

**W**elcome to our first 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

**Note:** Activities that were not included in our December 2012 edition appear below.

### October 2012

#### **UNESCO Conference on the establishment of an African Education for All (EFA) Coordination Mechanism – Johannesburg, South Africa**

*14-19 October.* WGEMPS Coordinator attended the launch of the 2012 EFA Global Monitoring Report followed by the Regional African Conference on EFA Coordination Mechanism. The regional conference revolved around three key points: the status of EFA, the accelerated plan on EFA implementation and the post 2015 period. Organised by UNESCO in close collaboration with UNICEF, and with the support of the South African Ministry of Education, the conference was attended by representatives from 35 Ministries of Education in Sub Saharan Africa, ADEA, the United Nations family, civil society and Non-Governmental Organisations (NGOs). *Contact: Mohamed Diarra; [m.diarra@afdb.org](mailto:m.diarra@afdb.org).*

### November

#### **Dialogue Forum on African Education Policies and ANCEFA General Assembly – Dakar, Senegal**

*06-10 November.* The African Network Campaign on Education For All (ANCEFA) organised its Board meeting (6 November), a dialogue forum on Education Policies and its 3<sup>rd</sup> General Assembly (10<sup>th</sup> November). The policy dialogue forum, at which the WGEMPS Coordinator was a member of the panel on the challenges of the post 2015 period, comprehensively reviewed the current status of EFA in Africa and other major challenges still facing the continent. About 35 national ANCEFA coalitions as well as several partner associations and civil society organisations participated in the deliberations. *Contact: Mohamed Diarra; [m.diarra@afdb.org](mailto:m.diarra@afdb.org).*

#### **IPE conference on Academic Governance and UNESCO DAAD Conference on Regional Quality Assurance Cooperation Strengthening for West and Central Africa – Dakar, Senegal**

*14-17 November.* The Coordinator of WGEMPS participated in the conference organised by UNESCO IPE on Academic Governance (14 November) followed by the Conference organised by UNESCO DAAD on Inter University Cooperation in the area of Quality Assurance for West and Central Africa (November 15 to 17). The DAAD conference reviewed the challenges facing universities and proposed quality assurance solutions. The Coordinator was among the main conference facilitators and made a presentation on Higher Education financing in Africa. *Contact: Mohamed Diarra; [m.diarra@afdb.org](mailto:m.diarra@afdb.org).*

## December

### **ADEA 37<sup>th</sup> Steering Committee Meeting – Paris, France**

*13-14 December.* The Coordinator represented WGEMPS at the 37<sup>th</sup> Session of the ADEA Steering Committee meeting, held at the International Center of Pedagogical Studies (CIES) in Sèvres. The objectives of the meeting were to follow up on the 2012 Triennale and present the revised ADEA Vision paper and its Medium Term Strategic Plan for 2013-2017. Other items discussed at this meeting included reports on the Bureau of Ministers, the inter Agencies, COMEDAF V, the Executive Committee meetings and the ADEA 2012 Activity report. The 2013 Work Program and Budget was also presented, discussed and provisionally adopted by the Steering Committee Session pending the final adoption by May 2013. *Contact:* Mohamed Diarra; [m.diarra@afdb.org](mailto:m.diarra@afdb.org).

## January 2013

### **Piloting of selected African Union (AU) Education Indicators in Zimbabwe – Harare, Zimbabwe**

*January - April.* The basic and higher ministries of education in Zimbabwe, in collaboration with Zimbabwe Statistics Agency (ZIMSTAT) and ADEA WGEMPS, are piloting 56 indicators selected by the AU Observatory to ensure standardized country reporting on the eight priority areas of the Plan of Action for the Second Decade of Education for Africa (2006-2015). This study will also be carried out in Burkina Faso. The study aims to clarify the definitions and properties of the selected indicators, establish the availability and ease of collecting raw data required for the indicators and determine appropriate and cost effective methods of obtaining the indicators. Other objectives include recommending processes to enable Member States to obtain data on indicators and deciding on the inclusion/exclusion of the piloted indicators in the final AU list of indicators. The team is visiting various departments within the ministries of education, ZIMSTAT and Institutions and a report on the findings will be produced. *Contact:* Tegegn Nuresu Wako; [tn.wako@gmail.com](mailto:tn.wako@gmail.com) or Takudzwa Nkomo; [takunkomo@gmail.com](mailto:takunkomo@gmail.com).

## February

### **WGEMPS develops EMIS Capacity Building Strategy for the East African Community**

*04-22 February.* Following the validation of the EMIS Assessment Report for the East African Community (EAC) region in 2012, WGEMPS has developed a strategy for strengthening the capacity of the region's Partner States in the area of EMIS in order to meet the goals and objectives of the AU Plan of Action for the Second Decade of Education for Africa. WGEMPS developed the Strategy in collaboration with the AU Commission, the EAC Secretariat, Ministry of Education EMIS experts from the region and partners such as the African Population & Health Research Centre (APHRC). It links EMIS to monitoring school and learning outcomes by governments and other stakeholders. The Strategy is also expected to inform the development process of stakeholders' and development partners' annual work plans at regional and country levels and assist in identifying potential areas of synergy and collaboration. An EMIS norms and standards assessment framework will be customised based on the validated strategy, to be used in a peer review exercise of Partner States' readiness to supply quality education and training statistics. *Contact:* Shem Bodo; [s.bodo@afdb.org](mailto:s.bodo@afdb.org).

### **CABRI Education Dialogue: Value for money in the education sector: policy challenge, efficiency and innovative financing – Accra, Ghana**

*25-27 February.* The education dialogue, hosted by the Comparative African Budget Reform Initiative (CABRI), covered a variety of papers on education financing which looked at efficiencies, innovative financing and two case studies – Ghana and Mozambique. The Ghana case study was presented by the ADEA WGEMPS representative, Ms. Angela Arnott. AfDB presented a paper on combining efficiency and equity in education policies. Countries in attendance gave presentations on various education reforms. These included Senegal, Mauritius, Congo Brazzaville, Ghana, South Africa, Botswana, Mali, and Kenya. The emphasis was on the financial inputs into education – abolition of fees, free textbooks, transport and classrooms. There were also discussions on how education budgets are developed. The countries also spent time looking at innovative extra-budgetary financing they are using in education. *Contact:* Angela Arnott; [a.arnott@afdb.org](mailto:a.arnott@afdb.org).

## **Consultative Workshop on the Mid-term Evaluation of the AU Second Decade of Education and Post 2015 African Education Agenda – Addis Ababa, Ethiopia**

*27-28 February.* The African Union, in collaboration with the UNICEF Liaison Office to the AU, the United Nations Economic Commission for Africa (UNECA), the Organization for Social Sciences Research in East and Southern Africa (OSSREA) and Save the Children, convened a consultative workshop on the mid-term evaluation of the AU Second Decade of Education for Africa's Plan of Action (PoA) as well as the post 2015 African education agenda. A total of 35 participants attended, drawn from international organizations and CSOs. The workshop's overall objective was to assess the progress made in the implementation of the PoA and find out methods and strategies for accelerating the implementation of the continental plan in the remaining period up to the year 2015. The findings of the mid-term evaluation served as a basis for defining an acceleration framework of 2015 education goals and building consensus for post 2015 education. *Contact:* Mohamed Diarra; [m.diarra@afdb.org](mailto:m.diarra@afdb.org).

## **March**

### **EMIS revitalization in Higher Education project “takes off” in Burkina Faso**

*March.* WGEMPS, in collaboration with the Ministry of Higher Education in Burkina Faso, has undertaken the initiative to improve higher education statistics. The project seeks to assist institutions of higher learning to effectively manage records and identify information systems that assist in the generation of education statistics. A technical team consisting of representatives of the Ministry of Higher Education in Burkina Faso and WGEMPS has been established. Twenty-seven institutions were selected for the study whose findings will be shared with stakeholders at a national workshop, culminating in the development of an action plan. *Contact:* Alassane Ouedraogo; [a.l.ouedraogo@afdb.org](mailto:a.l.ouedraogo@afdb.org).

### **African Union Commission Data Validation Workshop for 2013 African Statistical Yearbook – Abidjan, Cote d'Ivoire**

*06-08 March.* WGEMPS statistician made a presentation on the AU Outlook on Education database at the African Union Commission (AUC) Data Validation Workshop for the African Statistical Yearbook 2013. Member states also compared the data in the AUC database system to the source data they brought from their respective countries and made changes where necessary. Statisticians and economists representing national statistical offices from over 38 African countries as well as four development partners (UNECA, AfDB, APHRC and ADEA) participated in the workshop. *Contact:* Brighton Mutasa; [b.mutasa@adeanet.org](mailto:b.mutasa@adeanet.org).

### **District stakeholder consultation meetings in four rural districts in Zimbabwe**

*25-28 March.* WGEMPS and Zimbabwe's Ministry of Small and Medium Enterprises and Cooperative Development (MSMECD) conducted district stakeholder consultation meetings in four rural districts (Insiza, Lupane, Mberengwa and Umzingwane). The meetings provided feedback to the communities as well as validating the findings of the study undertaken in December 2012 by WGEMPS on behalf of MSMECD and funded by UNDP on “Needs Assessment of Economic Actors in the Micro, Small and Medium Enterprises and Cooperative Sector in Zimbabwe”. An Action Plan was developed with a focus on Women and Youth Employment Creation. *Contact:* Simbarashe Sibanda; [sibandasimba@gmail.com](mailto:sibandasimba@gmail.com) or Chemwi Mutiwanyuka; [c.mutiwanyuka@gmail.com](mailto:c.mutiwanyuka@gmail.com).

## **Events and Training Opportunities**

### **February 2013**

#### **National Forum of Community Radios in Kenya – Nairobi, Kenya**

*13-14 February.* UNESCO Regional Office for Eastern Africa organized this national forum, a joint initiative between various UN agencies and programmes, national media stakeholders and community media practitioners, for community radio stations and their serving communities to share their experiences and engage with communities and the listener audience through new media and ICT tools. The event also provided a platform for the local communities to discuss how to address

historical, current and anticipated issues within their communities through community media. *Contact:* Jaco Du Toit; [j.dutoit@unesco.org](mailto:j.dutoit@unesco.org),

### **Early Childhood Development Child Development Scholars Workshop– Johannesburg, South Africa**

*17-20 February.* The workshop was organised by the Early Childhood Development Virtual University (ECDVU) of the University of Victoria in Canada. The objective was to help advance the science of Early Childhood Education, Care and Development (ECDE), and child development more broadly, that is inclusive of African perspectives, priorities, values and scholarly leaders. *Visit:* [www.osisa.org](http://www.osisa.org).

## **March 2013**

### **Experts Meeting on Climate Change Education in Africa – Grand Baie, Mauritius**

*20-22 March.* Organized by the Mauritius National Commission for UNESCO, the meeting brought together about 80 climate change education experts from all over Africa to identify the main challenges that climate change poses to education systems in Africa and explore the role education can play in addressing climate change effects. The meeting formulated recommendations on adapting the education systems of African countries to the impact of climate change. It also focused on building green societies through green job training. *Visit:* [www.unesco.org](http://www.unesco.org).

## **April 2013**

### **Tertiary Record Keeping and Management Training Workshop for Polytechnics in Zimbabwe**

*TBA.* ADEA is co-funding and providing technical support to the Ministry of Higher and Tertiary Education (MHTE). A training workshop will be organized for personnel from polytechnics responsible for managing institutional records. The purpose of the workshop is to introduce standardized record keeping systems aligned to national information needs to the institution focal points and the staff at MHTE. *Contact:* Tegegn Nuresu Wako; [tn.wako@gmail.com](mailto:tn.wako@gmail.com), Brighton Mutasa; [b.mutasa@adeanet.org](mailto:b.mutasa@adeanet.org) or Takudzwa Nkomo; [takunkomo@gmail.com](mailto:takunkomo@gmail.com).

## **Education Development News**

### **Global**

#### **Launch of 2013 Education Survey**

The UNESCO Institute for Statistics (UIS) has launched its annual survey on education to more than 150 UNESCO Member States and territories. The 2013 survey collects data for the school year and financial year ending in 2012. A new questionnaire on instructional time is now available and collects information on national policies for intended instructional time at each grade in pre-primary, primary and general secondary education. It includes items on the number of days and hours that students are meant to be learning and the allocation of instructional time by subject matter according to current curricular standards. *Source:* [www.unesco.org](http://www.unesco.org). *Accessed on 29 January 2013.*

#### **Growth in International Undergraduate Students**

In 2010, the international student population reached nearly 3.6 million worldwide, according to UNESCO data released in 2012, soaring by almost 50 percent over the past six years (2.5 million in 2004). Competition for international students is becoming more intense and complex, as reflected by the diminishing global market share of the four key players – U.S., UK, Australia and Canada. *Source:* [www.wes.org](http://www.wes.org). *Accessed on 18 March 2013.*

### **Africa**

#### **High-Speed Network Connects African and European Research**

An African-led high-speed internet network has been launched that connects academics and researchers throughout Southern and East Africa to their peers in Europe. The network, called

Ubuntu Net, was launched at the 2012 Africa-EU Cooperation Forum on ICT, held in Lisbon, Portugal. Ubuntu Net is in collaboration with the regional research and education network for Southern and East Africa, and DANTE – Delivery of Advanced Network Technology to Europe – which operates the pan-European research and education network, GÉANT. The network provides advanced data communications infrastructure, enabling African researchers to collaborate more easily in advanced international research projects. *Source: [www.wes.org](http://www.wes.org). Accessed on 18 March 2013.*

## Countries

### **Cameroon: Challenges of Female teachers**

The British High Commission and Voluntary Service Overseas (VSO) Cameroon, has published research findings which draw lessons about the challenges of teachers and managers delivering education services. The study reveals that men outnumber women in primary and secondary teaching and that female teachers face particular obstacles to advancement and promotion. The research, carried out by VSO Cameroon and the Forum for African Women Educationalists Cameroon (FAWECAM), indicated progress in gender parity in school enrolment, retention and promotion, but called for significant policy efforts to achieve equality in educational opportunities and outcomes for girls and boys. *Source: [www.allafrica.com](http://www.allafrica.com). Accessed on 12 March 2013.*

### **Madagascar: Emergency Support Project to Critical Education, Health and Nutrition Services**

The World Bank has given Madagascar a USD 65 million grant to support education, health and nutrition services in the country. The objective of the Emergency Support for the Critical Education, Health and Nutrition Services project is to preserve critical education, health and nutrition service delivery in targeted vulnerable areas in the recipient's territory. This project will finance a package of essential interventions for preserving critical education, health and nutrition service delivery in vulnerable communities in response to the negative effects of the persistent political and economic crisis on human development. *Source: [www.worldbank.org](http://www.worldbank.org). Accessed on 20 February 2013.*

### **Egypt: Teachers of Critical Languages Program (TCLP) 2013 - 2014**

This Program seeks to increase the study and acquisition of important world languages in US schools. It is aimed at enabling primary and secondary schools in the US to strengthen their teaching of Arabic and Mandarin by bringing Egyptian and Chinese teachers to teach Arabic and Chinese language and culture for an academic year. In addition, these teachers have the opportunity to learn more about US teaching methodologies, culture and society and improve their English language proficiency. The programme will commence in September 2013. *Source: [www.amideast.org](http://www.amideast.org). Accessed on 20 February 2013.*

### **Nigeria: Federal Government's Three New Varsities to Take Off in 2015 - NUC**

Three new universities recently established by federal government will commence their academic activities in 2015, the National Universities Commission has said. The new federal universities in Gashua (Yobe), Birnin-Kebbi (Kebbi) and Gusau (Zamfara) are the last set after nine previous schools were approved to ensure that every state in the country has a federal university to guarantee equity and access. *Source: [www.worlduniversitynews.com](http://www.worlduniversitynews.com). Accessed on 26 February 2013.*

### **South Africa: Graduate unemployment in a skills short economy bedevils growth**

South Africa has a glaring disparity between its higher education system and the workplace, an issue that can only further harm an economy struggling to absorb its youth and grow in line with its trading bloc partners who include Brazil, Russia, India, and China. South African Graduates Development Association (SAGDA) CEO, Thamsanqa Maqubela, said graduate unemployment had escalated since the global economic recession. *Source: [www.sarua.org](http://www.sarua.org). Accessed on 13 February 2013.*

### **Uganda: Donors to Inject U.S. \$82.8 Million in Vocational Training in Schools**

The Ministry of Education is to get Ush219b beginning the next financial year to boost the implementation of the Skilling Uganda programme. The Organization of Petroleum Exporting Countries (OPEC) has already pledged to contribute \$22.95m. Other pledges have come from Islamic Development Bank (\$27.91m), Saudi Fund for International Development (\$11.998m), Kuwait Fund (\$11.9m) and Arab Bank for Economic Development in Africa (\$5m). The ministry

intends to increase funding to the new Technical Examination Board, increase unit costs for capitation grants, scale up the non-formal training programmes and provide instructional materials to Uganda Technical Colleges for students to do real-life projects as part of their exam requirements. *Source: [www.sarua.org](http://www.sarua.org). Accessed on 13 March 2013*

### **Zimbabwe: Zimbabwe Open University (ZOU) signs MOUs**

Zimbabwe Open University has signed memorandums of understanding with the Laying Solid Foundation (LASOF) leadership institute and the Southern African Association of Accounting (SAAA) in Harare. Under the two agreements, the university will partner the institutions in running development training programmes aimed at equipping professionals in entrepreneurship, global strategy and accounting. *Source: [www.sarua.org](http://www.sarua.org). Accessed on 22 February 2013.*

## **Vacancies, Awards and other Opportunities**

### **Vacancy: IPED Coordinator**

The Pan-African Institute of Education for Development (IPED) under the African Union Commission (AUC) is recruiting a Coordinator to be based in Kinshasa, DRC. The main function of the job is to coordinate, implement, manage and administer programs. The incumbent must have a minimum Masters' degree in Education or related fields, from a reputable University and at least 10 years' experience of relevant working experience in education development. Deadline for applications is the 6<sup>th</sup> of May 2013. *Visit: [www.aucareers.org](http://www.aucareers.org).*

### **Vacancy: Senior Policy Officer - IPED**

The Pan-African Institute of Education for Development (IPED) under the African Union Commission (AUC) is also recruiting a Senior Policy Officer to be based in Kinshasa, DRC. The responsibilities of the job are to assist the Executive Secretary in the development and implementation of Education Policy and Programmes. As well as the overall management of the Office; collect and analyse relevant information and data related to Education. The incumbent must have a minimum Masters' degree in Education or related fields, from a reputable University and at least five years' experience of relevant working experience in development and management of Girls and Women Education policy and programme and gender issues with a strong knowledge of the context Decade of Education in Africa. Deadline for applications is the 6<sup>th</sup> of May 2013. *Visit: [www.aucareers.org](http://www.aucareers.org).*

### **Vacancy: Senior Policy Officer - CIEFFA**

The African Union International Centre for Girls' and Women's education in Africa (AU/CIEFFA) is recruiting a Senior Policy Officer to be based in Ouagadougou, Burkina Faso. The responsibilities of the job are to assist the Executive Secretary in the development and implementation of Education Policy and Programme for Girl and Women. As well as the overall management of the Office; collect and analyse relevant information and data related to Education for girls and women. The incumbent must have a minimum Masters' degree in Education or related fields, from a reputable University and at least five years' experience of relevant working experience in development and management of Girls and Women Education policy and programme and gender issues with a strong knowledge of the context Decade of Education in Africa. Deadline for applications is the 6<sup>th</sup> of May 2013. *Visit: [www.aucareers.org](http://www.aucareers.org).*

### **New Course on Education Rights - Policy Training for Southern Africa**

The Open Society Initiative of Southern Africa (OSISA), and the Division of Educational Leadership and Policy Studies at the University of the Witwatersrand will be hosting a new course on the legal, programme and policy issues related to Education Rights in Southern Africa. The course will be running in early July 2013. *Contact: Brahm Fleisch; [Brahm.Fleisch@wits.ac.za](mailto:Brahm.Fleisch@wits.ac.za).*

### **Call for Editors- African Educational Research Journal (AERJ)**

AERJ is currently seeking suitable scholars interested in serving as editors, associate editors and reviewers. The responsibility of an editor will be to edit manuscripts after they have been peer-reviewed. The editor will ensure that revisions have been completed if requested by peer-reviewers. The editor will also make sure that the manuscript is readable, free of plagiarism or other scientific misconduct and he gives the final decision if the manuscript is accepted for publication, put in more corrections or rejected with reason. Applicants must have a doctorate (or an equivalent degree) and

significant publishing and reviewing experience. Accepted applicants will be contacted via email. *Visit: [www.netjournals.org](http://www.netjournals.org).*

### **Call for papers: 11th International Conference on Private Higher Education in Africa**

St. Mary's University College (SMUC) is organizing the 11<sup>th</sup> International Conference under the main theme of "Poverty Reduction and the Contribution of Private Higher Education in Africa". Interested individuals are invited to submit abstracts for conference papers on the contributions of private higher education institutions on entrepreneurship, gender equity, HIV and AIDS mainstreaming and quality assurance schemes and practices. The deadline for abstracts is the 15<sup>th</sup> of April 2013. *Contact: Maru Shete; [maru\\_shete@smuc.edu.et](mailto:maru_shete@smuc.edu.et).*

## **Networking and Resources**

### **UNESCO GUIDELINES for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning**

The guidelines offer principles and mechanisms that can assist Member States in developing or improving structures and procedures to recognise the outcomes of all forms of learning. In particular, informal and non-formal education *Source: [www.unesco.org](http://www.unesco.org). Accessed on 15 March 2013.*

### **A place to learn: Lessons from Research on Learning Environments**

A Place to learn presents a comprehensive review of research on learning environments from multiple perspectives, broadly grouped as those that focus on the physical conditions, psychosocial environment and/or organizational climate of classrooms, schools and other learning spaces. In-depth descriptions of selected state-of-the-art research methods and tools are then provided along with numerous examples of their application in different parts of the world. The general conclusions and recommendations offered in light of the collected findings are intended to assist learning communities, particularly those in countries with limited resources, with a practical framework for creating and sustaining safe, healthy, equitable and inclusive environments that foster effective learning. *Source: [www.uis.unesco.org](http://www.uis.unesco.org). Accessed on 15 March 2013.*

### **Humanitarian Action for Children 2013 (Overview)**

UNICEF's Humanitarian Action for Children 2013 highlights the challenges children face in humanitarian situations around the world. It appeals for urgent support that will make a difference in children's lives. *Source: [www.unicef.org](http://www.unicef.org). Accessed on 15 March 2013.*

### **Why Projects fail in the Public Sector**

This book by Dan Baffour-Awuah provides the tools international development practitioners need to identify and address critical failure points. In addition to a practical overview of project planning and procurement, it highlights the warning signs of project failure and offers useful guidance on expectation management, dispute resolution, and accountability and ethics in today's global development network. Case studies drawn from the author's decades of development experience illustrate the on-the-ground realities faced by project managers in the field. *Contact: Dan Baffour-Awuah; [danawuah@yahoo.com](mailto:danawuah@yahoo.com).*

#### **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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