary Distance Education and Technology in Sub-Saharan Africa
By SAINT, William
This paper addresses the question of how African nations might improve the balance between tertiary education, access, and funding, without further sacrifices in quality. It provides a rationale for the poten-tial benefits of tertiary distance education, which can increase educational access and improve quality, while being cost efficient. This rationale is backed up by the use of facts and statistics from distance and tertiary education efforts in numerous countries.
ADEA Working Group on Higher Education, 1999. Also exists in French.
↪ Available online at: www.adeanet.org. How to order: page 126.

Tertiary Distance Learning in Sub-Saharan Africa. Overview and Directory to Programs
By ROBERTS AND ASSOCIATES
Tertiary Distance Learning in Sub-Saharan Africa is an overview and directory of tertiary level distance learning programs in Africa. The report also describes the current status of tertiary distance learning in Africa, drawing upon papers presented at the eleventh meeting of the Working Group on Higher Education held in Saint Louis, Senegal, October 20-22, 1997.
ADEA Working Group on Higher Education, 1998. Also exists in French.
↪ How to order: page 126.

Revitalizing Universities in Africa. Strategy and Guidelines

This report gives practical strategies and guidelines for improving the quality of African universities by internal initiatives through planning. It recommends that governments recognize their universities as important resources, and donor agencies reconsider their stance with regard to investment in higher education. **Prepared by the Association of African Universities (AAU) and the World Bank. ADEA Working Group on Higher Education. World Bank, 1997. Also exists in French.**

Development of Institution-Specific HIV and AIDS Policy

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

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

Between 2003 and 2005, WGHE and partners commissioned a survey on the "Responses of Higher Education institutions in Africa to HIV/AIDS". This directory presents the profiles of the institutions surveyed, with details of their individual institutional responses.
ADEA Working Group on Higher Education/Association of African Universities, Accra, Ghana, 2006. ISBN: 9988 589 31 X Available in English only.

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

By OTALLA, Barnabas, LUTAAYA, Emmanuel and OCQUAYE Maurice
This report synthesizes the findings and recommendations of an independent survey conducted between 2003-2005, which document institutional responses of universities, polytechnics and teacher training colleges in Africa to HIV/AIDS. It takes stock of the impact of WGHE and other partners' investment and interventions on HIV/AIDS policies and programs.
ADEA Working Group on Higher Education/ Association of African Universities, Accra, Ghana, 2006. ISBN: 9988-589-30–1. Printed in Accra, Ghana. Available in English only.

A Toolkit for Higher Education Institutions in Africa. Mitigating the Impact of HIV/AIDS

The HIV/AIDS toolkit is a package developed specifically for tertiary institutions with the aim of supporting the development and management of comprehensive institutional responses to HIV and AIDS. The package comprises resource materials on HIV and AIDS in the African higher education context, advocacy strategies for use within tertiary institutions, and practical guidelines for the design, management and implementation of HIV and AIDS policies and programs in African higher education institutions **Association of Africa Universities with ADEA Working Group on Higher Education/Johannesburg, 2004. Also exists in French and Portuguese.**

HO Polytechnic HIV/AIDS Policy

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

Nkumba University HIV/AIDS Policy

In addition to outlining objectives in creating an HIV/AIDS policy, this policy report looks at the provision of preventive care and support services and education at campus, outlines the structures for implementing and integrating HIV/AIDS issues into teaching and research, as well as advocacy, networking and collaboration at Nkumba University, Uganda.

Nkumba University, Uganda, (with support from ADEA/WGHE), December, 2002. Available in English only.

↪ Available online at: www.adeanet.org. How to order: page 126.

HIV/AIDS and Policy

This policy document provides an overview of Kenya's HIV/AIDS situation, as well as the policies put into place by the Kenya government to contain the scourge. It also highlights the principles and values of the college, the legal issues on HIV/AIDS the rights and responsibilities of the infected and affected, the integration of HIV/AIDS curriculum into teaching and service activities and strategies for intervention

Highridge Teachers College (with support from ADEA/WGHE), July, 2003. Available in English only.

↪ Available online at: www.adeanet.org. How to order: page 126.

The Mombasa Polytechnic HIV/AIDS Policy

This document which aims at formulating an HIV/AIDS policy to guide related activities and decisions within the institution, includes components on: The rights and responsibilities of infected and affected employees and students; integrating AIDS issues into the program activities, and providing preventive support services.

The Mombasa Polytechnic (with support from ADEA/WGHE), 2003. Available in English only.

↪ Available online at: www.adeanet.org. How to order: page 126.

Politique Institutionelle en matière de VIH/SIDA dans les universités de Togo
(Institutional policy on HIV/AIDS in the universities of Togo)

This policy takes into consideration the viewpoints of the various socio-professional categories in the university community, based on a survey conducted at the University of Lomé and the University of Kara in 2004. This document is based on Togo's national strategic framework for combating HIV/AIDS (2001-2005), adopted in March 2001. It outlines the measures that should be taken by the university community to inform its members and raise their awareness of the problems, to conduct screening for the disease and provision of care, to involve universities in the fight against HIV/AIDS, and to include HIV/AIDS training modules in the curricula of faculties, schools and institutes.

Universities of Lomé and Kara (with support from the ADEA WG on Higher Education), 2002. In French only.

↪ Available online at: www.adeanet.org. How to order: page 126.

The University of Botswana HIV/AIDS Policy

This document summarizes the University of Botswana's response to the National HIV/AIDS Policy. The policy applies to all employees and students, the objectives being to educate staff and students to deal with the epidemic and promote activities that result in an HIV free environment.

University of Botswana, November, 2002. Available in English only.

↪ Available online at: www.adeanet.org. How to order: page 126.

AAU Papers

Strategic Planning at Selected African Universities, by EKONG, Donald and PLANTE, Patricia. Association of African Universities, 1996. Also exists in French.

↪ For more information contact: www.aau.org

The University in Africa in the 1990's and Beyond. Summary report of a colloquium jointly organised by the Association of African Universities and the DAE Working Group on Higher Education, Accra, Association of African Universities, 1995.

↪ For more information contact: www.aau.org

Demand, Access, and Equity Issues in African Higher Education: Past Policies, Current Practices, and Readiness for the 21st Century, *by ASSIÉ-LUMUMBA, N. T..* Association of African Universities, 1994. Also exists in French.
↳ For more information contact: www.aau.org

Adequate and Sustainable Funding of African Universities, *by NEGRAO, José.* Association of African Universities, 1994. Also exists in French.
↳ For more information contact: www.aau.org

The Emerging Role of African Universities in the Development of Science and Technology, *by MOHAMEDBHAI, G.T.G.* Association of African Universities, 1994. Also exists in French.
↳ For more information contact: www.aau.org

Governance Issues in African Universities: Improving Management and Governance to Make African Universities Viable in the Nineties and Beyond, *by GAIDZANWA, Rudo Barbra.* Association of African Universities, 1994. Also exists in French.
↳ For more information contact: www.aau.org

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

Universities in Africa: Challenges and Opportunities of International Cooperation, *by ABEGAZ, B. M..* Association of African Universities, 1994. Also exists in French.
↳ For more information contact: www.aau.org

Quality and Relevance: African Universities in the 21st Century, *by AINA, T. A..* Association of African Universities, 1995. Also exists in French.
↳ For more information contact: www.aau.org

The Future Missions and Roles of the African Universities, *by SAWADAGO, Geremie.* Association of African Universities, 1994. Also exists in French.
↳ For more information contact: www.aau.org

Study on Cost-Effectiveness and Efficiency in African Universities. Association of African Universities, 1991.
↳ For more information contact: www.aau.org

World Bank Technical Notes

Revival and Renewal: Reflections on the Creation of a System of Tertiary Education in Ghana, *by SUTHERLAND-ADDY, Esi.* AFTHR Technical Note, the World Bank, 1995.
↳ For more information contact: www.worldbank.org

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

Building Consensus for Higher Education Reform in Africa: Some Reflections, *by BROWN SHERMAN, M. A..* Africa Technical Department, the World Bank, 1993.
↳ For more information contact: www.worldbank.org

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

Financial Diversification and Income Generation at African Universities, by *BLAIR, Robert.* AFTED Technical Note, No. 2, the World Bank, 1992.
↪ For more information contact: www.worldbank.org

University Governance: Problems and Prospects in Anglophone Africa, by *MWIRIA, Kilemi.* AFTED Technical Note, No. 3, the World Bank, 1992.
↪ For more information contact: www.worldbank.org

Universities in Africa: Strategies for Stabilization and Revitalization, by *SAINT, William.* Technical Paper No. 194, the World Bank, 1992. Also exists in French.
↪ For more information contact: www.worldbank.org

Beyond the Fragments: Donors' Reporting Systems at the Universidade Eduardo Mondlane, Mozambique and the University of Dar es Salaam, Tanzania, by *WIELD, David. 1995.* Research Survey No. 3. Stockholm: Swedish Agency for Research Cooperation with Developing Countries – SAREC.
↪ For more information contact: www.worldbank.org

A Consultation on Higher Education in Africa, by *COOMBE, Trevor.* The Ford Foundation, 1991.
↪ For more information contact: www.worldbank.org

Web site

www.aau.org
This website provides a link to online information on the Working Group on Higher Education. A certain number of technical studies and documents can be consulted.

Non-Formal Education

Publications

New

Strategic Orientation Framework for Basic Education in a Holistic, Integrated and Diversified Vision of Lifelong Education

By HOPPERS, Wim and DIAGNE, Amadou Wade

This strategic orientation framework puts forward a vision of high-quality education encompassing the full diversity of learning modes in order to meet the varied needs and situations of learners. It promotes all forms of education – formal, non-formal and informal – as well as mobility and crossovers between education sub-systems. The framework is intended as a diagnostic tool for African education systems and an aid for the (re)formulation of education policies. It identifies ten strategic areas for implementation, ranging from research to governance to capacity building.

ADEA Working Group on Non-Formal Education, in collaboration with GIZ, SDC and UIL, 2012. Available in English, French and Portuguese.

☛ Available online at: www.adeanet.org and www.gtenf.org. How to order: page 126.

New

Optimising Learning, Education and Publishing in Africa: The Language Factor. A Review and Analysis of Theory and Practice in Mother-Tongue and Bilingual Education in sub-Saharan Africa

By OUANE, Adama and GLANZ, Christine

The authors of the study highlight that improvements in educational quality and learning outcomes derive from strong multilingual language models and socio-culturally relevant curricula that use African languages as media of instruction for at least six years. Further, they make the case that locally based multilingual publishing will support the education sector effectively and help to develop a literate environment. Both educational quality and publishing are instrumental in African nations' social and economic development, and in the continent's knowledge creation and scientific development.

Through this publication, policy-makers and others interested in how language use influences education and development obtain practice-based evidence and recommendations regarding policy, language education models, teaching, assessment, learning approaches and financing strategies adapted to the sub-Saharan African context.

The study has served as a foundation for the policy guide on the integration of African languages and cultures into education systems (2010) as well as the evidence- and practice-based policy advocacy brief "Why and how Africa should invest in African languages and multilingual education" (2010).

UNESCO Institute for Lifelong Learning (UIL) and the Association for the Development of Education in Africa (ADEA). 2011. 380 pp. ISBN: 978-92-820-1170-6. Available in English and French. Hard copies can be ordered from UIL Publications Department (e-mail: uil-pub@unesco.org).

↪ Available online at: www.adeanet.org. How to order: page 126.

Genre et alphabétisation : comment renforcer les capacités de recherche en Afrique *(Gender and Literacy: How to Build Research Capacity in Africa)*
By MEDEL-AÑONUEVO Carolyn and BOLLY Madina

Considering that literacy is a fundamental right for both men and women, how can we explain why 62% of African women are refused the right to literacy training? On current trends, nearly 800 million adults, including a high proportion of women, will still be illiterate in 2015. How can these trends be reversed? Despite stakeholders' desire to comply with international commitments on gender equality and the empowerment of women, their efforts are still insufficient to meet the challenge. The UIL is seeking to address this issue by building capacity for research on gender and literacy. It has adopted a two-pronged approach to achieving training objectives in countries such as Burkina Faso, Guinea, Mali, Niger and Senegal, all of which have very low literacy rates, particularly among women. The main strategy underlying the training program was based on a constant concern with initiating a learning dynamic. It was found that, in order to bring about real change, special attention should be given to three aspects: 1) rethinking literacy policies and programs in a gender perspective; 2) developing a strategy for creating a critical mass of stakeholders with expertise in gender and literacy and investing more in research in these fields; 3) initiating learning dynamics in order to produce tangible results.

UNESCO Institute for Lifelong Learning, in collaboration with the ADEA Working Group on Non-Formal Education, 2011. 64 p. Literacy Matters Series. ISBN: 978-92-820-2102-6. Available in French only.

↪ Téléchargeable en ligne au http://unesdoc.unesco.org/images/0019/001923/192397f.pdf. How to order: page 126.

Genre et droits humains dans les systèmes éducatifs africains: Repérés et Actions: Guide pratique *(Gender and Human Rights in African Education Systems: Guidelines and Actions—A Practical Guide)*
Contributions: African Union/CIEFFA, Swiss Cooperation Agency, the Economic Commission for Africa's African Centre for Gender and Social Development (ECA/ACGSD), UNICEF, Embassy of Canada, Organisation Internationale de la Francophonie (OIF), Gender Common Fund in Burkina Faso.

This guide aims to help bring qualitative and quantitative improvement in education for girls and women in Africa and to reduce gender inequality. It considers education systems at various levels such as teaching and learning, formal and non-formal education, etc. while emphasizing the link between "gender" and "the right to education". It is intended for all stakeholders in education: policymakers, technical and financial partners, and practitioners. It contains worksheets for analysis and action by sub-theme, with each worksheet designed for a specific category of stakeholder. These thematic worksheets cover the integration of gender and the right to education in policy, the planning process and educational practice, and the socio-economic context that is conducive to equality. Good practice is illustrated by examples from African countries.

ADEA Working Group on Non-Formal Education, 2010. Available in french only.

↪ Available online at: www.adeanet.org. How to order: page 126.

Learning from Reflect experience in Burkina Faso
By KAM Ollé Franck, SOME Magloire, ZABSONRE/TASSEMBEDO Sanata, OUEDRAOGO/ZONGO Eléonore.

This document produced by Pamoja Burkina Faso and the Association for the promotion of non formal education (APENF) is a product of the work carried out using the Reflect approach in Burkina Faso. Reflect is a non formal education approach practiced on an international level. It is applied in Burkina Faso since 2002 by APENF; in the meantime, Reflect has become the second most used non formal

education approach in Burkina Faso. This document gives an insight into the internal and external efficiency of Reflect and proposes some lessons learned and guidelines for its implementation.
ADEA Working Group on Non-Formal Education, PAMOJA Burkina, APENF Burkina, 2010. Also available in French.

⟶ Available online at: www.adeanet.org. How to order: page 126.

Making the Connections: Why Literacy Matters for HIV Prevention
By MEDEL-ANONUEVO, Carolyn and DIARRA M. C.
This study is the first of a UIE launched series entitled "Literacy Matters". This issue, which looks at the relationship between literacy and HIV prevention education, is the result of the work carried out by UIE in collaboration with the ADEA WGNFE. It examines the contribution of non-formal education to HIV prevention, and demonstrates how literacy – one of the key areas of non formal education – is making a difference in HIV prevention through innovative approaches, in particular through community participation.
UNESCO Institute for Lifelong Learning, in collaboration with ADEA WG on non formal education, 2007, 16 p. Literacy Matters Series. ISBN 978-92 820 1152-2. Also available in French.

⟶ Available online at: http://unesdoc.unesco.org/images/0015/001541/154159e.pdf. How to order: page 126.

Measuring the Right to Education
Edited by FRIBOULET, Jean-Jacques; NIAMEOGO, Anatole; LIECHTI, Valérie; DALBERA, C.; MEYER-BISCH, Patrice
This book presents a methodology for observation and analysis that is informed by an array of indicators designed to measure the four capacities of the educational system: acceptability, adaptability, availability and accessibility. Developed in partnership with the interdisciplinary Institute for Ethics and Human Rights (IIEHR) and the Association for the promotion of non formal education in Burkina Faso, (APENF) this innovative methodology is presented along with the first outcomes of the field surveys carried out in Burkina Faso.
UNESCO Institute for Lifelong Learning, Schulthess, 2006. ISBN 978-3-7255-5252-8. Price: 30 euros. Also available in French.

⟶ How to order: page 94

Non-Formal Education in Urban Kenya, Findings of a Study in Kisumu, Mombasa and Nairobi
By THOMPSON, Ekundayo J.D.
This document reports the findings of a study on 88 Kenyan non-formal schools and centers in Kisumu, Mombasa and Nairobi. Carried out to generate data and information for further understanding of the non-formal sector, the study provides informed measures needed to improve the quality of non-formal education. It is a useful source of information to stakeholders, policy makers and all those involved in providing education opportunities to out of school youth and children.
ADEA Working Group on Non-Formal Education, Commonwealth Secretariat, 2000. Available in English only.

⟶ Available online at: www.adeanet.org/adeaPortal/adea/wgnfe/.How to order: page 126.

Workshops and Symposiums

Achieving Education for All: The Case for Non-Formal Education. Report of a symposium on the implementation of alternative approaches in the context of quality education for all
Edited by OSMAN, Amina
This report of a symposium on the Implementation of Alternative Approaches in the context of Quality Education for All, organized in Burkina Faso by the ADEA Working Group on Non Formal Education, looks at theoretical issues and presents findings of research carried out in Burkina Faso on indicators to measure the effectiveness of the right to education. The second part contains case studies from seven African countries (Gambia, Kenya, Namibia, Nigeria, Senegal, Tanzania, Ethiopia) showing the diversity and potential of non-formal education.
ADEA Working Group on Non-Formal Education, Commonwealth Secretariat, 2005. ISBN: 0-8592-822-2. 152 pages Price £8.99. Available in Engllish only.

⟶ Available online at: http://thecommonwealth.org. How to order: page 126.

National Symposium on Non Formal Education
(Maputo Mozambique, 12-14 June, 2002)

This Final Report of the National Symposium on NFE, organized by the UNESCO Maputo Office in collaboration with the ADEA WGNFE, includes papers on: Non-Formal Education in Zambia: Experiences of the Working Group on Non-formal Education in Zambia (E. Mumba), Síntese da Intervenção da AAEA. Angola (Vítor Barbosa), Non-Formal Education in Uganda, which way?) Patrick Kiirya, A Experiencia da Alfabetização e da Educação Básica de Adultos em Cabo Verde (Cap Vert) António da Silva; UNESCO Workshop on Non Formal Education (NFE) in Mozambique, Final Report.

These reports can be consulted on the WGNFE Website at www.adeanet.org/wgnfe. Available in English only.
↪ Available online at: www.adeanet.org/adeaPortal/adea/wgnfe/ How to order: page 126.

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

Cream Wright, Learning How to Mainstream: Experiential knowledge and Grounded Theory; Thompson, Ekundayo J.-D., Successful Experiences in Non-Formal Education and Alternative Approaches to Basic Education in Africa; Mulugeta Emebete, Mainstreaming and Marginalisation of NFE in Ethiopia; Rosa-Maria Torres, Amplifying and Diversifying Learning: Formal, Non-formal and Informal Education revisited

These reports can be consulted on the WGNFE Website at www.adeanet.org/wgnfe Available in English only.
↪ Available online at: www.adeanet.org/adeaPortal/adea/wgnfe/ How to order: page 126.

Non-Formal Education and Quality Basic Education for All. Symposium
for the Establishment of the ADEA Kenya Country Working Group on
Non-Formal Education Mombasa, Kenya, 11-14 April, 2000

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

ADEA Working Group on Non-Formal Education, Commonwealth Secretariat, 2001. Available in English only.
↪ Available online at: www.adeanet.org/adeaPortal/adea/wgnfe/ How to order: page 126.

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

Prepared by MANNATHOKO, Changu; OSMAN, Amina and WRIGHT, Cream

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

ADEA Working Group on Non-Formal Education, Commonwealth Secretariat, 2001. Available in English only.
↪ Available online at: www.adeanet.org/adeaPortal/adea/wgnfe/ How to order: page 126.

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

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

This report provides a summary of the substantive issues discussed at the pre-biennial Symposium and Exhibition on the Dynamics of Non-Formal Education, held on 1-4 December 1999 in Johannesburg, South Africa. The symposium and exhibition were held at the initiative of the ADEA Working Group on Non-Formal Education (WGNFE) and brought together a diverse group of policy makers, researchers, practitioners and development agencies, all committed to the achievement of the goal of Education for All (EFA) through the diversification of education provision and the strengthening of alternative approaches to learning. Technical papers reflecting key issues and case studies that were presented at the symposium are published in a separate volume.

ADEA Working Group on Non-Formal Education, Commonwealth Secretariat, 2001. Available in English only.
↪ Available online at: www.adeanet.org/adeaPortal/adea/wgnfe/.How to order: page 126.

Diversifying Education Delivery Systems: Reviving Discourse on the Formal/Non-formal Interface
Workshop on Non-formal Education Gaborone, Botswana, 23-26 June 1999

This workshop aimed at: gathering the existing collective knowledge initiating a process of educational reform; and developing proposals for action. It included presentations on: Diversification of Adult Education Provision in Zambia (E. Mumba); The Case of Non-formal Education Provisions in Namibia (S. A. F. Indabawa); ASECA: Empowering Adult Learners (J. Rabinowitz); The Learning Nation, A Namibian Policy on Lifelong Learning (J. Ellis); Non-formal Education in Lesotho: Current Status (J. P. Lefoka); Management Issues for Integrated Diversity (R. Williams), Developing Effective, Relevant and Empowering Primary Educational Pathways and Support Services for Out-of-School Overage Children (Jean Pease); Issues in Policy and Provision of Non-formal Basic Education in East and Southern Africa (T. Maruatona); A Systemic Approach to the Problems of Jomtien (W. Hoppers), Interfacing NFE and Open Learning Provisions with Mainstreamed Education in the Context of Emerging Conceptualizations (F. Youngman).
ADEA Working Group on Non-Formal Education/Commonwealth Secretariat, 1999. The workshop papers can also be consulted at the WGNFE website at www.adeanet.org/wgnfe. Available in English only.
☞ Available online at: www.adeanet.org/adeaPortal/adea/wgnfe/ How to order: page 126.

Capacity 2000 Plus. Competency-based Community Skills Development Namibia
Workshop Report Windhoek, 23-25 September 1997

The notion of workforce education holds much promise for dealing with the lack of skilled human resources on the one hand, and shortage of employment opportunities on the other. The workshop was successful in accomplishing the formation of an advisory council to guide and develop the improvement of competency-based skills training. This workshop report has been reproduced in order to make the concept and potential impact of workforce training more widely available.
ADEA Working Group on Non-Formal Education/Commonwealth Secretariat, 1999. Available in English only.
☞ Available online at: www.adeanet.org/adeaPortal/adea/wgnfe/ How to order: page 126.

Assembly on Nonformal Education, Dakar, Senegal (12-14 October 1997)

This assembly provided the opportunity to exchange information on the activities and organization of national working groups, discuss issues, concerns and priorities in the provision of non formal education, discuss the findings of working group sponsored research, and identify areas of collaboration with other ADEA working groups.
ADEA Working Group on Non-Formal Education, Commonwealth Secretariat, 1998. Also exists in French.
☞ Available online at: www.adeanet.org/adeaPortal/adea/wgnfe/ How to order: page 126.
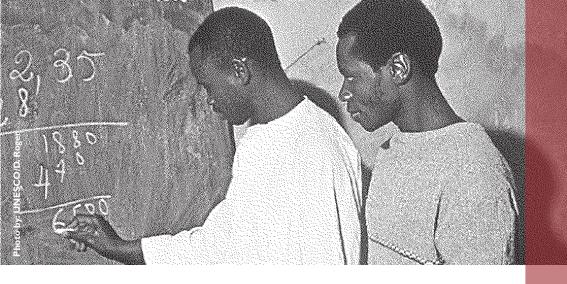
Web site

www.gtenf.org/index.php/en
This website provides information on the working group on non formal education. In addition to the titles listed above. A certain number of technical studies and documents can be consulted.

Photo by: UNESCO/ D. Roger

Teaching Profession

Teaching Modules / Resources

Resource Materials for Multi-Grade Teaching
Edited by QUIST, Dawn
Meeting the goals of providing quality universal primary education remains a major challenge to many countries. Multi-grade teaching is one way in which governments with limited resources can provide all children with a good quality education. This publication on Multi-grade teaching serves as a guide for teachers and teacher trainers and was designed as part of a wider partnership to assist countries to achieve quality universal primary education. It includes 7 modules which cover the following subjects: 1. An Introduction to Multi-grade Teaching; 2. Effective Teaching and Learning in Multi-grade Classrooms; 3. Classroom Management and Organisation; 4. Approaches to Teaching in Multi-grade Classes; 5. Instructional Resources and Resource Management; 6. Assessment and Evaluation; 7. Planning a Pro-gramme of Instruction for Multi-grade classes.
ADEA Working Group on the Teaching Profession, Commonwealth Secretariat, 2005. ISBN: 0.85092-790-0 Forthcoming in French and Portugese. Price: £17.50.
↪ How to order: page 121.

Resource Materials for School Heads
Introductory Module: A User's Guide
Module 1: Self-Development for Educational Managers
Module 2: Principles of Management
Module 3: Personnel Management
Module 4: Managing the Curriculum and Resources
Module 5: Financial Management
Module 6: Monitoring School Effectiveness
Module 7: The Governance of Schools
This series of modules is being reviewed.
↪ How to order: page 127.

TEACHING PROFESSION

A Reference Guide for Teacher Managers
By HALLIDAY, Ian G.

This guide highlights procedures and practices aimed at assisting teacher managers. Checklists and references related to teacher management are included. The guide emphasizes the development of good management practices. It can be used to support management training programs for school principals, inspectors/advisors and education officers.

Teachers' World Series. ADEA Working Group on the Teaching Profession, Commonwealth Secretariat, 1999. ISBN: 0-85092-618-1. Price: £5.50.

↪ How to order: page 127.

Progress Through Self-Evaluation: The Path to a Better School
By HOGAN, Joe.

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

ADEA Working Group on the Teaching Profession, Commonwealth Secretariat, 1998.

↪ How to order: page 127.

Resource Materials for School Inspectors
Module 1: A Trainers Guide for the Induction of Newly Appointed Inspectors
Module 2: A Self-Study Guide for Newly Appointed Inspectors
Module 3: A Trainer's Guide for Inset of Serving Inspectors
Module 4: A Self-Study Guide for Serving Inspectors

Improving instructional work in schools and raising the performance of both teachers and pupils is the responsibility of all the key actors in the education enterprise, including school inspectors and advisors. The school inspectors training modules cover critical areas identified by school inspectors in Africa, and are useful training tools and self-development resource materials. This programme has been developed to help schools understand and implement a system where school inspectors are carefully recruited and selected, and above all well trained to perform their functions effectively and in accordance with set norms.

ADEA Working Group on the Teaching Profession, Ministries of Education (SADC), Commonwealth Secretariat, 1998. ISBN: 0-85092-615-7 NB The four modules are sold together as a set. Price £19.99.

↪ How to order: page 127.

Teacher Management and Support

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

The Working Group on the Teaching Profession, (francophone section) has strived to establish a network of experts capable of analyzing the difficulties encountered in the management and mobilization of teachers and to initiate action on behalf of the ministries of education. This document is an account of of the studies carried out by ten national teams over two years. It looks at priorities of various education ministries from Benin, Burkina Faso, Côte d'Ivoire, Guinea, Madagascar, Mali, Niger, Senegal, Chad and Togo. The recommendations made at the end of each country study can be of use to ministries of education,teachers and professional parent teacher associations.

ADEA Working Group on the Teaching Profession, francophone section, CRDP de Bourgogne, 2001. ISBN: 2-86621-324-6. 2002.

↪ How to order: page 127.

Teacher Management and Support in Tanzania: An Annotated Bibliography, 1985-2000
By KIONDO, Elizabeth

This annotated bibliography of Tanzanian sources of information on teachers' education and support was compiled to create a comprehensive database of information resources on the subject. The objective was to capture efforts undertaken in Africa to address the problems and practical efforts that have been made. This is a useful guide for education managers, teachers, and various researchers to information sources such as books, research and evaluation reports, journal and newspaper articles, donor and government reports of materials related to teacher education management and support.
ADEA Working Group on the Teaching Profession, Commonwealth Secretariat, 2002. ISBN: 0.85092-725-0.
↪ How to order: page 127.

Developing a Professional Teaching Service
By HALLIDAY, Ian G.

This document presents the rationale behind creating a national teaching council, presents guidelines and recommendations in creating and establishing such a body, and provides pertinent questions and answers on the role and function of a professional teaching service. Particular attention is paid to the management and role of professionally qualified teachers, as well as individuals from various backgrounds, who are assimilated in the education system as teachers.
Teachers' World Series. ADEA Working Group on the Teaching Profession, Commonwealth Secretariat, 1999. ISBN: 0-85092-617-3. Price: £5.50.
↪ How to order: page 127.

Setting Staffing Standards for Schools
By HALLIDAY, Ian G.

An effective curricula should not only provide a balanced educational diet. It should also be possible to convert it into an efficient timetable which maximizes the use of available staff. This book shows how teacher demand, and consequently, appropriate staffing levels can be determined for secondary schools of different sizes. A short chapter is also included about staffing in primary schools.
Better Educational Management Series. ADEA Working Group on the Teaching Profession. Commonwealth Secretariat, 1998.
↪ How to order: page 127.

Les politiques de gestion des personnels enseignants dans les pays d'Afrique subsaharienne francophone *(Policies for Teacher Management in Francophone Sub-Saharan Africa)*
By SOLAUX, Georges

The objective of the programme on management and mobilization of teachers is to propose positive developments which help the management of teaching personnel to evolve and improve teaching and working conditions. Thirteen francophone African countries pariticpated in the programme: Benin, Burkina Faso, Côte d'Ivoire, Djibouti, Gabon, Guinea, Madagascar, Mali, Mauritania, Niger, Senegal, Chad, and Togo. This document outlines the developments made by national teams in planning, analysis and management
ADEA Working Group on the Teaching Profession. 1997.
↪ How to order: page 127.

Legal Frameworks. A Study of the Legal Framework for Teacher Management in Three African Countries: Sierra Leone, Uganda, Zimbabwe
By BITAMAZIRE, G.; CHINERY-HESSE, J.; DUPIGNY, A.; GWAUNZA, E.; LISK, I. and RUKANDA, M.

This report presents the findings of the study on legal frameworks for teacher management in Sierra Leone, Uganda and Zimbabwe and looks at the extent to which they are needed and applied. The overall objective of the study is to identify ways in which existing legislation, regulations, procedures and practices may be made more relevant to the interests of ministries and teachers.
Teachers' World Series. ADEA Working Group on the Teaching Profession. Commonwealth Secretariat, 1996.
↪ How to order: page 127.

Management Structures. A Study of the Function and Performance of Teacher Management Structures in Four African Countries: Botswana, Ghana, Zambia, Zimbabwe

By ANIM, N. and HALLIDAY, Ian G.

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

Teachers' World Series. ADEA Working Group on the Teaching Profession. Commonwealth Secretariat, 1996.

⟶ How to order: page 127.

Turning the Tables on Teacher Management

By HALLIDAY, Ian G.

This book is directed at senior administrators and educationalists in Ministries of education and teaching service commissions. It aims to serve as a reference book and training manual, and to stimulate innovative developments in educational management and administration at local level.

Commonwealth Secretariat, 1995.

⟶ How to order: page 127.

Gestion et mobilisation des personnels enseignants dans les pays francophones d'Afrique subsaharienne *(Management and Mobilization of Teachers in Francophone Sub-Saharan Africa)*

Organized in the framework of the creation of national working groups to develop education systems in Africa, this document has two principal objectives: to highlight the logic of the diachronic perspective in education, and its evolution while contemplating the socio-economic perspective.

GTPE, 1995.

⟶ How to order: page 127.

Teacher Morale and Motivation in Sub-Saharan Africa: Making Practical Improvements

By MAKAU, Ben and COOMBE, Carol.

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

DAE, Working Group on the Teaching Profession, January 1994.

⟶ How to order: page 127.

Newsletter

TEMS News

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

⟶ How to order: page 127.

Other Themes

The themes mentioned hereafter were covered by former ADEA Working Groups

Female Participation[1]

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

Web site

www.**fawe**.org
This Web site provides information on FAWE Activities. Publications can be consulted or ordered on-line.
⌐→ Publications from FAWE, FEMSA, ACAFE can be ordered or downloaded at:
http:// www.fawe.org

Education Sector Analysis[2]

Partnerships between Ministries of Education and International Funding and Technical Assistance Agencies. The Case of Mozambique
By MAROPE, P.T.M. et TAKALA, Tuomas
The aim of this study is to describe and analyze the partnership process and SWAp in Mozambique. It addresses the question of agencies' weaknesses and commitments and the implications of this for the Ministry of Education. Based on the realities observed, the authors attempt to draw up a typology of agency behavior and actions according to criteria of technical competence and commitment level. The Mozambique experience can serve as a relevant experience to other agencies and ministries of education where there is a SWAp process.
ADEA Working Group on Education Sector Analysis, 2003. ISBN: 92-9178-042-1. Available in English only.
⌐→ Available online at: www.adeanet.org/wgesa. How to order: page 126.

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1 Graduated Working Groups
2 In 2008 the Working Group on Education Sector Analysis (WGESA) was merged with the Working Group on Finance and Education (WGFE) and the WG on Education Statistics (WGES). This merger led to the creation of the WG on Education Management and Policy Support (WGEMPS). The publications listed here are those produced by the WGESA before the merger.

National Reviews

Review of Education Sector Analysis in Mozambique, 1990-1998
By MÁRIO, Mouzinho; BUENDIA, Miguel; KOUWENHOVEN, Wim; ALBERTO, A. and WADDINGTON, Clotilde.
This review provides summarized analyses for a total of 99 studies, of which 45 were reviewed in depth. It was conducted by a team of university researchers as a contribution to the nation's National Education Sector Strategy (1999-2003). The interviews with a wide range of national and international actors help to deepen understanding of the process of policy formation and the role of sector studies in Mozambique.
ADEA Working Group on Education Sector Analysis, 2001. ISBN: 92-9178-032-4. Also exists in French.
⟳ Available online at: www.adeanet.org/wgesa. How to order: page 126.

Review of Education Sector Analysis in Burkina Faso, 1994-1999
By ILBOUDO, E.K.; COMPAORÉ, M.; OUEDRAOGO, B.; SOMBA, P.; KABORÉ, O.; OUEDRAOGO, A.; KINDA, F.; KANORÉ, B.
This review, which is part of a ten-year plan for the development of basic education in Burkina Faso, looks at past education sector analyses, their quality, dissemination and use. In addition to providing historical, documentary and methodological information, this review serves as a platform for dialogue for educational professionals and researchers in the area of educational reform.
ADEA Working Group on Education Sector Analysis, 2001. ISBN: 92-9178-028-6. Also exists in French
⟳ Available online at: www.adeanet.org/wgesa. How to order: page 126.

Review of Education Sector Analysis in Lesotho, 1978-1999
By SEBATANE, E. M.; AMBROSE, D.P.; MOLISE, M.K.; MOTHIBELI, A.; MOTLOMELO, S.T.; NENTY, H.J.; NTHUNYA, E.M. and NTOI, V.M.
This publication analyses the sector studies carried out in Lesotho between 1978 and 1999. 139 studies were identified and 80 of them were selected for in-depth analysis. The review team identifies important areas which it considers to have been inadequately addressed, and outlines strategies for future policy dialogue in the context of national educational development in Lesotho.
ADEA Working Group on Education Sector Analysis, 2000. ISBN: 92-9178-022-7. Also exists in French.
⟳ Available online at: www.adeanet.org/wgesa. How to order: page 126.

Review of Education Sector Analysis in Ghana, 1987-1998
By AGYEMAN, D.K.; BAKU, J.J.K.; GBADAMOSI, R. assisted by ADDABOR, E.; ADOO-ADEKU, K.; CUDJOE, M.; ESSUMAN, A.A.; GALA, E.E.K. and POMARY, C.
The objective of this review was to analyze the process of education sector analysis related to education sector studies undertaken in Ghana during 1987-1998. The research team identified 149 studies, of which 34 were analyzed in-depth. The analysis concentrates on initiation, methodology, content and recommendations of the studies, as well as on their link with policy-making and their dissemination.
ADEA Working Group on Education Sector Analysis, 2000. ISBN: 92-9178-016-2. Also exists in French.
⟳ Available online at: www.adeanet.org/wgesa. How to order: page 126.

Review of Education Sector Analysis in Zimbabwe, 1990-1996
By CHIKOMBAH, Cowden E.M.; CHIVORE, Boniface R.S.; MARAVANYIKA, Obert E.; NYAGURA, Levi M. and SIBANDA, Isiah M.
This national review sought to identify, present and critically discuss education sector studies in Zimbabwe from 1990 to 1996. Special attention was paid to: (i) the process of education sector analysis; (ii) the relevance of the general themes and methods; and (iii) the policy impact of the studies. The results and main findings of the pilot study are presented in this publication. Recommendations for future education sector work are also given.
ADEA Working Group on Education Sector Analysis, 1999. ISBN: 92-9178-008-1. Also exists in French.
⟳ Available online at: www.adeanet.org/wgesa. How to order: page 126.

Studies of Education in Ethiopia, 1994-1997
By WORKINEH, Tilahun; TEFERRA, Tirussew; SHIBESHI, Ayalew and MERCER, Malcom.
This publication is a report of a pilot study on the coordination of education sector analytical work in Ethiopia. The study was conducted with the European Union Horizon 2000 Initiative with technical assistance from the Working Group on Education Sector Analysis (WGESA). The objectives of the review were to assemble, summarize and provide a critical analysis of education studies and docu-

ments produced between 1994 and 1997. A large number of studies were undertaken by Ethiopians which indicates widespread national capacities in the field. According to the review team, information gathering, analysis and sharing needs to be improved in order to strengthen coordination among all parties in education sector analysis work.
ADEA Working Group on Education Sector Analysis, 1999. ISBN: 92-9178-0049. Also exists in French.
ADEA Working Group on Education Sector Analysis, 1999. ISBN: 92-9178-008-1. Also exists in French.
↪ Available online at: www.adeanet.org/wgesa. How to order: page 126.

Analytic overviews

Analyses, Agendas and Priorities for Education in Africa. A Review of Externally Initiated, Commissioned and Supported Studies of Education in Africa, 1990-1994
prepared by SAMOFF, J. with ASSIÉ-LUMUMBA, N. T. in collaboration with JALLADE, Lucila; COHEN, Marc and the Steering Committee of WGESA.
This document was developed to provide an overview of the state of education sector analysis in Africa. It provides an analytical overview of the studies, highlights the similarities and differences, as well as the strengths and weaknesses of 104 studies. It summarizes 237 sector/subsector studies undertaken by a wide range of national, international and multi-national institutions. A succinct description of the major focus, findings and recommendations of each report is provided.
DAE Working Group on Education Sector Analysis, 1996. Also exists in French.
↪ How to order: page 126.

Web Site
www.adeanet.org/wgesa
The WGESA website has been refurbished in 2006. Information on the group's activities can be consulted and meeting reports and publications downloaded.

Education Statistics[3]

Training Modules

Managing Records at School Level
The objective of this module is to contribute to the growth of the African education community through the creation, management and use of records at all levels of an education system. This document draws attention to the importance of keeping school records and to encourage efficient and effective use of record keeping. It focuses on the basic skills required for school records management; provides suggestions for creating and maintain standard school records analyzing and reporting them. The module aims to provide a 'good practice' framework for record keeping that can be adapted to specific country requirements.
Working group on Education Statistics, 2008. Available online at www.nesis.intoweb.co.za. Available in English only.
↪ Available online at: http://nesis.intoweb.co.za/en/

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3 In 2008 the Working Group on Education Statistics (WGES). was merged with the Working Group on Finance and Education (WGFE) and the WG on Education Sector Analysis (WGESA). This merger led to the creation of the WG on Education Management and Policy Support (WGEMPS). The publications listed hereafter are those produced by the WGES before the merger.

Web Content Management Systems (CMS)

By BODO, Shem

This Web Content Management Systems (CMS) manual looks at how content is or can be managed effectively using new information technologies. It reviews content management systems and takes the reader through a process of installing, configuring and using one of the popular free and opensource content management system applications. It concludes by comparing various content management systems. This is a useful guide for website and information system mangers, and those eager to embrace web content management systems.

WGES/NESIS March 2007. Electronic version only.

⤷ Available online at: http://nesis.intoweb.co.za/en/

Integrating Education Management Information Systems in National Information and Communication Technology policies

By BODO, Shem

In recognition of the importance of integrating education management information systems to carrying out successful national education policies, this document provides guidelines for addressing the emergence, and role of information and communication technologies and systems in the management of education information.

WGES/NESIS Nov 2006

⤷ Available online at: http://nesis.intoweb.co.za/en/

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

By CHITANDO, Evans Sibangani and RWEZUVA, Simplisio

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

**Working Group on Education Statistics,/National Education Statistical Information Systems (NESIS) 2006.
ISBN: 92-9124-052-4. Available in English only. Available in printed format only**

⤷ How to order: page 126.

Website Development & Hosting (Revised Edition)

By BODO, Shem

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

**Working Group on Education Statistics, National Education Statistical Information Systems (NESIS) 2004.
ISBN: 92 9124 040 0. Second edition Available in English only.**

⤷ Available online at: www.adeanet.org. How to order: page 126.

Education Management Information Systems (EMIS), an overview

By WAKO, Tegegn Nuresu

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

**Working Group o n Education Statistics/National Education Statistical Information Systems (NESIS) 2003,
ISBN: 92-9124-037-0 Available in English only.**

⤷ How to order: page 126.

Indicators of Educational Disparity

By WAKO, Tegegn Nuresu

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

ADEA Working Group on Education Statistics/National Education Statistical Information Systems (NESIS), 2003. ISBN: 92-9124-036-3 Available in English only.

↪ How to order: page 126.

Basic Indicators of Education Performance

By WAKO, Tegegn Nuresu

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

ADEA Working Group on Education Statistics/National Education Statistical Information Systems (NESIS), 2003, ISBN: 92-9124-035-4 Available in English only.

↪ How to order: page 126.

Communicating in Cyberspace

By BODO, Shem

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

ADEA Working Group on Education Statistics/National Education Statistical Information Systems (NESIS), 2002. ISBN: 92-9124-033-8. Available in English only.

↪ Available online at: www.adeanet.org. How to order: page 126.

Education Finance

This module was prepared to facilitate the often complex and difficult process of collecting statistical information on expenditure and financing of educational systems. The module is comprised of two manuals: the Technical Reference Manual offers a conceptual framework for establishing a coherent system of collection and processing of information on educational expenditure. The Management Manual describes how to set up and operate an information system.

ADEA Working Group on Education Statistics/National Education Statistical Information Systems (NESIS), 1998. Also exists in French.

↪ How to order: page 126.

Database Development

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

ADEA Working Group on Education Statistics/National Education Statistical Information Systems (NESIS), 1998. Also exists in French.

↪ Available online at: www.adeanet.org. How to order: page 126.

From Diagnosis to Action Plan

This module provides guidelines for conducting a systematic diagnosis of national education statistical information systems and formulating an action plan in accordance with the diagnostic findings. It contains instructions on how to conduct a survey of consumers and producers of statistics, guidelines for summarizing

the survey results, a step-by-step outline for writing a national action plan and a set of model question-naires for consumers and producers. The module is geared towards education statisticians, planners, systems developers and other experts interested in statistics for education planning and management.
ADEA Working Group on Education Statistics/National Education Statistical Information Systems (NESIS), 1997. Also exists in French.
↪ Available online at: www.adeanet.org. How to order: page 126.

Records Management

School records management is an integral part of a national education statistics information system, as the records at the school level are the original source of much of education statistics. The Records Management module contains good practice guidelines and models and examples of school records pertaining to pupils, teachers, facilities, materials and finance.
ADEA Working Group on Education Statistics/National Education Statistical Information Systems (NESIS), 1997. Also exists in French.
↪ Available online at: www.adeanet.org. How to order: page 126.

Data Collection

This module gives a general introduction to the design and management of an annual school survey. It contains "good practices" for designing data collection questionnaires and procedures, within a model country setting. The proposed procedures assume an administrative structure starting from school, to district, province/region and finally the Ministry of Education headquarters. Experiences from nine pilot/test countries have been included.
NESIS/ADEA Working Group on Education Statistics/National Education Statistical Information Systems (NESIS), 1997. Also exists in French.
↪ Available online at: www.adeanet.org. How to order: page 126.

Education Indicators

The Education Development Indicators module is a technical guide providing computer analysis tools and a model of a database application for the development of indicators. The methods and tools of this module also enables the statisticians and planners to easily produce an indicators report on education access, participation, efficiency and disparities.
ADEA Working Group on Education Statistics/National Education Statistical Information Systems (NESIS), 1997. Also exists in French.
↪ Available online at: www.adeanet.org. How to order: page 126.

Surveys and assessments

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

As part of its continuing capacity building efforts in the area of education statistical information systems, the survey was carried out to assess the capacity levels of the Education Management Information Systems (EMIS) units in the Ministries of Education of participating countries. It looked at Institutional information, including data collection mandates and reporting hierarchy, data collection and processing steps, human and technical resources involved in statistical information systems, information services, publication, dis-semination and use of statistical outputs, as well as good practices, challenges and country priorities. This survey report highlights the findings, comments on them and makes observations where appropriate.
Working Group on Education Statistics,/National Education Statistical Information Systems (NESIS) 2006. Available in electronic format, in English only.
↪ More information online at: http://nesis.intoweb.co.za/en/

Assessment of Basic Education in Sub-Saharan Africa, 1990-2000. Education for All: Report from the Sub-Saharan region

The data and information presented in this report are based on national assessments which encompass statistical indicators and policy reviews of basic learning needs from early childhood to adulthood. It provides useful insight into EFA activities in sub-Saharan Africa over the past ten years and points to

where progress can be, or has been achieved. This report reinforces the dialogue on basic learning needs in order to develop strategies for the twenty-first century.

Published jointly by the ADEA Working Group on Education Statistics, NESIS Regional Centre, and the UNESCO Sub-Saharan Africa EFA Secretariat, 2001. ISBN 092-9124-014-8. Also exists in French.

↪ Available online at: www.adeanet.org. How to order: page 126.

Newsletter

NESIS Newsletter

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

Web site

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

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

Finance and Education[4]

Challenges of Education Financing and Planning in Africa: What Works and What Does Not Work

By OLUKOSHI, Adebayo & DIARRA, Mohamed Chérif

This volume highlights the proceedings of the two policy dialogue conferences held by the Working Group on Finance and Education (WGFE) in 2004. Part I of the document discusses the endemic crisis of higher education since the post colonial period in Africa. It highlights the critical state of higher education systems in Burkina Faso, Mali, Nigeria and Senegal by scrutinizing the causes, manifestations and consequences of the crisis, proposing recommendations and possible solutions.

Part II is a comprehensive review of the challenges facing the financing and planning of all levels and types of education - from kindergarten to graduate school - in selected African countries. The papers reveal the sources and mechanisms of funding education in Africa, drawing attention to the experiences of communities confronted with new funding sources. A new trend, which consists of designing decade long educational development plans, has emerged and is rapidly expanding in numerous African countries. This experience is examined and shared by authors.

ADEA & CODESRIA, Paris & Dakar, 2008. Available in English and french

Country Cases

Education and Financing in Africa: The Kenyan Case Study

By AYAKO, A.B.; KATEMBU, Titus M.; NZOMO, Juliana W.; and MONYONCHO, John K.M.

This study is part of a series which analyses the best practices used in managing and allocating resources, and evaluating the education sector. This study explores ways of reinforcing the capacity and competence of the Ministry of Education in Kenya in building a framework for collaboration, information exchange and the optimal use of financial resources. It highlights challenges in determining financing, countering imbalances between personnel and non personnel salaries, poor management of resources and lack

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4 In 2008 the Working Group on Finance and Education (WGFE) was merged with the Working Group on Education Sector Analysis (WGESA) and the WG on Education Statistics (WGES). This merger led to the creation of the WG on Education Management and Policy Support (WGEMPS). The publications listed hereafter are those produced by the WGFE before the merger.

of accountability, and effectively handling centralized budgeting and management systems. The study offers original directions for a comparison with other African experiences.

CODESRIA and ADEA 2006; 200 pages; ISBN: 2-86978-177-6. Price: Africa: FCFA 7500; Non-CFA zone: $15.50; Elsewhere: $20.95. Available in English only.

↪ How to order: page 126.

Financement de l'éducation au Burundi *(Financing of Education in Burundi)*
By NIYONGABO, Jacques; BANDEREMBAKO, D.; GAHUNGU, Frédéric; BAZIKAMWE, O.; KEBEYA, Evariste and GASUHUKE, Jacques

This study of Burundi by the Working Group on Finance and Education provides an overview of the country's education system and analysis of the social, political and economic context. It focuses on the formulation and implementation of past and current education policy and discusses education financing mechanisms. It examines in depth the process of budget preparation, execution and control as well as the integration of planning, programming and budgeting at operational level. It gives direct consideration to the question of optimal resource allocation and management and offers causal and general analysis of the issue of education financing. It makes a series of suggestions concerning the search for solutions and recommendations to improve financial management of the education system, presents a detailed analysis of the development problems of community-based junior secondary schools, and recounts the history of the establishment of a new school.

CODESRIA and ADEA 2006. ISBN : 2-86978-177-8. Price: Africa: FCFA 7500; Non-CFA zone: $15.50; Elsewhere: $20.95. Available in French only.

↪ How to order: page 94

Education Finance in Egypt
By EL DIN ZAHIR, Diaa; BAYOUMY, K. H.; SHUKHEBI, A. El; and KADER, Abdel

The study provides an in-depth analysis of the financing at all levels of education of Egypt. Part I of the study highlights the economic, social, and political context of education, presents a historical perspective on the various educational policies formulated and implemented under the different regimes that ruled Egypt from the beginning of the 19th century to the early 1970s. It also provides an in-depth account of education finance, budgetary procedures at the local educational directorates, underscores issues plaguing the financing of education, and suggests solutions for the improvement of educational finance in Egypt. Part II presents a monograph that analyzes teachers' wages and suggests alternatives to alleviate their negative impact. Part III reports on the operations related to the construction and the management of school buildings with a special emphasis on their costs.

CODESRIA and ADEA 2006. ISBN: 2-86978-175-X. Price: Africa: FCFA 7500; Non-CFA zone: $15.50; Elsewhere: $20.95. Available in English only.

↪ How to order: page 126.

The Financing and Cost of Education in Mauritius
By SUDDHOO, A.; MOHADEB, P.; BHOWON, R.; EMRITH, F.; DABEE, R. and RAJABALEE, N.

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

Written in collaboration with the Council for the Development of Social Science Research in Africa (CODESRIA), ADEA and the Ministry of Education, Mauritius, 2001. ISBN: 2-86978-100-8. Available in English only.

↪ How to order: page 126.

Le Financement de l'éducation au Sénégal *(The Financing of Education in Senegal)*
By DIAGNE, A.; DAFFE, G.

This work describes the goals, strategies and resources employed in the context of current reforms to improve the education system in Senegal. It also considers funding sources, the breakdown of expenditure and financing methods. It presents recommendations to increase and better allocate resources for the education system.

Conseil pour le développement de la recherche en sciences sociales (CODESRIA), ADEA et le ministère de l'Education nationale Sénégal, 2001.

↪ How to order: page 126.

Education Financing and Budgetary Reforms in Africa: The Swaziland Case Study
By AKINKUBE, O. and KUNENE, Vusi

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

Written in collaboration with the Council for the Development of Social Science Research in Africa (CODESRIA), ADEA and the Ministry of Education Mbabane, Swaziland, 2001. ISBN: 2-86978-102-4. Available in English only.

Financement de l'éducation et réformes budgétaires au Bénin
(Financing Education and Budgetary Reforms in Benin)
By AHANHANZO, J.; ZINSOU, P.; GBAYE, Y.; AGBODAN, J. et CODJIA, A.

This work presents the results of a study of the financing strategies, financial resource allocation by level and type, total and unit costs, and budgeting practices in effect in Benin's education sector. In addition, it makes recommendations for improving the financial and budgetary management of African education systems.

Conseil pour le développement de la recherche en sciences sociales (CODESRIA), ADEA et le ministère de l'Education nationale et de la Recherche scientifique, Bénin, 2001. Exists only in French

Le financement de l'éducation, problématique du partage des coûts et des réformes budgétaires : Cas de l'enseignement primaire et secondaire au Niger
(Financing Education, Cost Sharing and Budgetary Reforms)
By GAMBO, M., ALI, D.; MOULAYE, A.; KAKA, A.; OUMAROU, H.; MAIKOLANCHE, M.; OUSSEINI, A.; ABDOU, M. and HAMIDOU, S.

This work addresses the Niger Ministry of Education's wish to see the partners of the school system more involved in bearing the costs of education. It presents the results of a study on the various financing strategies, financial resource allocation, total and units costs, and budgeting practices in effect in Niger's education sector. In addition, it makes recommendations for improving the financial and budgetary management of African education systems.

Conseil pour le développement de la recherche en sciences sociales (CODESRIA), ADEA et le ministère de l'Education nationale du Niger, 2001.

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

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

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

ADEA Working Group on Finance and Education, CODESRIA, 1999. ISBN: 92-9178-006-5. Out of print in both English and French.

Financial Management

Le financement dans les systèmes éducatifs d'Afrique sub-saharienne
(The financing of education systems in sub-saharan Africa)
By RASERA, Jean Bernard; JAROUSSE, Jean Pierre and NOUMON, Coffi Rémy

This work examines the entire formal education system. Instead of limiting itself to theoretical matters, it is oriented toward action and the search for concrete solutions to the problems facing education. It covers the preparation of the financing package and how it is interlocked with the various phases of the educational plan, the causes of financing problems, an order of priority for resolving problems and examines a preliminary step to improvement of the overall management of education policy, structural solutions to problems of financing and, more generally, of the management of education systems **ADEA Working Group on Finance and Education, 2005**.

⮕ How to order: page 126.

Financement et gestion financière de l'éducation en Afrique *(Financing and financial management of education in Africa)*
By NOUMON Coffi Rémy.

This work follows on from a seminar on education financing, the cost of education and financial management. It addresses the following topics: partnership between the state and local communities, decentralization, the role of private and community schools in educational provision, the importance of accurate evaluation of the costs of education, the role of managers in managing the education budget. The case studies offer a series of recommendations and avenues for research in these areas. The recommendations concern all central government bodies instead of being limited to the competencies of education ministries alone. The involvement of finance and civil service ministries is seen to be necessary. **Conseil pour le développement de la recherche en sciences sociales en Afrique (CODESRIA), 1999. Publication available in French only.**

⮕ How to order: page 126.

Newsletter

Kalan Kunda

Kalan Kunda was launched in 2004. Issues are published biannualy and in 2 languages (English and French).
⮕ How to order: page 126.

Education Research and Policy Analysis[5]

Languages of Instruction – Policy Implications for Education in Africa

This document is the result of a study exploring the use of African languages in education and the policy experience of six African countries: Botswana, Kenya, Mali, Nigeria, South Africa and Tanzania. The study was conducted by three African academics in preparation for the Pan-African Conference on Issues and Perspectives of the Use of African Languages in Education held in Accra, Ghana, August 26 to 30, 1996. Problems experienced in the implementation of programs dealing with languages of instruction as well as lessons learned are summarized in the final chapter. **ADEA Working Group on Educational Research and Policy Analysis. IDRC (International Development Research Center) 1997. ISBN: 0 88936 829 5. Bilingual publication (French/English). Price: $US17.50.**

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

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5 The Working Group on Education Research and Policy Analysis no longer exists. It was created in 1989 and dissolved in 2000.

School Examinations[6]

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

By KELLAGHAN, Thomas and GREANEY, Vincent

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

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

↳ This publication can be downloaded at www.worldbank.org

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

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A forum for policy dialogue about education in Africa

A network of policy-makers, practitioners and researchers in the field of education

A partnership between education ministries and development and cooperation agencies

A catalyst for educational reform

The Association for the Development of Education in Africa (ADEA) has been in existence since 1988. Originally called Donors to African Education (DAE), it was set up to promote dialogue on educational policy in Africa and to serve as a framework for better coordination among development agencies.

Twenty years after it was founded, ADEA has come to represent a genuine partnership between education and training ministries in sub-Saharan Africa and their external development partners. It has also developed into a partnership of policy-makers, educators and researchers, and, based on its capacity to foster policy dialogue, a catalyst for educational reform. It is recognized today as a key actor in the processes of dialogue, sharing and learning for qualitative change in education aimed at promoting Africa's development.

This status serves ADEA's mission to act as a catalyst for promising policies and practices through the pooling of ideas, experience, lessons learned and knowledge.

Policy dialogue takes place within programs and activities carried out by the ADEA Secretariat and the Working Groups. The Triennales (formerly Biennales) on Education in Africa organized by ADEA are the keystones of its activity and events of the greatest importance for education in Africa. African ministerial conferences and ADEA Steering Committee seminars are also auspicious occasions for promoting regional policy dialogue and exchanges concerning the agenda for educational cooperation on the continent.

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The ADEA Working Groups (WGs) foster policy dialogue on education-related matters designated as priorities by African countries. There are currently eight WGs, which focus on the following areas: education policy support and management, communication for education and development, early childhood development, non-formal education, higher education, books and learning materials, the teaching profession, and mathematics and science education. Certain areas addressed by former WGs, such as education for women and girls[1], are still covered by ADEA's work program through the involvement of these graduated working groups as associate members of ADEA. In addition, *ad hoc* Working Groups[2] are set up, for predetermined periods, to cover cross-cutting and/or emerging topics.

Among its other priorities, ADEA encourages the sharing of experience and the pooling of knowledge, particularly through inter-country quality nodes (ICQNs) and the Intra-African Exchange Program. The ICQNs bring together groups of countries to address a common challenge designated as a national priority in each country. They form a network for dialogue and sharing of experiences on the problems encountered and solutions tried.

ADEA also supports the implementation of the Second Decade of Education for Africa, as part of a strengthened partnership with the African Union.

Since 2001 it has organized the Africa Education Journalism Award to encourage the African press to cover education and thus contribute to the public debate in this field.

ADEA is also a source of baseline information about education in Africa. Its publications program seeks to share the lessons of the Triennales (or Biennales) and to highlight ongoing successful experiences in Africa. The Secretariat publishes a quarterly *Newsletter* and an electronic *News Bulletin*. In addition, ADEA manages databases on its activities and on African education specialists and professionals.

For more information about ADEA, please see its Web site: **www.adeanet.org**

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1 The Forum for African Women Educationalists (FAWE), which grew out of the former ADEA Working Group on Female Education, continues to be involved in ADEA's work program and activities as an associate member.
2 Topics addressed by ad hoc ADEA Working Groups include educational quality, education and HIV/AIDS, and policy dialogue.

HOW TO ORDER

Publications produced by the ADEA Working Groups may be obtained directly from the corresponding WG contacts listed below:

■ WG ON BOOKS AND LEARNING MATERIALS

For publications 1 -13:
African Books Collective Ltd.
Unit 13, Kings Meadow — Ferry Hinksey Road — Oxford OX2 0DP
United Kingdom — tel: +44-(0)1865-726686 — fax: +44-(0)1865-793298
e-mail: orders@africanbookscollective.com
Web Site: www.africanbookscollective.com

for publications numbered 14 and onwards:
Reading Matters
PO BOX 30994
Braamfontein 2017 — Johannesburg, South Africa
e-mail: readmat@read.co.za

■ WG ON COMMUNICATION FOR EDUCATION AND DEVELOPMENT

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■ WG ON EARLY CHILDHOOD DEVELOPMENT

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■ WG ON EDUCATION MANAGEMENT AND POLICY SUPPORT

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In 2008, WGES, WGESA and WGFE were merged into
the WG on Education Management and Policy Support.
- Publications produced by WGESA can be obtained through the WGESA website at www.adeanet.org/wgesa
- For publications produced by WG on Education Statistics please consult: http://nesis.intoweb.co.za/en or contact T.G. Wako, UNESCO Harare Office PO BOX 435 Highlands, Harare, Zimbabwe
- Publications produced by WG on Finance and Education can be obtained through : Codesria, BP 3304 CP 18524 Avenue Cheik Anta Diop, X canal IV Dakar, Sénégal Website: www.codesria.fr

■ WG ON HIGHER EDUCATION

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