

# Newsletter

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

**W**elcome to our first 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

### January

#### **COMEDAF V reporting – Harare staff undertake training on report writing**

*January-March.* As part of the preparation for the production of continental and regional economic community reports on education for the meeting of the Conference of Ministers of Education of the African Union (COMEDAF V) set for April 2012, the working group's Harare team, comprising four professional staff members and four interns, have participated in one-day English writing workshops every month since January. The long term objective is to provide a quantum shift in the understanding of staff on how to produce clear and concise policy reports. *Contact:* Angela Arnott; [a.arnott@afdb.org](mailto:a.arnott@afdb.org).

### February

#### **Ministry of Higher and Tertiary Education Statistics Advocacy Workshop – Harare**

*7 February.* This Ministry-organised one day workshop, whose main goal was to receive feedback and review the three higher and tertiary education questionnaires for universities, polytechnics and teachers colleges, identified some items to be included in the annual questionnaires. Participants also appreciated why the collection of statistics is important and how the process, together with that of storage, can be done more effectively. The Ministry presented the findings of the institutional records keeping and management study – which the working group facilitated and funded – in the form of a Draft Tertiary Assessment Report. A presentation on Higher Education Indicators was made by a staff member from ADEA. In attendance were senior officials from the Ministry, two representatives from each teachers college, polytechnic and university, representatives from UNESCO and the ADEA working group. *Contact:* Tegegn Nuresu Wako; [t.wako@afdb.org](mailto:t.wako@afdb.org).

#### **2012 ADEA Triennale – Outcomes to be presented at next AU Summit**

*12-17 February.* This important international event was organized by ADEA and the government of Burkina Faso. It took place in Ouagadougou, with the main goal of building a critical mass of human capital, including: (i) citizens capable of bringing about the social, cultural and political changes required for Africa's sustainable development; (ii) workers with skills that raise productivity and boost economic growth; and (iii) a highly qualified human resource that contributes to the production of scientific knowledge and technological innovation and to the development of globally competitive knowledge-based societies. Three Heads of State from Burkina Faso, Ivory Coast and Niger – and the Minister of Education who represented the President of Rwanda – graced the event where over 1000 participants from other countries across the world engaged in discussions throughout the five days. To ensure that the Triennale's results and recommendations bear fruit, 60 per cent of the ADEA Secretariat's – and working groups' – activities for 2012 are devoted to following up the implementation process. ADEA is also relying on the strong determination and commitment shown by the Heads of State present in Ouagadougou to support the follow-up through their political leadership. The Triennale outcomes will be presented to the next summit of the African Union Heads

of State in July 2012. ADEA is counting on the support of all stakeholders in education and training – youth, the private sector, civil society organizations, the regional economic communities, the Diaspora, ADEA’s member cooperation and development agencies, UNESCO, Confemen and many other partners – to embrace the paradigm shift of an integrated and holistic education and training in making the follow up a success. *Contact:* Mohamed Diarra; [mohameddiarra@hotmail.com](mailto:mohameddiarra@hotmail.com), Angela Arnott; [a.arnott@afdb.org](mailto:a.arnott@afdb.org), Shem Bodo; [s.bodo@afdb.org](mailto:s.bodo@afdb.org), Alassane Ouedraogo; [al.ouedraogo@afdb.org](mailto:al.ouedraogo@afdb.org), Houraye Mamadou Anne; [h.m.anne@afdb.org](mailto:h.m.anne@afdb.org) or visit [www.adeanet.org/triennale](http://www.adeanet.org/triennale).

## March

### **Annual European Union Visitors Programme (EUVP) – Brussels, Belgium**

*05-09 March.* An intern from ADEAWGEMPS participated in this EU Visitors programme to learn more about the operations of the Union. During the week-long visit, she held information exchange meetings with representatives from the Committee of the Regions, Development and Cooperation Office (DEVCO), European External Action Service, Education, Audio-visual and Culture Executive Agency, Africa Caribbean Partnership, Education International and the European Centre for the Development of Vocational Training. The intern distributed the Working Group’s publications, thereby extending ADEA’s network as the group is now part of the growing readership of WGEMPS newsletter. *Contact:* Chemwi Mutiwanyuka; [c.mutiwanyuka@gmail.com](mailto:c.mutiwanyuka@gmail.com).

### **Labour Market Information Systems Meeting – Addis Ababa, Ethiopia**

*20-21 March.* The working group participated at a meeting on “Advocacy and exchange on technical documents and mobilization of resources for labour market information system (LMIS)”, held in Addis Ababa. The purpose of the meeting was to refine the draft plan of action for linking technical and vocational education with employment and to develop a list of indicators in labour and social affairs that relate to employment. Stakeholders included representatives from the African Union, AFRISTAT and the African Capacity Building Foundation. The ADEA working group will assist in developing the set of indicators. *Contact:* Tegegn Nuresu Wako; [tn.wako@gmail.com](mailto:tn.wako@gmail.com).

### **!ICBA Workshop on Teacher Education Policy Programme – Addis Ababa, Ethiopia**

*20-21 March.* The objective of the two-day workshop was to bring together knowledgeable colleagues from within UNESCO and other partner institutions in order to discuss the organization, content, modality, funding and accreditation issues of the programme. It is expected that, based on the outcome of the meeting, !ICBA will have a comprehensive list of topics and content outlines to be passed on to module writers who will produce the course. The seminar attracted experts from various partner organisations, including IIEP, Commonwealth, AU HSRT, ADEA WGEMPS, India/Africa Institute of Education Policy, PACT, TISSA and the University of Stockholm, among others. *Contact:* Angela Arnott; [a.arnott@afdb.org](mailto:a.arnott@afdb.org).

## Events and Training Opportunities

### May 2012

### **Seminar on Improving school financing: The use and usefulness of school grants – Addis Ababa, Ethiopia**

*14-16 March.* Senior decision-makers of Ministries of Education of Eastern and Southern Africa, researchers and representatives of aid agencies discussed the research results in the domain of school grants at this seminar. Participants also identified ways to better design and implement school grants policies so as to improve equity and quality at the school level. In recent years, a growing number of countries have chosen to allocate grants directly to schools – when in earlier years, schools had very little or no say in the financial management of such grants. Potentially, such a policy can contribute to increasing equity and quality of education by yielding direct benefits for children enrolled at school. Against this background, IIEP launched in March 2011 a research study on

*"Improving school financing: The use and usefulness of school grants"*. The research is implemented in collaboration with UNICEF through its Eastern and Southern regional Office and national offices, and the Ministries of Education of Ethiopia, Kenya, Malawi and Uganda. *Contact:* C.Lugaz; [c.lugaz@iiep.unesco.org](mailto:c.lugaz@iiep.unesco.org)

### **Workshop on building the capacity of Higher Education to enhance regional development – Johannesburg, South Africa**

*14-16 March.* The Southern African Regional Universities Association (SARUA) hosted a two-part Leadership Dialogue that engages university leaders in discussing the challenges that regional universities face. The first dialogue (14 March 2012) was on "Growing the Academy: Forging strategies for quality teaching and scholarship in southern African universities", which drew on the experience and practice of global leaders and researchers in education and leaders in southern African universities that are part of the SARUA membership. The second one (15-16 March 2012) was entitled "Doctoral education, leadership and knowledge societies: Redefining global relationships". It enabled participants to reflect on strategies for building capacity for doctoral studies in the southern African region and internationally, and for sharing global experiences in this area.

*Visit:* [www.sarua.org](http://www.sarua.org).

## **April 2012**

### **Regional Forum on Science and Technology – Nairobi, Kenya**

*01-04 April.* The African Development Bank, the African Union, United Nations Economic Commission for Africa (UNECA) and UNESCO, in collaboration with ADEA, have joined forces to organise the Africa Forum on Science, Technology and Innovation (STI) for Youth Employment, Human Capital Development and Inclusive Growth. *Visit:* [www.adeanet.org](http://www.adeanet.org).

### **COMEDAF V Meeting – Abuja, Nigeria**

*23-25 April.* The Conference of Ministers of Education of the African Union (COMEDAF) is convened once every two years to review and discuss issues of focus for the Plan of Action (POA) for the Second Decade of Education for Africa (2006-2015). The fifth conference will review progress in implementing the Plan of Action at the national, regional and continental levels, among other things.

*Visit:* [www.au.int](http://www.au.int).

## **May 2012**

### **First Session of the IOC Sub-Commission for Africa and Adjacent Islands**

*02-03 May.* The IOC Sub-Commission for Africa and Adjacent Island States is an intergovernmental subsidiary body of the Intergovernmental Oceanographic Commission of UNESCO. It is responsible for the promotion of regional and international cooperation and the development and coordination of the Commission's marine scientific and research programmes. This session will approve a work plan for 2012-2013 and consider a draft Strategic Plan for the Sub Commission. Sixty participants are expected to attend. *Contact:* M Odido; [m.odido@unesco.org](mailto:m.odido@unesco.org).

### **36th session of the Steering committee of ADEA – Tunis, Tunisia**

*08-11 May.* ADEA will hold its Steering Committee meeting in Tunis, Tunisia. The meeting will review activities carried out in 2011 and endorse the 2012 Work Plan and Budget. *Contact:* P. Faye; [p.fayet@afdb.org](mailto:p.fayet@afdb.org).

### **Evidence-Based Education Policy-Making and Reform in Africa – Accra, Ghana**

*14-15 May.* The conference will feature results from cutting-edge research on what works and does not work in education while engaging researchers and practitioners in using evidence for policy-making and reform. Over the course of this 2-day event, discussions will include the large-scale evaluation of the Ghana Government's Teacher Community Assistant Initiative (TCAI), aimed at improving literacy and numeracy levels in basic schools and implemented by Ghana Education Services, the Ghana National Association of Teachers and the National Youth Employment, and evaluated by IPA. *Visit:* [www.poverty-africa.org](http://www.poverty-africa.org).

### **Third International Congress on TVET – Shanghai, China**

*14-16 May.* The Congress will provide a unique global platform for knowledge sharing, reflection and debate on the changing landscape of TVET as well as its future and, more generally, on the advancement of skill-development systems. In addition, participants will explore ways to ensure that TVET meets individual, national, regional and global development objectives and aspirations. Eight hundred policy makers, experts and practitioners are expected to attend. *Visit:* <http://www.tvet-pal.org>.

### **J-PAL Executive Education Training – Accra, Ghana**

*16-19 May.* A four day training course on how to evaluate the impact of programs, focused on education will take place at the Coconut Grove Regency Hotel. The course will be geared towards project teams seeking to implement their own evaluation in their home country. *Visit:* [www.poverty-africa.org](http://www.poverty-africa.org).

## **June 2012**

### **Professional Certificate in Education Planning – London, England**

*11 – 14 June.* The International Centre for Parliamentary Studies is announcing this certificate course, scheduled to take place from the 11<sup>th</sup>-15<sup>th</sup> June 2012 in London. The course is accredited by the Chartered Management Institute, the leading body that awards internationally recognised management and leadership qualifications. It will provide participants with an insight into issues of securing and planning financing and delivery systems towards EFA attainment. Trained persons should be well-equipped to tackle the ongoing nature of planning and the process of self-examination, the confrontation of difficult choices and the establishment of priorities it encompasses. *Contact:* Alun Lloyd Morris *Tel:* [+44 \(0\) 20 3137 8641](tel:+442031378641) *or Fax:* [+44 \(0\) 845 606 1539](tel:+44208456061539)

### **Professional Certificate in Education Finance, Economics and Planning**

*25 June – 19 July.* This is 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 commences on 25<sup>th</sup> June 2012, targets officials and professionals involved in education policy, planning, financing and budgeting and 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 continue to teach some of the courses on Finance and Planning. The deadline for applications is May 1<sup>st</sup>, 2012. For external sponsorship, send application to "The German BACKUP Initiative – Education in Africa" - fast access mode: [www.giz.de/Themen/en/35242.htm](http://www.giz.de/Themen/en/35242.htm). *Contact:* Hannes Siege; [hannes.siege@giz.de](mailto:hannes.siege@giz.de), Claudia Lange; [claudia.lange@inwent.org](mailto:claudia.lange@inwent.org), or Francine De Clercq; [Francine.DeClercq@wits.ac.za](mailto:Francine.DeClercq@wits.ac.za).

### **1st Annual International Interdisciplinary Conference – Nairobi, Kenya**

*27-31 June.* The conference will be hosted by the Department of Research and other faculties of the Catholic University of Eastern Africa (CUEA). The focus of the conference will be Africa's accomplishments in the past 50 years in various disciplines, from science, technology and engineering to education, health, arts, humanities and social sciences. *Contact:* Dr Winston Akala; [akala@cuea.org](mailto:akala@cuea.org).

## **Education Development News**

### **Global**

#### **Launch of 2012 Education Survey**

The UNESCO Institute for Statistics (UIS) has launched its annual survey on education to more than 150 Member States and territories. Interested readers can consult the three questionnaires which cover pre-primary, primary, secondary and post-secondary non-tertiary education; education finance and expenditure; and tertiary education. The 2012 survey collects data for the school year and

financial year ending in 2011. It includes a regional module for Africa. The module includes data items on key policy issues in the region, ranging from the recruitment of teachers to the provision of textbooks and basic school facilities, such as drinking water, electricity and girls' toilets. This regional approach to data collection is intended to broaden the range of UIS indicators while respecting the constraints facing national statisticians. The deadline for submitting data is 29 April 2012. *Source: [www.uis.unesco.org](http://www.uis.unesco.org). Accessed on 12 March 2012.*

## Africa

### **Child-friendly schools a success**

The child-friendly school approach has been shown to lower drop-out rates, increase attendance and improve academic success among vulnerable children. By December 2010, Schools for Africa had reached over 115,000 teachers with training to provide children with quality education, psycho-social support and basic life-skills, including HIV/AIDS prevention. *Source: [www.unicef.org](http://www.unicef.org) . Accessed on 19 March 2012.*

### **Seven African Women Receive Scholarships for Advanced Study**

Seven African women received top honours and scholarship awards , thanks to the Margaret McNamara Memorial Fund (MMMMF). The scholarships will enable the awardees to pursue or continue advanced studies at masters and doctoral levels at the Universities of Pretoria and Cape Town. *Source: [www.worldbank.org](http://www.worldbank.org). Accessed on 19 March 2012.*

### **MIET Africa leads research collaboration with Stockholm University**

MIET Africa has embarked on a new project with partners from Botswana, Namibia, South Africa and Sweden. Called "*The Partner Driven Cooperation: Teaching for Inclusion and Democracy*", this research-based collaboration is funded by the Swedish International Development Cooperation Agency (SIDA). Each country participates through representatives from their ministries of education, non-profit organizations and tertiary institutions. The collaboration focuses on the question: *What are the implications of an inclusive and democratic approach to teaching and learning on teacher education and training?* *Source: [www.miet.co.za](http://www.miet.co.za). Accessed on 22 March 2012.*

### **UNICEF evaluates capacity development initiatives in Education in Emergencies**

UNICEF has contracted two DARA consultants to carry out an evaluation of its capacity development initiatives on emergency preparedness and response (EPR) and Conflict/Disaster Risk Reduction (C/DRR) in the education sector, and its impact on institutionalisation efforts in 24 countries in the West and Central Africa region (WCAR). Field visits are being conducted in 5 of the countries: Chad, Ivory Coast, Sierra Leone, Liberia and Cape Verde. *Source: [www.unicef.org](http://www.unicef.org) . Accessed on 19 March 2012.*

## Countries

### **Algeria: Northern Node of Pan African University launched**

The northern node of the Pan African University (PAU) was formally launched at a meeting in the Algerian capital earlier this month. The Algerian campus is the fourth of five being set up around the continent by the African Union (AU), to improve the quality of postgraduate science education and research and boost regional economic productivity. *Source: [www.allafrica.com](http://www.allafrica.com). Accessed on 30 March 2012.*

### **Angola: UNICEF and EU-supported training for teachers boosts education quality**

In 2009, the government commenced an ambitious project, the Programme of Assistance to Primary Education (PAEP), to train teachers across the country in modern teaching methods. The programme was facilitated by UNICEF and funded by a € 4.1 million (approximately USD 5.2 million) contribution from the European Union. Some 350 teacher trainers were recruited across seven provinces. *Source: [www.unicef.org](http://www.unicef.org). Accessed on 19 March 2012.*

### **Chad: Education, Peace and Conflict Prevention**

The Refugee Education Trust is providing education to hundreds of students who are refugees from Burundi. It has borne witness to the development of ideas of peace, self-esteem and conflict

resolution in the discourses and daily practices of both students and teachers. *Source: [www.pambazuka.org](http://www.pambazuka.org). Accessed on 19 March 2012.*

### **Ghana: Education Service receives 40 computers, accessories from WHO**

The Schools Health Education Programme (SHEP) unit of the Ghana Education Service (GES) received 20 computers, 40 printers and accessories from the World Health Organisation (WHO), valued at about USD 50,881.98, at a short ceremony in Accra, Ghana. The presentation thus brings to 40, the desktop computers so far presented to GES by WHO, to aid in Ghana scaling up a Health Academy School project which it joined in 2006. WHO launched the Health Academy School project in 2003 to improve health through technology. *Source: [www.pambazuka.org](http://www.pambazuka.org). Accessed on 28 March 2012.*

### **Malawi: AfDB approves USD 41m funding to boost graduate employment**

The African Development Bank (AfDB) has approved funding of USD 41 million to improve the employment prospects of graduates and students in Malawi through training and skills development. The main beneficiaries of the project will be students and teachers in key institutions of Higher Education and Technical, Entrepreneurial, Vocational Education and Training (TEVET) in Malawi. Other beneficiaries will include secondary school graduates, teaching staff, and prospective employers. The project will last for five years and will offer increased access to TEVET and higher education. *Source: [www.afdb.org](http://www.afdb.org). Accessed on 12 February 2012.*

### **Tanzania: EU gives grant to support MDGs**

The European Union (EU) has extended a grant aid of € 51.51 million to Tanzania to support Millennium Development Goals (MDGs) initiative for improved access to drinking water and sanitation. The funds were provided under the EUs MDG initiative framework that aims at supporting developing countries to achieve MDGs. *Source: [www.allafrica.com](http://www.allafrica.com). Accessed on 30 March 2012.*

### **South Africa: A nation emerging as a regional hub for study and research**

Underfunded national universities are faced with unprecedented demand from a growing population of secondary school graduates seeking higher education. According to a new study by UIS, *New Patterns in Student Mobility in the Southern Africa Development Community (SADC)*, 5 per cent of university students from sub-Saharan Africa go abroad in the hunt for knowledge and skills that will give them a competitive edge in the job market. Students from the SADC region are the most mobile in the world, but they tend to stay close to home. In 2009, over 1.5 million SADC students were enrolled in higher education institutions, of that 89,000 studied abroad, which represents almost 6 per cent of tertiary enrolment, compared to 2 per cent worldwide. But, almost half of them (48 per cent) went to South Africa, which is emerging as a regional hub for world-class study and research. *Source: [www.uis.unesco.org](http://www.uis.unesco.org). Accessed on 28 March 2012.*

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

### **New Training Module on Human Rights and Accountability**

INEE and the Global Education Cluster are pleased to announce the addition of a new training module on Human Rights and Accountability to the Education in Emergencies harmonized training package. The module complements the rest of the training package by creating awareness around human rights and serving as a tool to achieve quality education and a life of dignity. Learning points include good practices to support rights-holders, as well as how to identify key duty-bearers and lines of accountability available to affected populations and education actors. For more information, *Email: [minimumstandards@ineesite.org](mailto:minimumstandards@ineesite.org) and [educationclusterunit@gmail.com](mailto:educationclusterunit@gmail.com)*

### **Launch of the 2012-2013 Africa-wide 'Women and Young Professionals in Science' Competitions: Call for Abstracts**

The CTA/ FARA/IFS/ ANAFE/ RUFORUM consortium, in collaboration with AGRA and NPCA, is pleased to announce the launch of its 2012-2013 Africa-wide women and young professionals in science competitions. The 2012-2013 Africa-wide competitions will evaluate, recognize and reward the contributions of women and young professionals who are involved in, among others, pioneering and innovative research and advocating for policy change and influencing policy processes through their research. Deadline: 14 May 2012. *Visit: [www.ruforum.org](http://www.ruforum.org).*

## Call for papers for 1st Annual International Interdisciplinary Conference,

This event will be held at the Catholic University of Eastern Africa (CUEA), June 27-31, 2012. General conference theme: "Africa's Golden Jubilee: Assessing 50 Years of Scholarship and Development in Africa". Papers are invited from experienced scholars and researchers and graduate students in various fields, including education, science, technology and engineering. Deadline: 30th May 2012. Some papers presented at the conference will be selected and published in edited volumes and journals affiliated to CUEA. *Contact: Dr Winston Akala; [akala@cuea.org](mailto:akala@cuea.org).*

## Networking and Resources

### World Development Report 2012 : Gender Equality and Development

The report looks at facts and trends regarding the various dimensions of gender equality in the context of the development process. It argues first, that gender equality is a core development issue—a primary objective of development in its own right. On the one hand, it assesses the extent to which sustained income growth – a key precondition for broad-based development – contributes to greater gender equality, and identify where these positive impacts are greatest. On the other, it explores whether and how greater gender equality can itself contribute to economic growth and development. In looking at these links, the report will examine the evidence and draw on a growing body of analytical and empirical work in both developing and developed countries. *Source: [www.worldbank.org](http://www.worldbank.org). Accessed on 3 April 2012.*

### Science and Technology Policies for Third World Countries

This book attempts to analyze the historical perspective of the application of science and technology to development by adopting the criteria used by United Nations agencies at various international forums. It calls for science and technology manpower and the provision of national and global expenditures for research and development and national commitments through establishing institutions for scientific research and development. *Source: [www.unesco.org](http://www.unesco.org). Accessed on 30 March 2012.*

### The status of the education sector in Sudan

This publication is the first comprehensive overview of the education sector in Sudan, which serves as the basis for an evidence-based and equity oriented approach to education planning and investment. The report was prepared in collaboration with a national team from the Ministry of Education and partners active in the education sector in Sudan. *Source: [www.worldbank.org](http://www.worldbank.org). Accessed on 3 April 2012.*

### The State of the World's Children 2012

The publication examines the situation of children growing up in urban settings and finds that denials of children's rights to survival, health, nutrition, education and protection are widespread. It sheds light on these urban inequities and suggests ways to ensure that urban childhoods are safe, healthy, participatory and fulfilling. *Source: [www.unicef.org](http://www.unicef.org). Accessed on 3 April 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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