



## More and Better Education

From March 27 to March 31 in Libreville, the 2006 Biennial Meeting will bring together African ministers of education, agency representatives and education professionals to consider a major challenge facing education in Africa: increasing the effectiveness of learning. This theme pursues and extends the extensive work on improving the quality of education undertaken for the last Biennial Meeting, with the focus now shifting to learning outcomes – those produced by the basic schools, literacy programs and early childhood development programs that have proved effective in African contexts.

What are the characteristics of these effective basic education centers?

In view of the conditions and factors revealed by analysis, what explains their effectiveness?

Is it possible, on the basis of the answers to these questions, to turn ineffective schools into effective ones?

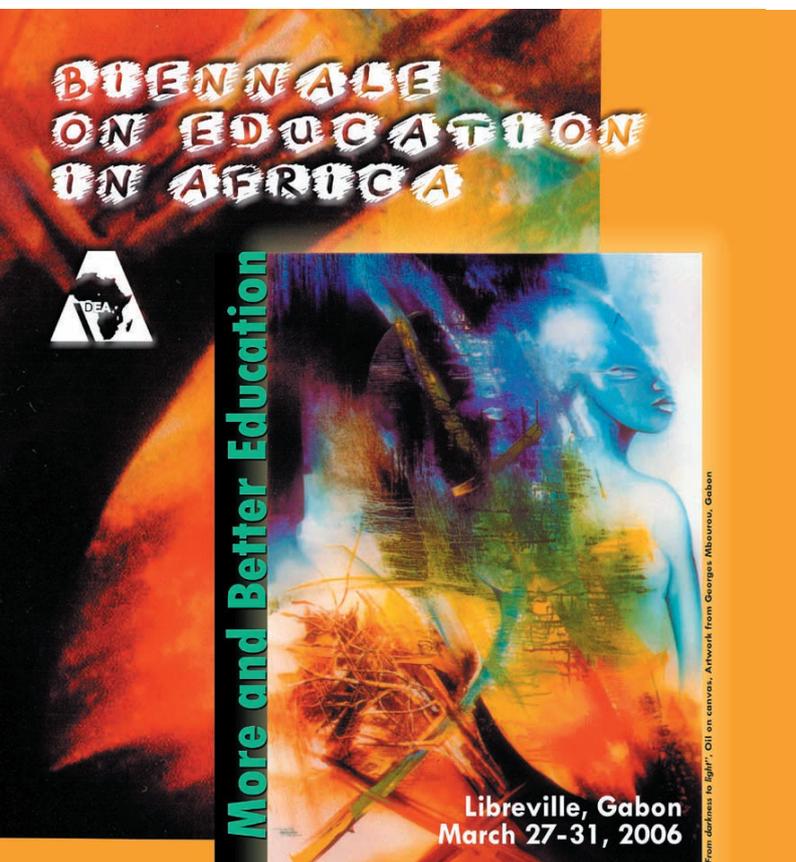
How?

The deliberations which the Biennial Meeting invites us to engage in are highly important for the achievement of the Education for All goals in Africa. As a result of progress in broadening access to education, nine African children in ten now enter primary school, but only 60% of those who enter school complete their schooling, and of these, only about half truly master the basic skills. In other words, while further efforts are needed to achieve universal access, the most formidable challenge today lies in reducing “attrition” (repetition, dropout and scholastic failure), in order to considerably improve efficiency rates of basic education systems.

How should resources be allocated and utilized to invest in the factors that are the most cost-effective in terms of their impact on learning outcomes?

The Mauritius Biennial Meeting identified the pillars of quality improvement in the specific case of primary education. Digging more deeply in the same vein, the 2006 Biennial Meeting emphasizes the importance of investing in early childhood development and literacy training for young people and adults. Overall, these two factors contribute to the achievement of the EFA goals, of which they are an integral part. Leading up to primary education, they facilitate access and improve quality by helping to prepare children for adaptation to school and for academic success. Beyond the primary level, we do not learn for learning’s sake alone, but also and most importantly to master the knowledge, skills and behavior that allow us to realize our personal potential and to participate in improving collective well-being. Education is of course a fundamental human right, but it is effective only when it offers the right conditions for the fulfillment of the human being.

Investment in basic education – fundamental schooling, literacy training and early childhood development – is thus fully justified by its role in the



What makes Effective Learning in Schools and in Literacy and Early Childhood Development programs?

struggle against everything that holds back the self-realization of human beings and, conversely, for everything that promotes personal development. On one side, poverty, disease, malnutrition, conflict, destruction of the environment, discrimination – in short, the factors of misery. On the other, economic growth, health, food security, peace and sustainable development.

The 2006 Biennial Meeting thus carries an obligation to give serious examination to the links between the EFA goals and the Millennium Development Goals. Not merely in terms of their overall interaction, but also, and most importantly, through analysis of the policy visions, funding trade-offs, implementation strategies and practices that contribute to the effectiveness of education as a factor of development in Africa.

**MAMADOU NDOYE**  
EXECUTIVE SECRETARY, ADEA

## Focus Biennale on Education in Africa 2006

### Focus

Editorial	
More and Better Education .....	1
Schools at the Center of Quality.....	3
Literacy to Meet Challenges of Socio-Economic Development and Globalization .....	7
Getting Children Ready for School and Schools Ready for Children .....	9
ADEA's Inter-Country Quality Nodes	12

### Books

Documents produced for the 2006 Biennale .....	13
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### Calendar

Meetings and activities .....	16
-------------------------------	----

## The ADEA Biennale

The most significant regional encounter for educational co-operation in Africa, the Biennale on Education in Africa, which takes place every two years, brings together African Ministers of Education and Training, high-level representatives of multi-and-bilateral organizations working in the field of development, researchers, practitioners and other education professionals in sub-Saharan Africa.

The Biennales provide an excellent opportunity for meeting other participants, for discussions, and for sharing experiences and knowledge. They also represent an important element in the life of the Association. Their principal objective is to encourage and enable straightforward and open dialogue between all participants on the chosen themes regarding the development of educational systems in Africa. This dialogue, which is supplemented by analytical work undertaken specially for the event, including numerous contributions from education professionals and practitioners who are members of the ADEA network, is essential for promoting the necessary educational reforms, and it also enables ADEA to adapt its activities in order to best serve the needs of African countries.

This year, over 400 participants, among whom some 60 Ministers and Deputy Ministers, will attend the Biennale in Libreville, Gabon, from March 27 to 31, 2006.

The opening of the 2006 Biennale, on March 27, will commence with speeches made by the President of the Commission of the African Union, Alpha Oumar Konaré, the President of Cape Verde, Pedro Pires, guest of honor, and also the President of Gabon, El Hadj Omar Bongo Ondimba. The official opening will be preceded by a Meeting of the Caucus of Ministers of Education in sub-Saharan Africa which will discuss, among other topics and with the participation of Mr. Konaré, the activities of the African Union's next Decade of Education.

For the 2006 Biennale, close to 80 documents and case studies have been produced to explore in greater depth a crucial question for the development of education in Africa: More and Better Education – What Makes Effective Learning? Discussions will focus on the effectiveness of education and training systems. More particular attention will be given to effective schools and effective literacy and early childhood development programs.

In addition to the official launching of the United Nations' Decade of Education for Sustainable Development, the Libreville program includes several other activities: a fair of experiences and innovations, exhibits and the launching of various publications.

## Schools at the Center of Quality

By Adriaan Verspoor, ADEA consultant

**Improvement in the quality of education and school results ultimately takes place in the classroom. It is thanks to competent and motivated teachers and schools that strive to provide an environment conducive to learning that students succeed. ADEA has worked to better understand what makes effective schools, and the best strategies that can be implemented in Africa.**

The 2006 Biennale will continue the "Quest for Quality" in basic education. In 2003 the emphasis was on policies conducive to the delivery of quality education services to all children – girls and boys – including those who struggle to overcome the disadvantages of being poor and living in rural areas. The 2006 agenda puts two major themes in the spotlight:

- Quality improvement at the school and classroom level: increasing school effectiveness and transforming resources into results.
- Ensuring access to effective schools for the most disadvantaged.

Over the past two years, ADEA and its partners have supported several studies documenting cross-country evidence and country experiences on how to improve the quality of education and school results. Several of those carried out are based on direct observation of instructional and management processes, continuing the ADEA "praxis" approach of documenting, and learning from action to move towards more effective action. A brief summary of the work that has been carried out and lessons learned is provided in the article below.

**Local level planning and management** drives progress towards school effectiveness. Three studies were conducted in Madagascar, Mozambique and Tanzania to investigate factors underlying effective schools. In the three countries, teams comprising 20 local educators selected a sample of 30 schools, defined the characteristics of and the indicators for an effective

school, and collected data on visits to each school. A synthesis paper drawing on this research as well as on a study conducted in Uganda summarizes the following findings:

- Overall learning levels remain low but several schools demonstrate that even when the existing level of school inputs is less than desired, improvements are possible.
- Good learning outcomes are associated with teachers who plan for teaching, put into practice what they have learned (particularly in in-service courses), and correct and remediate students' work regularly; head teachers who emphasize teaching and learning in their management; and communities that actively support their school.
- Low learning outcomes are associated with overcrowded classrooms; perfunctory pedagogical oversight at school level and externally; and continued use of ineffective teaching practices in spite of training in alternative approaches.

Most importantly the study:

- Emphasizes that improving quality is essentially dependent on local conditions;
- Finds considerable untapped potential and an eagerness among local

educators to use objective information;

- Calls for a greater focus on teacher-learning processes: how to improve them should drive decisions on what to invest in to improve student results.

As school improvement will have to take place with resource constraints, investing in **cost-effective inputs** is imperative. A review of recent evidence confirms earlier findings, but also questions some conventional wisdom. It shows that:

- Textbooks, teachers' guides and instruction time are the most cost-effective inputs.
- Class size up to 60 does not affect student performance.
- Grade repetition is not an efficient way to enhance student learning; It has high costs and few benefits.
- Long pre-service programs show little evidence of improved learning, but do imply higher salary cost.
- Non-civil-servant contract-teacher programs may be successfully introduced without compromising education quality.

The review also emphasizes the **importance of institutions and management**: incentive systems that affect teacher and administrator motivation and management systems that shift resources and accountability to the local level. Perhaps the most important input is how well prepared the child is upon entering the school. Evidence on the effect of ECD on children's school performance will be presented in the ECD sessions.

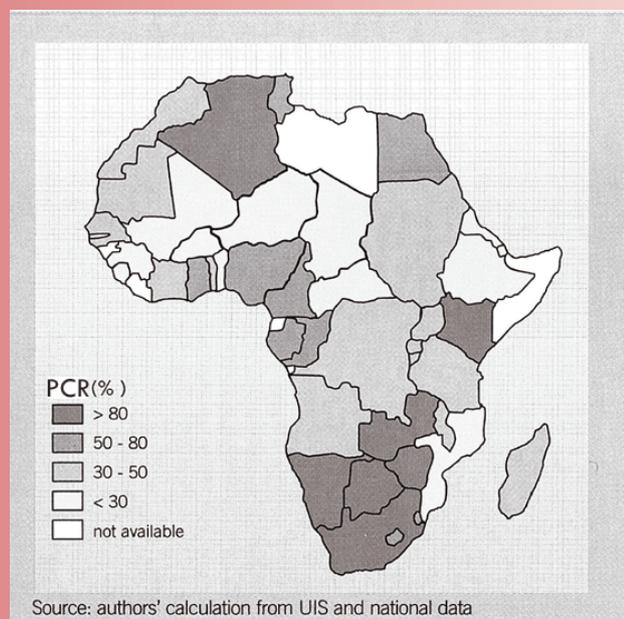
**The role of head teachers** in creating effective schools is well established in the literature. A study in four African countries (AFIDES) found the following in well-performing schools:

- Well structured, visible and transparent school management involving all staff;
- Regular monitoring of student performance and teaching practices combined with support for professional development and

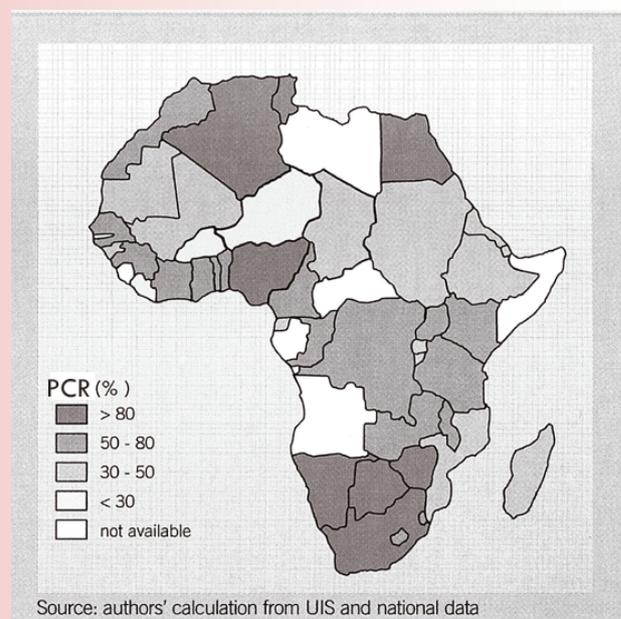
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## Primary Completion Rates in Sub-Saharan Africa

Level of Primary Completion in Africa 1990/91



Level of Primary Completion in Africa 2002/2003



There has been some progress in the area of educational access: today nine out of ten African children enter primary school. This accomplishment is certainly significant, but it does not reveal the insufficiencies of an education system that has not yet seen a majority of the students that start primary school, finish. Universal Primary Enrolment (UPE) is far from being a reality for all the African countries. More than half of the sub-Saharan African countries have a primary school completion rate of less than 60%.

The tables above present the Primary Completion Rate (PCR) in 1990/1991 and in 2002/2003 for each country.

In 1990/1991, twelve countries were especially behind, with a PCR of less than 30%. In this category we primarily find West African countries (Mali is the furthest behind, with 10% completion) and Central African countries, as well as three East African nations (Eritrea, Djibouti and Ethiopia), in addition to Mozambique. On the other hand, in 1990/91, Mauritius and the Seychelles had already achieved Universal Primary Enrolment.

In 2002/2003, twelve years after, the majority of the countries had improved their completion rate. However, two countries still lagged far behind – Niger (27%), and Burkina Faso (29%) – and five countries had a lower completion level in 2002/03 than in 1990/91: Burundi (32% in 2002/2003 compared to 46% in 1990/1991), Congo (59% down from 62%), Kenya (70% instead of 86%), Zambia (60% down from 93%) and Zimbabwe (81% vs. 96%).

Several countries have already achieved the goal of Universal Primary Enrolment (Mauritius and Seychelles) or are likely to attain it in the near future, with a primary completion rate over 90% (Botswana, Zambia, and South Africa).

Text excerpted and adapted from *EFA - Paving the Way for Action - Education For All*, UNESCO Regional Bureau for Education in Africa, 2005.

**Nine children in Africa out of ten now enter primary school. Out of the nine children, only six will finish primary school. Out of these, only three will master basic literacy and numeracy skills.**

- training of staff;
- ▶ Student learning as the central concern of school management;
- ▶ Effective management of the involvement of external partners.

Effective schools cannot exist without **effective teaching**. Teacher development is a crucial issue on the school improvement agenda. The WG on the Teaching Profession has summarized lessons of experience. New ICTs offer exciting ways to support pre-service and in-service training. Two papers summarize the new ground the African Virtual University (AVU) is breaking. Another study on the recruitment, deployment and management of teachers in rural areas highlights the strengths and weaknesses of different models.

**Language of instruction issues** are central to improving student learning in the African classroom. The 2003 biennale concluded that evidence of the instructional effectiveness of the “bilingual” or “early transition models” compared with the traditional international language of instruction models, was compelling. A provocative stock-taking review (ADEA and UIE), grounded in insights from cognitive science and country experiences, evaluates different models of mother tongue instruction and bilingual education. It documents constraints faced by many “bilingual early exit” programs caused by insufficient teacher preparation, shortages of African language instructional materials, poor and limited cultural relevance of curricula, and the absence of well defined national language policies. It reviews the challenges of African language publishing, assesses the cost of mother tongue and bilingual education and proposes an integrated social marketing model for implementation.

In conclusion, the study  
 ▶ questions the bilingual model and proposes an “additive model” with African languages as the language of instruction for 6-8 years

- combined with high quality instruction in a second international/official language;
- ▶ calls for a radical reform of existing language-in-education policies to build high performance education systems; and
- ▶ contends that such reforms will increase education budgets by 1-5% and are feasible based on existing experience.

**Decentralization and parental and civil society participation** are increasingly seen as key factors contributing to school effectiveness. Two papers

**Direct financial support to schools** has accompanied the move towards local autonomy in several countries. Two reviews based on seven country case studies emphasize the central importance of local capacity building in local planning for education development and financial management.

Only when effective schools reach poor girls and boys, including those in rural areas, will the EFA promise of **equal opportunity** to learn become a reality. Several papers review the multifaceted action that is currently taking place to redress inequities. Some lessons learned are:

- ▶ Providing rural people with equitable access to quality learning will often require non-traditional approaches and additional resources.
- ▶ Complementary education programs currently provide access to more than 3 million children and many of these provide cost-effective and equivalent opportunities to children who do not have access to formal schools;
- ▶ Effective teaching recognizes and responds to gender differences in learning style, takes place in a gender sensitive school environment, adopts girl friendly classroom management practices and recognizes the impact of culture and tradition on girls’ performance.

Cross cutting issues running through the studies are shown in the box on this page. ▶

### Improving School Effectiveness Cross-cutting Issues for Reflection

A few issues arise in several papers prepared for the biennale:

- Weak local capacity for planning and management constrains the transfer of authority, resources and accountability.
- Pre-service and in-service teacher education programs and supervision have little impact on instructional strategies and classroom practice.
- Strengthening school management is a key to school improvement that still requires much attention and action.
- There are few attempts to recognize gender and other differences in instructional strategies and classroom management.
- There is limited transfer of experience between formal and complementary programs.
- Foreign language of instruction has a clear negative impact on student learning; yet teachers are ill prepared to deal with this reality.

- explore the reality on the ground in this regard with evidence from nine countries. The findings are:
- ▶ Considerable parental participation exists at the school level, but there is little parental or civic involvement at higher levels.
  - ▶ National organizations are rarely involved in national level policy making.
  - ▶ Different civic groups have different views on governance and management issues, in particular on the scope of decentralization and local autonomy
  - ▶ Many civil society actors are unable to participate effectively in decision and policy-making processes.

## Illiteracy in Sub-Saharan Africa

- Sub-Saharan Africa has 140 million illiterate adults, of which 85 million are women.
- Of all the large regions of the world, Sub-Saharan Africa has the greatest proportion of illiterate adults, constituting 50% of the adult population of the region. Add to this the 10 to 15 million school-age children who are not, or who are no longer, in school.

## Disparities in Illiteracy Rates

- By country: Literacy rates in Benin, Burkina Faso, Chad, Mali, Niger, Senegal and Sierra Leone are as low as 40%, and as high as 90% in Seychelles and Zimbabwe.
- By location: Disparities are evident between rural and urban areas, especially in countries where the level of literacy is already low. For example, the level of literacy in rural Ethiopia is 23% compared with 74% in urban areas. There are also disparities within the rural and urban areas. Pastoral and nomadic populations for example, tend to have lower literacy levels than the over-all rural population. Certain social groups, such as migrants or people with disabilities, often find themselves excluded from mainstream society, often resulting in reduced access to formal education and literacy programs.
- By gender: The ratio of women's to men's literacy rates has risen from 45% to 75% since 1970. However, this ratio is as low as 20% in some countries and nearly 90% in others. Only 3 out of 40 African countries for which data is available have achieved gender parity in literacy rates (Botswana, Lesotho, and Seychelles).

## Quality of education and literacy acquisition

- Formal schooling is a driving force for literacy expansion, provided that children who have access to it complete school and receive an education of good quality. Yet, in half of the sub-Saharan African countries, of each group of students that enters primary school, less than 60% reach the last grade. This rate varies from as low as 22% in Malawi to as high as 98% in Mauritius.
- Even among those who reach the last grade, many possess weak literacy and numeric skills. The results of the second round of the SACMEQ study (2000-2002), conducted in thirteen countries and one territory, showed that hardly any Grade 6 students in Lesotho, Malawi and Zambia reached one of the highest four mathematic levels, while more than one-third of the Grade 6 students in Kenya, Mauritius and Seychelles were able to. The extent of this scholastic under-achievement is confirmed by other international student assessments. TIMSS 2003 data on Grade 8 students shows that in the participating sub-Saharan African countries (Botswana, Ghana and South Africa), between 68% and 90% of students failed to reach the low benchmark in mathematics.

*Sources: Based on Excerpts from the Education for All Global Monitoring Reports 2005 and 2006 (UNESCO)*

# Literacy

## to Meet the Challenges of Socio-Economic Development and Globalization

**Why invest in literacy? How can we promote literacy programs that engage students in the processes of self-sufficiency, and personal and collective development? The Biennale in Libreville will address these questions.**

**F**or the ADEA Biennale which will take place in Libreville, the ADEA Working Group on Non Formal Education (WGNFE)/UNESCO Institute for Education chose to focus on the issue of effective literacy policies and programs for socio-economic development within holistic African education systems. The commissioned studies were thus designed to draw on real experience from a variety of countries in and outside Africa, moving from conceptual analysis, through system decentralization and management down to the learner.

The comprehensive approach should ensure that the international community's commitment to meet the educational needs of children, youth and adults, and frame a conducive political context for attaining the MDGs and EFA goals through literacy education is heard once again, but more importantly, that it is firmly and finally taken on board by government ministers, civil society organizations, international development agencies and individual researchers. Fifteen years after the World Conference on Education for All (Jomtien, 1990), there is still a need for clear policies, concrete programs of action, and adequate financial resources for literacy.

Literacy is indeed an essential right: it ensures full participation in development and is a powerful tool for national socio-economic growth with regard to key priorities and challenges such as poverty elimination, HIV/AIDS prevention and mitigation, behavioral change regarding gender equality, as well as

good governance for democratic societies. Still, the priority given to literacy programs in educational policies is disturbingly low and overlooks large sections of society, namely youth, adults, and marginalized groups. Despite agreeing to the EFA goals, in practice African states have concentrated their efforts towards achieving universal primary education at the expense of adult education, and literacy in particular. The absence of effective contextualized state supported literacy programs aimed at sustainable livelihoods limit the possibilities of changing the socio-economic conditions of the poor. Unless the knowledge capital and reality of the lives of the poor and marginalized are changed, they will persist with behaviors which expose them to HIV infection (and all the consequences of this for themselves, their families and communities) and other at risk situations. Literacy can be a powerful leveraging tool in this regard; it allows a negotiated behavior towards diverse forms of risk to the social fabric (HIV, malaria, child labor, gender inequality, social fractures, conflicts, the challenges of globalization), as well as catalysing a proper gender and social equality perspective embedded in a secure and stable environment.

With the technical support of the UNESCO Institute for Education (UIE), the ADEA Working Group on Non Formal Education opted for a broad

review of policies and strategies across countries and periods, a critical assessment of costs and funding, an empirical analysis of factors contributing to success and efficiency. The decisive role of the literate environment was given a special treatment. Another area of concentration was the revamping of literacy programs to integrate poverty elimination, HIV/AIDS prevention, critical citizenship and good governance and acquisition of lifeskills for better livelihoods. The contribution of literacy programs to laying a foundation for lifelong learning and the need to bridge, articulate and organically link literacy, non-formal education and formal schooling was carefully addressed. In addition to innovative endogenous cases within Africa, a few illustrative cases were drawn outside Africa from Brazil, China, Cuba and Thailand.

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Analysis of the various studies has shown that the following principles are critical for implementing effective literacy programs:

- ✔ Effective and strong political will;
- ✔ A broad and national framework for policies and program implementation;
- ✔ Adequate funding;
- ✔ Outsourcing of tasks that the state cannot manage;
- ✔ Knowledge of the local culture and community;
- ✔ Community and learner involvement and ownership;
- ✔ Local leadership, contextualization and relevance of program;
- ✔ Importance of the training of trainers and facilitators;
- ✔ In-built monitoring of all aspects of literacy programs. ▸

# Biennale 2006, Libreville, Gabon

## Agenda of the 2006 Biennale on Education, March 27-31, 2006

Following up on the previous Biennale which took place in Mauritius in 2003, the Libreville Biennale will continue exploring the theme of effective learning and basic education in Africa with a particular focus on three components : formal schools, literacy and training of youth and adults, and early childhood development.

### Official Opening of the Biennale

The official opening of the 2006 Biennale on Education in Africa will be marked by speeches given by the President of the Commission of the African Union, Alpha Oumar Konaré; by the President of the Republic of Cap Verde, Pedro Pires, who is the honorary guest; and by the Gabonese head of state, El Hadj Omar Bongo Ondimba.

### Introductory Plenary Sessions

After the opening of the Biennale on March 27, four plenary sessions are planned on March 28 and 29, 2006.

- The first plenary session will open the discussions of the Biennale with two presentations assessing EFA in Africa and reporting on the peer review exercise in Gabon.
- Plenary session 2 will be a general introduction to the theme of literacy.
- Plenary session 3 will raise issues related to the effectiveness of African schools.
- Plenary session 4 will introduce the theme of early childhood development and will insist on the political and strategic dimensions as well as issues related to cost-effectiveness.
- Plenary session 5 on March 30 (Round Table) will focus on cross-cutting issues related to the challenges and opportunities related to meeting EFA objectives.

### In Depth Parallel Sessions

After the introductory plenary sessions, five parallel sessions will explore in greater depth the three sub-themes of the Biennale: effective literacy programs; effective schools and quality improvement; early childhood development programs that can be scaled up.

- Sessions related to effective literacy programs will focus on the following topics:
  - Vision, Policy and Strategy: Analysis and Prospects for Future Development
  - Effective and Promising Programs
  - Stimulating Environments for Engaging in Literacy
  - Mobilizing Resources and Capacity Building: Improving Program Cost-Efficiency
  - From Literacy to Lifelong learning
- Sessions related to effective schools and quality improvement will focus on:
  - Characteristics of Effective Schools
  - Teachers and School Principals at the Center of Changes in the School and the Classroom
  - For Effective Learning in Africa: Bilingual Education and Curriculum Reform
  - Reinforcing Responsibilities and Capacity Building of Schools and Communities in View of Improving Student Performance
  - The Equity Imperative
- Sessions related to effective early childhood development programs will focus on:
  - Preparing Schools for Children
  - Preparing Children for School: Working with Parents and Communities
  - Préparer Children for School: the Role of Holistic Practices in the Early Years of Learning
  - The Cost of ECD Interventions
  - Coordination and Sustainability of Integrated ECD Provision

### Final Plenary Sessions

The plenary sessions on March 31st will provide a synthesis of the Biennale discussions before the closing of the conference.

- Plenary session 6 will present to all the participants the findings and recommendations arising from the in depth parallel sessions on literacy programs, effective schools and early childhood development programs.
- Plenary session 7 will present the conclusions and lessons learned from the Biennale as well as the report of the Caucus of Ministers Meeting that will have taken place on March 27.

# Getting Children Ready for School and Schools Ready for Children

By Stella Etse, Coordinator, ADEA Working Group on ECD

**Why invest in early childhood development? In an African context of limited resources, what strategies and experiences have proven the most effective and can be scaled up to address the vast needs?**

The results of studies conducted by the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ), the Program for the Analysis of Education Systems of the Conference of Education Ministers of Francophone Countries (PASEC) and the Monitoring Learning Achievement project (MLA) confirm the general observation of the low level of educational quality in Africa<sup>1</sup>. Reading levels are generally low and there is a low level of language mastery. According to the PASEC study, drop out rates are as high as 25% in Senegal, 22% in the Central African Republic, 19% in Djibouti and 17% in Mali. The MLA also reports that results in year 4 of school show that minimum levels of reading, arithmetic and life skills are, in general, far from being achieved. This low standard of education is a major concern for all – families, governments and development agencies. It is not surprising that the ADEA's entire community has been engaged in the last 3 years in addressing this challenge in order to identify strategies and recommendations for improving the quality of education in Africa.

There are several approaches to addressing the challenge of improving the quality of education, but mounting

evidence from research findings indicates that early childhood development programs can make a highly cost-effective contribution, not only to learning and achievement in school, but also to the overall development of children. According to Hyde and Kabiru<sup>2</sup>, the impact of ECD interventions are particularly strong for children from disadvantaged or disrupted home backgrounds caused by poverty, low level of parental education, conflict or other stressful situations. Children who attend ECD programs are more highly motivated, perform better in school and get along better with their classmates – ECD graduates are therefore less likely to drop out or repeat. The costs of their schooling is therefore reduced and primary as well as secondary education becomes more cost-effective. Hyde and Kabiru further assert that ECD in itself can spur educational participation in Africa, a region that lags behind in most educational indicators.

The first of the six goals set at the Dakar Forum on Education For All in April 2000 was to *“Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children”*. The achievement of this goal requires the implementation of large-scale programs that target all children, the majority of whom are in rural communities. While planning to increase access, it is also important to ensure program quality,



since ensuring program effectiveness not only leads to the desired results, but also leads to cost savings, thereby further enabling limited resources to cater to more children.

In the quest for quality education in Africa, the ADEA has devoted its attention to discussing in detail at the 2006 Biennale early childhood development interventions and to critically consider ECD programs that can be scaled up to benefit the majority of children who are not in any programs. What are the issues on the table? While increasing numbers

**A high percentage of children enter school late, drop out in the first and second grades or do not meet minimum school standards by grades 3 or 4. Why so much “wastage” in the educational system? The answer to these questions is simple – children are not ready for the school system and the schools are not prepared for the 6-year old child.**

of children are enrolling in schools, a high percentage of them enter school late, drop out in the first and second grades or do not meet minimum school standards by grades 3 or 4. The question to ask is: why are children entering school late, dropping out or repeating in the first two grades, and not

successful even when they are able to complete? Why so much “wastage” in the educational system? The answer to these questions is simple – children are not ready for the school system and the schools are not prepared for the 6-year old child. In order to improve children's access, retention and success in school, it is necessary to ensure that children are ready for school and schools are also ready for the children.

## **Preparing children for school**

Learning begins at birth and what happens before a child enters school has a high impact on that child's ability to perform well in the school system. Research asserts that the earliest years (0-3) are

'critical' to how the rest of early childhood unfolds. It is in these early years that the child learns to handle more and more complex levels of moving, thinking, speaking, feeling and relating to others as the number of synapses that allow learning to take place increase twenty-fold. Children's early exposure to good nutrition, and a stimulating interaction with their environment and other people, has a positive impact on the functioning of the brain. The environment affects not only the number of brain cells, but the way in which they are wired, and children actively construct knowledge as they manipulate and explore their environment. According to Bob Myers<sup>3</sup>, a child who is prepared to enter school should be:

- physically healthy and well nourished;
- able to handle basic cognitive concepts;
- able to communicate in everyday transactions and the language of the school;
- able to relate well with others;
- psychologically self-assured, with a good self concept;
- able to work independently; and
- motivated to learn.

In preparing children for school and for life, the important role of families and community support can not be overemphasized. Families and other caregivers' perception and understanding of children's needs, and their ability to meet those needs, are important for achieving the developmental goals for their children. However due to poverty, malnutrition and lack of responsive care most children miss out on achieving their full potential and are never prepared physically, emotionally and psychologically for life.

The years preceding primary school are often played down. As was observed by Myers,<sup>4</sup> when considering the effectiveness of primary school systems, there is a tendency to overlook the important education, growth and development that occurs in the earliest years before a child enters formal schooling. He notes that this is so even when a growing body of evidence shows that early childhood development programs can have important effects on a child's primary school readiness, enrolment, progress and performance in school.

Early childhood development programs are designed to meet the developmental needs of children transferring from home to school. There is evidence that good ECD programs can even reduce the negative impact of a stressed, poverty-stricken home life and that a high-quality program with support services for parents enhances children's academic performance when they reach school age. Research has shown, on the other hand, that infants and young children exposed to poor-quality programs, regardless of whether they come from middle or low income homes, score lower on measures of cognitive and social skills.

### **Preparing schools for children**

The definition of early childhood extends the early childhood years to age 8 to ensure that the critical period of the first 2 years in school is not overlooked. The 'structure' of this transition period and the actors involved determines to a large extent how the child will fare in the school system. It is important to build bridges between home and school in order to ensure that the environment for first graders has some "resemblance" to the pre-school environment. It is important for example to link the lower primary curriculum to what the child has experienced in the ECD program. Most children moving from an informal loving home situation experience difficulty and a lot of stress in adapting to a less personal, rigid school system. Some children are never able to adjust and drop out by the second grade. It is therefore important to ensure transition frameworks that should include, among others, considerations for distances between home and school, class sizes that are not too intimidating, training teachers in teaching styles that are appropriate to young children, and generally creating an environment that is child-friendly. A good relationship among parents, pre-school and school teachers is important to ensure that the needs of the child during this period are appropriately addressed.

### **Political commitment to ECD**

The decision of ADEA to place ECD on the agenda for the 2006 Biennale was a demonstration of the preparedness of the education community in Africa to

discuss in detail the critical contribution that early childhood development could make to educational quality, to consider ECD programs that can be scaled up, discuss the costs of some programs, and adopt recommendations that will ensure the full integration of ECD into the educational agenda of countries. This political will to support ECD was demonstrated strongly at the 3rd African Regional Conference on Early Childhood Development, which was held in Accra in June 2005. This conference saw the participation of 35 African countries with ministerial representation from 21 countries. The communiqué adopted by ministers and representatives of ministers at the close of the conference outlined the framework for advancing the ECD agenda on the continent. The recommendations of the communiqué are shown on the following page.

It is important to fully integrate ECD into the educational agenda at the national level and to ensure that resources are allocated for implementing of policies and programs. Currently, most ministries of education spend less than 1% of their budget on ECD. Resources are scarce but with the increasing understanding that investments made in ECD are cost-effective, Ministries of Education are entreated to increase their budgetary allocation and mobilize resources for ECD in the coming years. It is said that where there is a will, there is a way. The political will to move ECD forward in Africa exists. What is needed now is to find and commit resources to back this will. The cost of not investing is many times greater than that of the investments made now. ▀

- 1 Khadim Sylla (2004) Assessing the Quality of Education in Africa in ADEA Newsletter January – March 2004
- 2 Hyde K. and Kabiru M. (May, 2003): ADEA Quality Study – Early Childhood Development as an Important Strategy to Improve Learning Outcomes
- 3 Myers, R. G. (1989). Preparing children for schools and schools for children. A discussion paper prepared for the Fifth Meeting of the Consultative Group on Early Childhood Care and Development
- 4 Myers (1989).

.....**COMMUNIQUÉ**.....

**of the 3rd African International Conference on Early Childhood Development  
"Moving Early Childhood Development Forward in Africa"  
Accra, Ghana, May 30 – June 3, 2005**

We, Ministers and Representatives of Ministers, participating in the above Conference:

Recalling our commitment to the rights of all children to survival, development, protection and participation as specified in the Convention on the Rights of the Child,

...

Noting that Africa is a continent of children and young people in which two thirds are below 24 years, the highest percentage of any continent; and 20% or 140 million are under the age of 6,

Concerned that our children and young people face daunting challenges of poverty, HIV and AIDS, and conflict,

Deeply concerned that in sub-Saharan Africa 38% of young children suffer from malnutrition (stunting), that less than 5% are in any kind of early learning programmes, and of the 12 million orphans from AIDS, 16% are under 6 years of age,

Recognizing that our countries have limited resources to meet all the urgent priorities in development and emergency situations,

Strongly acknowledging that investments in the holistic development of young children have been shown to have the greatest returns on human development, economic growth, and sustainable poverty reduction,

...

Adopt the following recommendations:

**A. On ensuring effective caring practices within families and communities:**

1. To utilise local resources (financial, knowledge, skills, culture and traditions) to strengthen ECD programmes, communication and policies;
2. To invest in and build the capacity of the family and caregivers, in particular mothers, in areas such as functional literacy, parental education, reproductive health, and economic empowerment;
3. To strengthen the capacity of families and communities to take care of orphans and other vulnerable children;
4. To sensitise and educate men, women, adolescent and youths on ECD in order to get men in particular more involved in maternal and child care.

**B. On ensuring access to quality basic services:**

1. To build strong partnerships between government, including local government, NGOs, CBOs, FBOs, private sector, research institutions and universities, and development partners to promote ECD;
2. To ensure that care for young children is given adequate attention and integrated into Malaria control and HIV and AIDS programs;
3. To ensure that quality basic services for holistic child development are provided and are accessible for all children including those aged 0-3 years; affected by HIV and AIDS; with special needs; and living in difficult circumstances;
4. To build and strengthen the capacity of child care workers and trainers at all levels in ECD;
5. To develop integrated mechanisms to prioritize and monitor ECD in the provision of basic services.

**C. On ensuring a supportive policy environment:**

1. To give priority to ECD in major development policies, frameworks and strategies such as National Plans of Action, PRSPs and SWAPs;
2. To provide adequate and focused funding for ECD at all levels from national budgets and resources such as HIPC debt relief funds and include mechanisms for accountability;
3. To support research, documentation and dissemination on ECD;
4. To put in place a legal framework to protect the rights of young children and women in accordance with the CRC, ACRWC and CEDAW;
5. To establish or strengthen a high level multi-sectoral mechanism for monitoring and coordinating ECD.

In conclusion, we, the Ministers and Representatives of Ministers, launch an appeal:

1. To the Commission of the African Union and the Secretariats of the sub-regional bodies (ECOWAS, ECCAS, COMESA, SADC) and NEPAD to promote and support holistic development and life-saving interventions for all infants and young children, starting with the most vulnerable;
2. To the Heads of States and Government of the African Union to put the development of infants and young children as an urgent priority on their agenda.
3. To the Development Partners:
  - a. To uphold the Monterrey Consensus in which they committed themselves to provide increased resources to the developing countries;
  - b. To allocate more financial and technical resources for research, programmes and capacity building for the holistic development of infants and young children, recognizing the importance of early childhood development in breaking the intergenerational cycle of poverty and achieving the MDGs.

Accra, Ghana, June 3, 2005



## ADEA's Inter-Country Quality Nodes

The 2003 Biennale focused on how to improve the quality of education and brought lots of interesting discussions and recommendations. It was generally felt that follow-up should be given a 'structured and informal' way to ensure further strengthening of the major pillars of education quality improvement as identified during the 2003 Biennale. It was also suggested to network countries in order to facilitate the exchange of experience and to share lessons.

In 2004 and 2005, ADEA therefore started to establish inter-country quality nodes. The underlying assumption for the creation of the nodes is the belief that follow-up work at the level of the Ministries is essential in order for lessons learned to have an impact on the policies, strategies and actions intended to improve education quality.

The nodes bring together countries that have expressed an interest in participating in quality improvement activities organized by ADEA around the quality pillars.

In addition, to the exchange of information and experiences, the nodes seek to mobilize regional and international expertise to support research and action conducted by national teams, and to get development agencies to support them in this process,

In total 35 Ministers of Education from 27 African countries are involved in one or two inter-country quality nodes. For every pillar, strategic partners have been identified to coordinate the countries participating in the node and accompany the national teams as they carry out research activities and pilot programs. Their role is also to facilitate the exchange of information, experiences and lessons learned. Most of the nodes have started activities or have

been involved in studies related to the theme of the node.

The node on 'Professional Development of Teachers and Pedagogical Renewal' has brought together 15 countries, the ADEA Working Group on the Teaching Profession (WGTP) and other strategic partners such as the Paul Gérin-Lajoie Center (CPGLJ) based at the University of Québec in Montreal (UQAM), the UNESCO International Institute for Capacity Building in Africa (IICBA), and the African Virtual University (AVU). These partners together with WGTP have decided to establish a consortium that would collectively address teacher professional development issues in a more holistic way. After a first consultative meeting, back-to-back with the Bamako Conference on Contractual Teachers (November 2004), participants were presented with brief overviews of policies on the professional development of teachers in their respective countries. The French-speaking countries of this node participated in the December 2004 REFORMA Meeting which discussed "reforms in the training of primary school teachers in sub-Saharan Africa within the framework of EFA programs".

The countries in the node on 'Bilingual Education and Use of Local Languages' participated in a consultative meeting during the Dakar meeting on 'Publishing in Local Languages' (November 2004) and have been involved in the Stocktaking Review of Bilingual Education and the Use of Local Languages discussed at the expert meeting in Windhoek (August 2005) which will be presented at the Biennale in Libreville.

Together with the strategic partners UNESCO/BREDA, AIF and IBE, the countries of the node on 'Adaptation of Curriculum: Increasing the Relevance

and Effectiveness of Learning', organized a seminar on adapting curricula December 12 to 15, 2005 in Cotonou. All participating countries prepared reports on the curriculum reform process in their counties. The report of the seminar will be presented during the 2006 Biennale.

Countries in the node on 'Developing Education in Rural Areas' presented their experiences in policy development with regard to education in rural areas during the Ministerial Seminar on Education for Rural People in Africa organized in cooperation with the FAO and the IIEP in Addis Ababa (September 2005). After the conference, a first meeting was organized amongst the five countries to discuss follow-up activities and the Biennale.

Countries in the nodes on 'Decentralization and Diversification of education: Promoting community and Parental Involvement' have been involved in studies on the contribution of parents and communities in the promotion of quality education for all' and on direct support to schools which will be presented during the upcoming ADEA Biennale.

The inter country quality nodes will continue work in 2006 after the Biennale. The Biennale and the 'Innovations Fair' which will take place during the event will be an opportunity to strengthen exchanges and information amongst countries, to establish new partnerships and to discuss follow-up activities based on the outcomes and recommendations of the 2006 Biennale. In 2006, the nodes should also consider integrating cross-cutting items such as HIV/AIDS, education in difficult circumstances and conflict and post conflict situations, ICTs and education and communication strategies. ▀

**JORIS VAN BOMMEL,**  
ADVISOR FOR BASIC EDUCATION,  
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AFFAIRS,



**For further information on the inter-country quality nodes, please contact Hamidou Boukary, Senior Program Specialist, ADEA Secretariat, [h.boukary@iiep.unesco.org](mailto:h.boukary@iiep.unesco.org)**

# Documents produced for the 2006 Biennale

## General Introductory Documents

### Effective Literacy Programs

- EFA Global Monitoring Report. Literacy for Life. Regional Overview – Sub-Saharan Africa (EFA Global Monitoring Team)
- Education By All: A brief for Literacy Investment (Peter Easton)
- Investing In Literacy: Where, Why and How? (Peter Easton)
- Creating a Literate Environment: Hidden Dimensions and Implications for Policy (Peter Easton)

### Effective Schools

- Effective Schools for Sub-Saharan Africa (Adriaan Verspoor)

### Early Childhood Development Programs

- Ensuring a Policy Supportive Environment (Agnes Aidoo)
- Planning Policies for Early Childhood Development: Guidelines For Action (Emily Vargas Baron)
- Early Childhood Care and Education in Sub-Saharan Africa: Towards Expansion of Coverage and Targeting Efficient Services (Alain Mingat)
- Early Childhood Care and Education in Sub-Saharan Africa: What Would it Take to Meet the MDGs? (Alain Mingat) (In English only)

### Other documents

- Overcoming the Obstacles to EFA (Françoise Caillods, Michelle Phillips, Muriel Poisson, Chris Talbot)
- Distance Education, Information and Communication Technologies – Policy Challenges (ADEA WG on Distance Education and Open Learning)
- The Education For All Fast-Track Initiative (FTI)

## Documents on Effective Literacy Programs

- What makes visions, policies and strategies in the field of literacy in Africa ? (Tonic Maruatona)
- Integrating literacy and non-formal education in Burkina Faso's education policy (Pierre Balima)
- Brazilian National Policy of Adult and Youth Education (Ricardo Henriques and Timothy Ireland)
- Learner-centered processes and approaches: the connection between non-formal education and creating a literate environment (Sonja Fagerberg Diallo)
- Diversifying the provision of education in Senegal: examples from the non-formal sector (Pape Madéfall Gueye and Kassa Diagne)
- The PAFNA project in Senegal: An efficient and promising literacy project (Fondation Paul Gérin-Lajoie)
- Processes, Approaches and Pedagogies in Literacy Programs - Case study on the experience of the Institute for Popular Education (IEP) in Mali (Maria Diarra Keita)
- Selected cases of fruitful interactions between formal and non-formal education in Africa (Anna Katahoire)
- Creating a literate environment: hidden dimensions and implications for policy (Peter Easton)
- Decentralization, management of diversity and curriculum renovation: A study of literacy education in four African countries (Botswana, Kenya, South Africa and Uganda) (John Aitchison)
- Assessing the 'faire faire' strategy in literacy in Senegal (Amadou Wade Diagne and Binta Rassouloula Aw Sall)
- Use of African Languages and Literacy: Conditions, factors and processes (Benin, Burkina Faso, Cameroon, Tanzania and Zambia) (Hassana Alidou)
- Capacity Building for Educators of Adults in Three Southern African Countries: South Africa, Botswana and Namibia (Veronica McKay and Norma Romm with Herman Kotze)
- The Financing of Literacy and Non-Formal Education by the FONAENF in Burkina Faso (Alice Tiendebreogo and Cora Mathias Batabe)

# Biennale 2006, Libreville, Gabon

- Study on the costs and financing of adult literacy in Senegal (Binta Sall and Kassa Diagne)
- Benchmarks and Financing for Adult Literacy (David Archer)
- Literacy and Lifelong Learning: The linkages (Rosa Maria Torres)
- Literacy and globalization: Towards a learning society in Africa – Growth points for policy and practice (Catherine Odora-Hoppers)
- Operationalizing the policy discourse of lifelong learning: The challenges for Africa (Carolyn Medel-Anonuevo)
- Continuation and extension of literacy programs: From literacy to adult basic education and beyond in Uganda (Anthony Okech)
- Measuring the right to education in Burkina Faso (Valérie Liecht and Germaine Ouedraogo)
- The NQF and its implementation in non-formal education – with special reference to South Africa, Namibia, Botswana and Kenya (Veronica McKay and Norma Romm with Joyce Kebathi and Herman Kotze)

## Documents on Literacy not attached to Biennale sessions

- Integrating Literacy and Income Generation for Rural Adults - Adult Literacy Education in the People's Republic of China (Zhang Tiedao, Beijing Academy of Educational Sciences, China) (In English only)
- Etude longitudinale sur l'alphabétisation au Mali (Denis Dougnon) (In French only)
- *Capitalisation des expériences en alphabétisation et éducation de base des adultes de la direction du développement et de la coopération suisse au Burkina Faso, au Cap Vert et au Niger des années 70 à 2005* (Rosemarie Lausset – on behalf of Swiss Development and Cooperation)
- *Estudio sobre políticas y programas de Alfabetización y Educación Básica de Jóvenes y Adultos* (Dr. Jaime Canfux Gutiérrez, Dra. Águeda Mayra Pérez García, Lic. Leonela Relys Díaz, MSc José del Real Hernández) (In Spanish only)
- Longitudinal Development of Non-Formal Education in Thailand (Office of the Non-Formal Education Commission - The Permanent Secretary Office, Ministry of Education Bangkok, Thailand) (In English only)
- Literacy in Post-Conflict Situations - Lessons from Sierra Leone (Ekundayo J.D. Thompson, Mohammed B. Lamin, Edward D.A. Turay and Olive B. Musa) (In English only)
- L'édition en langues nationales - Etude de cas du Mali (Abou Diarra) (In French only)

## Documents on Effective Schools

- Synthesis Report: Local studies on the Quality of Primary Education in Four Countries (Madagascar, Mozambique, Uganda and Tanzania) (Ward Heneveld)
- Local study on the characteristics of effective primary schools in the province of Toamasina – Madagascar (Lina Rajonhson) (only on CD-Rom)
- Local Research on the Characteristics of Effective Primary Schools in Singida Tanzania (Fulgence Swai, Alice Ndidde) (only on CD-Rom)
- Critical Characteristics of Effective Primary Education in the Rwenzori Region of Uganda – A Study of 30 Schools in 5 Districts in Uganda (by a team of educators from the five districts) (only on CD-Rom)
- Cost-Effective Inputs: a meta-analysis of the SACMEQ and PASEC Evaluations (Katharina Michaelowa and Annika Wechtle)
- *Le redoublement : mirage de l'école africaine* (Jean Marc Bernard, Odile Simon, Katia Vianou) (only in French)
- School Management and Pupil Success – Case Studies of Sixteen African Schools – Summary of the Country Reports from Guinea, Mali, the Central African Republic and Senegal (Guy Pelletier)
- Synthesis of the ICP Questionnaires related to findings of the AFIDES report (ICP)
- Teachers for Rural Schools: A Challenge for Africa (Aiden Mulkeen)
- The AVU Teacher Education Initiative : An African Response to the Challenges of Teacher Development and ICT Opportunities (Kuzvinetsa Peter Dzvimbo, Fred Simiyu Barasa and Catherine Wangesi Kairuki)
- Utilizing Open Educational Resources (OERs) to Support Higher Education and Training in Africa (Peter Bateman, Eliot Pence and Benjamin Bett) (only on CD-Rom)
- Optimizing Learning and Education in Africa – the Language Factor - A Stock-taking Research on Mother Tongue and Bilingual Education in Sub-Saharan Africa (ADEA/GTZ/UIE)
- Report of the Conference on Bilingual Education and the Use of local Languages, Windhoek, Namibia, August 3-5, 2006 (Conference rapporteurs) (only on CD-Rom)

- Proceedings of the Seminar on Curricula Adaptation, Cotonou, Benin, December 1-15, 2005 (CEPEC International)
- Lessons of the Experience with Direct Support to Schools Mechanism: A Synthesis (Aloys Blasie' Ayako)
- School Projects in Sub-Saharan Africa: Lessons learned in Guinea, Madagascar and Senegal (Georges Solaux et Bruno Suchaux)
- The School Project: An Educational Activity Contract Between Schools and Their Environment (Aide et Action) (only on CD-Rom)
- Rearranging and consolidating spaces for horizontal dialogue in view of the contributions of PTAs and communities to the achievement of EFA goals (Boubacar Niane)
- The contribution of National Parent Organizations to the achievement of EFA (Jordan Naidoo)
- Effective Schools for Disadvantaged and Underserved Populations (Joseph DeStefano, Ash Hartwell, David Balwanz and Audrey Moore)
- Complementary Education Programs in ADEA Countries (David Balwanz, Audrey-Marie Schuh Moore and Joseph DeStefano) (only on CD-Rom)
- Gender Responsive Pedagogy (FAWE)

## Documents on Effective Early Childhood Development Programs

- Making Schools Friendly for Small Children (Kate Webley) (In English only)
- From Bisongo to Satellite Schools: Responding to the Need for Integrated Child Development in Burkina Faso
- Exploring the Links Between Adult Education and Children's Literacy: A Case Study of the Family Literacy Project, Kwazulu Natal, South Africa (Snoeks Desmond) (In English only)
- Ensuring Effective Caring Practices within the Family and Community (Isatou Jallow)
- Fatherhood and Men's Role in Early Childhood Development: The Fatherhood Project, South Africa (Alex Mashiane) (In English only)
- Strengthening Families' Abilities to help HIV/AIDS-affected Children Prepare for School (Lydia Nyesigomwe) (In English only)
- *Une année d'éducation pré-primaire obligatoire pour tous les enfants* (Rokhaya Fall Diawara) (In French only)
- Pre-School Education and School Readiness: Kenya's Experience (Samuel Ngaruiya)
- Senegal's Experience in Early Childhood Management: The Little Children's Home (La case des tout petits) (Ndeye Khady Diop Mbaye)
- Making Schools Ready for the Children: The Case of Schools in Pastoral Communities in East Africa (Nathan Chelimo)
- Investing in Early Childhood Development: the Potential Benefits and Cost Savings (Karin Hyde)
- Evaluating the Costs of Scaling up Early Childhood Development Interventions: the World Bank Costing Model with Burkina Faso and the Gambia (Alain Mingat)
- A Costing Model of the Madrasa Early Childhood Development Program in East Africa (Juliana Nzomo, Aga Khan Foundation)
- *Coordination du développement et de la mise en œuvre des politiques* (Eveline Pressoir) (In French only)
- Convergence, Coordination and Integration: Action at a National Level - Eritrea's Integrated Early Childhood Development Program (Mussa Hussein Naib) (In English only)
- *Convergence des activités pour la survie et le développement du jeune enfant : l'expérience du Cameroun* (Apollinaire Kingne and Jim Watts Munang) (In French only)

### **Documents on ECD not attached to Biennale sessions**

- Ensuring Access to Quality Basic Services (Peter A. M. Mwaura)
- Early Childhood Development as an Important Strategy to Improve Learning Outcomes (Karin A. L. Hyde and Margaret N. Kabiru)

## ADEA Activities

### March 24-25, 2006

- ADEA WG on Higher Education - Steering Committee Meeting

### March 25, 2006

- ADEA WG on Higher Education - Steering Committee Meeting
- ADEA WG on Distance Education and Open Learning - Steering Committee

### March 26, 2006

- FAWE - Workshop on Gender Responsive Pedagogy
- InWEnt Workshop on Capacity Building in Educational Budgeting: Presentation of MECOFIBU (Managing Educational Costs, Finance and Budgeting)
- InWEnt and WGFE Steering Committee Meeting

- UNESCO BREDIA - Experts' meeting on the launch of the Decade of Education for Sustainable Development in Africa

### March 27, 2006

- Caucus of Ministers
- Working Group on Communication for Education and Development (WGCORED) Forum
- ADEA WG on Education Sector Analysis-Technical Meeting
- ADEA WG on Early Childhood Development - Steering Committee Meeting

### March 31 - April 1, 2006

- ADEA Steering Committee Meeting

## Biennale on Education in Africa Libreville, Gabon, March 27-31, 2006

### More and Better Education

What Makes Effective Learning  
in Schools and in Literacy and  
Early Childhood Development Programs?

## Other Activities

### April 4-8, 2006

Francophone Conference on  
School Management  
Confemen  
Antananarivo, Madagascar  
[www.confemen.org](http://www.confemen.org)

### April 25-26, 2006

Education and Economic  
Development in Africa  
Conseil Canadien pour l'Afrique  
Montreal, Canada [www.ccafrica.ca](http://www.ccafrica.ca)

### April 24-30, 2006

Global Campaign for Education  
Action Week: Every Child Needs  
a Teacher  
Global Campaign for Education  
(GCE)

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**Dates and venues may change.  
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consult the ADEA web site  
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