![WGEMPS logo]

Newsletter

ADEA WORKING GROUP ON EDUCATION MANAGEMENT AND POLICY SUPPORT (WGEMPS)

Welcome to our second newsletter of the year. This publication seeks to update and inform you, the reader, on activities of the 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

April

African Conference on Measuring Well-Being and Fostering Progress of Societies – Rabbat, Morocco

19-21 April. Over 250 regional policy makers, statisticians, academics, senior officials representing OECD, the High Commission for Planning in Morocco, PARIS 21, African Development Bank (AfDB), UNESCO, ADEA and UNECA attended this conference, among other stakeholders, to reflect on how to measure the well-being and progress of societies, enhance the relevance of measures and analysis for addressing key policy issues and establish frameworks for future work. The ADEA representative participated as a panellist in the parallel session related to education, which focused on the measurement of educational outcomes and skills in African countries, aimed at achieving educational systems that are easily accessible and responsive to the needs of the labour market. The discussions responded to the challenges African countries face in the education sector, new indicators that could help address the challenges and what governments can do to improve the outcomes of the education system. The recommendations will be submitted to the 4th OECD World Forum (October 2012, New Delhi) as Africa's contribution to the on-going reflection. *Contact: Alassane Ouedraogo; a.l.ouedraogo@afdb.org.*

Conference of Ministers of Education of the African Union (COMEDAF V) meeting– Abuja, Nigeria

23-27April. Ministers of Education from 20 Member States, senior officials representing eight Member States, regional economic communities of ECOWAS, CEN-SAD and SADC as well as more than 11 partner agencies, three civil society organisations and two specialised institutions of the African Union (CIEFFA and Pan African Universities) attended the conference. The ADEA WGEMPS team participated in the COMEDAF V meeting as resource persons, which included dissemination of five assessment reports and a presentation on the progress of Regional Economic Communities and countries in the implementation of the Plan of Action for the Second Decade of Education for Africa. This was a mid-term evaluation report on key priority areas. The Ministers' meeting was preceded by that of senior officials and included the second Pan African Conference on Teacher Development (PACTED II). Among the key highlights was the decision to include non-formal education, out of school learners, national languages and information and communication technology as new priority areas in the Plan of Action. The Association of African Universities (AAU) in collaboration with ADEA WGEMPS offered to undertake the activities of IPED in order to monitor the continental progress in education, including higher education. ADEA WGEMPS regional and continental reports on the Outlook on Education in Africa elicited a lot of interest and demand. Refer to www.adea-wgemps.org to download the documents. *Contact: Mohamed Diarra; mohameddiarra@hotmail.com or Angela Arnott; a.arnott@afdb.org.*

May

ADEA Steering Committee meeting – Tunis, Tunisia
8-11May. ADEA Secretariat held its annual board meeting of Ministers of Education and development partners to review progress and chart the way forward. Prior to this, Working Group coordinators met to review budgets and performance reviews. A decision was made by the board to review the roles of Working Groups and that of Inter Country quality nodes. *Contact: Mohamed Diarra ; mohameddiarra_@hotmail.com*

Successful proposal for funding ECOWAS EMIS workshop- Niamey, Niger
May. ADEA WGEMPS, through its Burkina Faso node, submitted a proposal and successfully obtained funding from the GIZ Backup Initiative to support the ECOWAS Commission to hold a workshop with ECOWAS EMIS representatives to validate regional capacity building strategies. The funding will also support seven country EMIS representatives to participate and lobby for the endorsement of the ECOWAS EMIS Norms and Standards at the subsequent ECOWAS Ministers of Education meeting in Niger in September. *Contact: Alassane Ouedraogo a.l.ouedraogo@afdb.org.*

June

SADC Ministers of Higher Education Meeting – Johannesburg, South Africa
04-05 June. The Team Leader, Angela Arnott, from ADEA WGEMPS was invited to be a discussant in in the SADC Ministers of Higher Education policy dialogue meeting which looked at the strategic framework for transforming tertiary education as a region and ensuring active partnerships. This meeting established a Technical Committee on Higher Education, which was tasked with planning a funding strategy for foundational collaborative projects for the SADC region. The strategy will focus on four clear priorities of action for Ministers of Education within a three-year plan. It will include organising a regional higher education donors' conference. The representative from ADEA WGEMPS made a presentation on the role of higher education management information systems in transforming this sub-sector and suggested that higher education ministries should review the SADC Norms and Standards for guidance on how to develop their education management information systems (EMIS). *Contact: Angela Arnott; a.arnott@afdb.org.*

EMIS – Zimbabwe
Jan-June. As part of its on-going support to its host country, ADEA WGEMPS continues to play a catalytic role in supporting the revitalisation of EMIS in the sister ministries of basic education and tertiary and higher education. With regard to the Ministry of Education, Sport, Arts and Culture, WGEMPS has assisted in the production of a 2009 Statistical Report (the first in six years) and the redesign of its annual census survey and database system for implementation in 2012. As a member of the national EMIS Technical committee, WGEMPS works closely with UNESCO, UNICEF and EU in this regard. With the Ministry of Higher and Tertiary Education, WGEMPS has finalised a joint Tertiary Record Keeping Study, the findings of which will be presented to Registrars and Principals of Tertiary Institutions in July. *Contact: Simplisio Rwezuva; s.rwezuva@afdb.org. or Tegegn Wako; tn.wako@gmail.com. or Brighton Mutasa; b.mutasa@adeanet.org.*

AU Outlook Database 2012
June-August. During the month of June, WGEMPS launched its updating of the AU Outlook database on over 213 data variables on the AU's Plan of Action for the Second Decade. Using the interns based in Harare and Ouagadougou, it is expected that data on 53 countries in Africa will be ready for dissemination by August 2012. The source of the data is largely UIS and to a lesser extent UNICEF. *Contact: Brighton Mutasa; b.mutasa@adeanet.org.*

Revitalising management information systems for Ministry of Youth – Zimbabwe
26-27 June. Ministry of Youth Development, Indigenization and Economic Empowerment in Zimbabwe, with support from ADEA WGEMPS, has embarked on an exercise to revive its management information system to enable more responsive and evidence based intervention in addressing youth unemployment in the country. In line with this objective, the Ministry conducted a

two-day workshop whose objective was to facilitate a basic understanding of the methodologies for conducting a baseline survey. The WGEMPS facilitators took participants through the process of designing a data collection instrument for a baseline survey of the Ministry's Vocational Training Centres. The meeting also discussed the collection of socio-economic indicators as well as the mapping of economic opportunities at the community level in order to offer training courses relevant to the economic needs of this target group. The baseline study is the first step in a series of activities to revive the Ministry's management information system. *Contact: Simbarashe Sibanda; sibandasimba@gmail.com.*

CCORE Training Workshop – Harare, Zimbabwe
20-21 June. In an effort to develop the capacity of their partners in the area of research and evaluation, the Collaborating Centre for Operational Research (CCORE), based at UNICEF Harare office has embarked on a series of training workshops whose topics cover subjects such as managing qualitative data and quantitative research methods. An open invitation to apply was extended to members of the development community in early May. Three members of WGEMPS staff were invited and managed to attend training sessions on the use of miscrosoft excel and qualitative data management. *Contact: Creed Chingwena; c.chingwena@adeanet.org. or Brighton Mutasa; b.mutasa@adeanet.org or Chemwi Mutiwanyuka; c.mutiwanyuka@gmail.com*

Professional Certificate in Education Finance, Economics and Planning
25 June – 19 July 2013. WGEMPS, for the third year running, enrolled one of its staff in a one-year certificate study, jointly offered by the University of Witwatersrand's SADC Centre of Education Policy Support in Johannesburg together with GIZ Capacity Building International, Germany. The three-part course, whose residential phase commenced on 25th June 2012, targets officials and professionals involved in education policy, planning, financing and budgeting, who are employed in African ministries of education and finance, NGOs and education training institutions. ADEA WGEMPS is one of the developers of this course and two of its staff members continue to teach some of the courses on Finance and Planning. *Contact: Houraye Anne; h.m.anne@afdb.org.*

Development of National and Regional Qualifications Frameworks for the Teaching Profession
25-27 June. UNESCO (BREDA, IICBA, Headquarters, Bamako Custer Office) organized in partnership with ADEA and the International Task Force on the Teachers for EFA, an induction workshop on the development of national and regional qualifications frameworks for the teaching profession. The workshop brought together several representatives of 11 Anglophone and Francophone countries of West, East and Central Africa. Two experts on teachers' qualifications and certifications (one from South Africa and the other from India) facilitated the workshop. The African Union Commission HRST Department Division of Education was also in attendance. The overall objective of the induction workshop was to investigate the teacher qualifications, certifications, and registration in African countries in teacher education and continuous professional development. A road map comprising 9 key steps was presented, discussed and adopted by the workshop. It includes but is not limited to getting the political commitment of the country, setting up a technical steering committee to spearhead the process and mobilize the required resources. *Cntact Mohamed Chérif Diarra: mohameddiarra@hotmail.com or m.diarra@afdb.org.*

Events and Training Opportunities

April 2012

First African Forum on Science, Technology and Innovation (STI) – Nairobi, Kenya
01-03 April. The African Development Bank, the African Union, United Nations Economic Commission for Africa (UNECA) and UNESCO, in collaboration with ADEA, organised the Africa Forum on Science, Technology and Innovation (STI) for Youth Employment, Human Capital Development and Inclusive Growth. Ministers, science experts and other participants attended this meeting and unanimously pledged to support and integrate STI policies, strategies, programs and action plans into their national and continental agendas. The Forum included a two-day meeting of experts (April 1-2, 2012) and a one-day Ministerial Conference (April 3, 2012) presided over by the President of Kenya,

Honourable Mwai Kibaki. The conference issued the Nairobi Ministerial Declaration, which includes a range of measures to harness STI for sustainable development. *Visit: www.adeanet.org.*

Workshop on the development of a Statistical Yearbook of Education and Training
17-19 April. Experts from the Ministry of Education and specialists of the UNESCO Institute for Statistics (UIS) met in UNESCO Dakar to analyse and validate the models produced to develop the statistical yearbook of education and training in Senegal. A total of 30 experts from Senegal, representing education sub-sectors from early childhood to higher education as well as non-formal education, participated. *Visit: www.unesco.uis.org.*

May 2012

ADEA presents the ICT Task Force during the First MedAfrica Education International Forum – Tunis, Tunisia
3-5 May. ADEA made a presentation on its Information and Communication Technology (ICT) Task Force during the First MedAfrica Education International Forum, whose theme was "Building tomorrow's digital school". The objective of the meeting was to elicit feedback on the broad orientations the Task Force has defined for its future activities. The First MedAfrica Education International Forum sought to illustrate the contribution of ICTs in the pedagogical process, to showcase concrete initiatives and to promote existing teaching materials and resources. *Visit: www.adeanet.org.*

Strong African presence at the 3rd International Congress on TVET – Shanghai, China
14-16 May. Thirty-six African countries attended the International Congress on Technical and Vocational Education and Training (TVET). The theme of the congress, "Building Skills for Work and Life", was closely related to the ideas put forward by the 2012 ADEA Triennale on the need to promote more efficient African training systems that enable young people to enter the workforce and the working population while at the same time creating the conditions required for Africa's sustainable development. Two meetings jointly organized by ADEA and UNESCO-BREDA were held with African ministers, which enabled Africa to contribute to the meeting's final recommendations. The conclusions adopted highlight the importance of both formal and informal tracks as pathways for the training and qualification of young people and adults. They point explicitly to the concept of technical and vocational skills development (TVSD) in preference to that of TVET, the conditions required for mobilizing education and training systems for the participation of the greatest possible number in the pursuit of sustainable development. *Visit: www.adeanet.org.*

Education financing workshop – Dakar, Senegal
29-31 May. UNESCO Institute for Statistics (UIS) is working with African countries to set up mechanisms that will ensure the regular production and use of reliable data on the financing of education. UIS specialists and representatives from Ghana, Malawi, Rwanda and the Gambia gathered at UNESCO's Regional Office in Dakar to discuss how to sustain these efforts and disseminate more effectively data on education financing in the countries that have received assistance from UIS. The workshop discussed how to institutionalize and sustain the production of better data on the financing of education and regular use of these to inform stakeholders in education nationally, regionally and globally to help in the decision making and strategic planning. Issues involving the production and publishing of an annual newsletter on the cost and financing of national education were also discussed. The participating countries were encouraged to submit data to UIS on education financing required for monitoring international goals, including those related to education for all. *Contact: Marc Bernal; m.bernal@unesco.org.*

June 2012

ICT Indaba – Capetown, South Africa
04-07 June. ADEA Chair participated in an African conference on Information and Communication Technology (ICT) organized by the government of South Africa in Cape Town. He presented ADEA's ideas on the potential and appropriateness of m-learning (learning through mobile telephones) in

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Africa. The main objectives of the conference were to bring together African and world leaders in the ICT field and setting an agenda for the ICT sector's expansion at the continental level. As well as, encouraging African businesses to use new technologies to increase their competitiveness and accelerate the development of economies based on knowledge and job creation. *Contact: Dzingai Mutumbuka; dmutumbuka@yahoo.com.*

July 2012

Conference of Ministers for Employment and Vocational Training of member countries of UEMOA – Niamey, Niger

03-05 July. The West African Economic and Monetary Union will hold a conference for labour ministers to discuss issues related to vocational training and employment. *Visit: www.adeanet.org.*

EAC EMIS Experts Meeting – Nairobi, Kenya

25-26 July. ADEA WGEMPS will hold a regional workshop of EMIS experts for the East African Community (EAC) region. The main objective is to validate the findings of a recent assessment survey on the status of EMIS in the region and to develop a strategy for strengthening the capacities of Member States and the EAC Secretariat to produce quality statistics that are consistent with the norms and standards assessment framework. Twenty participants are expected to attend, especially from Burundi, Kenya, Rwanda, Tanzania and Uganda and representatives from UNESCO and AfDB. *Contact: Shem Bodo; s.bodo@afdb.org.*

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

23-24 July. Kenya's Ministry of Education will host a national workshop, facilitated and co-funded by ADEA WGEMPS. The purpose of the meeting 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. Fifty participants from government ministries, academic institutions and NGOs in Kenya are expected to attend. 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 Kenya's national policies and strategies on education and training under ADEA's inter-country quality node (ICQN) on Peace. *Contact: Shem Bodo; s.bodo@.afdb.org or Angela Arnott; a.arnott@afdb.org.*

August 2012

Association for Educational Assessment Annual Conference – Gaborone, Botswana

06-10 August. The Association of Educational Assessment in Africa (AEAA) holds annual research conferences that serve as a platform for the exchange of innovative ideas on examinations and assessment issues. Targeted participants of the conferences are educational assessment practitioners, academics and scholars from Africa and the world at large. The Botswana Examinations Council will host the 30th AEAA Conference in Gaborone. *Visit: www.aeaa.org.*

September 2012

5th International Conference on Quality Assurance in Higher Education in Africa (ICQAHEA – Yamoussoukro, Ivory Coast

10-15 September. The ICQAHEA will take place in Ivory Coast; the theme of this workshop is Capacity Building (Training) Workshop on Development of Competencies and Qualification Frameworks for Technical and Vocational Skills Development in Africa. This conference will be of interest to all stakeholders in TVSD as well as policy makers and practitioners in competencies /qualification frameworks for TVSD from other regions of the world. The main objective is to build capacity of TVSD institutional managers, policy makers, researchers and other interested stakeholders in the development and implementation of competencies and qualification frameworks for TVSD. *Contact: Juma Shabani; j.shabani@unesco.org.*

Global

Literacy and Education Data for the school year ending in 2010: Amid rising literacy rates, young women are gaining ground

According to new data released by UIS, literacy rates for adults and youth continue to rise. Young women aged 15-24 are making the strongest gains, but still lag behind young men. In 2010, 87% of female youth had basic literacy skills compared to 92% of males. Overall, more than half of countries with data have youth literacy rates of 95% or higher. Despite these gains, 775 million adults (15 years and older) still cannot read or write – two-thirds of them (497 million) are women. Even though the size of the global illiterate population is shrinking, the female proportion has remained virtually steady at 63% to 64%. *Source: www.uis.unesco.org. Accessed on 20 June 2012.*

Africa

New data on school conditions in Africa

School infrastructure is one of the challenges in sub-Saharan Africa. To better evaluate the challenges facing schools in sub-Saharan Africa, UIS has developed a new regional data collection to monitor progress on education priorities articulated in the African Union's Second Decade of Education. The data features school-level stats on factors that can have an impact on learning outcomes, such as the number of children per class, access to textbooks and basic services (water, sanitation and electricity). *Source: www.unesco.uis.org . Accessed on 18 May 2012.*

Inadequate school and teaching resources challenge education in Sub-Saharan Africa

Overcrowded classrooms, too few trained teachers, insufficient schoolbooks and few toilets, often without separation between boys and girls: these are some of the problems facing primary school students in Sub-Saharan Africa. A statistical survey of school and teaching resources in the region by the UNESCO Institute for Statistics (UIS) highlights these challenges which undermine children's chances to succeed in their studies *Source: www.unesco.org. Accessed on 19 June 2012.*

Open Distance Learning Systems Capacity Building in SADC

Under the sponsorship of the African Development Bank and implementation by SADC secretariat, the project will focus on building regional and national capacity for open and distance learning (ODL) and fostering regional integration and cooperation in the area. The expected outputs of the project will be achieved through three components –capacity building, networking and information sharing as well as project management. Field visits are being conducted in 5 countries: Chad, Ivory Coast, Sierra Leone, Liberia and Cape Verde. *Source: www.afdb.org . Accessed on 19 June 2012.*

Countries

Cameroon: NGO urges parliament to fund environmental education

The International Centre for Environmental Education and Community Development, ICENECDEV, has urged parliament to encourage and fund environmental education in Cameroon. According to the Non-Governmental Organisation, parliament needs to table bills that will support and fund environmental programs that have recently been introduced in the Cameroon educational system. *Source: www.pambazuka.org. Accessed on 18 May 2012.*

Libya: The will to change

In the wake of the revolution in 2011, the country's education sector is facing immense challenges, largely as a result of lack of proper planning processes in the past. Libyans are, however, eager to reform their education system, which they expect to play a major role in building a political system and a more equitable society: two new ministries (Ministry of Education and Ministry of Higher Education and Scientific Research) have been asked to prepare brief strategic plans for immediate or short-term objectives which include the maintenance of schools damaged during the 2011 upheavals;

accommodating children of displaced families in schools in their original areas of residence; reviewing curricula and textbooks, as well as printing textbooks.
Source: www.unesco.org.   Accessed on 18 May 2012

Mauritius: Mauritius to sign MoU with Kenya and Tanzania

In a bid to increase the visibility of Mauritius as a destination for higher studies overseas, a Memorandum of Understanding (MoU) will soon be signed with Kenya and Tanzania. The MoU will provide for mutual recognition of qualifications, staff and students exchanges as well as establishing linkages between universities. *Source: www.sarua.org.   Accessed on 19 June 2012.*

Rwanda: Regional ICT Centre of Excellence Project

The project, funded by the African Development Bank, will support the construction and equipping of a Regional Centre of Excellence, the provision of an academic teaching as well as research programmes based on the promotion of entrepreneurship and linkages of the Centre to industry.
Source: www.afdb.org. Accessed on 30 May 2012.

Sierra Leone: Grant Support for Teachers Record Management Improvement Program

The African Development Bank is providing financial and material support towards the improvement of teacher records. The project will consist of a short preparation phase followed by an intense 8-month period where every teacher is interviewed. This will be done through nationwide interviews for all teachers at the workplace by the Ministry of Education's Inspectorate Division.
Source: www.afdb.org. Accessed on 13 June 2012.

Somalia: MOU signed with Northern Sudan for student scholarships

Somalia's education ministry has signed agreements with its Sudanese counterpart in Khartoum. Under the agreements, Sudan will support Somalia in the education sector, including the provision of scholarships to Somali students willing to study at Northern Sudan universities. *Source: www.worlduniversitynews.org. Accessed on 22 May 2012.*

Zimbabwe: Top university launches major fundraising campaign

The University of Zimbabwe has mounted a major fundraising campaign aimed at restoring its status as one of Africa's premier higher education institutions, in a programme backed by former South African president Thabo Mbeki. *Source: www.sarua.org. Accessed on 11 June 2012.*

Vacancies, Awards and other Opportunities

Vacancy Announcement: Secretary-General African Association of Universities

The AAU is seeking to fill the above mentioned post as expeditiously as possible and the post will be vacant in August 2012. He, or she, will be responsible to the Governing Board and the General Conference, should be a leader able to provide strategic direction and inspire others. The person must identify with the aims of the Association as set out in its Constitution and Strategic Plan, and have a demonstrated commitment to the principles of integrity, excellence and fairness. Candidates will need to demonstrate excellence in the following; strong academic background; significant leadership experience at a senior management level; excellent interpersonal skills; management in a transforming environment and a sound appreciation of emerging trends in higher education within Africa. The closing date for applications is the 4th of July 2012. For more information; *Visit: www.aau.org.*

The African Leadership in ICT Course

An African Union course funded by the Ministry for Foreign Affairs of Finland and implemented by GESCI (Founded by the UN ICT Task Force). Applications for the second round of ALICT are being accepted and the course commences in October 2012 and concludes in May 2013. Applications will only be accepted from citizens of the following countries: Mozambique, Rwanda, Uganda, Malawi, Namibia, Ethiopia and Botswana. Closing date for applications will be the 1st of August 2012. For more information, *Visit: www.gesci.org.*

Call for Papers for 5th International Conference on Quality Assurance in Higher Education in Africa (ICQAHEA)

This event will take place in Yamoussoukro, Ivory Coast and the main theme of the workshop is strengthening Capacity Building (Training) on Developing of Competencies and Qualification Frameworks for Technical and Vocational Skills Development in Africa. Persons who wish to present a paper or poster at the conference should submit an extended synopsis (in English) of 800 words (i.e. two A4 format pages of single spaced typing or the equivalent, including any tables or diagrams and a few pertinent references) on or before **30 July, 2012**. In addition, the synopsis should be sent electronically to the Conference Secretariat. *Contact: Juma Shabani; j.shabani@unesco.org.*

Networking and Resources

Policy Guide on the Integration of African Languages and Cultures into Education Systems

The purpose of this guide is to affirm the policy stance that multilingual and multicultural education should be chosen as the general education system in African countries, with a view of transforming African societies. The aim of this transformation, in turn, is to reduce poverty through sustainable development based on African Languages and culture. *Source: www.unesco.org. Accessed on 13 June 2012.*

Getting to Equal in Education: Addressing Gender and Multiple Sources of Disadvantage to Achieve Learning

This book explores the best ways possible of ensuring that all students, not just the most advantaged, acquire the knowledge and skills they need to end the intergenerational cycle of poverty and lead healthy, productive lives. This means identifying and working towards removing the barriers that often keep girls, children with disabilities, the extreme poor, and indigenous people, from accessing a quality education. *Source: www.worldbank.org. Accessed on 30 May 2012.*

Progress for Children: A report card on Adolescents

This edition of progress for children sets out who adolescents are, where they live, what they do, what their problems are and their needs. The publication explores issues such as education, work, sexual behaviour of adolescents, HIV and adolescent mortality. *Source: www.unicef.org. Accessed on 4 June 2012.*