

Welcome to our third newsletter of the year. This publication seeks to update and inform you, the reader, on activities of the Association for the Development of Education in Africa (ADEA)'s Working Group on Education Management and Policy Support, WGEMPS, and related developments in the field. The newsletter is intended primarily for use by producers and users of education policy review, education finance, statistics and analytical information.

WGEMPS Activities

July

ECOWAS technical validation workshop for the Reference Manual on peace, human rights, citizenship, democracy and regional integration – Ouagadougou, Burkina Faso

7 July. An official from ADEA WGEMPS participated in this technical meeting which gathered various experts from ECOWAS member states in order to make contributions towards finalizing the reference manual which will be submitted for adoption by the Ministers in charge of education and training in the region. The reference manual was the result of a tripartite collaboration between ECOWAS, UNESCO and the African Development Bank which provided financial support through the Project for ECOWAS Peace and Development (PADEP). This unit focuses on the consolidation of the ECOWAS policy for the promotion of human rights education, citizenship and culture of peace, democracy and regional integration formal education system the fifteen Member States and in particular in post-conflict countries. *Contact:* Alassane Ouedraogo; a.l.ouedraogo@afdb.org.

Ministry of Higher and Tertiary Education College Principals and University Registrars' meeting – Kariba, Zimbabwe

7 July. The Ministry of Higher and Tertiary Education (MHTE) is in the process of revitalizing EMIS in the entire ministry. ADEA WGEMPS presented its analysis of the challenges faced by higher education statistics and the collaborative research it is doing with the Ministry on Tertiary Record Keeping in a session on Data Management during the Heads of Higher Education Institutions meeting. The goal of this meeting was on raising awareness on the importance of improving submission of education statistics and the management of information in higher education training institutions. Senior officials from the Ministry of Higher and Tertiary Education, principals from teachers' colleges, polytechnics, industrial and vocational training centres, registrars from universities and representatives from ADEA WGEMPS participated in the meeting. *Contact:* Angela Arnott; a.arnott@afdb.org or Brighton Mutasa; b.mutasa@adeanet.org.

WGEMPS participation in LICl Cluster meeting in Zimbabwe

July 12. ADEA WGEMPS has been participating in Cluster meetings on Economic Livelihoods, Institutional Capacity Building and Infrastructure (LICl), whose main objective is to bring together partners in these areas and support early recovery programmes in Zimbabwe. Various Government ministries, development partners and small business entities sit on this team with the UNDP chairing the meetings. Two representatives from ADEA WGEMPS gave a brief outline of the organisation's work with the Zimbabwean ministry of youth to improve data collection mechanisms and invited any interested organisation to partner with ADEA in labour market surveys and education. *Contact:* Angela Arnott; a.arnott@afdb.org or Simbarashe Sibanda; sibandasimba@gmail.com.

National Policy Dialogue Forum on Appropriate Management Practices in Education Reconstruction for Peace – Nairobi, Kenya

23-24, July. Kenya's Ministry of Education and the National Commission for UNESCO, in collaboration with ADEA WGEMPS, hosted a national policy dialogue forum on education reconstruction. It was held within the framework of the inter-country quality node (ICQN) on peace to advocate for a re-conception of a system that offers an inclusive, holistic and integrated approach to education and training for sustainable human resource development. The forum deliberated on the findings of a study that WGEMPS conducted on the management capacity of Kenya's education and training sector to respond to diverse educational needs in the face of a crisis and during reconstruction. In his official opening address to the forum, the Minister for Education, Hon. Mutula Kilonzo noted that the right to education is a human right enshrined in the country's new constitution. Among the recommendations made was the need to develop greater integration and flexibility of education provision across the different sub-sectors, in particular TVET and Non Formal Education, in addition to mainstreaming education management information systems (EMIS) throughout the education and training sector. *Contact:* Shem Bodo; s.bodo@afdb.org or Angela Arnott; a.arnott@afdb.org or Mohamed Diarra; mohameddiarra@hotmail.com.

EAC EMIS Regional Experts Adopt Assessment Findings – Nairobi, Kenya

25-26, July. ADEA WGEMPS held a workshop of EMIS experts for the East African Community (EAC) region, jointly organized by the Kenya National Commission for UNESCO. Representatives from ADEA WGEMPS presented the draft EMIS Assessment Report, which the meeting adopted with minor revisions. The workshop adopted a communiqué guiding the next steps for strengthening EMIS in the EAC region, to be presented to the EAC Ministers in charge of education and training at a meeting in Arusha, Tanzania, in September 2012. Participants included representatives from the African Union Commission, EAC Secretariat, Burundi, Kenya, Tanzania, Uganda, UIS and APHRC. *Contact:* Shem Bodo; s.bodo@afdb.org or Angela Arnott; a.arnott@afdb.org.

Stakeholder meeting for the Accelerated Action Plan on Education – Harare, Zimbabwe

26 July. Representatives from ADEA WGEMPS participated in a stakeholders' meeting on establishing an action plan for reaching the Millennium Development Goals (MDGs). The Ministry of Education, Sport, Arts and Culture, with financial and technical support of UNDP and the Ministry of Labour and Social Services respectively, is currently in the process of developing the Acceleration Action Plan (AAP) for MDG number two on increasing access to basic education with the theme "improving completion rates". Officials from the Ministries of Education, Labour and representatives from local NGOs were in attendance. The participants resolved to recruit a consultant to work with a technical working group that would lead the process in meeting MDG number two. A follow up meeting will take place in September 2012. *Contact:* Takudzwa Nkomo; takunkomo@gmail.org.

August

Review of Kenya's Education and Training Sector Bills and Policies – Nairobi, Kenya

August. The Minister for Education, Hon. Mutula Kilonzo, requested ADEA to review key bills and policies for Kenya's education and training sector during the official opening of the recent national policy dialogue forum on Appropriate Management Practices for Education Reconstruction, held in Nairobi, Kenya. In response to the Minister's request, the ADEA Working Group on Education Management and Policy Support undertook the review. ADEA has also reviewed the draft education and training policy frameworks in terms of their contribution to peace and whether they meet the 'holistic approach' criteria. An assessment report is available for dissemination. *Contact:* Shem Bodo; s.bodo@afdb.org.

September

First National Science and Mathematics Teachers Conference – Bindura, Zimbabwe

05-07 September. A representative for ADEA WGEMPS attended the first National Science and

Mathematics Teachers Conference. The theme was “Instruction in Science and Mathematics for the 21st Century”. This conference was attended by practising Mathematics and Science teachers and college and university Science educators. The conference resulted in participants making contributions towards the development of learner friendly Science and Mathematics instructional practices. The participants also managed to interrogate major 21st century challenges and impediments to Science and Mathematics teaching in Zimbabwe. *Contact:* Brighton Mutasa; b.mutasa@adeanet.org.

Research and Intellectual Expo 2012 – Harare, Zimbabwe

05-07 September. The Ministry of Higher and Tertiary Education hosted the second Research and Intellectual Expo at the University of Zimbabwe in Harare under the theme, “Research, Innovation and Creativity for Sustainable Development”. The President of the Republic of Zimbabwe and Chancellor of state universities, Robert Mugabe in opening the expo, challenged local and African tertiary institutions to broaden their curricula to meet key continental socio-economic and political demands. The main purpose of the forum was to provide a platform for finding information on new research findings being produced at the country’s national universities, colleges, polytechnics and research centres. In attendance were representatives from ADEA WGEMPS, societal leaders, investors, budding and aspiring researchers, parliamentarians, interested organisations and individuals. *Contact:* Tegegn Wako; tn.wako@gmail.com; Takudzwa Nkomo; takunkomo@gmail.com or Chemwi Mutiwanyuka; c.mutiwanyuka@gmail.com.

Preparation for a National Policy Dialogue Forum on the Reconstruction of the Education system in a post conflict situation – Kinshasa, DRC

13-16 September. Under the leadership of the Ministry for Primary, Secondary and Professional Education, ADEA, in collaboration with INEE, UNICEF and USAID, building on synergies between ongoing peace education initiatives, met to prepare for a national policy dialogue forum on reconstructing education in a conflict situation. This forum will take place in Kinshasa from 4 to 6 October 2012. The purpose of meeting was for the organizers (i) to meet with several education stakeholders in DRC in order to learn about their current programs and initiatives, challenges, get their expectations and views about the PDF, suggestions for follow-up mechanisms and possible involvement in the follow up and (ii) work on the program and coordinate the collaborative work. *Contact:* Houraye Anne; h.anne@afdb.org

Data for African Development Working Group (DADWG) Workshop – Nairobi, Kenya

17-18 September. ADEA WGEMPS Team Leader participated in the first (DADWG) workshop hosted by African Population and Health Research Centre (APRC) in collaboration with the Centre for Global Development. The working group has 45 research staff, 5 communication specialists and 450 field workers drawn from 9 African countries. It has a presence in 17 countries. The aim of this meeting was establish a new Data for African Development Working Group and to discuss a concept note developed by the APRC. The World Bank, AU Statistics, UNECA and ADEA made presentations on issues related to statistical development. This meeting was attended by senior officials from other NGOs across the continent. The meeting discussed challenges that are inhibiting the availability of statistical data for the development of Africa. Some the Ideas on what the WG should do to improve the availability of data include; the Creation of a metadata form that would inform us on what data NSO’s have, identifying existing spaces that promise the most traction and involving tertiary institutions and think tanks. A further meeting is planned in Addis later this year. *Contact:* Angela Arnott; a.arnott@afdb.org.

Regional Workshop: Impacting policy of Youth and Adult Learning & Education (YALE) in Africa– Gweru, Zimbabwe

17-20 September. A representative from ADEA WGEMPS participated in this regional workshop which was attended by various stakeholders within the Southern African region. The purpose was to analyse the policy trends in the field of YALE and Life Long Learning (LLL), how the different stakeholders can impact on policy trends and how policy trends impact on advocacy work. *Contact:* Simbarashe Sibanda; sibandasimba@gmail.com.

Events and Training Opportunities

August 2012

18th Commonwealth Education Ministers Meeting – Port Louis, Mauritius

28-31 August. The 18th Conference of Commonwealth Education Ministers was organised by the Ministry of Education and Human Resources, Mauritius, and the Commonwealth Secretariat. The meeting brought together a diverse range of stakeholders in education, including education ministers, senior officials, and representatives from national and international agencies, the academia, teachers, NGOs, youth, the private sector and ADEA's Executive Secretary. The theme was 'Education in the Commonwealth: bridging the gap as we accelerate towards achieving internationally agreed goals'..
Contact: Virgilio Zacarias Juvane; v.juvane@commonwealth.int.

September 2012

Meeting on Technical, Vocational Education and Training – Ouagadougou, Burkina Faso

04- 07 September. CONFEMEN, in collaboration with OIF, is organizing a workshop on the recovery and revitalization of Technical, Vocational Education and Training (TVET) in Francophone countries. The meeting will present the strategies implemented by some states to meet constraints in reviving TVET, analyze contexts and finally propose recommendations which could be adopted by Member States of the CONFEMEN. The overall objective is to adopt recommendations and strategic directions for the development or improvement of national action plans for TVET. *Visit:* www.confemen.org.

11th International Education Business Partnership Network Conference (IPN2012) – Durban, South Africa

25-28 September. The 11th International Education Business Partnership Network (IPN) Conference will bring together developed and developing countries to address the all-important transition from learning to earning, crucial for global economic prosperity. Local and international delegates from civil society, the education and private sectors will engage around strategies to create innovative, sustainable and effective partnerships that aim to approach common issues within the context of business and education working together. *Visit:* www.ipnconference2012.org.

October 2012

ECOWAS EMIS Regional Experts meeting – Ouagadougou, Burkina Faso

01-05 October. ADEA WGEMPS will hold in Ouagadougou a workshop of EMIS experts from the Economic Community of West African States (ECOWAS). The outcomes of this workshop will be presented to the ECOWAS senior experts meeting (Oct 1-4) and its 4th Conference of Ministers of Education scheduled for October 6 in Abuja, Nigeria. The main objective of the Ouaga meeting is to adopt an EMIS capacity building strategy for the region, developed by ADEA WGEMPS in collaboration with the region's EMIS experts from Ministries of Education, the ECOWAS Commission and the African Development Bank's Statistics Division. *Contact:* Alassane Ouedraogo; a.l.ouedraogo@aifdb.org.

National Policy Dialogue on Appropriate Management Practices in Education Reconstruction for Peace – Kinshasa, Democratic Republic of the Congo

4-6 October. DRC's Ministry of Primary, Secondary and Professional Education will host a national workshop facilitated and co-organized by ADEA WGEMPS, INEE, UNICEF and USAID. The purpose of the meeting, which will be preceded by a capacity building forum on conflict analysis (1-3 October 2012) hosted by UNICEF and INEE, is to advocate for a re-conception of education and training systems that offer a holistic and integrated approach to a sustainable human resource development that acknowledges the role of the sector in ensuring peace and stability. Participants drawn from government ministries, academic institutions and NGOs in the DRC are expected to participate. The expected outcome of the workshop is a follow up action plan for the integration of the results of the

policy dialogue (lessons learnt and forum recommendations) into national policies and strategies on education and training under ADEA's inter-country quality node (ICQN) on peace. *Contact: Mohamed Diarra; mohameddiarra@hotmail.com or Houraye M. Anne; h.m.anne@aifdb.org.*

Conference on Globalization, Regionalization and Privatization of Education in Africa – Johannesburg, South Africa

12-13 October. The Open Society Foundations (OSF) and the Privatisation in Education Research Initiative (PERI) will host this conference. The goal is to bring together a range of institutions and representatives for two days to critically debate the relative merits and demerits of privatization in and of education on education quality, equity, effectiveness and efficiency. This meeting will contribute to greater knowledge production, knowledge sharing on privatization of education in Africa, as well as the critical engagement of a broader range of stakeholders in policy discussions and process occurring across the African continent. *Contact: Trine Petersen; periglobal@gn.apc.org or visit: www.periglobal.org.*

Regional Early Childhood Development Workshop – Dar es Salaam, Tanzania

24-26 October. The World Bank in collaboration with UNICEF is planning to hold a workshop on Early Childhood Education. Eleven countries, including Ethiopia, Ghana, Gambia, Kenya, Liberia, Malawi, Mozambique, Sierra Leone, Rwanda, Tanzania and Uganda will be represented.. The purpose of the workshop will be to address current bottlenecks experienced in the provision of early childhood education in each country and to provide targeted assistance to move the ECD agenda forward. Topics to be discussed include pre-service and in-service training models, public-private partnerships, age- appropriate settings and curriculum, remediation programs for over-age children, financing strategies and scale-up of community-based approaches. *Contact: Amanda Devercelli; adevercelli@worldbank.org.*

November 2012

The 9th Annual Entrepreneurship Conference – Kampala, Uganda

13-16 November. The Makerere University Business School Entrepreneurship Centre will be hosting the 9th Annual Entrepreneurship Conference under the theme “Entrepreneurship Skills and Employment Creation”. The Centre will invite scholars, policy enthusiasts and practitioners to express intentions to participate in the conference. *Contact: B. Wejule; bwejule@yahoo.com.*

Education Development News

Global

New data provides a snapshot of innovation in the manufacturing sector

The UNESCO Institute for Statistics (UIS) has released new innovation statistics based on a 2011 pilot survey conducted in 12 countries. Using indicators developed by the OECD, these data contribute to efforts to understand the broad context in which innovation takes place as well as the specific factors that fuel innovation, particularly in the developing world. The survey results present data on the manufacturing sector, focusing on areas such as process and product innovation, cooperation, and organizational and marketing innovation. The data also flag factors that hamper innovation, such as the lack of funds for enterprise groups or limited knowledge of new technologies. In 7 out of 12 responding countries, manufacturing firms considered a lack of qualified personnel to be a major hindrance to innovation. In addition, country profiles illustrate survey participants' areas of innovation strength and weakness. A global data collection of innovation statistics will be undertaken by the UIS in 2013. *Source: www.uis.unesco.org. Accessed on 31 August 2012.*

Africa

Slowdown in access to education in Africa

Progress towards providing access to education for all has stalled, according to new data from UNESCO's Institute for Statistics (UIS) which shows 61 million primary-age children out-of-school in

2010, the same figure as for 2008. The number of out-of-school children had been in steady decline over the past 15 years. Girls, who represented 58% of out-of-school children in 2000 and 53% in 2010, benefited most from the efforts to improve access to education. But progress has now stopped and the number of children out of school has stagnated. The complete data on these trends is now accessible in an online atlas published by the UIS. *Source: www.unesco.uis.org. Accessed on 29 August 2012.*

Countries

Congo Brazzaville: UNFPA supports Youth training on civic education

Training sessions jointly organized in September by the Youth and Civic Education Ministry and UNFPA aimed at strengthening and promoting knowledge and practice on the culture of peace, citizenship, reproductive health, and civic and moral values for young people aged 15-35 years, by youth educators. *Source: www.unfpa.org. Accessed on 28 August 2012.*

Democratic Republic of the Congo: Why youth struggle to access education

In July 2012, Save the Children and OSISA conducted research on the barriers preventing youth from accessing formal and non-formal education in eastern Democratic Republic of the Congo (DRC). Given the demographic importance of youth and their central role in the social and economic life of a nation, it is surprising that so little research exists on their experiences and that so few programmes respond to their particular needs. Save the Children and OSISA commissioned this piece of work to begin addressing this significant gap in knowledge and programming. *Source: www.osisa.org. Accessed on 18 August 2012.*

Egypt: New regional higher education initiatives under way

Egypt has launched new higher education initiatives including a plan to set up branches of Alexandria University in Lebanon and Malaysia, establishing an Arab higher education area and joining the Arab and European Leadership Network for Higher Education. *Source: www.osisa.org. Accessed on 18 August 2012.*

Gabon: Numerical campuses to be established

The Centre National des Œuvres Universitaires (CNOU – National Centre for University Residential Life and Meals Services) signed an agreement with an NGO, Katchi International, to establish numerical campuses and community health centres within Gabonese university residential areas. The CNOU hopes in this way to achieve a massive integration of Information and Communication Technologies (ICT) in student and medical environments. Besides the modernisation of education and health via ICT, the agreement also provides for improved information management by the CNOU in order to optimise its human and material resources. *Source: www.irin.com. Accessed on 18 August 2012.*

Namibia: Teachers union welcome free education

The Namibia National Teachers Union (NANTU) has applauded the Ministry of Education for the giant step it has decided to take to provide free and compulsory education at primary level. This new scheme aims to take poor and vulnerable children off the streets so that they can become productive citizens by the time they reach adulthood. The education ministry has made N\$100 million available for this purpose, of which N\$50 million has already been set aside for the current financial year. *Source: www.allafrica.org. Accessed on 04 September 2012.*

Nigeria: AfDB Establishes USD \$11 Million IT-Based Research Centres for Students

The African Development Bank (AfDB) has set aside USD \$11 million for the development of information technology based research centres to enhance science and technology education for students. The aim of the project is to come up with a critical mass of science and technology originated graduates who will assist to bridge the technology gap in the country. *Source: www.afdb.org. Accessed on 30 July 2012.*

South Sudan: The nation struggles to meet demand for education

Five decades of war and upheaval in South Sudan has had an inevitable impact on education - almost three-quarters of adults in the world's newest country are unable to read or write. A recent report by the Overseas Development Institute (ODI) holds that less than 2 per cent of the

population has completed a primary school education. *Source: www.allafricanews.com. Accessed on 13 August 2012.*

Tanzania: Three experiments to improve learning

Twaweza has developed a draft note, 'Three Experiments to Improve Learning Outcomes: Delivering capitation grants better and testing local cash on delivery,' on incentivizing learning in schools. The basic idea involves paying a set amount for every child that achieves proficiency in early grade literacy and numeracy, and to contrast it with an input based incentive such as the capitation grant. A set of randomized control trials (RCTs) will be used to rigorously measure impact. The idea has been developed in consultation with the Center for Global Development, the Jameel Poverty Action Lab (JPAL) at MIT, the Tanzania government, local Members of Parliament and the teachers' trade union. *Source: www.pambazuka.org. Accessed on 22 August 2012.*

Zimbabwe: Virtual lectures to help cope with brain drain

A virtual lecture hall, enabling lectures to be streamed to university campuses from around the world, aims to plug the gap in scientific teaching staff at the University of Zimbabwe (UZ), which has suffered years of brain drain. The Virtual Lecture Hall (VLH) was launched on the 29th of June at UZ's College of Health Sciences (UZ-CHS) and Faculties of Science and Veterinary Science, by the UK-based Council for Assisting Refugee Academics (CARA) and Econet Wireless, a mobile communications company funding the project. *Source: www.sarua.org. Accessed on 07 August 2012*

Vacancies, Awards and other Opportunities

Vacancy Announcement: Coordinator Pan African University (PAU)

PAU is seeking to fill the above mentioned post which will be vacant in December 2012. This is the most senior position within the Pan African University's interim management structure. The holder of this position will be responsible for implementing the decisions related to the establishment of the PAU and the planning of the PAU activities. Applicants must be professors at recognized universities with PhD degrees in one of the thematic fields of the PAU work, at least 15 years progressive experience in senior academic and management positions at a modern university environment as well as three years' experience as a Vice Chancellor of an African University. The closing date for applications is the 9th of October 2012. For more information; *Visit: www.aau.org.*

Call for Papers - 9th Annual Entrepreneurship Conference in Kampala, Uganda

The Makerere University Entrepreneurship Centre invites researchers, practitioners, and policy makers to submit papers and case studies or policy proposals on the theme "Entrepreneurship Skills as a Source of Employment", to be presented at the 9th Annual Entrepreneurship Conference. All papers must be submitted in English. Submissions may cover conference sub- themes which include; a) Vocational education and self-employment b) Entrepreneurship training as a source of employment c) Women empowerment and employment d) Social entrepreneurship and poverty alleviation e) Portfolio entrepreneurship as a source of employment f) Management of family businesses as a source of employment g) Training and educating for growth. Academic / research papers should be submitted by September 26, 2012. *Visit: www.mbj.mubs.ac.ug.*

Call for Proposals - Education Research in Africa Award (ERAA)

The Association for the Development of Education in Africa (ADEA) and the African Development Institute of the African Development Bank (ADI/AfDB) call for proposals within the framework of the inaugural edition of the Education Research in Africa Award (ERAA), in collaboration with the Korea-Africa Economic Cooperation (KOAPEC). The award is composed of four categories which are Emerging Educational Researcher, Accomplished Educational Researcher, Outstanding Mentor of Educational Researchers and Enabling Institutional Environment for Educational Research. For more information *Visit: www.adeanet.org.*

Announcing the Islamic Development Bank Prizes for Science & Technology, 11th Edition

The Islamic Development Bank (IDB) announces the eleventh edition of its Prizes for Science and Technology. These prizes serve the purpose of acknowledging and encouraging the achievements of scientific institutions. These prizes are annually awarded to institutions in IDB Member Countries in the following three categories: Category -1: Outstanding scientific or technological contribution to the socio-economic development of a member country. Category -2: Outstanding contribution to any of the scientific disciplines of engineering, agriculture, medicine, biotechnology, information technology, optronics, material sciences, pharmaceutical, industrial microelectronics, nanotechnology and alternative energy sources. Category -3: Noted scientific research institutions in IDB least developed member countries (LDMCs). Each winner receives a cash reward of US\$100,000 along with a trophy and a certificate. Applications are invited from public or private national, regional and international academic, research or development institutions in IDB Member Countries. Applicants can fill in an electronic version of the application by the 15th of October. Visit: www.isdb.org.

Networking and Resources

Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector

This book was written jointly by the World Bank Group and the World Food Programme, building on the comparative advantage of both organizations. The overall objective is to provide guidance on how to develop and implement effective school feeding programs, in the context of both a productive safety net as part of the response to the social shocks of the current global crises, and a fiscally sustainable investment in human capital as part of long-term global efforts to achieve Education for All (EFA) and provide social protection for the poor. Source: www.worldbank.org. Accessed on 13 July 2012.

Education for conflict prevention and peace building: Meeting the global challenges of the 21st century

The paper describes a range of conflict prevention initiatives and examines the role of policy-makers, youth, women, and the media in maintaining and restoring peace as part of a holistic vision of education. International institutions, governments and civil society are increasingly developing conflict prevention mechanisms and utilizing political and economic incentives to avoid conflicts. The publication also argues that educational planning must go beyond traditional mechanisms and take into consideration the unpredictable nature of our times, be flexible and rapid in implementation and responsive to local needs. Source: www.iiep.unesco.org. Accessed on 30 August 2012.

Primary School Curricula on Reading and Mathematics in Developing Countries

The study examines the commonalities and differences in curricula and textbooks as well as expected student proficiencies in reading and mathematics by the end of primary school in 50 developing countries. Using a new coding system to analyse textbooks and other curricular materials, the study found strong commonalities across countries in the way mathematics is taught and how students are evaluated. However, few countries in the study shared a common notion of how to teach reading, although there was some agreement over the level of reading skills students must acquire. Source: www.iiep.unesco.org. Accessed on 30 August 2012.

Newsletter information sources include:

ADEA, African Countries' and Ministry of Education websites, University World News, SADC, UNESCO, UIS, IRIN News, World Bank, All Africa Global Media, Southern African Regional Universities Association (SARUA), Association of African Universities (AAU), IIEP, IICBA, OSISA, African Capacity Building Foundation (ACBF), SciDev.net, Pambazuka Newsletter, FAWE and general sources.

The comments expressed in this newsletter are those of the author(s) and do not necessarily reflect the views of the Working Group or those the working group represents. No responsibility is therefore taken for the veracity of information provided.

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