Evaluation of the Association for the Development of Education in Africa (ADEA)

Draft Final Report– Volume II

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Appendix I Terms of Reference

2010 EVALUATION OF ADEA

Terms of Reference

INTRODUCTION

The Association for the Development of Education in Africa (ADEA) is first and foremost a **forum** for policy dialogue. Created in 1988, it was initially set up as a framework for better coordination among development agencies.

Twenty years after it was founded, ADEA has come to represent a genuine **partnership** between African education and training ministries in Africa and their technical and external partners. It has also developed into a **network** 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 being a major 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.

One of the principles underlying ADEA's philosophy is that the responsibility of education rests with the governments of Africa. This is why ADEA is concerned with fostering a process that empowers African ministries of education and makes development agencies more responsive to the concept of national ownership. ADEA's activities focus on strengthening policy dialogue between governments and agencies, between governments, and between development agencies. Its activities also focus on enhancing institutional and technical capacities within Africa by establishing networks for the sharing of information and the dissemination of successful strategies and innovations. Within this context, ADEA fosters regional, sub-regional and cross-country exchanges as well as partnerships with civil society institutions.

BACKGROUND/RATIONALE

The Association for the Development of Education in Africa (ADEA) has just reached the mid-point of the implementation of its 2008-2012 Medium- Term Strategic Plan (MTSP). The MTSP's main objectives are to reinforce ADEA's role as a major player in policy dialogue, and provide a forum for reflection on the critical educational issues in Africa. Since its creation in 1988 the then Donors for African Education (DAE) has lived through a rich and rewarding experience in terms of activities conducted, initiatives taken and partnerships developed. It has favoured exchange and open discussion on educational policy and reform in a flexible, collegial and evolving manner.

The ADEA Steering Committee now consists of ten African ministers of education and training representing all the ministers of education and training in Africa and the different geographical and linguistic regions, and representatives from 18 bilateral and multilateral co-operation agencies.

The orientation of ADEA has been marked by global events and emerging issues that have greatly influenced educational policy and international co-operation strategies in the field of education in Africa. These include the World Education Conference in Jomtien in 1990, the World Education Forum in Dakar in 2000, the World Summit for Social Development in Copenhagen in 1995, the United Nations Fourth World Conference on Women in Beijing in 1995, the Summit on the Millennium Development Goals in New York in 2000 and the meeting of the G8 countries in Kananaskis in 2002. New aid modalities, approaches and instruments – in particular poverty reduction strategy papers (PRSPs), the Highly Indebted

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Poor Countries (HIPC) initiative and sector-wide approaches – have also had an impact on the development of educational strategies in Africa. Initiatives launched by African political leaders, such as NEPAD, are expected to play an important role in the future. In 2005 ADEA commissioned an independent evaluation of its activities and this resulted in the following developments:

- Development of an MTSP that includes the review of its vision and mission, organizational structure, operational strategies, strengthening of its key organizational components (Steering Committee, Bureau of Ministers, Secretariat, Working Groups (WG), relocation of the Secretariat from Paris to Africa, expansion of its geographic coverage to include North Africa. The relocation of the ADEA Secretariat to Africa has now been effective since August 2008. The African Development Bank (AfDB), at its temporary relocation site in Tunis (Tunisia), is the new host institution. A Memorandum of Understanding (MoU) has been established between ADEA and AfDB that frames the roles and responsibilities of each party. The rationale for relocating ADEA to Africa is to bring it closer to activities at country level and to the main education players' needs and priorities.
- A new strategy that roots the Association in the continental educational development agenda as illustrated by the partnership with the African Union (support to the Plan of Action of 2nd Decade, signing of an MoU, Strategic Partnership with UNESCO, EU Commission)
- Rationalization of the Association's Working Groups based on their relevance, effectiveness, efficiency and impact.
- Taking into account both the Declaration of Paris and Accra in the Association's principles
- Factoring in the current financial crisis and its impact on flow of aid to Africa

All of the above has contributed to the increased recognition of ADEA's lead role in policy dialogue as illustrated by the number of solicitations for collaboration the Association receives on key priority educational issues[1].

Important lessons have been learned that must be considered in the future policy direction and mode of operation of ADEA. Amongst these are:

- The need to consolidate and reinforce what has been accomplished, particularly as regards the ADEA mission of policy dialogue and education policy reform and co-operation strategies.
- The need to pursue and intensify our approaches – research, exchange and dissemination of knowledge, and capacity-building – with a view to providing the best possible response to the needs of policy-makers and implementers in Africa.
- The need to break new ground by exploring emerging topics, experimenting with new avenues of regional co-operation and seeking partnerships with civil society.

The structure of ADEA consists of the following components:

- Governance Bodies:
  - Steering Committee
  - Executive Committee
  - Bureau of Ministers
  - Interagency Meeting

[1] For more information on the ADEA, please consult the following web site: www.adeanet.org.

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- Implementing Bodies
  - Secretariat
  - Working Groups

The fields of activities of ADEA are:

- Dissemination of information and experience
- Exchange of expertise
- Networking to build social capital
- Use made of the knowledge produced
- Facilitation of policy dialogue
- Building and Strengthening of capacity

DESCRIPTION OF THE ASSIGNMENT

These Terms of Reference concern the evaluation of the Association for the Development of Education in Africa.

1. Objectives of the evaluation

This evaluation has the following objectives:

- To review ADEA's progress since the 2005 evaluation with regard to the main recommendations made.
- To analyse the structure and program of ADEA with regard to relevance, effectiveness (understood as immediate and intermediary outcomes), and efficiency.
- To assess how ADEA has adapted to the new context of educational development in Africa (AU's political role individual country's policies, role of RECs, and international development partners).
- To assess the degree of ownership of ADEA's modus operandi by African ministries of education.
- To review ADEA WGs' relevance and effectiveness as the professional arms of ADEA.
- To carry out a mid-term review of the 2008-2012 MTSP.
- To assess the coherence of ADEA activities vis-à-vis the 2008-2012 MTSP and the Action Plan of the AU 2nd Decade of Education.
  - with regard to the activities of the Secretariat
  - with regard to the activities of the Working Groups
- To benchmark ADEA with similar organisations such as the Southeast Asian Ministers of Education Organisation (SEAMEO) and the Organisation of Ibero-American States for the Education, Science and Culture (OEI) in terms of structure, effectiveness, and financing

2. Scope of the evaluation (January 2005 to 30 June 2010)

The evaluation should cover all the components of ADEA structure and examine the relevance of activities undertaken by them. It should review in particular:

- the activities undertaken directly by the Secretariat
- the activities undertaken by the WGs
- implementation of the Steering Committee's 2007 decisions on the rationalization of WGs: relevance, effectiveness, efficiency and impact

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- implementation of the support to the AU as envisaged in the MoU (specific activities carried out by the Secretariat and WGs)
- performance in communication

3. Research questions

With regard to the overall structure of ADEA:

- How relevant are ADEA's vision and mission vis-à-vis the current education and development challenges?
- To what extent has the 2008-2012 MTSP been successfully translated in implementable operational plans and budgets?
- To what extent have individual components of ADEA Structure been retooled and resourced to effectively execute the MTSP? In other words, are the mandates of the components of the ADEA structure adequate to their role and do they function properly in light of available resources? How efficient have they been in the use of available resources to achieve key objectives of the MTSP?
- Is the work of ADEA well known at the ministry level, in the agencies and other key civil society organizations working in education on the continent?
- To what extent has ADEA formed strategic partnerships to carry out its mission effectively and efficiently?
- To what extent have the WGs and the Secretariat applied the recommendations of the 2000 evaluation that specifically focused on WGs?
- Has ADEA's relocation within the AfDB brought it closer to African countries' needs and priorities and improved its overall performance?
- Regarding financial viability: 1. to what extent has ADEA succeeded in raising financial resources commensurate with its objectives, and from what sources (e.g., World Bank, bilateral donors, foundations, etc.)? 2. To what extent has ADEA succeeded in diversifying its funding beyond a small number of donors? 3. To what extent are the sources of funding for ADEA (including donor restrictions on the use of resources) affecting, positively or negatively: a) the strategic focus of the program; b) the outputs and outcomes of the program; c) the governance and management of the program; and d) the sustainability of the program?

With a special focus on the secretariat and working groups, the following additional research questions on the issues of relevance, effectiveness and efficiency should be considered.

3.1. *Relevance* (based on the purpose, objectives and activities of ADEA)

- To what extent is the Medium-Term Strategic Plan of ADEA responding to the main challenges of educational development in Africa?
- To what extent are the activities conducted by ADEA regarded as relevant at the country and the agency levels, and have added value with respect to the areas of work as defined above? How are African ministries of education demonstrating ownership of ADEA activities?
- To what extent have the following ADEA principles such as: (i) the adoption of a culture of cooperation (partnership) in education characterized by mutual recognition, respect, transparency, and sharing and (ii) a culture of analysis that fosters change and leads to commitment to social transformation by altering conceptions, attitudes, practices and relationships of stakeholders in education been applied in the work of the Steering Committee, Bureau of Ministers, Interagency Meeting and Working Groups?

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3.2 *Effectiveness and efficiency* (based on organizational structure, membership, procedural guidelines)

- Is the structure of ADEA conducive to an effective mode of operation?
- Has the current hosting arrangement of ADEA's Secretariat within the African Development Bank improved the Association's effectiveness and efficiency in terms of its administrative and financial capacity to manage, execute and report on its programmatic activities?
- How effective have ADEA WGs been in providing technical assistance and contributing to educational development in their respective thematic areas?
- What has been the effect of the different arrangements made with the ADEA WGs' host institutions on WGs' capacity to administratively and financially manage, execute and report on their programmatic activities?
- Are the main activities such as the Biennial Meetings conducive for achieving ADEA´s goals, especially policy dialogue and dissemination of information?
- What are the roles and responsibilities of the ADEA components with regards to all stakeholders in the activities of ADEA? How are stakeholders represented in various fora and what is the nature of their involvement and contribution?
- Are current guiding principles and operational procedures satisfactory and effective - including mechanisms for planning, reporting, and monitoring activities at the country level?
- Have the Secretariat and working groups implemented the decisions made by the Steering Committee in 2007 in terms of relevance, effectiveness, efficiency and impact?
- To which degree is ADEA financially sustainable in the medium term in terms of continued donor commitment and increased contributions of African Ministries of Education;
- What is the cost-efficiency of ADEA?

Methodology

The tools and methods used should involve analyzing the existing documents, reviewing products and publications, field visits and interviewing the various ADEA stakeholders so as to analyze the strengths, weaknesses, obstacles and opportunities in the functioning of ADEA and the activities it pursues. The evaluators must particularly ensure that the views of the core partners concerned by the ADEA activities, ministries and agencies are duly reflected. This should be based on interviews and dialogue with former and current Steering Committee members, with agency and ministry staff who are currently involved in ADEA activities, and with leaders and coordinators of working groups.

The evaluation team will develop and use a methodology and instruments to ensure qualitative and quantitative analysis and proper involvement of ADEA components and stakeholders in the evaluation.

Expected Results

The evaluation should ensure the following results:

- Determination of progress made in regards to recommendations in the 2005 evaluation
- Lessons learned on the implementation of the 2008-2012 MTSP;
- Assessment of the added value of ADEA to major initiatives and the AU 2nd Decade of Education and other major initiatives such as EFA and MDGs

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- Assessment of added value of the Association, especially with regard to achieved results
- Recommendations, if any, for improvements of ADEA's role and structure.

4. Calendar

- Starting date of assignment: 1 July 2010
- Finishing date of assignment: 31 October 2010. The evaluation results will be presented at the Steering Committee meeting immediately following the completion of the evaluation. The team will then be asked to finalize their report.
- Indicative number of days for the assignment: 120 expert/days
- Indicative schedule:

The TOR will be placed on the ADEA Web site:	4 June 2010
Deadline for submitting proposals:	25 June 2010
Selection of the evaluation team:	1 July 2010
Submission of the first draft of the evaluation:	31 October 2010
Discussion in the Steering Committee:	
Finalization of the evaluation report:	10 November 2010

5. Monitoring and Support

The ADEA Secretariat will provide administrative and technical support for the evaluation team. The Executive Secretary of ADEA is responsible for the overall co-ordination of the evaluation.

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Appendix II Evaluation Matrix

Evaluation Issues	Key Questions	Sub-Questions	Indicators	Data Sources	Collection Methods
Environment (social, political, legal, technological, other)	What are the key opportunities and threats of the external environment that ADEA is facing?	What are the key changes in the educational and development contexts that have taken place since the 2005 evaluation at the international, regional (Africa) and national (African countries)? What are the key issues within the broader social, political and economic environment that stand to affect ADEA's work in the near to mid-term future?	Key changes in the international, regional and national educational and development contexts since the 2005 evaluation Trends in international, regional (Africa region) and national (African countries) funding to Education Presence of new actors working on education issues in the African region	ADEA Secretariat, Steering Committee, Executive Committee and Working Groups ADEA current and potential donors Representatives of the Ministries of Education in Africa Declarations, MDGS, reports and other official documents from international, regional and national sources dealing with educational issues Press releases related to education issues	Interviews Document review On-line Survey
Effectiveness	To what extent is ADEA achieving its mission of acting "as a catalyst of innovative policies and practices for change in education through the pooling of ideas, experiences, learning and knowledge"?	To what extent have ADEA's activities contributed to the achievement of its mission and of the objectives set in its 2008-2012 MTSP? • What is the level of achievement of the planned outputs and outcomes as set in the 2008 Strategic Management Framework? • How effective have WGs been in providing technical assistance and contributing to educational development in their respective thematic areas? • Are the main activities such as the Biennial Meetings conducive for achieving ADEA's goals, especially policy dialogue and dissemination of information?	Alignment of the 2008-2012 MTSP with ADEA's mission and objectives Level of satisfaction of the ministries of education about the effects and scope of ADEA's activities on their countries References to WG documents in education-related reports, literature, official documents from ministries of education, speeches, etc. Perceptions of representatives from the African ministries of education on ADEA's effectiveness and WGs' contributions Level of satisfaction among ministries of education on WG technical assistance and Biennial Meetings	ADEA Secretariat, Steering Committee, Executive Committee, Working Groups and Donors Representatives of the Ministries of Education in Africa Representatives of AU Documents prepared by WGs (workplans, reports, publications) Documents referencing the work of WGs and the Biennial Meetings	Interviews Focus groups Document Review On-line survey

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Evaluation Issues	Key Questions	Sub-Questions	Indicators	Data Sources	Collection Methods
	To what extent is ADEA meeting the objectives set in its 2008-2012 MTSP? To what extent has ADEA successful in implementing its commitments to AU (MOU & priorities of 2nd Decade of Education), EFA and the MDGs?	• To what extent are ADEA's activities addressing its new priorities as stated in the 2008-2012 MTSP (i.e. improving the quality and relevance of African education programs; and increasing equity in terms of gender, urban/rural gap, and socio-economic inequality)? To what extent is ADEA effective at: • Disseminating information and experiences? • Providing expertise? • Making use of the knowledge produced? • Communicating with members/partners? • Facilitating policy dialogue? • Strengthening educational capacities? To what extent has ADEA's relocation within the AfDB improved its overall performance? To what extent are the activities of ADEA contributing to the achievement of the objectives set in the MOU with AU? To what extent is ADEA contributing to the major initiatives outlined in: • AU 2nd Decade of Education? • Education for All (EFA)? • Millennium Development Goals (MDGs)?	References to the discussions held/documents produced during the Biennial Meetings, education-related reports, official documents from ministries of education, speeches, etc. References in national education strategies of the African countries to ADEA's documents, reports, etc. Use of ADEA's products/ services/resources/knowledge by ministries of education in the development and implementation of their national education strategies Identification of a niche for each of these activities Contributions of the Secretariat and WGs activities to the achievement of the objectives set in the MOU-AU	List of attendances to ADEA's major convening events (Biennales, ministerial conferences, ICQN meetings, etc.) MOU with AU 2007 ADEA Steering Committee Decisions Minutes of meetings of the ADEA Steering Committee (2006-2010)	

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Evaluation Issues	Key Questions	Sub-Questions	Indicators	Data Sources	Collection Methods
Relevance	How relevant is ADEA's work for its key stakeholders? Is ADEA ensuring its relevance in the future? If so, how?	Is ADEA's work perceived as relevant by its key stakeholders? Do ADEA's mission and vision capture the key educational and developmental challenges facing Africa? • Is ADEA's medium-term strategy adequately address these challenges? What is ADEA's overall level of outreach? • To what extent are ADEA's Activities relevant at the country level? For donor agencies? • To what extent has ADEA's relocation within the AfDB brought it closer to African countries' needs and priorities? • Is the work of ADEA broadly recognized at the level of ministries, donor agencies and civil society organizations working on education in Africa? • How are African Ministries of Education demonstrating ownership of ADEA activities? What mechanisms are in place to ensure the timely response of ADEA's work to changes in its external and internal environments?	Alignment between the ADEA's activities and needs expressed by the African ministries of education Alignment between ADEA's activities and the new priorities set in the 2008-2012 MTSP Perceptions of ADEA key stakeholders on the adequacy of the MSTP to respond to the main challenges of educational development in Africa Changes in number of donors and/or in their contributions Inclusion in the MTSP of strategies to cope with the main challenges of educational development in Africa Level of satisfaction of Ministers of Education regarding the components of the strategy Level of satisfaction of countries and agencies in relation to ADEA's activities Adequacy of mechanisms ADEA has in place, if any, to scan, on a regular basis, the external and internal environment	ADEA key stakeholders, including: Secretariat, Steering Committee, Bureau of Ministries, WGs, Representatives of the ministries of education, Current and potential donors, AU, AfDB Representatives of regional/sub-regional organizations working in the field of education (ECOWAS, SADC, etc,) Reports on donors' contributions to ADEA for the period 2005-2010 ADEA's strategic documents Press releases	Interviews Focus Groups Document /System Review On-line survey
Efficiency	How efficiently are resources used within ADEA? Is ADEA's work cost-effective?	To what extent is efficiency valued in ADEA? To what extent is there a reasonable return on ADEA's activities? To what extent are resources used efficiently within the individual components of ADEA? • What are the major cost breakdowns of ADEA's work? • Do these cost breakdowns allow for cost-effective analysis?	Trends of the ADEA ratio of administrative vs. program costs Effects of measures undertaken to reduce costs (e.g. use of VOIP technologies) Trend in major cost breakdowns over the period 2005-2010 Perceptions of the cost-effectiveness of ADEA's operations	ADEA Secretariat, Steering Committee, Executive Committee ADEA financial reports	Interviews Document review

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Evaluation Issues	Key Questions	Sub-Questions	Indicators	Data Sources	Collection Methods
Financial Viability	To what degree is ADEA likely to be financially sustainable in the mid to long term?	To what extent has ADEA succeeded in raising financial resources commensurate with its objectives? From what sources? • To what extent is ADEA able to leverage donor commitment? • Has ADEA succeeded in diversifying its funding beyond a small number of donors? • To what extent are the African ministries of education willing and able to fund ADEA? • What are key donors' medium- and long-term prospects for ADEA? • Is ADEA developing a sustainable business model for its work? To what extent are the sources of funding for ADEA (including donor restrictions on the use of resources) affecting, positively or negatively: • The strategic focus of the program? • The outputs and outcomes of the program? • The governance and management of the program? and • The sustainability of the program?	Trend in the number and contribution of ADEA's major donors over the period 2005-2010 Ratio of core vs. tied contributions to ADEA by donors and African Ministries of Education Evidence of long-term funding of ADEA by current donors New donors reporting medium-long-term funding of ADEA Evidence of long-term funding of ADEA by African ministries of education	ADEA Secretariat, Executive Committee, Steering Committee and Bureau of Ministries Current and potential ADEA donors Representatives of the Ministries of Education ADEA's budgets and financial reports for the period 2005-2012	Interviews Document review

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Evaluation Issues	Key Questions	Sub-Questions	Indicators	Data Sources	Collection Methods
Strategic Leadership	What are the strengths and weaknesses of ADEA's strategic leadership in terms of: • Leadership? • Strategic Planning? • Niche management?	To what extent does the leadership appropriately manage culture? Set direction? Support resource development? And ensure tasks are done? To what extent is strategic planning effective? (e.g., scanning environment, developing tactics to attain objectives, goals, mission) To what extent is ADEA's niche strategically managed? • What are ADEA's recognized areas of expertise? • Are they considered unique by ADEA's key stakeholders? If so, why? • Are available resources used strategically by ADEA to maintaining its niche?	Degree to which stakeholders view ADEA's leadership as being clear, decisive and supportive Perceptions and documented evidence of strategic planning including scoping appraisals, senior management briefing notes, performance management and reporting, indicators, etc. Perceived uniqueness of ADEA's work Degree to which ADEA's specific strengths and assets are widely known and shared by relevant stakeholders Evidence of ongoing efforts to maintain ADEA's value added	ADEA key stakeholders (members of the Steering Committee, Executive Committee, Bureau of Ministers, Interagency Meeting, Secretariat and Working Groups) ADEA Strategic Documents; Minutes of the Steering Committee and Executive Committee	Interviews Document Review
Operating Structure	To what extent does ADEA's operating structure support the achievement of its mission and objectives? To what extent do the different arrangements made with the ADEA WGs' host institutions support WGs' effective and efficient execution of their programmatic activities	To what extent have individual components of ADEA's structure been retooled and resourced to effectively execute the MTSP? • To what extent are their mandates clearly defined? Are they complementary? • Are individual components adequately resourced to carry-out their work? • To what extent do they contribute to the work of ADEA? • To what extent are ADEA's key stakeholders involved in the management and implementation of ADEA's work? What is the nature and value of their contribution? How does ADEA's operating structure compare to similar network-like organizations?	Roles and responsibilities of implementing bodies are perceived to be clear Level of satisfaction of the Secretariat, Working Groups, Steering Committee, Executive Committee, Bureau of Ministers and Interagency Meeting as to ADEA's mode of operation Perceptions of ADEA's Secretariat and WGs' members of the benefits of the current hosting arrangements (with AfDB for ADEA Secretariat and with their respective hosting institution for the various WGs) Evidence of synergies and lack of duplications between ADEA and AfDB Donors and staff report improvement in ADEA's reporting capacity Quality and timeliness of reporting improved with the new hosting arrangement	ADEA Secretariat, Steering Committee, Bureau of Ministers, and Working Groups ADEA organizational documents on the mechanisms and procedures of functioning of the various ADEA's bodies MOUs signed with the WGs Comparative data from IUCN and SEAMEO	Interviews Document review

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Evaluation Issues	Key Questions	Sub-Questions	Indicators	Data Sources	Collection Methods
Governing Structure	To what extent is ADEA's governance responding to the needs of its key stakeholders? To what extent does ADEA's governing structure support the achievement of its mission and objectives?	To what extent are the interests of ADEA's key stakeholders represented in the governing bodies of the Association? (e.g., Steering Committee, Executive Committee, Bureau of Ministers, Interagency Meetings) What is the relative contribution of key stakeholders (Ministries, Multilateral Agencies and Civil Society) regarding: • Strategic decision-making? • The allocation and use of resources? Is their contribution appropriate? How do Governing Body members view ADEA's structure compared to other comparable organizations? • How are other comparable organizations governed?	Composition of the various ADEA Governance Bodies Clarity of roles and responsibilities of ADEA Governance Bodies within ADEA Level of participation of internal and external stakeholders in ADEA's activities Level of satisfaction of the Steering Committee, Executive Committee, Bureau of Ministers, Interagency Meeting, Secretariat and Working Groups as to their actual level of participation in ADEA Governance Bodies Extent to which ADEA's Governing Structure is comparable to the functioning of other similar organizations	ADEA organizational documents on the mechanisms and procedures of functioning of the various ADEA's Governance Bodies ADEA key stakeholders (members of the Steering Committee, Executive Committee, Bureau of Ministers, Interagency Meeting, Secretariat and Working Groups) Data on the rate and nature of participation of internal and external stakeholders Comparative data from IUCN and SEAMEO	Interviews Focus groups Document review

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Evaluation Issues	Key Questions	Sub-Questions	Indicators	Data Sources	Collection Methods
Program Management	To what extent are the management tools used by ADEA providing effective mechanisms for planning, implementing, monitoring and reporting on activities?	To what extent has ADEA's new hosting arrangement with AfDB improved the Association's administrative and financial capacity to manage, execute and report on its programmatic activities? To what extent has the 2008-2012 MTSP been adequately translated into implementable plans and budgets? To what extent have the Steering Committee's 2007 decisions on the rationalization of WGs been effectively implemented by the Secretariat and WGs? Have the recommendations of the 2000 WG evaluation been adequately addressed? To what extent does ADEA's performance management system provide it with timely and useful information for decision-making purposes?	Level of satisfaction of ADEA key stakeholders with regard to ADEA's current guiding principles and operational procedures Existence of organization-wide systems/mechanisms/procedures/tools for planning, implementing, monitoring and reporting on activities and results achieved, including at the country level Quality of monitoring reports Use of the information included in the monitoring and evaluation reports for planning purposes	ADEA key stakeholders (members of the Steering Committee, Executive Committee, Bureau of Ministers, Interagency Meeting, Secretariat and Working Groups) ADEA monitoring reports Documents describing ADEA' s key operational procedures	Interviews Document review
Inter-organizational Linkages	What is ADEA's capacity to form strategic partnerships that support its work?	Who does ADEA consider to be its strategic partners? To what extent are these linkages strategic for ADEA? • What benefits does ADEA draw from these linkages? • To what extent do these partnerships support ADEA's efforts to achieve its mission more effectively and efficiently?	Number and type of existing linkages with other relevant organizations/institutions Use by ADEA of the products/services/knowledge/resources produced through the linkages with other organizations/institutions	ADEA Secretariat, Working Groups, Steering Committee Representatives from relevant organizations/institutions (including AU and AfDB) Partnership list	Interviews Document review

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Evaluation Issues	Key Questions	Sub-Questions	Indicators	Data Sources	Collection Methods
Organizational Motivation (history, mission, organizational culture, incentives)	To what extent is ADEA's organizational culture supporting the achievement of its mission?	To what extent do internal factors (e.g. mission, organizational culture, incentives, etc.) support ADEA's performance? To what extent have ADEA's principles (culture of cooperation, transparency and analysis) been applied in the work of the Steering Committee? Bureau of Ministers? Interagency Meetings? And Working Groups?	Perceptions on the effects of internal factors on ADEA's performance Degree of identification of ADEA key stakeholders with the organization's mission, objectives and culture Level of satisfaction of ADEA key stakeholders on the mode of operation of the Association Existing mechanisms and procedures allow/foster ADEA's key stakeholders participation	ADEA Secretariat, Steering Committee, Executive Committee, Bureau of Ministries, Working Groups Representatives of the Ministries of Education in Africa	Interviews Focus groups

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Appendix III Interview Protocols

Introduction and Background

Universalia has been contracted by the Association for the Development of Education in Africa (ADEA) to conduct an evaluation that has the following objectives:

- Review progress made since the 2005 ADEA evaluation.
- Assess the relevance, effectiveness and efficiency of ADEA's program and structure.
- Assess the degree to which ADEA has successfully adapted itself to the changing context of educational development in Africa
- Assess the degree of ownership of ADEA's modus operandi by African ministries of education.
- Review the relevance and effectiveness of ADEA WGs.
- Carry out a mid-term review of the 2008-2012 MTSP.
- Assess the coherence of ADEA activities vis-à-vis the 2008-2012 MTSP and the Action Plan of the AU 2nd Decade of Education.
- Provide a comparative assessment of ADEA's governing structure (as a network organisation) using the proven framework developed by the International Union for the Conservation of Nature (IUCN).

Questions

1.1 Context

What are the key opportunities and threats of the external environment that ADEA is facing?

1) In your view, what are the emerging social, political or economic issues that stand to affect the work of ADEA in the mid to long term future?
2) Since 2005, how has the broader African educational context evolved?
3) What are the emerging educational and/or development issues?

1.2 Effectiveness

To what extent is ADEA achieving its mission of "acting as a catalyst of innovative policies and practices for change in education through the pooling of ideas, experiences, learning and knowledge"?

1) To what extent is ADEA meeting its stated objectives, as defined in the 2008-2012 MTSP[2]?
    a. Improve policy dialogue on African educational issues (SO 1 & 2)

[2] **Strategic Objective (SO) 1** : Foster shared understanding for coordinated and effective action on the education issues facing Africa; **SO 2:** Contribute to continental and regional integration educational priorities defined by AU and NEPAD; **SO 3 & 4**: Strengthen educational capacities and support policy learning and reform via the production and dissemination of policy-relevant knowledge and lessons learned; **SO 5**: Improve ADEA's performance management systems, accountability and financial reporting, and strengthen its institutional capacity.

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b. Strengthen educational capacities through the dissemination of information / sharing of experiences (SO 3 & 4)

c. Strengthen ADEA's organizational performance (SO 5)

2) To what extent are the programs and activities carried out by the ADEA support the achievement of 2008-2012 priorities?

a. Improve the quality of education;

b. Improve the relevance of education programs to African societies and economies; and

c. Increase equity in education, with special emphasis on gender, the urban/rural gap, and socio-economic inequality)?

3) To what extent are ADEA's activities adequate for supporting its stated objectives?

a. Biennial Meetings?

b. Triennial Meetings?

c. Ministerial Meetings and Conferences?

d. Working groups?

e. Inter-Country Quality Nodes?

4) To what extent is the work of ADEA and its Working Groups contributing to the achievement of the objectives set in the MOU with AU:

a. Develop programmes consistent with Education for All (EFA) and the MDGs.

b. Strengthen continental and regional integration for education in Africa.

c. Contribute to the African renaissance (improve education, further Africa's cultural heritage, language diversity and normative social practices in support of development).

1.3 Relevance

To what extent is ADEA's work relevant to its constituencies?

1) Is ADEA's work perceived as relevant by its key stakeholders (Steering Committee, Bureau of Ministers, Working Groups, Representatives of the Ministries of Education, Current and Potential Donors, and Partners such as the AU and AfDB)?

2) To what extent does ADEA's MSTP provide an adequate framework for responding to the core challenges of educational development in Africa?

1.4 Operating Structure

To what extent does ADEA's operating structure support the achievement of its mission and objectives?

1) To what extent has the current hosting arrangement between ADEA and the AfDB improved the Secretariat's administrative capacity? Financial management? Project and programme management?

2) To what extent do the different arrangements between WGs and host institutions support the effective and efficient execution of programmatic activities within WGs?

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1.5 Governing Structure

To what extent is ADEA's governance structure responsive to the needs of key stakeholders?

1) To what extent does ADEA's governing structure adequately support its mandate? (i.e., serve as a catalyst for policy dialogue and decision-making).
2) To what extent is ADEA's governing arrangement responsive to the needs of the organizations? Does it provide adequate guidance? Does it provide an effective decision-making venue?

1.6 Program Management

To what extent is ADEA's program management supporting the achievement of the organization's mission and objectives?

1) Are ADEA's operational procedures satisfactory and effective – including mechanisms for planning, implementing, monitoring and reporting on activities?
2) To what extent are resources used efficiently within ADEA? Does have the tools it needs to manage resources efficiently and productively?

1.7 Financial Viability

To what extent has ADEA succeeded in raising financial resources commensurate with its objectives?

1) To what extent has ADEA succeeded in diversifying its funding?
2) To what extent are the African ministries of education willing and able to fund ADEA?

1.8 Organizational Motivation

To what extent do internal factors (e.g. organizational culture, incentives, etc.) support ADEA's performance?

1) To what extent do internal factors (e.g., mission, organizational culture, incentives, etc.) support ADEA's performance? To your knowledge, are there issues that will need to be addressed in the near to mid-term future?

To what extent have ADEA's principles (e.g. culture of cooperation) been used to harness mutually beneficial outcomes within its various structures? With its various interlocutor

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Appendix IV Bibliography

ADEA Key Documents
MOU ADEA –AfDB
MOU ADEA – AU
ADEA MTSP
ADEA Workplans and Budgets (2006-2010)
ADEA Reports of Activities (2006-2009)
ADEA Structure – March 2010
ADEA SC Meeting Reports Sept 2007 - Dec 2009 (SC, Caucus, Inter Agencies)
Report of Meeting of the Bureau of African Ministers of Education – April 2009
Draft Report of Meeting of the Bureau of African Ministers of Education – December 2009
Conference Ministers' communiqués
2006 Biennale report and proceedings (with list of participants)
2008 Biennale report
Sub-regional meetings & conference documents (African languages & culture, Bamako+5 conference on contractual teachers, Conference for Af Ministers of Fin & Educ, ICQN on peace education, ICQN on TVSD)
Newsletter – Special Issue – Biennale 2008
1988-2008: 20 Years of Dialogue and Partnerships for Leadership and Change
Etude de cas Burkina Faso
Education sector responses to HIV and AIDS: Learning from good practices in Africa - 2006
Education for rural people in Africa – 2006
Actes du colloque sur l'éthique de la coopération internationale et l'effectivité des droits humains - 2005
Press Digest
DRAFT PROCEDURAL GUIDELINES for ADEA WORKING GROUPS (Revised 2004)
Decisions on the future of WGs
Job Description – ADEA Publications Officer
Description de poste – Responsable administration ADEA

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Working Groups' Key Documents
Workplans and Annual Report of the WGs (2006-2010)
Publications (WGEMPS, WGHE, WGDEOL)
WGESA: Peer Reviews (Nigeria, Mauritius, Gabon) & Final Validation Report
WGMSE: REPORT ON SMASE–WECSA Conference 2009 & List of Participants
Other Key Documents
Global Monitoring Reports on Education for All
Millennium Development Goals
African Development Bank – Mid-Term Strategic Plan 2008-2012
African Union – Strategic Plan
African Union – Second Decade for Education and Action Plan

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Appendix V List of People Interviewed

Category	Name
ADEA Secretariat	• Mr. Ahlin BYLL-CATARYA, Executive Secretary, ADEA • Mr. Hamidou BOUKARY, Knowledge Management, ADEA • Mr. Beedeenamum CONHYE, Education Expert, ADEA • Ms. Than-Hoa DESRUELLES, External Relations and Communications, ADEA • Ms. Sabine DIOP, Finance and Budget
ADEA Chair	• Mr. Dzingai MUTUMBUKA, ADEA Chair
Bureau of Ministers	• Hon. Mr. Abdulkabir ALFAKHRY, Minister of Education, Lybia • Hon. Ms Odile BONKOUNGOU, Ministre de l'Enseignement de base et de l'Alphabétisation, Burkina Faso • Hon. Mr. Arlindo CHILUNDO, Deputy Minister of Education and Culture, Mozambique • Hon. Ms Rosalie KAMA – NIAMAYOUA, Ministre de l'Enseignement primaire et secondaire, chargé de l'Alphabétisation, Republic of Congo • Hon. M. Maker MWANGU FAMBA, Ministre de l'Enseignement primaire, secondaire et professionnel, Democratic Republic of Congo
African Ministers of Education and Representatives from Ministries of Education	• M. Comlanvi Maoudi JOHNSON, Planificateur de l'Education, sociologue, philosophe, Coordonnateur National Education Pour Tous du Bénin, Benin
Agencies	• Ms. Mary-Luce FIAUX NIADA, Conseillère éducation, Direction du développement et de la coopération Swiss Agency for Development and Cooperation/ Direction du Développement et de la Coopération (SDC/DDC) • Mr. Kamal ELKHESHEN, VP Operations, African Development Bank • Mr. Ingemar GUSTAFSSON, Former SIDA representative • Mr. Ki-Seok KIM, Chief Fieldwork Officer, Educators without Borders, Korea • Mr. Jacques MALPEL, DG Development and relations with ACP States, European Commission • Mrs. Vera Brenda NGOSI, Director, Human Resources Science & Technology (HRST), African Union • Mrs. Beatrice Khamati NJENGA, Head, Education Division, African Union Mr. Arjan J. SCHUTHOF, Head, Education and Development Division, Ministry of Foreign Affairs, The Netherlands • Mr. Sibry TAPSOBA, Director EADI • Mr. Dan THAKUR, Senior Education Specialist, Africa Branch, Canadian International Development Agency • Mr. Christopher J. THOMAS, Sector Manager for Education in Africa, The World Bank • Dr Carew TREFFGARNE, Regional Education Advisor Pan African Strategy Department, DFID-Department for International Development

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Category	Name
Workin Group Coordinators	• Ms. Houraye ANNE, GTGEAP • Ms. Angela ARNOTT, GTGEAP • Ms. Ibrahima BAH-LALY, GTGEAP • Ms. Nadia BISOS, GTLMS • Ms. Koumba BOLY-BARRY, GTENF • Mr. Lawalley COLE, COMED • Ms. Rokhaya DIAWARA, GTDPE • Ms. Nieshaakamena JAMES-SARR, GTEDAL • Mr. Virgilio JUVANE, GTPE • Ms. Lynette Kisaka, GTEMS • Ms. Alice LAMPTEY, GTES • Dr. Kavijar SUKON, GTEDAL
ADEA Country Focal Points	• M. Manuel KAVUNGO MAYIMONA, Conseiller du Ministre chargé des relations avec les organisations internationales Ministère de l'Education, Angola • M. Thierry Claver HOUNTOUNDJI, Ministère des Enseignements Primaire et Secondaire, Benin • Mme Blandine MEFANE, Ministère de l'Education nationale Gabon • M. Bonaventure MAIGA, Conseiller technique du Ministre de l'éducation du Mali • Mr. Hiranand B. DANSINGHANI, Ag Chief Technical Officer, Ministry of Education and Human Resources, Mauritius • Mrs. M.Y. KATAGUM , Federal Ministry of Education, Nigeria • Mr. Ghaleeb JEPPIE , Department of Higher Education and Training, South Africa • Dr. Eyana KPEMISSI ANANA, Directeur de cabinet, Ministre des Enseignements Primaire et Secondaire, de l'Enseignement Technique, de la Formation Professionnelle et de l'Alphabétisation, Togo • Mr. Joseph EILOR, Principal Education Planner, Research, Monitoring and Evaluation (RME), Ministry of Education and Sports, Uganda • Dr. Yussuf Nuh PANDU , Ministry of Education, Culture & Sports , Zanzibar

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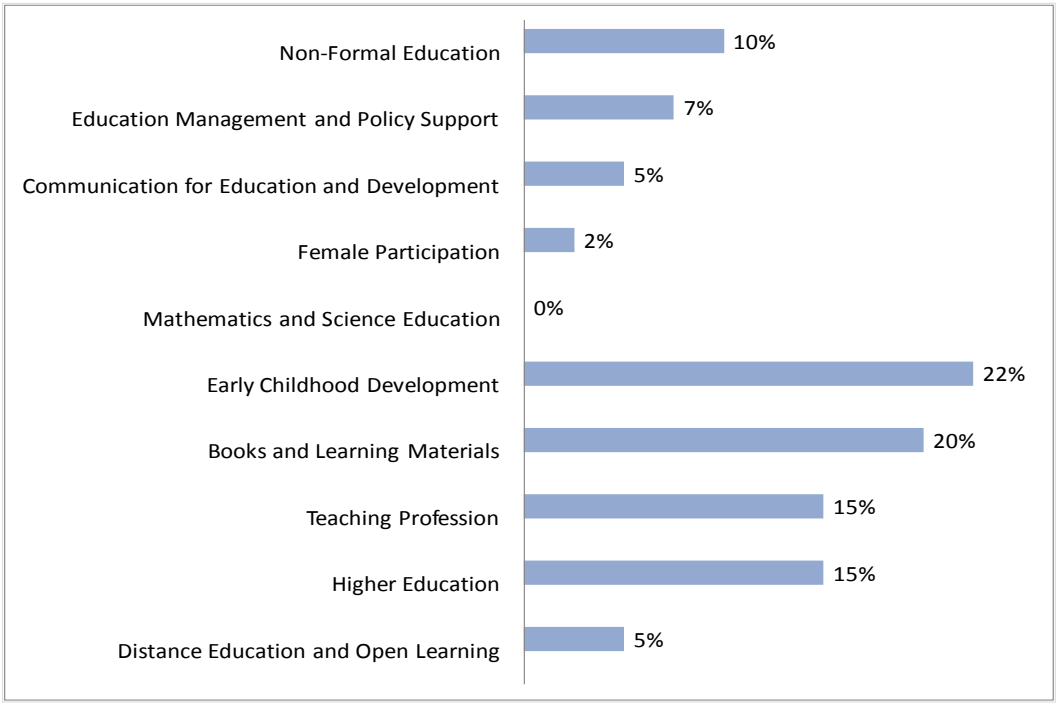
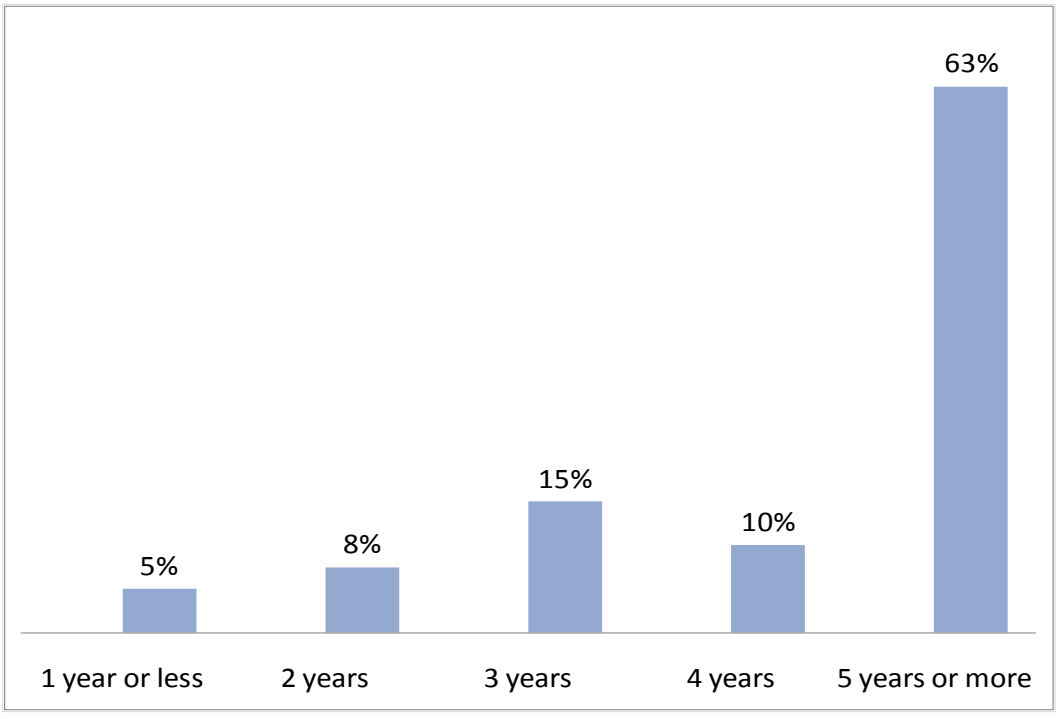
Appendix VI Survey Results

Q.1: Please identify the Working Group (WG) with which you are affiliated



Q.2: Have you been long affiliated to this particular WG?



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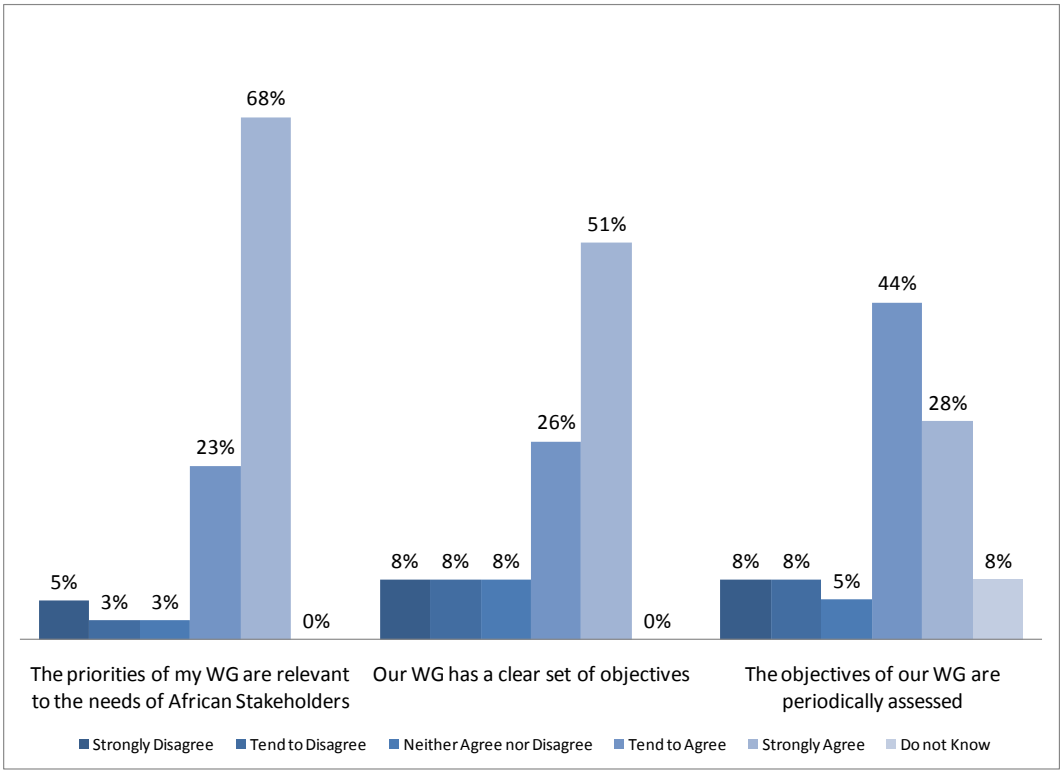
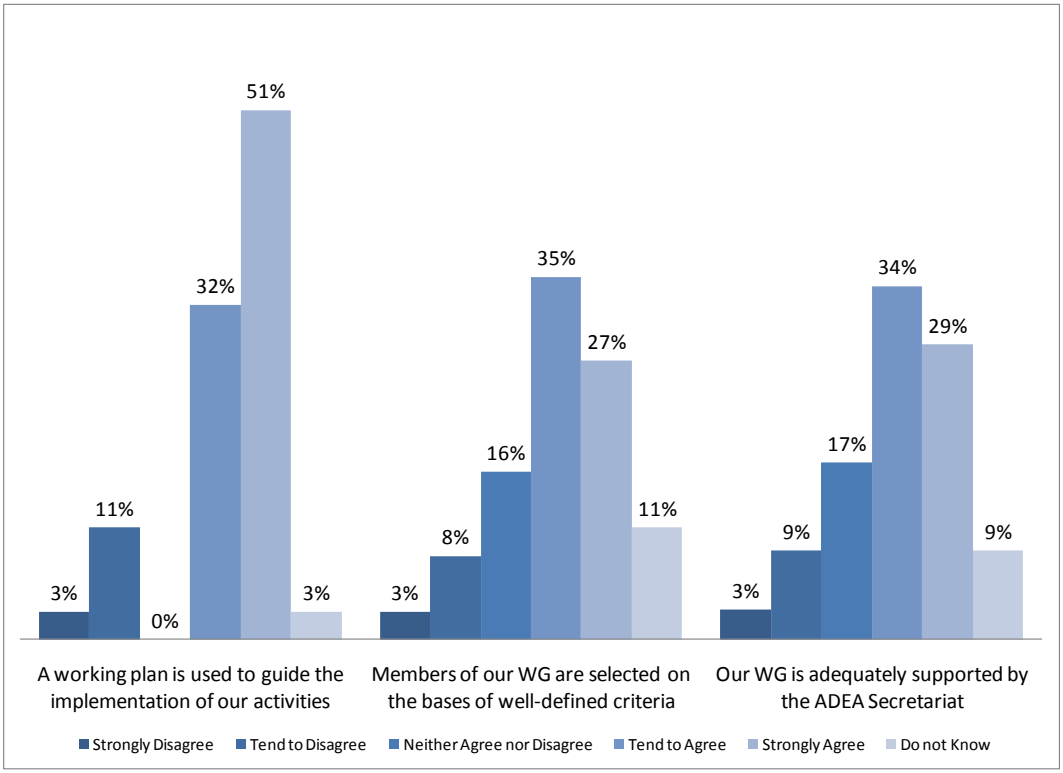
Q.3: Please indicate the extent to which you agree with the following statements



Q.4: Please indicate the extent to which you agree with the following statements:



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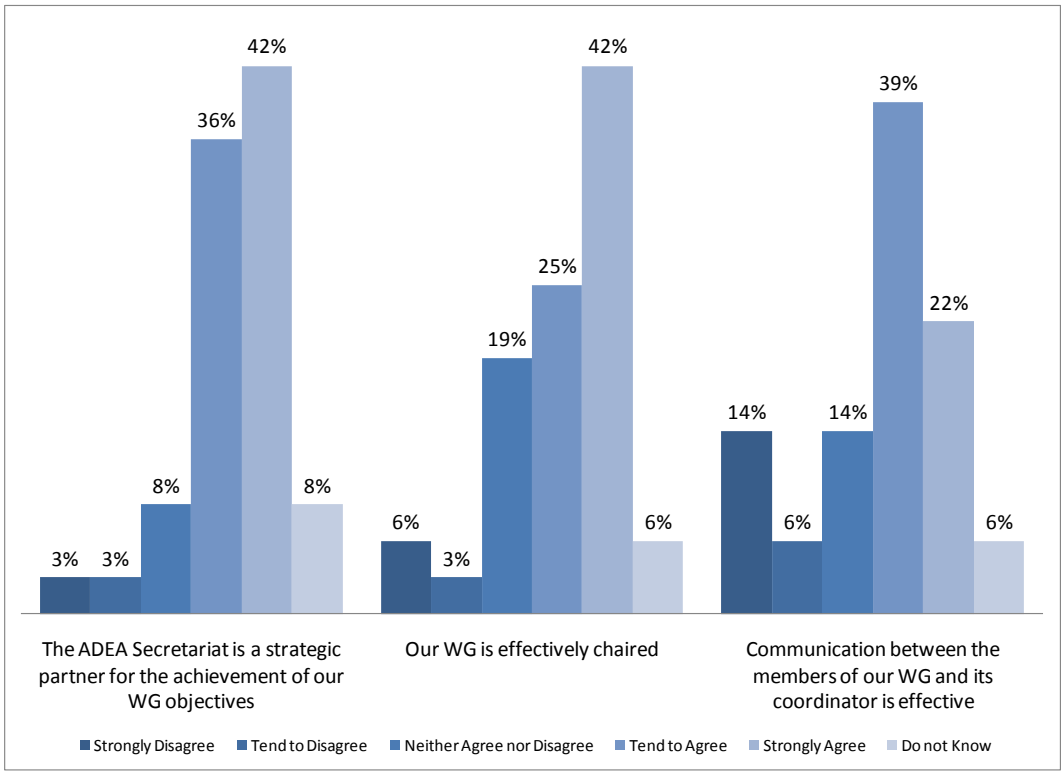

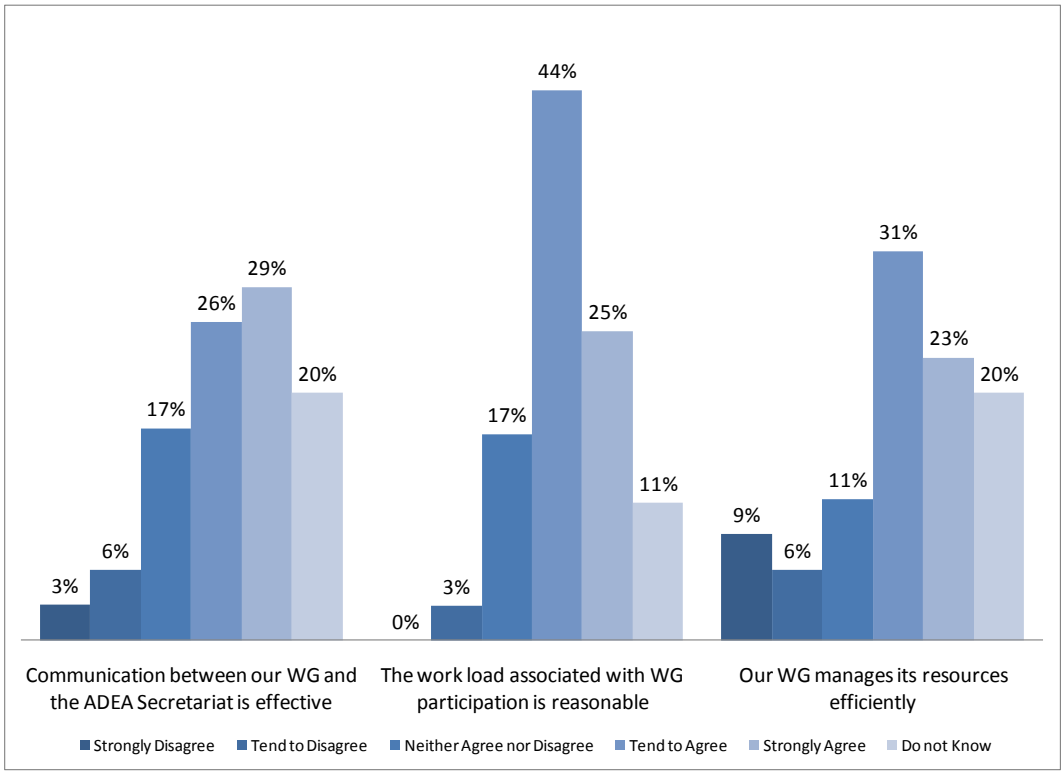

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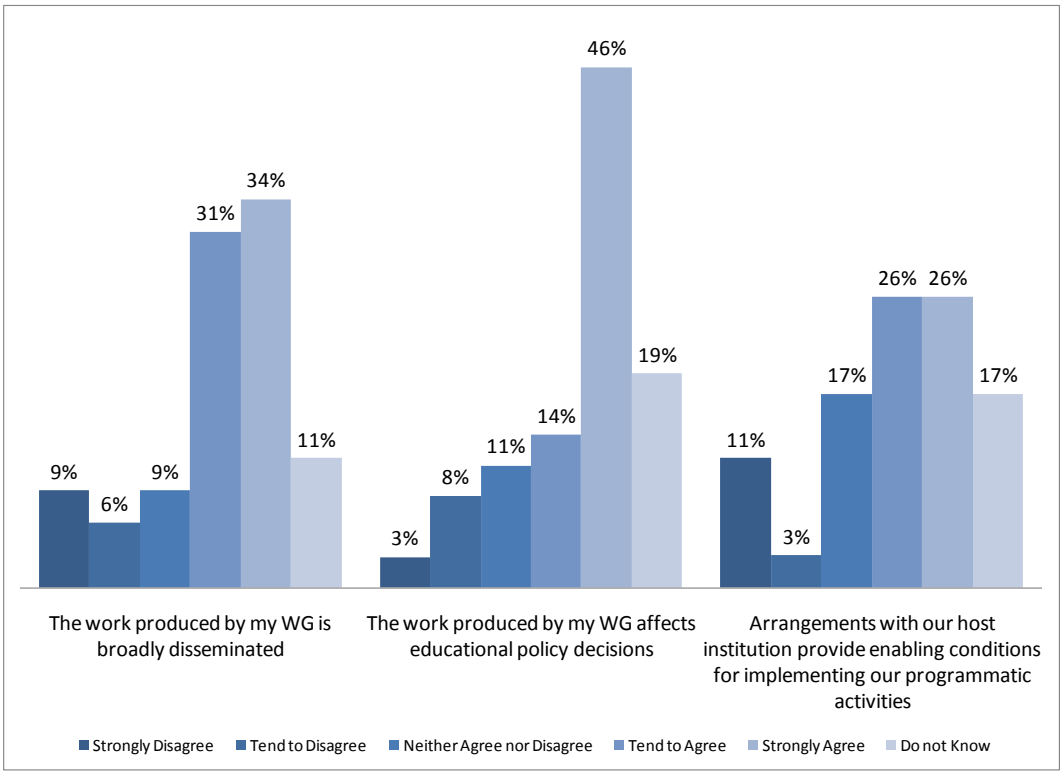

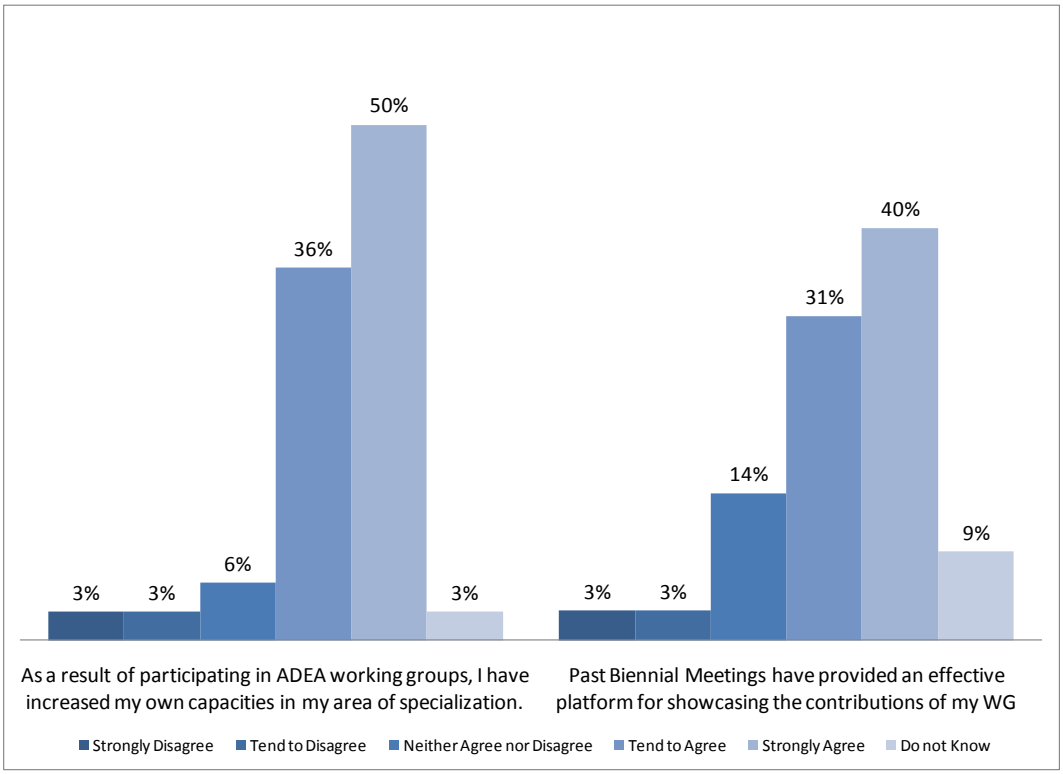

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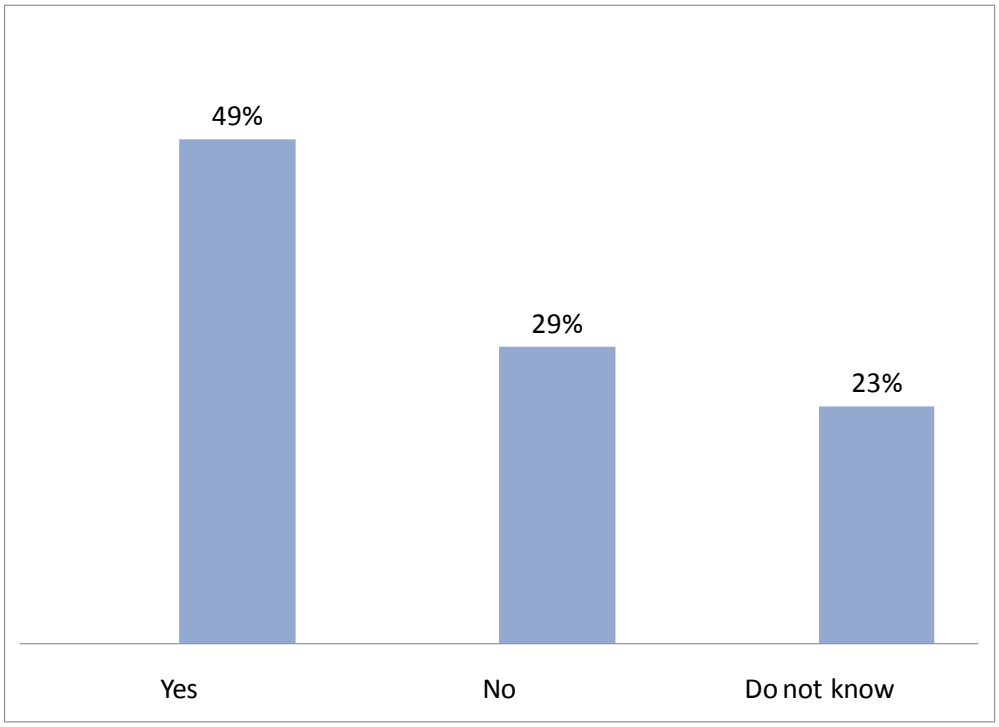
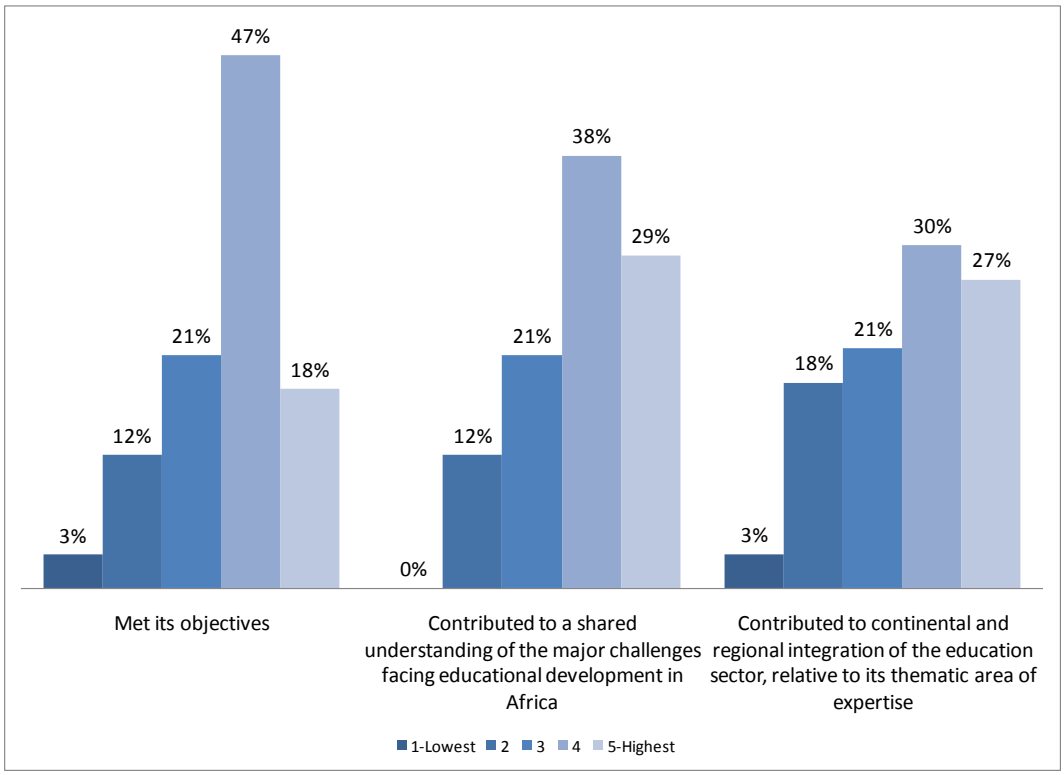
Q.7: Other than the resources provided by ADEA, are you aware of other sources of funding or in-kind support that your WG receives?



Q.8: On scale of 1 to 5, where 1 ranks as lowest and 5 as highest, please rate the extent to which your WG has:



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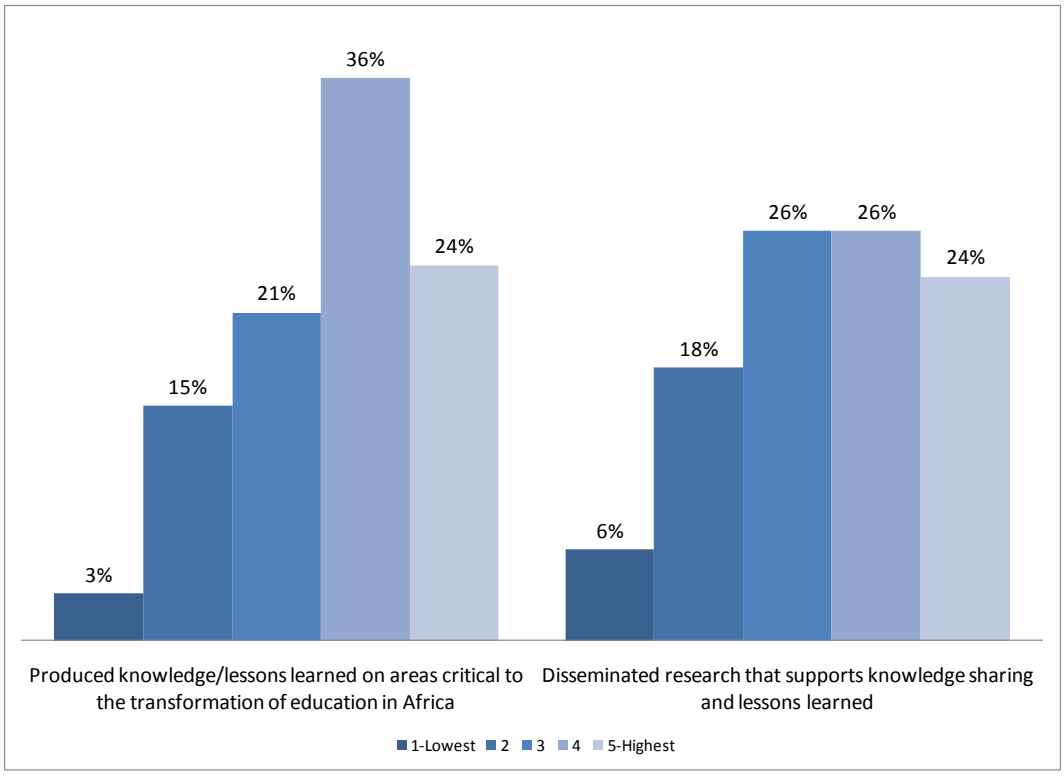
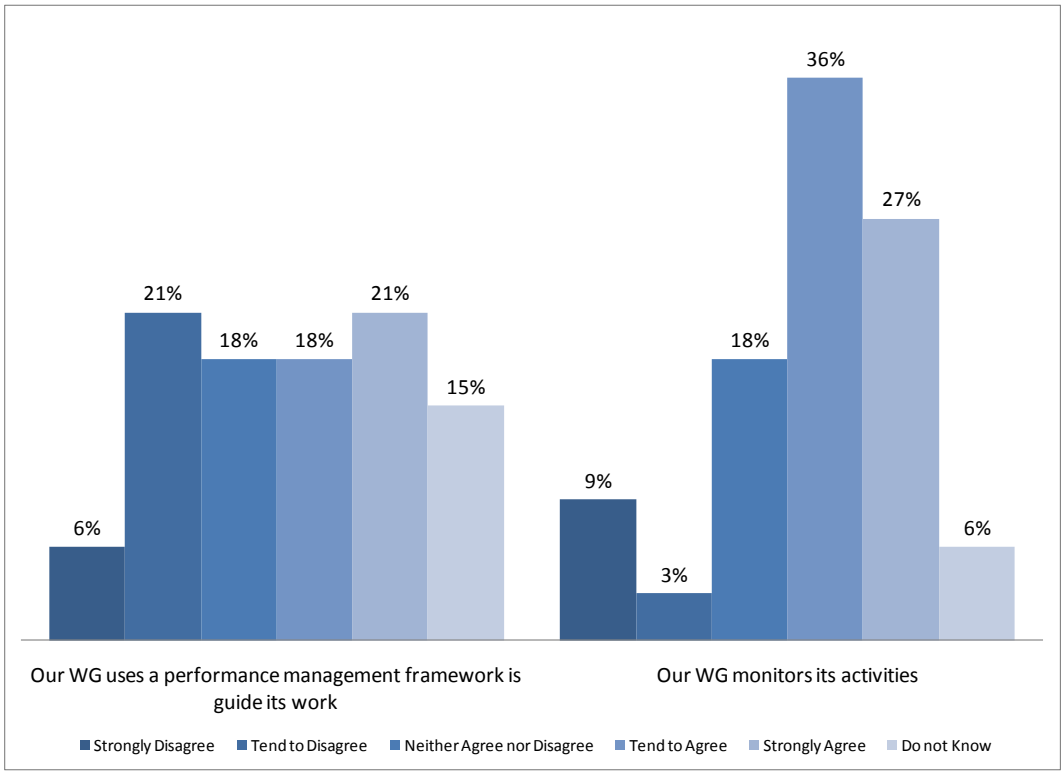


Q.10: Please indicate the extent to which you agree with the following statements:



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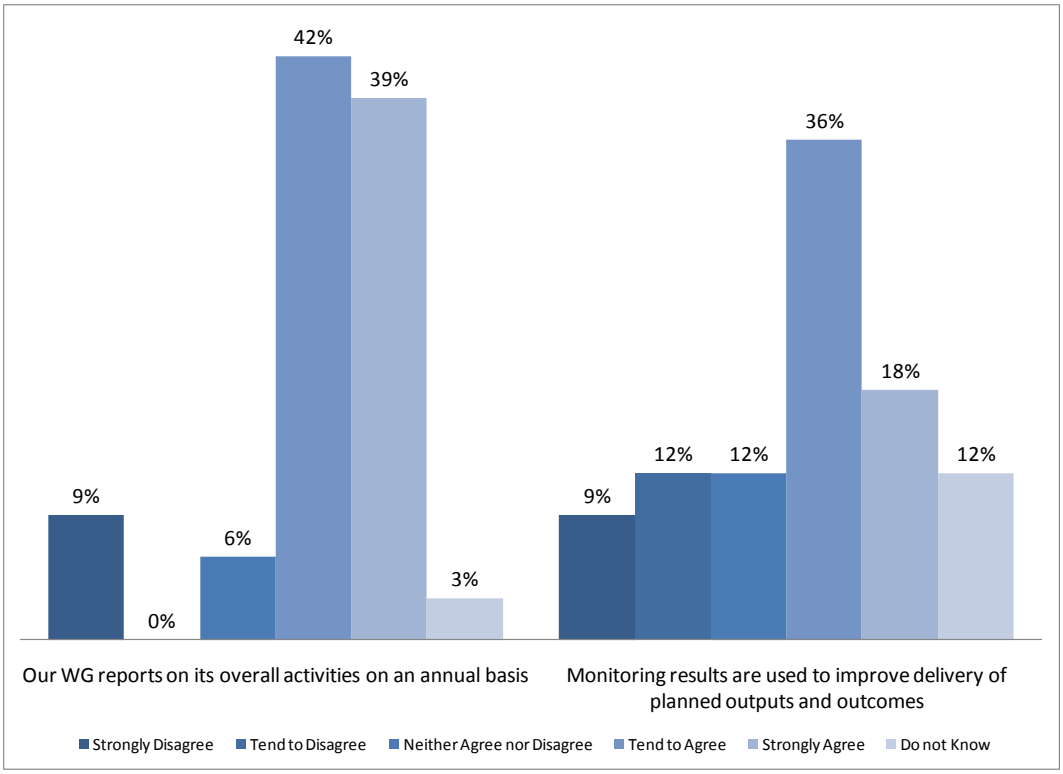

OPEN QUESTIONS

Q.5: Please provide two examples of how products from your WG were used in the last 5 years

1)	The Multigrade Teacher Training Modules are being used by ministries of education in Africa	Namibia and other countries have adopted Multigrade teaching into teacher training
2)	The report of the Ghana meeting on " Putting ECD on the political agenda in Africa"	The report of the Dakar meeting on Best practices; policy implementation and so on / ECD
3)	It helps for the improvement of the quality of books and didactic material used in the schools	Our country is preparing a forum on book policy taking into account some recommendation of the WG
4)	Africa and UNESCO including delegates from all over the world, highly supported the need to allocate more resources to Africa at the last UNESCO Conference in Geneva during July, 2009 after the EDEA Working Group on Higher Education analysed and successfully presented the gaps and needs of the African Education system.	In October, 2009, the Conference of Ministers of Education in Africa (COMEDAF) had a big portion of its debate based on Higher Education, and ADEA and the Ministry of Education of Kenya staaged a very successful Continental Higher Education Exhibition at the COMEDAF held at SARAKAWA Resort Hotels in Mombasa. It was rated a big success by Ministers of Education and Stakeholders in Higher Education.

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5)	widely disseminated to Ministers including through the COMEDAF of the African Union	placed on website of the host institution as well as other partners; our training manuals (HIV/AIDS; LMD and Gender) are used by higher education as well as non-higher education stakeholders
6)	The strategic plan of the ADEA ECDWG was well shared by all members for commnents and implementation	Resolutions from ADEA ECD WG and other related forum have influenced the promotion of ECD Agenda in Africa
7)	The Education Toolkit that was recently launched in South Africa is being disseminated across the continent	The office of the Coordinator and the COMED website are good sources of information for education journalists.
8)	4th African International Conference on ECD, November 2009, Concept Paper and Proceedings (Eng/Fr)	Guide to ECD Innovations in Africa (Eng/Fr)
9)	HIV/AIDS Tool Kit for HEIs developed by the WG is being used by institutions of higher learning throughout the continent	A book on differentiation and articulation in tertiary education in Africa produced jointly with the AAU and the World Bank is a key reference on this subject in the continent.
10)	African International Conference on ECD Presentations and Publications	-
11)	resources developed were used in multigrade classrooms on remote island as well as in mainstream classes	resources for use in preservice teacher education
12)	Various publications were produced and distributed to stakeholders	Workshops were held as a follow up of recommendations made out of studies
13)	The movie produced by Swiss production for Biennale 2006 were shown in CONFINTEA VI	Follow-up publication of some of studies prepared for Biennale 2006 was presented in other conferences.
14)	The policy dialogue around the concern represented by "Contract Teachers" - a teacher engaged into the profession with no initial professional training and conditions to offer them in-service and professional development has culminated with the development of policy frameworks that define procedures related to selection, training, recruitment and deployment from one hand; and career tracks on the other. As a result of the work undertaken in this area, some ministries of education have considered policy measures to integrate and support contract teachers as part of their teaching force.	The development of Multi-grade Teaching programme as contributed to equip teachers with knowledge and skills to handle multi-grade classes, particularly in the very rural and small remote schools. The methodology has contributed to address teacher shortages while improving quality teaching and learning.

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15)	Development of strategic plan and curriculum development for Young child integrated programming; help to orientate training of staff at both administrative and programmatic levels.	
16)	The pilot studies conducted on policy development in ECD have resulted in a guide towards policy planning in the area of ECD that is been used at national level and considered useful	The networking list of country contacts is being used by other organizations who are promoting the same agenda.
17)	The work on multigrade teaching sparked interest in several countries	
18)	Books and PowerPoint presentation used for a seminar in Bamako, Mali	Books disseminated to key government policy officials and the private book publishing sector
19)	Outcome document of the 4th Regional Conference informed the decision of the AU to identify ECCE as an 8th priority of the 2decade priorities	Strategic focus of the WG informs the present Mauritius Africa initiative for capacity building and SS cooperation
20)	debate between education ministers and African journalists and communicators at ADEA biennial	tool kit for training journalists and media workers developed
21)	Policy briefs	published in annual reports and education publications
22)	The information bulletin is usefull and is forwarded by me to education staff at Embassies	
23)	Assessment of EMIS in Southern Africa	SADC Norms and Standards for EMIS
24)	Peer Reviews shared widely.	Technical support to MOEs is expanding
25)	l'éducation non formelle est mieux financé grâce au plaidoyer réalisé par le GTENF	une meilleure visibilité du non formelle au niveau politique
26)	La mesure du droit a l'éducation	Articulation des systèmes d'éducation non formelle
27)	les indicateurs de performance pour l'enseignement supérieur	

Q. 6 Please list the two major benefits that your WG derives from Biennial/Triennial Meetings

1)	Major opportunities for networking with all major actors in education: Ministers, Donors, Consultants etc	Platform to showcase and inform others what the WG is doing has done and has achieved as per plan
2)	To advocate to Education Planners to give more emphasis to the early years	

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3)	knowing what the other countries are doing about the school book policy	
4)	Determination, review, and renewal of WGHE institutional and operational policies.	Report-back, feedback, and open discussion of both narrative and financial reports increases sharing of relevant information, opportunity to focus on accountability and transparency issues in the Education Service.
5)	visibility of our work	opportunity for networking
6)	Biennial Meetings on ECD organised by ADEA ECD WG have streered the development and implementation of ECD policies and policy frameworks	The meetings have influenced the broad focus on holistic development of young children by advocating for integrated initiatives in members countries
7)	It provides a forum of interaction/better understanding between African Education Ministers and the network of African Education Journalists	The above is also true of COMED and the Ministers of Education, so each sees the other as a partner in progress.
8)	Opportunity to showcase ECD work	Opportunity to promote ECD Policies and Strategic Plans in SSA
9)	Sharing knowledge and experiences with policy makers and other stakeholders	Showcasing some of the key products of the WG
10)	advocacy	showcasing
11)	sharing of expertise and experiences	access to resources
12)	Net working opportunities	Sharing of Lessons learnt and best practices
13)	opportunity to meet with WG Chair and Coordinator	opportunity to advocate the issues of literacy, non formal education and youth and adult education
14)	One major benefict is the possibility of getting the perception of Ministries of Education and other key stakeholders on the main challenges towards which ADEA is supposed to direct its work.	Biennial meetings have contributed to reinforce the nature of the education challenge - which is global, requiring articulated strategies and global approaches. This has enabled ADEA to move beyond basic education, traditionally seen as the only priority.
15)	helps field workers to showcase innovative practices; contributes to advocacy and making programs more visible locally and regionally.	
16)	Acknowledgement that ECD is an important issue that cannot be ignored in Africa	Attention by high level policy makers in agencies as well as in governments.
17)	Opportunity to hear about work done by other groups or individuals on the same issues on the WG's agenda	
18)	Networking	Collecting ideas

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19)	Strengthens partnership building	Provides platform to share experiences and research findings
20)	an arena for the African education journalists' award	collaboration on media coverage of the event
21)	access to MOE officials	exposure to a large, captive audience
22)	It provides a platform for advocacy with Ministers of Education on evidence based policy decisions	
23)	Share experiences in various topic areas	Hear from Ministers about challenges and priorities in the topic area
24)	les réunions nous donnent l'opportunité de découvrir les expériences porteuses des autres pays et d'échanger nos pratiques	les rencontres de biennale sont des moments de partage d'information et de dissémination des produits de recherches sur les expériences d'efficacité révélées
25)	Grande adhésion des décideurs politiques	mobilisation des partenaires et parties prenantes
26)	la mise en commun des connaissances	le point sur les discussions

Q. 9 To what extent is your WG effective at providing technical assistance at the country or regional level? Please identify two short examples.

1)	Not at all	
2)	WG mediated and supported training is provided at regional level recently: Multigrade Teacher Training	Provision of WG developed training materials to ministries of education
3)	Communication	
4)	WGHE supported Association of Universities in Africa in meeting thei mandate to the national universities.	The Secretariat of ADEA occasinally assisted the Afrrican Union Commission(AUC) Secretariat in providing technical services, and the WGHE Coordinator was based at the AUC Head Office for some time to beef up the AUC Secretariat capacity.
5)	WGHE has been providing technical assistance to university networks including the Association of African Universities, the Research Excellence Network REESAO in Francophone Africa and more recently the African Union Commission and the Regional Economic Communities (RECS) in particularly, ECOWAS	WGHE also support actively the work of UNESCO-BREDA; UNESCO BAMAKO Cluster, UNESCO Regional office based in Accra and UNESCO Headquaters among others
6)	ADEA has supported Tanzania to have ECD Focal persons from Government, Development Partners and Civil Sociwty organisation, with government being a member of the ADEA ECDWG steering committee	ADEAECDWG has supported Tanzania ECD Network to conduct a baseline survey of ECD service providers and it is currently planning to strengthen the network to become a multsectoral network

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7)	COMED has been involved in training education journalists and Ministry of Education officials and plans to do another soon.	
8)	Seminars and training activities have been provided	Many studies and documents have been produced
9)	Co-organizer of key fora to address common issues: e.g. 2003 Accra Conference on Things that Work in tertiary education	Active role in organizing Africa HE voice on global issues: WGHE members participated actively in the Africa Task Force for the 2009 World Conference on Higher Education
10)	National ECD Focal Point meetings	-
11)	development of resources	facilitation of workshops
12)	It has not provided any for sometime now.	Earlier it supported capacity building in some member countries.
13)	providing assistance to Burkina Faso, the host country of WG	developing a framework on NFE for West African countries
14)	The Mnsitry of Education Botswana requested the WG to assist in adapting the Primary Education Curriculum to reflect multi-grade teaching.	The WG developed in partnership with UNESCO a policy toolkit on Teacher Policy and Developoment, which is being used for the development of teacher education programms.
15)	in support of information/experience exchanges workshops; .	in consultation with higher spheres of policy development, strategic planning and training.
16)	In previous period to specific countries in west africa on ECD policy development	Within the context of the HIV/AIDS and ECD project, funded by the WB
17)	The work on multigrade teaching	Workshops on tools for teacher developement in West Africa
18)	I don't think this takes place	
19)	Through the partnership arrangements partners at the country level accompany member states in supporting existing multi-sectoral platforms for ECCE	Through the WG, capacity building has been provided at the institutional level for focal points as well as programme design for training of caregivers
20)	training courses for journalists and communications people from ministries of education	assistance to the adea secretariat in facilitating media coverage of major conferences and thematic events
21)	We organise training wortkshops for our national chapters	We develop training materials that are shared with our chapters
22)	Get know the other experience in other coutries about the productionof school books and learn materials	Share those experiences
23)	questions should be addressed by African countries	

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24) Development of the SADC Norms and Standards for EMIS and currently the assessment framework — Development of SADC Monitoring and Evaluation Plan
25) Provided EMIS assistance to MOE in Ghana — Provided EMIS assistance to MOE in Zanzibar
26) implication des GT à la reflexion sur la vision holistique de l'éducation — participation aux rencontres d'échange sur les thématiques concernant l'ENF
27) Formulation d'une politique intégrée dans deux pays — Adoption de strategies accélérées dans trois pays
28) Pas de commentaire particulier.

Q. 11 What is the single most important recommendation you could make to ADEA to increase the added value of WGs within the Association?

1) Close the WG for Higher Education -- it is a liability rather than an asset
2) Evaluation of Performance and Contribution of WGs problem-solving, generation of new knowledge, reform of education to modernise and make appropriate etc.
3) Need for having competent, more committed, and full-time Coordinators to give maximum time to ADEA work.
4) Reduce the number ans scope of activities carried out by the Secretariat, in order for the Secretariat staff, especially the program and finance staff to have more time to facilitate the work of the WGs which are gradually losing their steam
5) Strengthen the WGs to be independent with resource both human and financial to be able to speciffically focus on their specific objectives
6) The office of the Coordinator needs more hands to make it more efficient.
7) Ask for quarterly financial and programme reports from each WG, and then follow up with each WG.
8) They need to become independent entities (but with a remaining ADEA linkage) so they really become African agents of change
9) Do not try to centralize control of WGs. Let the WGs regulate their own work based on an agreed vision and annual action plans. Monitor results, not processes.
10) more ongoing assistance and financial support
11) Listen more to the stakeholders as they are best placed to advise on the local needs of education development
12) to disseminate the publications and studies of the WG to wider audience
13) Work towards major integration and combination of activities undertaken by the different WGs.
14) amélioration de la qualité des manuels produits dans mon pays
15) Improve the Information, Communication and Documentation strategy.
16) Provide technical support member countries especially in small countries like my own island state
17) Provide opportunities for concertation between triennials
18) Share annual or semi-annual reports

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19) Mobilse more resources to promote policies for support and investment in early development and learning

20) improve its financial and administrative capacity to serve working groups

21) To adopt a gendered approach to its work from planning to evaluation

22) Shering information

23) Other working groups to effectively work with Regional Economic Groups such as SADC and ECOWAS

24) provide more guidance to the WG staff

25) Renforcer les groupes de travail dans la production de connaissances et le renforcement des capacités

26) DISSEMINER LES RESULTATS DE SES TRAVAUX ET DIFFUSER L'INFORMATION SUR SON EXISTENCE ET SES RESULTATS

Q. 12 What are the three major strengths of your WG?

1)	There are none -- and as a donor I find this unacceptable and counter-productive		
2)	A real commitment of the major regional partners for ECD in Africa to work together in the W.G	A real interest and trust of the country's partner on the W.G activities	The W.G is very well known now at country and regional level and that's make it important for Advocacy , information sharing and exchanges.
3)	Provides a strong platform for networking and sharing knowledge and valuable experiences	Development of needs-led training materials to support ministries of education capacity building	A strong advocacy voice for the teaching profession beyond trade unions
4)	Good attendance at meetings, enhancing understanding of issues, effective debates and rational decision-making.	Experienced Coordinator who relates well with Members of the Group, and makes good preparations for the meetings.	Communication is efficient and exchange of ideas is effective.
5)	Analytical work and the recommendations for stakeholders which are disseminated very widely through a variety of methods including policy briefs	The training tools we develop and the capacity building activities we undertake	Our advocacy for the role and contribution of higher education to Africa's development, and more recently the role and contribution of higher education and research to the achievements of the EFA and MDGs
6)	It is multisectoral with diversity of members	It is transparent and consultative	It has continued to support the understanding and promotion of ECD interventions in Africa

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7)	Diverse membership and expertise	Pragmatic leadership of the steering committee	Ability to impact on the work of other working groups because communication is key to development.
8)	Excellent and committed members on Steering Committee	Network of ECD Focal Points	Strong leadership from Ann-Therese Ndong-Jatta of UNESCO/BREDS
9)	Unsure at the moment		
10)	Knowledge sharing amongst different actors (government, educators and development partners)	Consensus building among issues that affect many countries.	Broker of ideas. The WG helps to bring together experiences from different countries and regions to the knowledge of countries and institutions. Similarly, the WGs helps to bring the concerns of institutions and governments to the development partners community in a collegial manner. This helps to influence policy and practices on both sides in a manner that in non-threatening and collegial
11)	strategic planning for programme development	good communication	good leadership and teamwork
12)	Sharing information	Workshops/seminars/conferences on topical issues	Support of stakeholder activities
13)	good collaboration with government and NGOs in Burkina Faso	support provided by the ADEA Secretariat	
14)	Teachers and teacher education are increasingly recognised as key for the attainment of education goals.	A number of regional and international organizations focus their work on teachers. This provides increased room for collaborative partnerships.	The WG convening power in its relationship with ministries of education provides a unique opportunity for change and development.
15)	révision régulièredes manuels existants	participation des opérateurs privés dans l'édition et l'impression des manuels scolaires	l'adoption en cours d'une politique éditoriale des manuels scolaires du primaire
16)	easily accessible and available for advice and support;	high level of commitment on the part of its members;	
17)	Commitment to disseminate to African Countries		

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18)	The new structure of regional coordination, if can be made to work effectively	Work on non civil servant teachers, if made more systematic	
19)	It's a key partner to both government and private sector	Leads in key research issues	
20)	High profile champions among heads of states and first ladies	Clear focus and mobilisation of cutting edge neuroscientists to add the scientic arguements to the advocacy and policy advice	Dedicated partner representatives drawn from across the globe and it is strongly affiliated to consultative Group on children
21)	its resilience as a network for communicators in the field of education	the ability of its coordinator to forge partnerships	its purpose: to put education reform on the media map and communicate to all levels of society
22)	We are well governed	We have a 5-year strategic plan	We are recognised as an authority in Girls' Education in Africa and as key stakeholder of education in Africa
23)	Produce the information to WG	Shering that information	Provide trainning to the WG members
24)	Its activities are spearheading the implemenation of the AU Second Decade Plan of Action in EMIS and making a difference	Practical and action oriented and addresses the needs of national stakeholders	good working relationships with Ministries of Education and REC'S
25)	Technical skills of members	Communications outreach	Work based on needs of MOEs
26)	sa perennite	sa vision stratégique	l'engagement de son noyeau

Q. 13 Name up to three areas or aspects of your Working Group that are in need of some improvement.

1)	Nothing of which I can think. Maybe a serious Director might help. But major changes would have to be introduced

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2)	Currently two organisations are sharing the High management coordination. After 3 years, this experience is not pertinent. We should move for a more coordinated and unique institutional management	More follow up on the implementation of the Action Plan/ Year	Stronger involvement of the Steering Committee members on the regular management
3)	Communication: The Newsletter (TMS) has ceased to circulate, should be revived to inform many	Assisting ministries of education with issues of: policy development, policy review, policy reform change of certain outdated practices. More targeted research is needed in these areas.	It is time for the WG to focus on selected one or two countries and assist them turn round on identified teaching profession issues, challenges or problems-training, policy development, new practices, undertaking particular research etc. I think that should be the measure of success for the WG-ability to turn round a poor performing ministry on some aspect of the teaching profession.
4)	Host institution in Ghana had seemingly become antagonistic to the Coordinator and almost uncooperative with ADEA Leadership.	Regularity of meetings seems to have slackened in the past year, hence almost disrupting currency of ideas..	The Association of Universities in Africa needs to revamp its interest and active involvement in AUC and ADEA work.
5)	Steering Committee is not functioning very well since 2009	Financial bottlenecks are still not entirely out of the way	Communication / responsiveness from the secretariat can improve
6)	More support from ADEA Secretariat.	The Coordinator has too much to do. There is need to shed some weight to other officers	The selection of members of the network of African Education journalists who cover international conferences must be more scientific to ensure that the same group of people are not invited.
7)	Ensuring budget reports are provided on time to permit next year's budget to be received.	Carrying out Annual Work Plan in a timely and transparent fashion.	Improved and frequent communications with 1) WG Steering Committee, 2) ECD Focal Points, and 3) AU leaders.

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8)	Planning (done half-half and ad hoc for the past 2-3 years) and no monitoring of plans	Management (especially communications from Secretariat are completely absent, even to Steering Committee Members)	Transparency is lacking
9)	Coordination: Since the misunderstanding between the coordinator and the AAU, the WG has been run as a one-person shop. The Coordinator is taking decisions in the name of the group without any consultation with members. There is mistrust between the coordinator and members of the working group. We need a new coordinator.	Work Plan. Because of the problems of the last 24 months or so, the WG is now on auto-pilot without a clear radar to guide it. This needs to be fixed urgently. Some of us members will soon have to make a decision as to whether it is worthwhile to continue participating.	Clear guidelines on membership of the Steering Committee. We discussed this in Dar es Salaam in 2004, but the practice has not followed what I think we agreed upon. In the same vein, we need to define the qualities and qualifications of the coordinator. This has to be a person who has credibility and integrity in the higher education community in Africa.
10)	more capacity building for members	more assistance at country level	more sharing of country/regional expertise and experiences
11)	Meaningful involvement of all stakeholders in planning of the activities	Active support of stakeholder activities that enhance the WG	Consistency in managing the coordination office
12)	distribution of publications and studies	using the studies at the national and sub-national levels	
13)	Operational arrangements - how best to structure the WG so as to reach efectively the countries in need.	Dissemination of the WG work.	Consistency between the WG activities and national needs and priorities.
14)	la conception des manuels scolaires	l'édition des manuels scolaires	l'impression des manuels scolaires
15)	Networking processes and clustering in sub-regions;	research action strategies to ensure that what is being done is properly documented.	
16)	Technical support as mentioned above		
17)	Strengthening regional coordinations	Making the steering committee work (no meeting since 2007)	Developing stronger links with higher education institutions and research units
18)	Regular schedule of meetings	Revitalise research program	Follow-up to research projects, i.e. transforming research findings to policy

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19)	Getting more of the local institutions to take over the work of working group and have it weaned from its present status	A stronger and more dedicated Secretariat with a more effective participation of focal points from the memberstates	Having to work in the two principal working languages which adds to the overall cost of running the WG
20)	We need to build back up our Steering and Technical Committees.		
21)	a more focused approach to implementing its strategic plan	a more active steering committee that can be a working committee, not just an advisory one	better coordination and follow-up between the comed coordinator and the adea secretariat
22)	Improved monitoring and evaluation	Better communicate our results and the impact of our work	increasing the effectiveness of our chapters in-country
23)	Shering information	Provide trainning to the group member to comming in the same anderstanding of the work	Include the Portuguese language as one of WG
24)	To include other sub-sectors of education in their work such as higher educatio and TVET MIS		
25)	Clearer idea of longer term ADEA objectives		
26)	Elargir la couverture	diversifier les prestations	identifier de nouveaux acteurs et de nouvelles ressources humaines

Q. 14 Are there any other thoughts or comments that you would like to add?

1) The WGHE has been a great disappointment to me. It had so much potential and has turned out to be, for the greater part, a waste of time and funds. The WG had a totally inappropriate Director.
2) If you need further insights into this particular WG feel free to contact me for clalifications or further discussion. Dr Henry Kaluba, 00 260 096553 2233 or 00 260 97853 2233
3) It was a privilege to work with fellow colleagues in the WGHE, which has a high potential of contributing even more successes in the ADEA Forum.
4) ADEA is a GREAT institution doing GREAT work and everything should be done by all stakeholders to sustain its role and also enhance output and impact.
5) Thank you for the opportunity to reflect on what is a successful Working Group but also one that needs to improve its organization, management and communications.
6) The ADEA Secretariat has allowed the WG to continue in this beliguered state. I would like to see the Secretariat take a more decisive role in solving problems in WGs when such problems arise.

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7) regional level teams should be formalised and coordination and support ensured WGmembers should meet more often

8) For some time now our WG has suffered lack of continuity due to changes in the coordination office. Also there has not been meaningful involvement of the stakeholders in drawing up the work plans and thus apathy has slowly set in and this has affected the effectiveness of the WG. There has been general apathy among members of the WG which needs to be addressed urgently to restore confidence.

9) The challenge before most of the WGs is the permanent conflict between reaching all and every African country (what seems to be an impossible exercise) and focus on few and those who are internally well repared to take the advantage of the ADEA work and support.

10) I do not feel confortable to comment on these points as I have not been engaged with ADEA or the working groups over the last 2 years. My knowledge is fully fixed on earlier experience.

11) The working group has positioned itself quite strategically in the on-going policy dialogue on athe need for a paradigm shift for sustainable human resources development for the creation of the wealth of nations which was part of the theme adopted for the first World conference on ECCE

12) ADEA is a force to be reckonned with in the education sector in Africa, and has tremendous convenening power and the attentive ear of most MOE. It can use these to push for increased attention to quality education, in-depth reform of African educations systems and increased equity towards to most disadvantaged, including girls and women.

13) All the meeting that the WG had is been a big contribuition to the members in thy work,

14) The developments by donors require a rethinking of the added value of the various WG within ADEA. Are they strategic, should some be abolished? The same question should be asked for ADEA in itself. Are the Ministers of Education still committed to ADEA and if so would they be willing to finance the organisation from their own budgets.

15) None

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