The 2003 Biennial Meeting provided the opportunity for ADEA to focus on the theme of quality in education. An Ad Hoc working group created for this purpose carried out a study entitled "The Challenge of Learning". However, the quest for quality education in Africa has been with ADEA since its inception in 1988. The Association’s strategic choice to create as early as 1989 thematic working groups to address the challenges of educational development in Africa revealed a clear understanding of the multidimensionality of the concept of quality and its interrelationships with the concepts of access and equity.

This article provides brief reviews of the contributions made by ADEA WGs to educational development in general and the improvement of quality in particular.

Among the first groups created, four had direct relevance to quality concerns. The working groups on: Books and Learning Materials; the Teaching Profession; Higher Education and; School Examinations (dissolved in 1993). Four other working groups took a much broader and integrative view of quality and addressed issues pertaining to Education Sector Analysis, Education Statistics, Female Participation (graduated and now an associate member of ADEA) and Vocational and Technical Education (dissolved in 1994). Created at a later stage, the working groups on Non-Formal Education, Early Childhood Development, Distance Education, Communication for Education and Development form an array of tools at the disposal of ADEA in its quest for the improvement of, access to, equity in and quality of education.

Towards quality improvement

The case study by the WG on Higher Education on the Role and Contribution of Higher Education to Improving the Quality of Basic Education shared the kind of positive contribution higher education systems can make to quality improvement. The research findings have been able to influence policies and contribute to the adoption of new and positive attitudes by teachers, pupils and communities.

The WG on Early Childhood Development has a very effective advocacy strategy that uses research findings and best practices to illustrate why governments need to invest in ECD. This strategy resulted in the recognition of ECD as a major policy issue in Africa. The working group studies demonstrated that ECD programs have a long lasting effect on individuals’ school performance and also provided evidence that ECD programs lead to learners’ acquisition of healthy and psychosocial attitudes throughout their adult lives.

It is now commonly agreed that improved teachers’ professional development and working conditions are at the core of any attempt to bring about quality in the classroom. Before its merger in 2003, both the anglophone and francophone sections of the WG on the Teaching Profession had worked with ministries of education to put in place supportive policies for teacher management. Their contribution to the proceedings of the Biennial Meeting on “School Self-Evaluation”, is a logical follow-up to the more macro level issue of teacher management and support.

The WG on Non-Formal Education has established country working groups (CWGs) which serve as coordination mechanisms and represent a unique forum for policy dialogue with ministries of education. The Burkina Faso CWG submitted a case study on the development of non-formal education and its contribution to educational quality in that country. The case study makes a strong case for non-formal educational programs as precursors for meaningful reforms and innovations.

The WG on Distance Education and Open Learning presented a case study on quality improvement through the upgrading of the Mauritius teaching force via a distance education program. Research findings revealed that, if properly designed, distance education programs are a viable and effective strategy for in-service teacher training.
Focus: ADEA Working Groups in 2003

Editorial
Towards quality, access and equity...... 1

Focus
Higher Education.................. 3
Early Childhood Development......... 5
Distance Education and Open Learning........ 7
Education Sector Analysis ............ 9
The Teaching Profession............. 11
Finance and Education .............. 14
Education Statistics................ 15
Books and Learning Materials........ 17
Non-Formal Education.............. 18
Communication for Education and Development .......... 19
HIV/AIDS and Education .......... 23
Female Participation.......... 23

For more information on ADEA
ADEA Profile ...................... 21
Working Group contact addresses .... 12

Books
New publications .................. 13

Calendar
Meetings and Activities............. 24

Sharing knowledge and information
Over the years ADEA WGs have extended their professional reach to African ministries of education by advocating best practices and sharing research findings, devising and demonstrating analytical tools, building and strengthening capacities of institutions and individuals. More recently, ad hoc groups and programs dedicated to specific themes (Intra-African exchanges, HIV/AIDS, Quality) deal with cross-cutting issues relevant to many ADEA concerns. This reinforces the importance of having equitable access to information and knowledge in order to share and disseminate findings.

It is now widely established that for policies and reforms to be successfully implemented and mainstreamed, their design and justification need to be subjected to democratic debates among the major stakeholders. The WGCOMED has made this search for consensus and acceptance of education policies its main objective by working with media groups, ministries of education and civil society interest-groups.

ADEA working groups, clearly, cannot exist as isolated thematic groups as they are all interwoven. ADEA’s strength lies in its ability to facilitate the information flow between and among all its components and partners. This is why the ADEA Secretariat has worked in close collaboration with the WG leaders and coordinators to consolidate and facilitate information sharing and enhance the function of ADEA as a network. This has resulted in an interactive database, called ADEA Profile which was designed to provide quick and easy access to ADEA working group activities along selected criteria. The first edition was released in 2003 (see page 21).

Improving quality also involves shared responsibilities, cooperation, and working together to form efficient professional networks. This is what ADEA Working Groups and programs are about. This is what ADEA is about.

Hamidou Boukary, Senior Program Officer, ADEA

For more information on ADEA WGs please consult the ADEA web site: www.adeanet.org
Higher Education

By Alice Sena Lamptey, WGHE Coordinator

Since 1989, the ADEA Working Group on Higher Education (WGHE), has worked in collaboration with the Association of African Universities (AAU), to support tertiary education institutions in Africa. The working group has centred its efforts on sharing successful experiences and innovative approaches in the sphere of higher education. The fight against HIV/AIDS also continues to play a central role in the WG’s activities.

A
fter ten years of crisis in higher education in Africa, there is evidence of a new generation of younger higher education institutional leaders who are open and committed to change and innovation. A number of new types and models of tertiary institutions with new mandates and approaches to teaching, research and community engagement is also emerging.

Innovations in higher education

The Working Group on Higher Education commissioned a survey of innovations in higher education in Africa. The survey was carried out between 2000 and 2003 with four African higher education specialists: Dr. Njuguna Ng’ethe (Kenya); Dr. N’dri Assié-Lumumba (Côte d’Ivoire); Dr. George Subotzky (South Africa) and Esi Sutherland Addy (Ghana). Two higher education specialists from the World Bank, Dr. William Saint and Dr. David Court, played key roles in the conceptualization and coordination of the study which can be consulted at the WGHE webpage of the ADEA web site at www.ADEAnet.org.

Improving Tertiary Education in Africa: Things that Work! Thirty-three case studies were presented from anglophone, francophone and lusophone regions in the fields of management, financing, gender and equity, dissemination of information, access, application of information technology and community engagement. A majority of the case studies presented at the conference were very practical in nature and had been identified through the above mentioned survey on innovations.

Creating a forum for learning

The main objective of the tertiary education training conference was to create a forum for learning and experience-sharing on innovative approaches and what is successfully working in tertiary education in Africa, at the systems, institutional and faculty levels. Approximately 150 participants attended the conference, including tertiary education policy makers, institutional leaders and researchers.

The Honorable Minister for Tertiary Education of Ghana, Ms. Elizabeth Ohene, who opened the conference, commended the initiative for bringing together stakeholders in higher education in Africa to share experiences on promising approaches. A keynote address entitled, Transformations in Higher Education: Experiences with Reform and Expansion in the Ethiopian Higher Education System was delivered by his Excellency Dr. Teshome Yizengaw, Vice-Minister of Education, Ethiopia. The Secretary General of the AAU, Prof. Akilagpa Sawyerr, reacting to the World Bank’s renewed interest in higher education hoped that the Bank’s new direction would positively result in African governments’ support to higher education.

Training and networking

Two training workshops took place during the conference. A workshop was organized by the ADEA Working Group...
Responding to the threat of HIV/AIDS

African Higher education institutions are responding to the threat posed by HIV/AIDS by putting into place institutional HIV/AIDS policies, integrating HIV/AIDS into curricula, developing and implementing awareness programs for their constituents and communities, conducting research and forming partnerships. During 2003, WGHE continued to encourage the members of AAU and other tertiary education institutions in Africa (such as Polytechnics and Teacher Training Colleges) to develop these policies, acquire management capacities and create awareness-enhancement programs as well as care and support services. Commissioned research on how to manage the consequences of AIDS is also being undertaken and workshops organized to disseminate results and share positive experiences.

Institutional policy responses

Since 2002 WGHE has supported the development of six HIV/AIDS institutional policies in Kenya, Botswana, Uganda, Rwanda and Togo.

Each of these policies contains recommendations to the institution’s governing council on institutional responses to the threat of HIV/AIDS. The policies can be consulted on the WGHE webpage at www.aau.org and the web sites of the country institutions.

Considering the gravity of the HIV/AIDS situation on the African continent and the implications for the tertiary education systems, WGHE has agreed to a strategy of analysis and documentation; advocacy and capacity-building to address the challenges and threats posed by HIV/AIDS to systems, institutions and the individuals within higher education in Africa. The group’s advocacy activities include using networks to disseminate information via web sites, meetings, conferences, publications and reports, effective advocacy and partnerships.

Over the past 2 years WGHE has supported the AAU in the development of an HIV/AIDS toolkit. In 2003 further training for teacher trainers was provided using the toolkit. The WG will make every effort to solicit funding to translate the toolkit into French.

Surveys and dissemination of results

In 2003, WGHE also commissioned two surveys to document the role and contributions of African Universities to the fight against HIV/AIDS. The first survey, which began in July 2003 takes a global view of the HIV/AIDS contributions and activities of African universities. A second survey, which began in December 2003, assesses the role and contributions of universities in the 12 Global AIDS Initiative countries. This survey assesses the capacity of universities to contribute to solutions not only through the teachers and other professionals they produce but also through their impact in policy and in the communities that they serve. It will collect information about how universities are responding to the HIV/AIDS pandemic through their human resource development strategies, educational programs, participation in government policy formation and outreach. It will review the internal and environmental constraints to achieving their planned or desired goals in mitigating the impact of HIV/AIDS. Twelve consultants from the countries listed are undertaking the survey, and the completed study will be presented to a focus group of higher education institutional heads and partners.

1 The Global AIDS Initiative countries are Botswana, Côte d’Ivoire, Ethiopia, Kenya, Mozambique, Namibia, Nigeria, Rwanda, South Africa, Tanzania, Uganda, and Zambia. This study is being funded by the Africa-America Institute.

2. Dar es Salaam Institute of Technology (DIT); World Bank (WB); Kigali Institute of Science and Technology (KISTI).

Document presented at the ADEA Biennale

The Role and Contribution of Higher Education to Improving the Quality of Basic Education: A case study by the Centre for Research on Improving Quality of Primary Education in Ghana (CRIQPEG)

By Emanuel Adow Obeng, James Adu Opare and Joseph. M. Dzinyela

This case study is the result of research which was centred around the school/classroom with the aim of improving the quality of teaching at the primary school level. It provides evidence of the kind of positive contribution higher education systems can make to the improvement of the quality of basic education in Africa. CRIQPEG’s research findings have been able to influence the government of Ghana’s policies pertaining to language of instruction, textbook provision and use. In addition, it significantly contributed to the adoption of new and positive attitudes by teachers, pupils and communities, particularly in terms of school management.

This document can be consulted at the ADEA website at www.adeanet.org
Early Childhood Development

Developing comprehensive policies

By Emily Vargas-Barón, ADEA WGECD Consultant,

2003 proved to be a challenging year of organization and coordination for early childhood development issues. After a number of consultative meetings, the WGECD received a clear mandate from its partner organizations to take the lead in advancing regional processes in the area of ECD.

The working group reached a turning point after the 2nd International Conference on Early Child Development (Asmara, October 2002) when it was mandated to act as an initiator/catalyst for follow-up action in Africa.

The working group activities in 2003 focused on:

- Supporting national ECD policy development;
- Promoting and enhancing (sub) regional partnerships, networking, knowledge building and exchange in Africa;
- Planning and implementing of ECD issues in the context of HIV/AIDS.

The progress made within the policy planning project in three West African countries will guide much of the working group’s future activities.

The Policy Planning Project

The project to support national policy planning for early childhood development in three West African countries—Burkina Faso, Mauritania and Senegal—started in June 2002 and officially ended in November 2003, although activities continued thereafter. The project featured a participatory approach to inter-sectoral policy planning for ECD. The three countries are using a consultative approach to build widespread support for expanding and improving early childhood services. Their emerging policies feature integrated approaches to early childhood development (IECD) which has been achieved by:

- Creating special organizational structures for policy planning including all public and civil society agencies that serve young children and parents;
- Developing needs assessments, resource reviews and special studies on the status of children and families, with a focus on vulnerable children;
- Holding consultations and conducting consensus building activities at community, sub-regional and national levels;
- Securing the participation of parents, community members and national specialists in the fields of health, nutrition, sanitation, education, judicial protection,
- Contacting interested national and international donors, NGOs, associations, universities and foundations to support and contribute to the policy process.

Major efforts have been made to ensure that national IECD policies are carefully aligned with Millennium Development Goals, Poverty Reduction Strategy Papers (PRSPs), Education for All (EFA) plans, Sector Wide Approaches (SWAPs) and other pertinent sectoral plans. The IECD Policies respond fully to the first goal of the Dakar Framework for Action that calls for all nations to integrate early childhood development plans into national EFA Plans.

Outstanding leaders and specialists in each nation formed country policy planning teams that have outlined innovative strategies, objectives and programs for serving vulnerable children and their families. The draft policies...
cover the period of life from pregnancy to age eight, with special attention to:

- Prenatal/perinatal education and care;
- Education for parents of young children;
- Activities for a successful transition from home or preschool to school;
- Special populations such as children living in extreme poverty, children with disabilities, HIV/AIDS orphans, street children and those in violent or abusive conditions.

The country teams are also developing annual action plans and designing new organizational structures to implement, monitor and evaluate the ECD policies over time.

**ECD challenges in West Africa**

Achieving comprehensive and participatory national ECD policy planning is a challenge to countries such as Burkina Faso, Mauritania and Senegal. High levels of endemic poverty are found in the region due to desertification and other environmental problems. In addition, financial, material and technical resources are scarce, wealth is inequitably distributed, transportation and communications capacities are limited, and there is inadequate access to clean water and waste services. Over 35 percent of the children suffer from chronic ill health, endemic diseases, malnutrition and developmental delays that, if not reversed during their early years, will result in poor school achievement and high levels of attrition. In the region, the incidence of HIV/AIDS is increasing rapidly, family violence is prevalent, and many children have been deeply affected by internal and regional conflicts.

Families with vulnerable young children need greatly expanded and improved services; however, national investments in ECD tend to be very low. Little service integration exists, and no nation in the region has yet developed effective large-scale programs for parent education and support. To meet these major challenges, significant institutional and program development will be required over a number of years.

Each of the country teams is currently revising its IEC Policy, preparing the drafts of its annual action plan, and conducting consensus building and validation exercises. They plan to complete and adopt their national IEC policies by mid-2004.

**Lessons learned**

This activity has resulted in several “lessons learned” and recommendations for nations dedicated to improving the development of their young children and families. Some of these are:

- Policies should be aligned with millennium development goals, poverty reduction strategy papers, Education for All and other sectoral policies;
- Plans for social communication and policy implementation, monitoring, evaluation and annual revision should be included in IEC policies;
- A broad coalition of institutions for IEC policy planning should be established, and incentives for policy development and donor coordination are required;
- Policy planning processes and inter-agency partnerships are helpful, and often essential, for conducting participatory IEC policy planning.
- Synergies result from inter-country dialogue and exchange during IEC policy planning processes;
- Needs assessments, resource reviews, and studies on the status of children revealed major barriers and challenges to good child development;
- Recent information about the importance of investing in infants and young children shows that significant training is required in this area;
- Initial advisory visits should focus on helping national leaders to structure flexible policy planning processes and secure adequate financial support for national consultants and other expenses.

The participatory policy planning processes conducted in Burkina Faso, Mauritania and Senegal have helped each country team consider new collaborative and integrated approaches for improving parenting skills and early childhood development. In each nation, this project has motivated national specialists to begin making major contributions. New leaders and promising young professionals have been identified, and early childhood issues are taken more seriously by many national decision makers. Various promises have already been made to increase national investment in early childhood development.

The three national IEC policies though not yet fully completed, have already made an impact upon existing strategies and programs. Many new partnerships have been developed between national institutions and international donors that promise to yield positive results for improving the status of young children in West Africa.

During 2004 the WGECD will sponsor the preparation of guidelines for an integrated approach to national policy planning for early childhood development for use in other nations, in collaboration with UNICEF and UNESCO.

---

1 To facilitate this process, the WG has appointed a consultant to work with the lead agency and UNICEF to coordinate its activities. She is now working from UNICEF’s regional office for West and Central Africa.
Distance Education and Open Learning

Setting the framework for future DEOL projects in sub-Saharan Africa

By Sushita Gokool-Ramdoob, Distance Education Officer, Tertiary Education Commission

The Working Group on Distance Education and Open Learning (WGDEOL) was created to build a solid base for modern distance education ventures. During 2003 the working group continued assessing the status and use of distance education in Africa in order to provide credible alternatives to traditional contact-based schools, colleges and universities.

WGDEOL-led research in 2003

In 2002, WGDEOL published two studies on distance education, one in francophone sub-Saharan Africa and the other on the anglophone countries in the region. The studies looked at distance education practices and identified the inadequacies as well as the encouraging factors for the future. Two new studies produced in 2003 on open learning policies and practices demonstrates that WGDEOL continues to prioritize research activities as a rationale for future action.

Overview of information and communication technologies

The working group commissioned and published an overview on Technological Infrastructure and Use of Information and Communication technologies (ICT) in Education in Africa which seeks to explore how ICT can support distance education and open learning in the sub-continent. It provides insights into the major issues and challenges of introducing ICT technology in education, including the current structure available and the kinds of projects being implemented. It also outlines the financial considerations for ICT-based educational strategies and the importance of selecting pedagogically sound technologies in order to optimize teaching and learning (see summary description of new titles on page 13).

Case studies

The WGDEOL also contributed to the 2003 Biennial Meeting by conducting a case-study on the use of DEOL for continuing professional development of primary school teachers in Mauritius (see description in this article). This study provided an overview of the use of DEOL for teacher education. It demonstrated the importance of providing contextual training as well as how a well-designed program and efficient student support services can be economically and educationally sound and viable.

Lessons learned

Research commissioned by the WGDEOL has indicated that while there is an increasing demand for access to educational opportunities at all levels, this is often accompanied by decreasing budgets for educational provision. No country in sub-Saharan Africa has yet been able to make educational opportunities accessible to all its citizens.

The provision of DEOL all over Africa is also fragmented. At present a coordinated mechanism to ensure quality is lacking. This problem is compounded by an insufficient operational framework which in turn creates disorganized provision that does not take into consideration such issues as the requirements for personal development of individual learners or national development of individual countries.

Regional and linguistic variations in DEOL

The research also demonstrated that the impact of DEOL provision in sub-Saharan Africa varies geographically.
DEOL has not had a major role to play in francophone Africa to date but has played a more significant role in anglophone countries, especially in the southernmost part of the sub-continent. In the south of the continent there is a long-standing active regional association, the Distance Education Association of Southern Africa and several active national associations and a number of well-established DEOL providers, some of which are the University of South Africa, Technikon Southern Africa, the Open University of Zimbabwe, the Namibian College of Open Learning and the Botswana College of Open and Distance Learning. Within South Africa at any one time some 50 providers of DEOL are actively involved in the National Association of Distance Education Organizations of South Africa. The debate in sub Saharan Africa has tended to be centered more upon cost advantages than opening access, but both considerations are important.

Providing successful distance education

What, then makes for successful distance education provision? Much of the research demonstrates that distance education is an appropriate and sound operational framework if backed by a dynamic policy. Market principles are also the guiding principles in policy-making. The deregulations in financial markets, trade barriers and implementations of multinational companies everywhere in the world are causing a proportional de-regulation regarding educational provision worldwide.

The need for policy

Insufficient distance education-related policy can create enormous problems in terms of recognition of qualifications or universities and credit transfer. Lack of policies can indeed cause the mushrooming of distance education providers. The range of provision against a backdrop of national needs should therefore be examined to ascertain the direction to take. The problem needs to be solved at the country, regional and international levels.

The forces of globalization are affecting the content and practice of education, new policy issues arise when education is no longer confined within national barriers.

The planning of distance learning usually involves policy issues at international, regional, national and institutional levels. International issues arise in part because the forces of globalization are affecting the content and practice of education, in part because new policy issues arise when education is no longer confined within national barriers. It is highly important to consider these when making decisions about the desirability, feasibility and acceptability of worldwide ideas within individual countries.

Supported by evidence provided by research, WGDEOL thus recognizes the need for sound policy and an operational framework.

Increase access

Carefully conceptualized and implemented distance education has great potential for vastly increasing the flexibility of education provision, providing education to people where, when and how they want it. In particular, it can provide lifelong educational opportunities for experienced adults, especially women, whose life circumstances precludes participation in institutions that demand full-time attendance at places far away from where they live and work. It has been demonstrated to be a cost-effective method of educational provision, particularly when used in mass educational programs involving large numbers of learners. These characteristics become very important for specific groups like rural communities, the disabled, women or refugees. Such groups reside far from educational institutions and are often faced with dwindling educational opportunities. In the spirit of equity, access to such groups also needs to be extended.

Monitor quality

In contemporary debates, the main policy issues address the question of access through the development of ICTs to an increasingly large number of people. However, it may so happen that the numbers who may be reached through ICTs (especially the World Wide Web) may be receiving inappropriate education that may not enhance personal or national development. The quality of such provision then becomes questionable and quality assurance mechanisms desirable.

Use suitable technologies

In order to become a meaningful alternative to more traditional provision, distance education practices will need to be transformed by sound educational principles under the right circumstances. This requires addressing a range of issues including creating quality learning resources using technologies that are suitable for the target audience and the content of the learning program, introducing mechanisms that support distance learners, establishing efficient administrative processes based on appropriate organizational structures and ensuring that quality assurance procedures operate. The success of distance learning initiatives may also require community support.

The way forward

For the year 2004, WGDEOL plans to concentrate on the conceptual, methodological and strategic insights into distance education provision. It will also examine new directions in the light of emerging needs and contexts.

Concerted efforts at country, regional and international levels, through the participation of Ministries of Education, regional support organizations like ADEA as well as international agencies can work together to make a difference. Working in collaboration with governments, academics, researchers, field workers and donor agencies to generate country-specific policies based on national needs is an important step in working towards the provision of distance education for all.
Education Sector Analysis

By Ibrahima Bah-Lalya, WGESA Coordinator

A major goal of the Working Group on Education Sector Analysis is to contribute to improving African educational systems’ and leaders’ performance through enhancing knowledge on education sector analysis and contributing to the development of practical skills. During 2003, WGESA identified priorities in the areas of knowledge development, training, advocacy, and governance.

Renewed strategic choices

Following two internal evaluations conducted in 2000 and 2001, WGESA is in the process of renewing its program activities to tailor the content to the African context, strengthening its African regional networks and relocating its coordination office to Africa. In 2003, the group gave precedence to developing a strategic paper that provides more coherence to its activities in four main areas: (i) formative research to facilitate linkages between ministries of education and in-country research centers and broaden education stakeholders; (ii) peer review to have a more accurate picture of the current changes being initiated in African educational systems; (iii) training using a participative approach, to support both ministry decision policy-makers and middle-level managers; (vi) enhancement of the working group’s coordination, by developing stronger links within Africa.

These shifts in priority have several implications:

- **Formative research to smoothen the steps from policy to practice**
  
  WGESA planned to study ways and means of adapting the formative research model and test it in two or three African countries. In this regard, the working group prepared a draft paper on the concepts and processes to prerequisite for the implementation of formative research in Africa. This draft was presented and discussed at the 2003 Biennial Meeting and subsequent meeting of the working group. It raised considerable interest, as the strategy has great potential to facilitate the transition from policy to practice during the critical implementation phases of educational reform initiatives.

- **Peer review led by African experts**
  
  This approach was one of WGESA’s major contributions to the Biennial Meeting. The WG presented a paper entitled Developing Shared and Broader Visions for Education in Africa through Peer Reviews to the Forum of Ministers, which found the approach interesting, and suggested that it be experimented in a few African countries. WGESA is working with the ADEA Secretariat, IIEP and OECD to ensure the implementation of the reviews.

- **Participative training**
  
  WGESA contributed to strengthening capacities through the organization of training sessions for decision makers and managers most of whom were from African Ministries. The training workshops, which were run in cooperation with other organizations such as the IBE, were held in Dakar, (Senegal), Windhoek, (Namibia) and Ouagadougou, (Burkina Faso), using a “cross fertilization” approach where the trainees were called on to actively participate and shape the issues being discussed. Participants also provided inputs on the best ways to tackle identified challenges, proposed illustrations and advised fellow participants based on lessons learned during program implementation in their own countries.

WGESA Training Sessions: Issues that channel the discussions

The WGESA meetings are used as a venue for interactive discussions among African educators and international experts. Below is a sample of the types of issues covered during such sessions.

- The macro-economic situation;
- Sector policy and global strategic framework;
- Medium-term expenditures framework: For this framework several issues such as: the process of approval by the Ministry of Finance and authorities; the feasibility of expenditures and revenue forecasts, constraints to development, and possible solutions are discussed. The steering committee also looks at what are the benefits of the education product and whether the cost expenditure analysis is adapted to the country context, policy choices and scope of data;
- Transparency and management of public spending;
- Donor coordination system;
- Performance monitoring system;
- Evaluation of institutions and capacities.

This framework can be consulted in its entirety at the WGESA website at www.adeanet.org/wgesa or through the working group. You may also refer to the proceedings of the seminar entitled From Policy to Practice: Laying the Groundwork for Implementation of National Education Plans.
The workshops, intended for decision makers, focused on facilitating policy dialogue and sharing information. In order to effectively use resources, these workshops were conducted in cooperation with other organizations. They produced constructive recommendations that will be integrated into master plans for use in other countries and sub-regions (see boxed text on page 9).

Lessons learned

- WGESA recognizes the need to further strengthen the link between research, action and training. This was confirmed during the implementation phase.
- Activities and experiences also made clear that further “Africanizing” of the Working Group’s programs through the relocation of coordination in Africa, calls not only for a transitional period, but also for coordination and cross-fertilization with other working groups. Networks of African institutions and experts need to be reinforced, in order to support the conditions for successful Africanization. This could be based on a sub-regional approach, with development along geo-linguistic lines.
- Coordination in a period of renewal, takes time and innovative thinking. Under such conditions, the use of focal persons within the Steering Committee or with close WGESA collaborators, proved to be a very useful practice, which facilitated decision-making and sped-up implementation.
- Program reviews using African peers and formative research could make a significant difference in the way educational reforms are designed and implemented in the specific contexts of African countries.

The workshops, intended for decision makers, focused on facilitating policy dialogue and sharing information. In order to effectively use resources, these workshops were conducted in cooperation with other organizations. They produced constructive recommendations that will be integrated into master plans for use in other countries and sub-regions (see boxed text on page 9).

- Anchoring WGESA coordination in African soil
  "Africanization" is perceived by WGESA as a means of bringing the working group closer to the actors in the field and strengthening the institutional capacity of the African host programs. In order to implement these objectives, a request for a 'Letter of Intent' will be prepared and a list of African institutions able to host WGESA will be developed. Negotiations will be engaged with the interested and relevant institutions and a short list will be prepared for submission to the ADEA Steering Committee for consideration.

- Other activities
  As part of the activities listed above, WGESA developed material for dissemination, including a guide on sector analysis practices and procedures and an inventory of studies and recent trends in the field. These materials are being prepared for publication.

  In an effort to increase the awareness and utilization of WGESA’s products by African policy makers, the working group also planned a series of actions aimed at disseminating relevant information on ESA techniques and products.

Document presented at the ADEA Biennale, 2003

Implementation Matters: Exploring their Critical Role in Transforming Policies and Investments into Results

By Ibrahima Bah-Lalya and Richard Sack

Policy is as implementation does or, real, practical meanings of policies are to be found in the outcomes and processes of implementation. For this, the study is based on an in-depth review of periodic implementation reports (annual, mid-term, end-of-project) and inter-agency background papers on education development programs from eleven countries (Benin, Ethiopia, Ghana, Guinea, Kenya, Malawi, Mali, Nigeria, Tanzania, Uganda, and Zambia). The paper examines patterns of achievement as well as challenges facing these educational systems, especially as they relate to quality and access. It analyses the causes of poor achievements and finds that “disconnects” between the policymaking processes and the realities of implementation is one of the causes of poor implementation of educational reforms. It proposes follow-up strategies to close the gap between the decision making processes and the myriad details and actors needed to make it works in the field.

This paper can be consulted at the WGESA website:
The Teaching Profession

By Henry Kaluba, WGTP Coordinator

2003 marked the tenth year of the WGTP’s existence. The past decade has overseen extensive training activities of resource materials development, school inspectors, and head-teacher training. 2003 was also an important milestone in paving concrete steps towards the long anticipated merging of the WG’s anglophone and francophone sections.

The Working Group on the Teaching Profession (WGTP) was created in 1989 to provide support to the teaching profession in sub-Saharan Africa. Since 1993, the anglophone and francophone sections have carried out separate activities. The anglophone section specifically centered attention on teacher management and support, while the program of the francophone section carried out its program on the management and mobilization of the teaching profession.

2003 activities

Activities in 2003 focused on advocacy, research, analysis and capacity building and on issues relating to management and mobilization of the teaching profession. This was particularly so in francophone countries.

The WGTP also conducted a training activity for teachers, school-teachers and education project managers (50 participants in all) serving in the Save the Children (Norway) Education Project in the Southern Province of Zambia. This was a continuation of the capacity building activity in school-self evaluation methods and techniques started in 1999 and undertaken in West Africa, East Africa and Southern Africa. This activity enabled the WGTP to increase its stock of trained head-teachers and inspectors. The program has now widened its reach to include partners’ education project managers identified in the Zambia activity.

Concrete steps to merging

The core objective during this year was to firm up the WGTP merger and to establish governance structures that would undertake WGTP programs. By the end of the year, the merger process, which secured support from ministries of education, had allowed for specific restructuring actions. These included the creation of management structures at a regional level by the appointment of regional coordinators, a key feature in the function of the WGTP. This team together with the technical experts and steering committee members will lead the new WGTP in addressing the key issues facing the teaching profession in Africa.

A meeting held in Zanzibar May 12-13, 2003, facilitated the examination of practical modalities related to the merger and finalization of the way forward in terms of governance structures, and guidelines. The new organizational structure was approved by the senior education officials representing both anglophone and francophone countries. In December 2003, the WGTP held a working group meeting in Mauritius to discuss progress in implementing new WGTP structures and appointing a new coordinator (see page 12 for complete name and address). WGTP members were also briefed on the World Bank/ADEA multi-grade road map project on teacher development.

Strength in unity

There is now optimism that a unified group will be able to work better and achieve more. There is also the reality of serious challenges that will test the new structure, its approach and strategies.

The WGTP will continue to support ministries of education in areas of capacity building specifically in materials development and training. In an effort to link interventions, it will attempt to address some of the key policy issues on teachers through carefully identified thematic approaches.

Challenges

The problems and issues facing the teaching profession still remain and more effective, sustainable solutions need to be sought. Teacher mobility and poorly managed teacher recruitment practices in many sub-Saharan African countries have caused serious problems for staffing schools. Fundamental policy issues on teacher recruitment, teacher supply, and teacher demand remain unsatisfactorily dealt with in many countries. HIV/AIDS continues to take its toll, not only in terms of deaths but also in diverse implications for education systems and society in Africa.

During 2004 and beyond, the WGTP plans to work in collaboration with ministries of education to address education objectives within the framework of EFA goals and NEPAD.
How to Contact ADEA Working Groups

WG on Books and Learning Materials
Carew TREFFGARNE
WG Leader/Coordinator
Senior Education Adviser
Department for International Development (DFID)
1 Palace Street
London SW1E 5HE, United Kingdom
Tel: 44 20 7 023 0658
Fax: 44 20 7 023 0287
E-mail: c-treffgarne@dfid.gov.uk

WG on Books
Ibrahimah BAH LALYA
WGES Coordinator
International Institute for Educational Planning (UNESCO/IIEP)
7-9, Rue Eugène-Delacroix, Room 123
75116 Paris, France
Tel: +33 1 45 03 77 35
Fax: +33 1 40 72 83 66
E-mail: ibah-lalya@iiep.unesco.org

WG on Communication for Education and Development
Alfred OPUBOR
WGCOMED Coordinator
Comed Program-Wanad Center
B.P. 378
Cotonou, Benin
Tel: +229/31 34 54/31 58 87
Fax: +229/31 28 70/31 54 61
E-mail: alfredopubor@yahoo.com; comed@wanad.org; papas@wanad.org

WG on Distance Education and Open Learning
R.S. LUTCHMEAH
WGDEOL Coordinator
Executive Director
Tertiary Education Commission, Réduit,
Mauritius
Tel: +(230) 467 8808
Fax: +(230) 467 8791
E-mail: lutchmeah@intnet.mu

WG on Education Sector Analysis
Ibrahima BAH LALYA
WGES Coordinator
International Institute for Educational Planning (UNESCO/IIEP)
7-9, Rue Eugène-Delacroix, Room 123
75116 Paris, France
Tel: +33 1 45 03 77 35
Fax: +33 1 40 72 83 66
E-mail: ibah-lalya@iiep.unesco.org

WG on Education Statistics
Kokou BANINGANTI
WGES Coordinator
UNESCO Harare Office
P.O. Box HG 435 – Highlands, Harare, Zimbabwe
Tel 1: +263 4 77 61 14
Tel 2: +263 4 77 67 75
Fax: +263 4 77 60 55
E-mail: b.baninganti@unesco.org

WG on Finance and Education
Mohamed Chérif DIARRA
WGFE Coordinator
Conseil pour le développement des recherches en sciences sociales (CODESRIA)
B.P. 3304
Dakar, Senegal
Tel: +221 /822 4547
Fax: +221 /821 3848
E-mail: mohamed.diarra@codesria.sn

WG on Higher Education
Alice Sena LAMPTEY
WGHE Leader
Association of African Universities (AAU)
P.O. Box AN 5744
Accra-North – Ghana
Tel: +233 21 761 588, 774 495
Fax: +233 21 772 148
E-mail: alamptey@aau.org
Web Site: www.aau.org

WG on Non-Formal Education
Amina OSMAN
WGNFE Coordinator
Commonwealth Secretariat
STPD, Social Transformation Program Division
Marlborough House - Pall Mall
London SW1Y SHX, United Kingdom
Tel: +44 (0)207 747 6553
Fax: +44 (0)207 747 6287
E-mail: a.osman@commonwealth.int

WG on the Teaching Profession
Virgilio Zacarias JUVANE
WGTP General Coordinator
Commonwealth Secretariat
Social Transformation Programmes Division
Marlborough House, Pall Mall
SW1Y SHX London, United Kingdom
Tel: +44 20 7 747 6276
Fax: +44 20 7 747/ 6287/ 6276
E-mail: virgilio.juvane@minedu.gov.mz

WG on Early Childhood Development
Jeannette VOGELAAR
WGECDD Leader
Basic Education Expert
Royal Netherlands Embassy
P.O. Box 1163
Maputo, Mozambique
Tel: +258 1 49 00 31
Fax: +258 1 49 04 29
E-mail: jeannette.vogelaar@minbuza.nl
Web Site: www.minbuza.nl

WG on Female Participation-Graduated Group/Associate Member
FAWE Secretariat
P.O. Box 21394
00505 Ngong Road - Nairobi, Kenya
Tel: +254 2 573 131, 351, 359
Fax: +254 2 574 150
E-mail: fawe@fawe.org
Web site: www.fawe.org

WG on the Teaching Profession
Virgilio Zacarias JUVANE
WGTP General Coordinator
Commonwealth Secretariat
Social Transformation Programmes Division
Marlborough House, Pall Mall
SW1Y SHX London, United Kingdom
Tel: +44 20 7 747 6276
Fax: +44 20 7 747/ 6287/ 6276
E-mail: virgilio.juvane@minedu.gov.mz

WG on HIGHER EDUCATION
Alice Sena LAMPTEY
WGHE Leader
Association of African Universities (AAU)
P.O. Box AN 5744
Accra-North – Ghana
Tel: +233 21 761 588, 774 495
Fax: +233 21 772 148
E-mail: alamptey@aau.org
Web Site: www.aau.org

WG on Non-Formal Education
Amina OSMAN
WGNFE Coordinator
Commonwealth Secretariat
STPD, Social Transformation Program Division
Marlborough House - Pall Mall
London SW1Y SHX, United Kingdom
Tel: +44 (0)207 747 6553
Fax: +44 (0)207 747 6287
E-mail: a.osman@commonwealth.int

Ad Hoc Working Group on Hiv/AIDS
Hamidou BOUKARY
Senior Program Officer, ADEA
c/o International Institute for Educational Planning (IIEP/UNESCO)
7-9, Rue Eugène-Delacroix, Room 123
75116 Paris, France
Tel: +33 1 45 03 77 58
Fax: +33 1 45 03 39 65
E-mail: h.boukary@iiep.unesco.org

Ad Hoc Working Group on Quality
Joris VAN BOMMEL
Program Officer, ADEA
c/o International Institute for Educational Planning (IIEP/UNESCO)
7-9, Rue Eugène-Delacroix
75116 Paris, France
Tel: +33 1 45 03 77 79
Fax: +33 1 45 03 39 65
E-mail: j.vanbommel@iiep.unesco.org
New Publications

WG on Distance Education and Open Learning

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

By Neil Butcher
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 technology 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

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

By Woko Tegneg Nuresu
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. The 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

WG on Education Statistics

Indicators of Educational Disparity

By Woko Tegneg 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 for 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.

Basic Indicators of Education Performance

By Woko Tegneg 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 spreadsheet package (Excel 2000).

WG on Higher Education

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.

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 the infected and affected employees and students, integrating AIDS issues into the program activities and providing preventive support services.

To order these publications please contact the working groups directly (refer to the contacts listed on page 12)
Finance and Education

by Mohamed Chérif Diarra, WGFE Coordinator

The activities of the Working Group on Finance and Education (WGFE) were built around five basic strategies which constitute its driving force. They are capacity building, research, policy dialogue and advocacy, networking and the development of instructional materials.

During 2003, the WGFE not only paid close attention to the geographic spread and distribution of its activities across sub-Saharan Africa, but it also took into account the linguistic representation of beneficiary countries into its capacity building activities.

**National training seminars**

National training seminars on educational costs, financing, budgetary procedures and planning were carried out in 4 countries selected on the basis of geographic location, language and needs. Djibouti, the Republic of Congo, the Republic of Angola and Sierra Leone (which are all emerging out of situations of crises or conflicts) underwent training programs. Approximately one hundred and thirty high level officials (including 25 women) in the ministries of education and finance were trained.

A major aim of the training seminars is the strengthening of the skills and competence of the top decision makers in financing, planning, management and budgetary procedures for an optimal utilization of the scarce resources allocated to the ministries of education.

The participants found the training to be very useful in helping them carry out their daily professional activities. Similar positive feedback was also received from the ministers themselves.

**Research activities**

**Case studies on finance and education**

The working group also carried out national case-studies on the financing and management of educational costs of Burkina Faso, Burundi, Egypt and Kenya.

Experts from ministries of finance and education, grassroots associations, non-governmental organizations, the private sector and academia, were brought together within the ministries of education.

The provision of documentary resources on education financing techniques, methods and sectoral financing options reinforced the management and planning capacity in the ministries of education regarding educational resources. The national case studies have been useful learning opportunities for the ministries of education and all those who participated in the process. They also played a crucial role in consolidating the technical and analytical capacities of the ministries of education in providing technical discussions which are essential for the optimal and creative management of the resources allocated to the education sector. These case studies are planned to be published in the course of 2004.

**Case studies on financial management in decentralized settings**

The WGFE also carried out case studies on the financial management of education in a decentralized setting in Mali, Nigeria and Uganda. These studies, which were part of the ADEA study on Quality, were presented at the ADEA Biennial Meeting in December 2003 (see boxed description on this page). They significantly contributed to enhancing understanding of the financing of education in countries which are deeply involved in the implementation of education sector development programs through the sector-wide approach (SWAp) in a decentralized setting.

**Networking**

In order to continually reinforce networks of education and finance experts from across the continent, a database of over 100 experts and specialists has been developed. In addition to this, joint coordinated activities and resource sharing also took place with the Working Groups on Educational Sector Analysis, Non-Formal Education, Educational Statistics and Higher Education. The WGFE network has developed active collaboration with the Addis Ababa-based UNESCO International Institute for Capacity Building in Africa, the German Institute for Capacity Building (InWent), the International Institute for Educational Planning (IIEP), the...
Education Statistics

The Working group on Education Statistics (WGES) works towards improved system design and knowledge generation. Its three main goals are: to assist member countries to produce reliable statistical information; encourage them to systematically use statistics to enhance and inform policy and decision making processes; and to identify sustainable and evolving strategies.

As witnessed in presentations by EFA assessment reports, the ministries of education's presentations in various national and international meetings, UIS regional publications and the publications of secondary users, sub-Saharan Africa is no longer a region of missing data, although quality needs to be further improved.

In 2003, WGES activities included improving access to statistical information, expanding the statistical network and training activities, exploring the qualitative dimensions of educational policies as well as building further south-south cooperation.

Following the Steering Committee meeting in Maseru, Lesotho on April 2-3, 2003 the WGES provided an overview of its objectives, strategies, activities and achievements since its creation in 1992. It was noted that in the area of building sustainable statistical analytical capacity in ministries of education in sub-Saharan Africa, 21 of the 47 countries that have joined the WGES have developed action plans. Eleven other countries are implementing their plans, and the WGES is working at bringing the remaining countries on board.

Anchoring at country level

Using EMIS at the national level: While ownership of activities is increasingly shifting from agencies to national governments the WGES has been engaged in grounding Education Management Information Systems (EMIS) and setting up task forces at country-level in preparation for the EFA assessment by 2015. Impact is now visible in terms of improved availability of statistics and indicators on basic education in most countries of sub-Saharan Africa.

Embedding NESIS in university postgraduate courses: Capacity-building in African institutions was further anchored through the establishment of training into the postgraduate courses in three universities. In West Africa, partnership with bilateral or multilateral projects (Mali, Senegal, Burkina Faso) allowed the implementation of a postgraduate course on EMIS for education policymakers, managers and planners in the ministries of education.

NESIS collaborated with institutions of higher learning by taking part in the course design and teaching/training of these information systems in collaboration with the Southern Africa Development community SADC human resources development sector/ Education Policy Support Initiative (EPSI).

New integrated system for data collection and processing

This system which initially was limited to primary education has effectively become systematic as it now integrates the other levels of education: pre-school, middle and upper general secondary, technical and professional education. Technical documentation was produced in order to facilitate its adaptation by countries. This approach is becoming increasingly necessary in the sub region. The flexibility and adaptability of the model was successfully tested in approximately ten countries. The UNESCO Institute for Statistics retained this approach as a methodological base to be proposed to “fast track” countries in order to strengthen their national statistical capacities.

After Burkina Faso and Senegal, the system is now operational in Mali. It is in

Document presented at the ADEA Biennale, 2003

The Role of Statistics in Improving the Quality of Basic Education in Sub-Saharan Africa

By Glory Makwati, Bernard Audinos and Thierry Lairez

WGES carried out three case studies that illustrate the use of statistical information/data to monitor quality, back up and guide policy. The first study on the analysis of the availability of textbooks in primary schools in Burkina Faso from 1997 to 2002 described how WGES was able to point to inequalities in access to textbooks between different types of schools (urban/rural, public/private schools) using a dataset spanning a six-year period. It is worth mentioning that a new “affirmative” policy favoring rural schools over urban ones brought about these inequalities. The second case study on the Impact of the feminization of the teaching profession on gender equality in Senegal, 2002-2003 established, based on the availability of descriptive data on teachers and pupils nationwide, that “classes with female teachers have one more girl for every ten boys than classes with male teachers”. The third case study, on the impact of access to water and hygiene facilities on gender equality in Senegal demonstrated how schools with no access to water and hygiene experienced a more marked drop of girls’ attendance than schools equipped with these facilities.

This document can be consulted at the ADEA website at www.adeanet.org
the process of being established in Côte d’Ivoire, Mauritania, Niger and Guinea.

A multidimensional approach

To enable countries to respond more easily to greater needs in data analysis, the Dakar NESIS node developed an interface called Exploram to facilitate access to data by leaving out computer-related aspects as much as possible. This activity dwelt upon improvement of the model integrated NESIS system. User manuals were written to serve as supporting documents for in-country training and technical follow-up in Senegal and Burkina Faso. The new statistical information system was also introduced in Mali, Côte d’Ivoire and Guinea Bissau.

Training workshops

The WGES has contributed to improving the availability of statistical information and education indicators, through its training workshops.

Sub-regional technical working groups were organized to guide collaboration in new priority areas. Pilot projects have been initiated in the use of secondary data sources for analyzing out-of-school population, non-formal education management information systems, integrated data collection and processing, education/school mapping, etc. In developing technical modules in these areas, the aim is to integrate information systems for strategic planning and management with regard to the four EFA target groups — early childhood, school aged children, out-of-school youth and adults.

Training materials and tools were developed and applied in the training workshops held for all the English-speaking countries of East and Southern Africa in such subjects as statistical publications and information services, designing non-formal education management information systems (NFE MIS), education indicators and data analysis, introduction to policy analysis, communication and publishing on the internet, etc. In French-speaking West and Central Africa countries, ministry statisticians were trained in using new tools for data collection, processing, editing and multidimensional analysis; journalists and communication officers were initiated in the use of education statistics. Technical assistance to national implementation in collaboration with agencies has been conducted in a few countries in both West and East African countries.

The future of WGES

The medium-term development plan for 2002-2004 has been drafted through a series of consultations, including a strategy to transform the WGES into networks of African institutions and specialists to provide for a more permanent form of collaboration, with the support of regional coordination centers and sub-regional network nodes.

Instructional materials

The working group undertook a major revision exercise of its current training manual on educational costs, financing, budgetary procedures and planning. Once completed the new training manual will enable the WG to experiment distance training across the continent.

Lessons learned

Several key lessons can be drawn as a result of these activities.

- Improved and effective communication between the ministries of education and the WG is a major factor for the successful implementation of activities.
- The institutional capacity of the ministries of education is weak, and needs to be strengthened.
- The success of capacity building operations across the continent is contingent upon the adoption and implementation of forward planning and timely execution.

The WGFE will need to take these issues into account in the present and upcoming endeavors.

UNESCO Education for All monitoring unit in Paris and the Organization for Economic Cooperation and Development (OECD) education team in Paris. An information bulletin entitled Kalan Kunda was also launched and can be obtained through the working group in CODESRIA Senegal.

Enhanced policy dialogue

The working group also enhanced policy dialogue and advocacy through the aforementioned training sessions. These have had positive impact on the relationships between the high level officials of the ministries of education with those of ministries of finance.
2003 has been a difficult year for the Working Group. Several planned activities did not materialize as anticipated, due to partners having other commitments which have led to delays in implementation. However, despite these frustrations, there has been significant progress.

Public/private partnerships in the book sector

The global trends towards increasing liberalization of the publishing and bookselling industries, and the decentralization of book selection and procurement to school level is having a decisive impact on the book industry in sub-Saharan Africa. The data from our research in Africa highlights the continuing disparities in access to all kinds of teaching and learning materials, and stresses the need for closer public sector/private sector collaboration.

The first draft of WGBLM's study on Changing Public Private/Partnerships in the Book Sector was completed during 2003. It is an up-date of the WG's earlier study The Economics of Publishing in Africa published in 1996.

The preliminary findings of this major research study were presented at the ADEA Biennal Meeting in Mauritius in December 2003. The final version is expected to be printed during 2004.

Reading promotion

The first edition of WG's Compendium of Successful Reading Projects was produced in March 2003. This Compendium is a compilation of information on 25 selected projects from different parts of Africa (Botswana, Democratic Republic of Congo, Ghana, Kenya, Mauritania, Nigeria, Senegal, Sierra Leone, South Africa, Swaziland, Tanzania, Togo, Uganda, Zambia and Zimbabwe) with a particular focus on approaches to measuring project impact. The compendium includes descriptive information, summaries and features related to the promotion of reading, replication capacity, lessons learned and contact details. It has been produced in loose-leaf format in order to facilitate the updating of current entries and the addition of new ones.

Strengthening capacities and partnerships

Relations with the African Publishers’ Network (APNET) and the Pan African Booksellers’ Association (PABA) have continued to be nurtured through joint capacity strengthening initiatives. The transfer of remaining copies of the post-WGAPNET joint ‘Taxes off Books!’ campaign, and the French version of Expanding the Book Trade across Africa to APNET’s new secretariat in Abidjan, provides a more sustainable base for this activity.

Likewise PABA’s attempts to raise bookselling standards have continued to be supported through their workshop program for National Booksellers’ Associations. The seminar theme ‘Strengthening the role of bookselling in Africa through enhanced collaboration with Publishers’, at their Annual Booksellers’ Convention in Nairobi in September 2003, reflected the WG’s interest in encouraging complementary professional relationships between booksellers and publishers. The publication of the French version of Improving Book Provision at the end of November is part of the same complementary objective.

Towards cost effective publishing strategies

The WG’s experience of working with African-based publishing houses in South Africa, Mali, Tunisia and Mauritius during 2002 and 2003 paves the way for ADEA to adopt a more appropriate, more cost effective strategy for its publications. The WG’s study on Changing Public/Private Partnerships in the Book Sector shows that the capacity exists, but that opportunities have been lacking.

WGBLM coordination

Throughout the year the WG has been preoccupied with the search for a coordinating organization in sub-Saharan Africa. This process is still under way.

Since its inception, the WG on Books and Learning Materials has supported countries in the formulation of book policies, campaigned against unfavorable fiscal environments for the development of a book industry, and strengthened the capacity of African publishers’ and booksellers’ networks.

Books and Learning Materials

By Carew Treffgarne, WGBLM Leader/Coordinator

Since its inception, the WG on Books and Learning Materials has supported countries in the formulation of book policies, campaigned against unfavorable fiscal environments for the development of a book industry, and strengthened the capacity of African publishers’ and booksellers’ networks.

Document presented during the WGBLM Meeting at the ADEA Biennale, 2003

Changing Public Private/Partnerships in the Book Sector

This study highlights the different scenarios that were undertaken in 13 African countries while an increasing number of other countries are in the process of liberalising their book sectors.
Non-Formal Education

By Amina Osman, WGNFE Coordinator

The aim of the Working Group on Non Formal Education (WGNFE) is to enable non-formal education to be recognized as an integral part of a holistic education system within the framework of education for all. The WG aims to explore the nature and impact of the variety of non-school and adult educational interventions that are of interest to African decision-makers. In 2003, the WGNFE pursued its activities in favor of the development of non-formal educational policies in Africa.

Rights based advocacy

“Management of Diversity within the context of Quality Education for All” was the title of the Sub-Regional Symposium organized by WGNFE in Ouagadougou, Burkina Faso in May 2003. This symposium looked at pertinent and diversified approaches of mainstreaming non-formal education into the education system and reflected on effective partnerships and strategies to successfully implement quality education for all.

The symposium, which provided a forum for reflection on the right of any person to education also took stock of current ideas, policies, practices and management of non-conventional education provision. The indicators looked at the education system’s capacities to make educational institutions and programs available, accessible, acceptable and adaptable to all, hence allowing a critical analysis of successful and promising experiences. The symposium also explored alternative forms of learning such as nomadic education, complementary basic education and training.

As in all WGNFE activities, there was a strong emphasis on sharing information and experiences of what has been successful and learning lessons from what has not been so successful. Participants, who expressed their appreciation of the 4-day symposium recommended that WGNFE should: (i) strengthen its network of sharing of good practices; (ii) provide support to local country and regional initiatives for equity and access to education through alternative forms of learning; and; (iii) explore linkages between NFE and formal systems rather than creating non-formal education as a parallel system of education.

Country working groups

How is quality education for all to be achieved when resources are limited and the needs and contexts of learners so diverse? Part of the answer, it is felt, lies in the alternative approaches projects and experiences which bring learning opportunities to the widest number despite a lack of funds.

In an effort to enhance coordination at the local level and bridge the gap between formal and non formal education systems, WGNFE has set up country working groups (CWGs) in over one dozen countries. In 2003 the CWGs were active in the development of policies through participation in consultative and planning processes.

During the last fifteen months, Kenya has witnessed a growing interest in the area of non-formal education in order to meet the challenge of implementing free primary education. The Kenya NFE Working Group organized a symposium on adult and continuing education in Nairobi in May 2003. The symposium subsequently endorsed the proposal to develop a national qualification framework for out of school youth and adults.

The Kenya Working Group also participated in a stakeholders’ meeting for non-formal education providers which recommended that a national commission for non-formal education be established under the auspices of the Ministry of Education, Science and

Document presented at the ADEA Biennale

Improving the Quality of Basic Education in Burkina Faso

This study was produced by the National Working Group on Non-Formal Education (Burkina Faso), also called APENF (Association for the Promotion of Non-Formal Education) at the request of the ADEA WGNFE. It is the result of documentary research within the structures involved in formal and non-formal education in the country.

The study aims to analyze the education system in Burkina Faso from 1960 to the present, the main objective being to highlight the efforts undertaken from one decade to the next by the various stakeholders in order to successfully expand the system while guaranteeing its quality, relevance and effectiveness.

Now, 40 years after independence was achieved, the study observes that there have been key moments of activity in formal and non formal education that unfortunately have not always lasted, due to the political changes that have marked the existence of Burkina Faso. The last part of the study focuses on innovative experiences which are being pursued.

This document can be consulted at the ADEA web site www.adeanet.org/biennial

WGNFE – Continued on page 20
Communication for Education and Development

By Alfred Opubor, WGCOMED Coordinator

In 2003 WGCOMED entered its first year as a full fledged working group. In September 2003 the Norwegian authorities (through NORAD) formally agreed to serve as lead agency for the working group.

Reporting education in Africa in 2003

In 2003, WGCOMED Network journalists covered four major international education events, the highest number so far in any one year. Collaborating with the organizers of major education conferences, WGCOMED arranged for its network journalists to report from the conference venues to African national, regional and international media. The events covered were: The Secondary Education in Africa Conference, in Kampala, Uganda (June 2003); the regional workshop on Investment Options in Education for All: Addressing Gender and Other Disparities in Ouagadougou, Burkina Faso (June 2003); the ADEA Working Group on Higher Education/World Bank training conference on Innovations in Higher Education: What Works, in Accra, Ghana (September 2003). The ADEA Biennial Meeting was the final news coverage event of the year. WGCOMED participation was made possible through funding from the Norwegian Education Trust Fund administered by the World Bank.

Published reports

Under the title Reporting Education in Africa, WGCOMED published, in tabloid newspaper format, a selection of the stories written by the journalists covering some of the events, as they appeared in their home news media. Some examples of regular African media reports on education were also included. It was observed that while African media are reporting more regularly on their national education programs, the quality of reporting and the understanding of education issues still need improvement.

Training workshops

Training workshops for national media and education ministry communication officers were organized in Uganda, Burkina Faso and Ghana, in connection with major regional education conferences in those countries. A modified version of the WGCOMED curriculum focused on national education priority themes, analysis of media coverage of education in the country, media needs assessment for education reporting, collaboration between media and other education stakeholders, and networking of education communicators. In all three workshops, participants decided to set up more formal coordinating structures to enhance collaboration among journalists and communication officers, and elected task forces to follow up their decisions.

The WGCOMED, along with the Working Group on Education Statistics and the UNESCO office in Harare (Zimbabwe), were able to collaborate on a joint training activity. A three-day sub-regional workshop on education statistics was organized for Southern African journalists, with 23 participants from Botswana, Lesotho, Malawi, Mozambique, Namibia, Zambia and Zimbabwe. Participants learnt how to calculate various education indicators and how to access statistical information available on different web sites. WGCOMED contributed a module on How To Communicate Statistics, to help demystify statistics for both journalists and their readers. Participants decided to set up a national education journalists network in their individual countries, that would make concrete suggestions.
and inputs so as to stimulate informed debate on education.

HIV/AIDS in education

The field investigation phase of the HIV/AIDS in education communication research project in Benin ended, after pre-testing and administration of the instruments designed in selected secondary classes in two schools in Cotonou. Results, including students’ knowledge, attitudes and practices relevant to HIV/AIDS are being processed for analysis.

The working group participated in an experts’ meeting as well as the ministerial meeting on HIV/AIDS in the education sector for Central Africa, organized by the ADEA Ad hoc Working Group on HIV/AIDS in collaboration with the UNAIDS Inter-agency Task Team in Libreville Gabon, in May 2003. The WG presented an advocacy/communication strategy for HIV/AIDS programs in the education sector which underlined the importance of informed, convinced and committed leadership in programs of social change and development, including HIV/AIDS prevention, care and de-stigmatisation. It also recognized the key role of advocacy as a communication strategy for building leadership commitment. Advocacy can target leaders in politics, the professions, academia, media, culture and traditional institutions.

FAPE: implementation of “L’Ecole des Parents”

As part of COMED’s on-going assistance to FAPE, (la Federation Africaine de Parents d’Elèves), in their Ecole de Parents project, a radio-based communication strategy was designed by selected country teams. The strategy documents include action plans for three low-enrolment countries, Burkina Faso, Guinea and Senegal. These will be implemented and submitted for possible adoption in other countries. The proposed radio programs will enable parents to speak to other parents and exchange ideas about educational issues and challenges such as increasing enrolment (especially of girls), parent involvement in school governance, sexual harassment, HIV/AIDS, etc.

Which way forward?

Although evaluations from individual WG activities, was quite positive, there are issues that will require closer attention. Focus on capacity building and reinforcement for media and education ministries continues to be high priority. However, the difficulty of accessing national resources for capacity building in these fields is a major (though not insurmountable) constraint.

The COMED Program was established less than five years ago and the working group was approved just over a year ago. Its contributions to education in Africa still lie ahead, and will need to focus on the following:

- Mainstreaming strategic communication approaches in education policy management;
- Assisting in the creation and strengthening of communication policies, strategies, units and structures, in education sector institutions;
- Empowering other education stakeholders to use communication through enhancing their capacities;
- Giving visibility to education as an important sector for development in public awareness;
- Promoting educational programs such as EFA and the education quality dialogue;
- Creating trust among media and education ministries in support of national education policies and programs.

The climate for creating impact in these matters exists through COMED’s networking of academics and professionals in media and communication. The challenge is to encourage them to focus their skills on education issues, as has been done on other development areas such as health, agriculture and environment.

Other activities

The working group provided support to the development of integrated NFE policies by participating in policy research and capacity building activities. The WGNFE also contributed to the ADEA study on quality improvement (see description on page 18).

In response to feedback from consultations launched in 2003, WGNFE is working to establish a set of priorities in order to have a clearer appreciation of its mandate. It is also actively exploring the possibilities of gradually shifting the working group’s coordination to Africa, either through one or several nodal points in sub-Saharan Africa.

Regional networking

Overall, the working group has followed up on its focus of regional networking and strategic partnership resulting in the sharing of policies and practices. WGNFE has helped countries gain better understanding of the role of non-formal education, and there seems to be increased agreement that education for all will not be achieved without non-formal education. Non-formal education is increasingly being defined and integrated within the educational system and countries are developing policies to meet the challenges of EFA. Approaches and strategies to mainstream non-formal education within on-going national educational development processes are therefore being explored.

WGNFE has been sharing and validating broad thematic issues and experiences in alternatives modes of learning within countries. In keeping with the increasing demand for technical assistance and policy advice, WGNFE may need to shift to a higher gear and follow an outcome-oriented approach as opposed to a process-oriented approach adopted so far.
ADEA Profile: A tool to coordinate, disseminate and exchange knowledge within a professional network

By Beedeenum Conhye and Hamidou Boukary

ADEA’s role as a coordinating mechanism and as a forum for policy dialogue and partnership between funding agencies and African ministries of education requires adequate tools for knowledge and information exchange. The Profile database, which was developed with a view to facilitating access to and exchange of information on ADEA’s activities has just been released on CD ROM.

ADEA is, in fact, a network of networks. ADEA’s transparency, the strong degree of commitment of its members/partners, openness and trust contribute to the functioning and overall coherence between its constituent parts, some of which are networks themselves.

Figure 2 attempts a graphic presentation of ADEA’s structure. What provides the order is the commitment of all participants, their tolerance for ambiguity, their ability and their willingness to participate in a direct, professional, and collegial manner. Due to the particular nature of this “network of networks”, the use of knowledge sharing tools such as

What is ADEA Profile?

The Profile database was designed to strengthen the exchange of information and knowledge among ADEA’s constituencies. Since 2000, the ADEA Secretariat has worked in close collaboration with the WG Leaders and Coordinators to quantitatively and qualitatively consolidate the information contained in Profile. ADEA Profile provides information on ADEA Working Groups and programs, their activities and the people involved in 48 countries of sub-Saharan Africa (see Figure 1). It includes references to over 800 activities carried out since the creation of ADEA in 1988, and more than 500 document sources of which over 300 can be consulted in Portable document format (PDF). It also contains the contact addresses of close to 1500 people from over 500 institutions that participate directly or indirectly in ADEA activities, such as development agencies, African ministries of education, non-government organizations as well as civil society organizations working in the field.

Managing knowledge within the ADEA network

Coordination is at the core of ADEA’s mission. Since its inception in 1988, ADEA, through its Secretariat, has strived to develop, maintain and disseminate information on foreign aid agencies’ educational programs and projects in sub-Saharan Africa.

Since then, ADEA activities have expanded to include new working groups, ad hoc groups, programs and activities. One of the outcomes of this expansion is the increasing need to systematically enhance the exchange and use of information and knowledge generated by ADEA’s members.

Co-ordination is not the work. The Knowledge is the Network


For more information on ADEA
Profile may be challenged by the following issues:

**Creating a culture of information, knowledge sharing and use**

How many of us have accumulated documents and CD ROMS without ever having used them? Indeed, even when information and knowledge are efficiently managed there is always a need to ensure that they are effectively used. By the essence and nature of its activities (advocacy, analytical research work, capacity building and networking) ADEA produces a wide range of substantive knowledge. Knowledge, which is becoming more conceptually recognized as “intellectual capital” needs to be managed as material capital. ADEA Profile can serve as a catalyst for speeding up the pace of knowledge management and dissemination.

**The value of local knowledge**

Production of knowledge on local realities in the countries ADEA is mandated to support is at the heart of its priorities. Local knowledge on local contexts is vital for the development of education in sub-Saharan Africa. This knowledge, when available, is most of the time “overlooked and undervalued”. ADEA’s comparative advantage lies in its ability to use and promote the knowledge available within its network. This requires consolidating what is known, and valued at the individual and community level rather than relying entirely on external solutions.

**Ensuring quality information in the ADEA network**

The ADEA secretariat plays a crucial role in collecting and centralizing lessons learned in Africa, but such knowledge cannot be institutionalized without the regular contributions of other ADEA components, especially the working groups. If properly maintained and updated on a timely basis, Profile can pave the way for a global knowledge management system for the development of education in sub-Saharan Africa.

**Challenges ahead**

The extent to which ADEA succeeds in managing and disseminating knowledge will greatly depend on how the whole network is engaged and involved in the endeavour. Furthermore, the management of knowledge on lessons learned and best practices, for example, requires human and institutional capacities that can prove costly if they are borne by a single institution. The quest for local knowledge and the commitment of the whole network will be of paramount importance in enabling information and knowledge to contribute to the development of education in sub-Saharan Africa.

1. Hamidou Boukary is a senior program officer at ADEA. Beedenum Conhye is a consultant in information systems.

Other references:
Ad Hoc Working Group: HIV/AIDS and Education

The Ad-hoc Working Group on HIV/AIDS and Education was created in 2002 to address the impact of HIV/AIDS on the education sector in sub-Saharan Africa. Working in collaboration with ADEA’s working groups, partner agencies and countries, the ad hoc group supports the sharing of strategies and practices that mitigate the devastating impact of HIV/AIDS.

Background

This exercise is an offshoot of the “Identifying Effective Responses to HIV/AIDS” initiative which was launched by ADEA in 2000 to identify promising approaches and interventions in the education systems across sub-Saharan Africa. This initiative addresses the impact of HIV/AIDS on the education sector and looks at ways by which the education sector can respond to the challenges.

In 2003 a Sub-Regional Ministerial Conference for Central Africa on the fight against HIV/AIDS within the education sector, (Gabon, May 27-30, 2003) ministers and participants made recommendations in order to effectively fight HIV/AIDS within the education sector. Recommendations included: (i) Systematically assess the impact of AIDS on the education sector; (ii) Strengthen the system’s ability to cope with the onslaught of the disease; (iii) Establish partnerships at the school, national, sub-regional, regional and international levels. The participants also reaffirmed the need for actions that go beyond the identification and stock-taking of experiences to include setting up sector programs and strategies to address the pandemic. Specific recommendations include: (i) Foster exchanges of experiences and expertise; (ii) Facilitate technical missions to countries to refine and/or enrich the strategic sector plans; (iii) Set up AIDS-sensitive management information systems; and (iv) Focus on assessment and mitigation of impact, the capacity building and effective partnerships.

Coordination

The ADEA Ad Hoc Working Group on HIV/AIDS operates as a cooperative network. The rationale for its creation stems from the need to address cross-cutting issues in a more systematic and coherent manner. The activities will be carried out in collaboration with other partners such as the International Institute for Education Planning of UNESCO (IIEP), the Inter-Agency Task Team on Education (IATT), the Mobile Task Team (MTT) and the UNDP HIV/AIDS Regional Project. ADEA Working Groups that have included HIV/AIDS activities on their agenda will also contribute their experience and knowledge.

Documents/further information

Several publications have been prepared in the framework of the Ad Hoc WG on HIV/AIDS. They can be consulted on the ADEA website at: www.adeanet.org For further information on the Ad Hoc Working Group on HIV/AIDS, please contact: Hamidou Boukary, Senior Program Specialist, ADEA Secretariat, (see contact details on page 12).

Female Participation: Graduated Working Group/Associate Member of ADEA

Best practices and policy options for addressing gender imbalance issues

Before its graduation and merger with other programs of the Forum for African Women Educationalists (FAWE), the former ADEA WG on Female Participation was one of the most prominent ADEA WGs in terms of its achievements and visibility. It sought to close the gender gap in enrollment, attainment and performance in African schools. FAWE is still pursuing the same objectives. The strategy that underpins FAWE’s programmatic activities consists of improving policy-makers’ understanding of gender differences in school participation and of interventions that work in addressing these differences. The contribution of FAWE to the 2003 Biennial Meeting followed the same strategy. It clearly established that quality education couldn’t be achieved in a context of acute gender disparity.

Three case studies presenting best practices/strategies and policy options for addressing gender imbalance issues were described and analyzed. In the first case study the FAWE Center of Excellence experience in Kenya provides evidence that there is a way out of adverse cultural practices, such as forced early marriages, that prevent girls from fulfilling their god-given ability to learn and attain higher levels of schooling. The second case, the Female Education in Mathematics and Science (FEMSA) experience in Cameroon, highlighted effective strategies that removed social and psychological obstacles in the way of girls for accessing mathematics and sciences. The third case study presents a project in Tanzania (Complementary Basic Education in Tanzania, COBET) whereby out-of-school children, particularly girls among them, are given a second chance to access quality basic education. An evaluation of the project showed a high completion rate for both sexes and older students have been able to pass national examinations and proceed to secondary education.

For further information on the ADEA WG on Female Participation (Graduated WG/Associate Member), please contact: The FAWE Secretariat (see contact details on page 12).
ADEA activities

**April 13-16, 2004**
ADEA Steering Committee meeting
Chavannes-de-Bogis, Switzerland

**April 19-22, 2004**
Africa Education Journalism Award
Akintola Fatoyinbo
Meeting of the jury for the pre-selection of articles
Paris, France

**May 6-7, 2004**
Working Group on the Teaching Profession (WGTP)
Steering Committee meeting.
London, United Kingdom

**June 2-3, 2004**
Working Group on Education Statistics (WGES)
Steering Committee meeting.
Harare, Zimbabwe

**June 2-4, 2004**
Ad hoc Group on HIV/AIDS
Seminar to validate the Gabon HIV/AIDS national sector plan.
Gabon

**June 2-4, 2004**
Ministerial Conference on Education in Countries in Crisis or Post-Conflict
Meeting jointly organized with the Minister of Education, Kenya, The Commonwealth Secretariat, and ADEA.
Mombasa, Kenya

**June 6-9, 2004**
Second Regional Conference on Secondary Education in Africa (SEIA)
Meeting hosted by the Ministry of Education, Senegal, the World Bank, and organized in collaboration with The World Bank Institute, the International Institute for Educational Planning, and ADEA.
Dakar, Senegal

**June 14-15, 2004**
Working Group on Early Childhood Development (WGECED)
Steering Committee Meeting.
Accra, Ghana

**July 6-8, 2004**
Africa Education Journalism Award
Akintola Fatoyinbo
Meeting of the jury for final selection of articles.
Libreville, Gabon

**July 26-27, 2004**
Technical Workshop to prepare the Sub-Regional Conference on Integration of ICT in Education: Issues and Challenges in West Africa
Abuja, Nigeria

**July 28-30, 2004**
Sub-Regional Conference on Integration of ICT in Education: Issues and Challenges in West Africa
Abuja, Nigeria

**November 15, 2004.**
ADEA Working Group leaders and coordinators meeting
Kigali, Rwanda

**November 16-18, 2004**
ADEA Steering committee
Kigali, Rwanda

Other activities

**April 19-25, 2004**
Education for All week
UNESCO
Paris, France

**June 14-16, 2004**
Adult Education and Poverty Reduction: A Global Priority
University of Botswana, Gaborone, Botswana

**June 23-25, 2004**
“Scaling Up Good Practices in Girls’ Education in Sub-Saharan Africa
Technical workshop/policy consultation
Nairobi, Kenya

**October 19-21, 2004**
Meeting of the International Working group on Education (IWGE)
Hosted by the World Bank, in collaboration with the International Institute for Educational Planning (IIEP).
Washington DC, USA

Dates and venues may change. For more information please consult the ADEA web site (www.adeanet.org)

---

The views and opinions expressed in authored articles of the ADEA Newsletter are those of the authors and should not be attributed to ADEA or to any other organization or individual.