



ADEA Working Groups in 2000

Year of the Evaluation

What are the ADEA Working Groups? What are their objectives? What do they do? Who participates in their activities, and how do they operate? How can they be contacted? Our readers will find the answers to these questions in the current issue, which reviews the activities of the Working Groups during the past year.

ADEA currently has ten Working Groups. They play a central role in the activities conducted by the Association. They explore education-related issues that have been identified as deserving special attention in the African context: books and learning materials, distance education, early childhood development, education sector analysis, education finance, education statistics, female participation in education, higher education, nonformal education, and the teaching profession. They are the instruments used by ADEA's partners to formulate responses to the problems facing education in Africa. They also work to promote common understandings on these issues. For all these reasons, they are a vital component of ADEA—the “heart and soul” of the Association, as has often been said.

Leadership and coordination

Most of the Working Groups (WGs) were formed shortly after the publication of *Education in Sub-Saharan Africa: Policies for*

Adjustment, Revitalization and Expansion, the study that laid the groundwork for the creation of the ADEA, identified the problems that the Working Groups would need to tackle, and outlined their mandates. Three other groups were created more recently to address other concerns identified by the African educational community. They are: the Working Groups on Distance Education, Early Childhood Development and Nonformal Education. Leadership of the Working Groups is provided by development agencies, African ministries of education (for example, the education ministry of Mauritius acts as the lead agency for the Working Group on Distance Education) and African NGOs (the Working Group on Female Participation is led by the Forum for African Women Educationalists, or FAWE, based in Nairobi).

Although the Working Groups are mostly led by development agencies, in most cases African institutions are responsible for coordinating their activities. The Working Group on Finance and Education, for example, is coordinated by the Council for the Development of Social Sciences (*Conseil pour le développement de la recherche en sciences sociales* – CODESRIA), based in Dakar. The activities of the Working Group on the Teaching Profession, francophone section, are coordinated by Côte d'Ivoire's Ministry of Education, and those of the Working Group on Female Participation by the Forum of African Women Educationalists (FAWE), which also



acts as the lead organization for this group. All Working Groups ultimately seek to transfer their leadership and coordination functions to an African country or institution. Hence the Working Group on Higher Education has worked in close partnership with the Association of African Universities.

In 2000, ADEA conducted an evaluation of its Working Groups [See page 3]. The major objectives were to appraise the extent to which the WGs are responding to ADEA's partners needs and to assess their impact and visibility on the ground. Although the WGs present varied and contrasting situations, the articles in this issue reveal major trends about the way they operate which have been confirmed by the evaluation.

Broad-based networks...

Like ADEA itself, the Working Groups are informal networks of education specialists and professionals who take an interest in the problems addressed by the groups and who contribute their skills and professional concerns. The Working Groups bring together a great variety of stakeholders from both South and North—from African ministries of education, development agencies, research institutions, NGOs and in some cases civil society groups—and, as such, they have become genuine fora for consultation, sharing of experience and coordination. For example, the Working Group on Books and Learning Materials, which works in a field where substantial economic interests are at stake, has managed

to serve as a venue for fruitful interaction among many partners involved in the publishing industry: ministries of education, development agencies and NGOs, publishers, booksellers, book fairs, and users.

...anchored in Africa...

All of the Working Groups are concerned with establishing their roots firmly in Africa. Each in its own way seeks to anchor their activities in African countries. For example, the Working Group on Education Sector Analysis is currently giving priority to having African countries perform sectoral analyses themselves. The strategy adopted by the Working Group on Nonformal Education is to support local processes among educators and to form national WGs on the basis of national fora for nonformal education. The activities of the WGs on the Teaching Profession and on Finance and Education are carried out by national teams which include representatives of the main interested parties. The teams are given an official mandate from the minister of education at the outset, so that their work will receive government support and be incorporated into the country's education policy. In 1998, the WG on Education Statistics transferred its offices from UNESCO Paris to Harare, where the group's NESIS¹ regional center and sub-regional office for Eastern and Southern Africa are now located. A NESIS office for Western and Central Africa was opened in Dakar in 1999. The opening of these offices was an important step towards establishing a NESIS professional

network in Africa and enhancing cooperation with countries in the region.

...that foster the development of professional communities

Since strengthening capacities is one of their primary activities (along with research, analysis and advocacy), the Working Groups contribute to the development of professional communities specializing in their respective areas of interest. For example, the NESIS program of the Working Group on Education Statistics, whose aim is to help develop sustainable national systems of statistical information on education, is taking part in developing a community of information management specialists in Africa. The real influence of these specialists can be seen in the fact that virtually all African countries took part in the Education for All (EFA) end-of-decade assessment in 2000.

However, this particular outcome is not to be attributed solely to ADEA. It is the illustration of ADEA's strengths in networking and underpinning the combined activities of other agencies and partners having similar objectives—in this case African governments, departments of planning of Ministries of Education, research institutions, universities, NGOs and development agencies of Sweden, the UK, the Netherlands and France as well as multilateral agencies such as UNESCO, UNICEF, UNDP, UNFPA and the World Bank. These synergies are necessary as we pursue our efforts to improve the quality of education in Africa. ♦

1. The NESIS capacity building program is at the core of ADEA's Working Group on Education Statistics' activities.

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Focus: ADEA Working Group Activities in 2000

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Evaluating ADEA Working Groups

ADEA recently conducted an evaluation of its Working Groups which was completed in 2000. The evaluation sought to assess the overall performance of the Working Groups and to appraise the extent to which they respond to the needs of ADEA's partners. Below is a summary of the major conclusions. Highlighted are future steps taken to improve the Working Groups' efficiency and to make sure that they are responsive to national concerns and needs.

At the request of ADEA's partners (ministries and agencies), a formative evaluation of the Working Groups was completed in mid-2000. The need for the evaluation stemmed, mainly, from three factors: (i) a general perception that WG activities were not sufficiently known to African ministers of education and African professionals; (ii) concern expressed by ministers that Working Group activities are not sufficiently integrated in ministerial agendas; and (iii) the need for improved accountability in light of the increasing success of the Working Groups in attracting resources.

The evaluation sought to assess the overall performance of the Working Groups and to appraise the extent to which they respond to the needs of ADEA's partners. The overall purpose of the evaluation was to ensure that the Working Groups develop in ways perceived to be useful to ADEA's partners, within acceptable norms of management and accountability. This is no simple task given that each Working Group is structured according to its specific needs, operates accordingly, and is autonomous. This is recognized as desirable for the overall dynamism of ADEA. There is, therefore, a general sense of the need to respect such diversity.

The evaluation addressed questions such as: the impact of the WGs, their visibility and viability; coordination between them; their degree of Africanization; how they collect, treat and disseminate information; and how well they function in terms of overall management and administration.

Methodology

The evaluation team was composed of two independent evaluators, one from Burkina Faso and the other from the United States of America. Between them they possess extensive education research and policy experience in Africa. They began working in August 1999 with a review of the literature produced by the Working Groups. This provided insights into the overall work of the WGs and their evolution. Then the team participated in activities organized by the WGs and met with and interviewed a wide range of actors, including the leaders and coordinators of the WGs, ministers, agency representatives, and various other professionals working in the field of education in Africa. In all, 425 people were interviewed (305 in Africa, the others in the agencies), including 13 ministers, 16 permanent secretaries or deputy ministers, and 4 university heads. Finally, two case studies were conducted in Burkina Faso and Senegal to assess the actions and impact of the Working Groups at the national level, in countries where their presence has been significant (Uganda was also selected for a case study; however, a tragic air crash aborted that case study along with the lives of its authors, to whom the evaluation report is dedicated).

General overview

While each WG is quite autonomous and has its own history, the evaluation identified general trends, some of which are highlighted below.

- **Expansion:** Aside from the "youngest" Working Groups (Early Childhood Development, Nonformal Education, Distance Education) and the Working Group on Research and Policy Analysis (which was dismantled in 2000), most Working Groups have expanded in terms of the number of activities, wider country coverage, and the involvement of an increasing number of education specialists and professionals beyond the limited scope of the ministries of education.
- **Anchorage in Africa:** ADEA Working Groups are increasingly concerned with anchoring their activities in Africa, i.e. grounding their actions in the realities and work conditions of the sector.¹ The evaluation showed that WGs are doing an excellent job of supporting regional and cross-country exchange, that African expertise is being used increasingly, and that more meetings are being held in Africa. However, the report notes that more efforts should be made towards supporting more visible leadership and representation from the South. In addition, WGs need to establish better mechanisms to learn about the priority needs of the ministries and the wider educational community.
- **Visibility:** While ADEA's visibility in the international arena has increased, largely a result of the Biennial Meetings, WGs have a rather low profile in terms of visibility at the national level. ADEA is not very well known in countries outside a restricted circle of actors. The evaluation shows that in general, ADEA's role has been that of

ADEA will pilot a strategy of country Working Group workshops. In addition to exchanging information, these workshops will explore how the Working Groups can become more involved in two major challenges confronting education in Africa: the HIV/AIDS epidemic and realization of the Education For All goals expressed at the Dakar World Education Forum.

a discrete, behind-the-scenes prodder of action and catalyst for change. This is evidenced by situations where ADEA's two key partners, ministry officials and agency representatives, are not always aware of significant contributions made by WGs to ongoing policies and activities.

- **Impact:** Impact refers to the contribution that the WG activities have on the daily work of professionals in the sector. In most cases, individuals involved in particular WGs view their participation as something that has added tremendous value to their work. However, individuals involved in WGs represent a small percentage of the educational professionals working in the sector.

Taking steps to become more responsive to national needs

The evaluation demonstrated that ADEA is contributing to the capacities of African countries to improve both the access to and the quality of education. Through its unique modes of operation and governance, ADEA develops mutual trust and respect among professionals and policymakers. To a large extent, this has

been made possible by the dedication and hard work of the leaders and coordinators of the Working Groups whose work is often more a labor of love than fulfilment of bureaucratic duties.

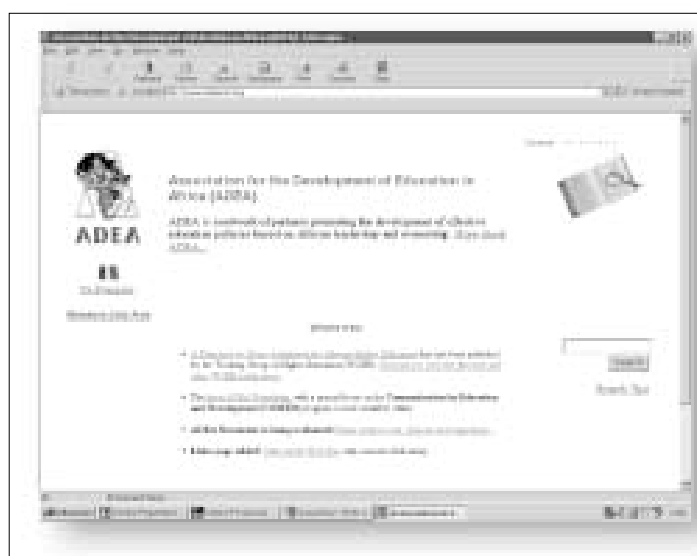
While no major dysfunctionalities were pointed out, the evaluation shows that the efforts of the Working Groups are not maximized and that greater anchoring at the national level is needed. In general, the evaluation found that: (i) the Working Groups need to be more responsive to the countries' needs, as expressed by the ministry and other institutions, including NGOs; (ii) better coordination is required of Working Groups operating in individual countries; and (iii) the Working Groups should become better known to the ministries of education and to the agencies present in the countries in which they work.

To address these issues, ADEA will pilot a strategy of country Working Group workshops which will gather all the WG members in a given country along with a wide range of actors in education including ministry staff, civil society representatives and agency representatives resident in that country. In addition to exchanging information, these workshops will explore how the Working Groups can

become more involved in two of the major challenges confronting education in Africa: the HIV/AIDS epidemic and realization of the education for all goals expressed at the recent Dakar World Education Forum. Expected outcomes of the workshops include (i) improved and more direct communication and information exchange between ministries and the Working Groups, along with (ii) development of better knowledge in countries of the work of the WGs operating there, thereby ensuring improved Working Group responsiveness to nationally-expressed needs.

BASED ON THE WORKING GROUP EVALUATION REPORT PREPARED BY AIME DAMIBA AND DIANA VAN BELLE-PROUTY

1. Indicators of anchorage, as identified by the persons interviewed for the evaluation were the following: responsiveness to the priorities of the ministries; more visible leadership and representation from the South; more use of African expertise/consultants; greater numbers of Africans on WG Steering Committees; greater number of Africans attending WG meetings; more meetings held in Africa; greater regional and cross-country exchange; ongoing North-South exchange; greater financial contribution by African ministries and partners.



Information on ADEA and its Working Groups is available on the ADEA Web Site. This includes:

- information on programs and activities;
- a comprehensive list of Working Group publications;
- a selected number of full-text publications and reports.

How to Contact the Working Groups

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Books and Learning Materials

The Working Group on Books and Learning Materials (WGBLM) is committed to supporting processes conducive to the formulation of adequate national book policies, with the objective of improving the provision of good quality educational materials, effective schooling, and literacy across sub-Saharan Africa. In 2000, the *Books Group* had a busy year of research, publishing, policy advocacy, dissemination and networking activities relating to its involvement in book policy planning and implementation.

Calling for tax breaks and promoting Reading for All

During 2000, the *Taxes off Books!* Campaign, which was launched in conjunction

with the African Publishers' Network (APNET) at the 1999 ADEA Biennial Meeting held in Johannesburg, gathered momentum. The campaign received press coverage in Nairobi and Harare as a result

of press conferences organized during the ADEA Meeting of Working Group Leaders and Coordinators in June and the Zimbabwe International Book Fair in July.

At the World Education Forum in Dakar in April, the campaign featured in the round table discussion on *Strategic Choices in the Development and Use of Teaching and Learning Resources*, which drew on the WGBLM/UNESCO survey of the context of book provision in Africa. This study, initiated by the Working Group in 1999, was extended for the EFA 2000 assessment into a global survey on textbooks and learning materials. Members of the round table panel in Dakar reiterated the Working Group's recommendation that books' exoneration from all forms of taxation, customs, and excise duty should be part of government policy to promote reading for all.

Dissemination of the second phase of the WGBLM/UNESCO study, on barriers to the intra-African trade in books, was continued in one of the *Indaba* sessions at the Zimbabwe International Book Fair (ZIBF) at the end of July. Ruth Makotsi, the lead researcher, led a discussion on the implications of the research findings for regional economic communities. Furthermore, a joint APNET/ADEA mission to Maputo in November participated in the SADC Inter-Ministerial Conference on Culture, which discussed the draft SADC Protocol on Culture, Information and Sports. The mission pursued the need to identify books as cultural products and publishing as a cultural industry.

“Textbooks may be the only introduction to reading for students who come from homes without books. They may be a young person's only exposure to reading in villages so remote that there are no newspapers, magazines, or even shop signs. They are essential to teaching literacy in the many parts of the world where book hunger is endemic, where teaching is by rote and memorization of information not always accurate and seldom up to date. ”

EFA 2000 Assessment. Thematic study on teaching/learning environments prepared by UNESCO/ ADEA- Ian Montagnes .

UNESCO/de DECKER



Improving book access

Throughout 2000 the Working Group continued to support the Pan African Booksellers Association (PABA) in its capacity-building workshops, which promote good book-selling practice and strengthen National Booksellers' Associations. These workshops have helped to stimulate the growth of the PABA network, which now has 17 member associations (compared to 4 in 1997).

The Books Group was instrumental in facilitating a technical meeting during PABA's annual convention on the publishing/book-selling interface. At the final policy session, organized by the Group at the Zimbabwe Book Fair, the guest of honor, Minister of Education Ekwow Spio-Garbrah of Ghana, invited members of the PABA Executive Committee to continue the dialogue at the Ghana International Book Fair in November. This resulted in the first formal meeting between representatives of APNET and PABA on the complementary roles of publishers and booksellers in Accra.

Research on key policy issues

Throughout the year the Working Group continued to emphasize the importance of up-to-date research on key policy issues. The research commissioned on book distribution systems was completed in March, with the findings serving as background for another ZIBF *Indaba* session in July.

In addition to the enlarged version of *Expanding the Book Trade across Africa*, three new titles in the Working

Group's *Perspectives in African Book Development* series focused on financing, access, and gender issues in materials development. The Group's strategy has been to encourage the authors of these publications to take the lead in policy dissemination.

The writing team that developed the Working Group's first training manual, which was Number 12 in the *Perspectives on African Book Development* series, will be trainers at workshops planned for 2001. The title, *Gender-Sensitive Editing*, was enthusiastically received by Working Group members. Our intention is to explore with different National Publishers Associations early in 2001 the viability of producing French and Kiswahili versions of the publication.

Disseminating the policy implications of research

To discuss the implications of the case study on Lesotho in *Financing Textbooks and Teacher Training Materials*, the Ministry of Education in Maseru organized a workshop in September, with support from Irish Aid. Discussions are underway on the dissemination of the policy implications of the other case studies in this publication, as well as those in *Books for Schools: Improving Access to Supplementary Reading Materials in Africa*.

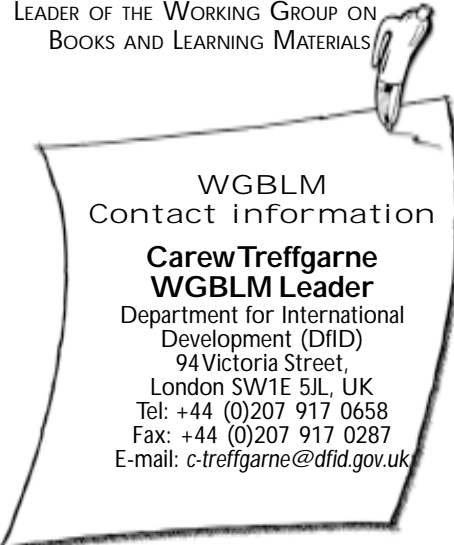
A regional workshop on *Textbook Strategic Planning* in Dakar at the end of September provided another channel for sharing the policy implications of Working Group research. The Working Group organized this workshop for

representatives from the public and private sectors in Mali, Guinea, Burkina Faso, Côte d'Ivoire and Senegal at the request of the World Bank Africa Region Office for the United Nations Special Initiative for Africa (UNISA) program.

Another workshop was organized in conjunction with the Working Group on Education Statistics in Lusaka in October to follow up on the NESIS pilot module on *Information on Books and Educational Materials*, once again continuing the dialogue between the Ministry of Education and the Booksellers and Publishers Association.

These workshops will be followed in 2001 with a renewed emphasis on helping stakeholders in the public, private, and NGO sectors share good practices in how to mobilize teaching and learning resources for Education for All.

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..Newsletter evaluation...Newsletter evaluation...Newsletter

PLEASE SEND US YOUR QUESTIONNAIRE !

ADEA is undertaking an evaluation of the *ADEA Newsletter*. A questionnaire was sent out to all readers with Vol. 12, No. 3 (July-September 2000) focused on Education Statistics.

A reminder is being sent out with this issue of the Newsletter. If you have not yet sent your questionnaire back to us, it is still time to do so!

The questionnaire, as well as the *ADEA Newsletter*, can be downloaded from the ADEA Web Site or requested from the ADEA Secretariat.

ADEA Newsletter

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Finance and Education

The overall goal of the Working Group on Finance and Education (WGFE) is to improve educational planning, financing and management in sub-Saharan Africa. The Working Group is a forum where African educational planners and economists and funding agencies exchange information, develop tools and elaborate policies that will lead to the better management of education financial resources. Case studies exploring policies and practices related to the financing of education are an important component of WGFE's work program. WGFE also emphasizes capacity building within ministries of education and finance in the areas of planning, and budgetary and financial management.

Case studies explore policies and practices

Since 1998 the Working Group has been conducting national case studies that explore policies, practices, and mechanisms relating to the financing of education in the countries of sub-Saharan Africa. The studies also examine the institutional agreements between ministries of finance and education where planning and budget allocations are concerned. The teams conducting the studies are composed of nationals of the countries, such as representatives of the ministries of education, economy, and finance, and scholars from universities and research institutions.

The purpose of the studies is to provide an initial analysis of the way education is financed; financing mechanisms are reviewed and the constraints, bottlenecks, and weaknesses of these mechanisms are analyzed. This analysis will serve as a basis for deciding on specific actions to improve the financial and budgetary management of the country's education system.

■ Dissemination seminars

When the case studies are completed, national dissemination seminars are held to disseminate the results of the case studies to the major stakeholders in the education system of the country concerned (decision-makers, development organizations and NGOs, teachers' trade unions, parent-teacher associations, etc.) and make them aware of the issues and problems involved in financing education. To date, six studies have been completed in Benin, Niger, Senegal, Swaziland, Tanzania, and Mauritius. Six

more were initiated in 2000, including Burkina Faso, Burundi, Kenya, Mauritius, Mozambique, and Egypt.

In 2000, about thirty people participated in the dissemination seminar for Kenya—academics, representatives of the ministries of finance and education, representatives of civil society, UNICEF, and NGOs. Members of the national study team presented the results, which provoked wide-ranging and constructive discussions at a time when the country is drafting a document to serve as the basis for mapping out a strategy for poverty reduction. At

the end of the seminar, it was suggested that the study be adopted as a reference guide and regularly updated. The team also received several recommendations: (i) the data should be analyzed in greater depth and the analytical approach based on unit costs should be extended to all levels and types of education, in order to provide a basis for specific budget proposals; (ii) the study should be supplemented by an analysis of the system of

“Broadly speaking, there is little relationship between the total amount of public money spent for education and enrolments in education systems. What matters is not the amount of money spent for education, but rather the way that money is spent.”

African education systems, an economic and comparative analysis, by Alain Mingat and Bruno Suchaut, De Boeck & Larcier, 2000.



UNICEF / Giacomo Pirozzi

student grants and loans as well as of private-sector participation in the financing of education; (iii) the medium-term expenditure framework should be analyzed in greater depth, along with the problem of coordinating external aid.

■ Implementation seminars

The Working Group also helps to organize implementation seminars, which provide an opportunity for the countries conducting case studies to discuss the recommendations of their national teams in greater detail. The seminars are supposed to lead to strategies for implementing the recommended actions. An implementation seminar was held in Mbour, Senegal, on July 17, co-chaired by Abdoul Aziz Fall, permanent secretary to the Minister of Education, Technical Education and Vocational Training, and Mr Alé Lo, chairman of the Association of Community Based Organizations and Rural Communities (*Association des collectivités locales et des communautés rurales*). Some thirty participants attended the seminar, most of whom were representatives of the ministers of education and finance and of civil society organizations. Participants discussed means of implementing certain recommendations. To date, several short-term recommendations have been adopted by the ministry and are beginning to be implemented. In addition, the recommendations concerning long-term strategy were taken into consideration in the drafting of the country's Ten-Year Plan for Education and Training (*Programme décennal de l'éducation et de formation - PDEF*).

Modules are developed for training seminars

One aim of the Working Group is to help education and finance ministries develop and implement policy on planning and on budget and financial management, in order to ensure optimal management of the funds allocated to education. To this end, training modules have been developed to contribute to the technical upgrading of the staffs of these ministries.

The modules, which were developed in collaboration with the International

Institute for Educational Planning (IIEP), cover the theoretical aspects of planning, and budgetary and financial management, as well as practical exercises. They refer to actual situations described in the Working Group's national case studies such as: an analysis of the evolution of education spending in Mauritius; Sources of financing for education in Swaziland; Budgetary procedures in Senegal; Budgetary procedures in Tanzania; Planning and budgeting for education in Swaziland; Education budget preparation and implementation in Mauritius.

In 2000 two **regional training seminars** based on these modules were held in collaboration with the International Institute for Educational Planning (IIEP), with the participation of planning, administrative, and financial directors of ministries of education and budget directors of the ministries of finance.

The first seminar, for the French-speaking countries, was held in Grand Bassam, Côte d'Ivoire in April. Eleven countries were represented: Benin, Côte d'Ivoire, Burundi, Burkina Faso, Niger, Senegal, Chad, Togo, Guinea, Congo and Madagascar. The second, for the English-speaking countries, was held in Quatre-Bornes, Mauritius, in September. It brought together 23 participants from Mauritius, Kenya, Ethiopia, Lesotho, Namibia, Zimbabwe, Mozambique, Botswana, Uganda, and Gambia.

In addition, two **national training seminars** were organized in 2000. The first was held in Lomé, Togo, in October, for the six regional directors of the national education system and 24 officials from the ministries of education and finance. The second was held in Koudougou, Burkina Faso, in November, for the managers of the Regional Departments for Basic Education and Literacy (*Directions régionales de l'éducation de base et de l'alphabetisation-DREBA*) and officials from the central departments of the ministries responsible for education in Burkina Faso.

Activities for 2001

In 2001 the national case studies will be continued and dissemination

seminars held. Several reports on the case studies will be published, and some countries (Benin, Burkina Faso, Burundi and Mozambique) will be in a position to organize national implementation seminars. The Working Group will also organize training seminars—two or three at a national level and one at a regional level—in collaboration with the IIEP. In addition, a sub-regional seminar will be organized on the topic *The Challenges of Higher Education Financing in Africa*. The objectives of the seminar, which is intended mainly for ministers of education or higher education in French-speaking Africa, will be to discuss the various problems raised by the financing of higher education in Africa and to analyze successful solutions from both Africa and other regions of the world.

Lastly, the Working Group will address the AIDS problem, which has affected education both directly (costs of absenteeism, of hiring and training new teachers, etc.) and indirectly (draining away part of the social sectors' share of the central government budget). A team will be set up to analyze the impact of the AIDS epidemic on the effort to finance education in Africa.

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Education Statistics

Well-managed and responsive statistical information services are essential to viable policy formulation and efficient investments in education. This principle is at the basis of the activities of the Working Group on Education Statistics (WGES). Since it was created in 1989, the Working Group has focused on building capacities to implement, maintain and manage effective national education information systems. It has succeeded in developing a growing, structured network of education information managers and statisticians throughout sub-Saharan Africa. In 2000, the Working Group continued its capacity-building efforts, and was actively involved in assisting countries to participate in the EFA assessment.

The core of the ADEA Working Group on Education Statistics (WGES) is the joint capacity-building program, Strengthening National Education Statistical Information Systems (NESIS). NESIS is supported by nine agencies and over 40 sub-Saharan African countries. Its main objective is to develop sustainable statistical information systems for education policy-making. The NESIS team operates from the NESIS Regional Center and sub-regional office for East and Southern Africa at UNESCO Harare, and the sub-regional office for West and Central Africa in Dakar. It manages capacity-building activities, country implementation, and the exchange of experiences in the sub-regions. It also serves as the Working Group secretariat.

Building capacity for the EFA 2000 assessment

During 1999 and the first half of 2000, WGES mobilized the NESIS network to coordinate, train, and assist countries in producing statistical indicators for the assessment of progress toward the Jomtien goals. In this activity, WGES received support from DFID, the Netherlands, UNICEF, UNESCO, SIDA, and the French Cooperation, and it collaborated with the Education for All (EFA) Global Forum. In March 2000, following national assessments and the sub-Saharan Africa Conference on Education for All in Johannesburg, held in December 1999, NESIS and EFA Harare organized a meeting of the Regional Technical Advisory Groups (RTAG) country representatives to prepare issues

for the World Education Forum (Dakar, April 2000).

The NESIS team produced a report synthesizing the country assessments, entitled "Assessment of basic education in Sub-Saharan Africa 1990-1999." The report was presented in draft at the Dakar conference

and is now being printed. The team created a database containing country data and

“Availability of relevant information is a *sine qua non* of informed decision-making and public discourse, and the development of information systems is an essential part of the transformation of rigid bureaucracies into responsive learning organizations capable of solving critical development issues.”

Ko-Chih Tung, Coordinator of the Working Group on Education Statistics, in ADEA Newsletter Vol. 12, No. 3 (July-September 2000)



indicators, which is being updated, and prepared a statistical publication.

In December, at a meeting of heads of UNESCO field offices in sub-Saharan Africa, held at BREDA in Dakar to discuss EFA follow-up activities, NESIS presented its strategies and capacity-building activities related to the EFA monitoring and assessment functions.

Other activities in 2000

WGES has also been engaged in other activities, including the development of regionally-based training programs. Projects in the following areas have been implemented:

■ **Information on Books and Education Materials (IBEM):** Initiated in 1999, IBEM is a joint project conducted by WGES and the ADEA Books Working Group. The project is developing a system to track books from design to use in classroom, with the aim of improving book production and distribution. The preliminary findings were reported in the ADEA Newsletter. As an integral part of Zambia's Basic Education Sub-Sector Investment Program (BESSIP), WGES is helping to develop an IBEM database.

■ **Information systems on nonformal education:** Although many NGOs provide education and training, these programs are usually neglected in official education statistics. In collaboration with the Working Group on Nonformal Education, WGES organized a workshop in Nairobi in December for statisticians and nonformal education (NFE) specialists to assess the state of statistics on NFE. The Working Groups proposed pilot projects for the development of information systems, one on a national directory of NFE courses and providers (Kenya) and another on statistics on enrolment and performance in basic education equivalency courses provided by the NFE sector (Zimbabwe).

■ **Use of population censuses and household surveys:** UNICEF and NESIS are collaborating in a project to learn more about why children are not in school. The objectives are to examine in three pilot countries how data from routine ministry of education data systems

and from population census and household surveys can be combined and utilized to identify characteristics of children out of school and the reasons they do not enroll.

■ **Publications and information services:** The Netherlands is supporting a project on the design, development, and management of statistical publications and information services. A work plan and terms of reference for pilot projects were prepared and a task-manager was hired to coordinate the implementation and development of materials.

■ **Module on statistical data collection and processing:** A module was developed in collaboration with the Ecole Supérieure d'Informatique de Bobo Dioulasso in Burkina Faso. The module is based on the new education management information system (EMIS) in Burkina Faso and results of a workshop on restructuring information systems in a decentralized environment. It contains a document on the approach and system design and a CD-ROM containing data management software, sample questionnaires, a database, and data sets. A team of national experts from Burkina Faso and Senegal is developing the module, with support from French Cooperation experts and the NESIS node in Dakar.

■ **Other activities of the sub-regional NESIS office for West and Central Africa in Dakar** included: Interactive seminars for educational planners through the RESAFAD server in Ouagadougou; contributions to the OAU evaluation of "The State of Education in West Africa in year 2000"; and collaboration with ADEA's Communication for Education and Development (COMED) program to elaborate a module on education statistics for journalists.

■ **Internet connectivity:** USAID is financing Internet connections for ministries of education in NESIS countries; it is providing subscriptions to local Internet service providers (ISPs), training in start-up and maintenance, and equipment. Countries connected in 2000 are Côte d'Ivoire, Eritrea, the Seychelles, Sierra Leone, and Zambia.

■ **Nigeria EMIS and Federal Education Data Bank:** the NESIS coordinator

took part in a joint UNESCO/World Bank mission to Nigeria in September-October, resulting in Nigeria's decision to conduct a NESIS diagnostic survey and formulate an action plan.

■ **OAU seminar:** representatives from the East African countries convened in Nairobi in December to review OAU's decade of education program. Strategies for capacity building were presented, emphasizing the institutional, technical, and human aspects.

Distance training programs

NESIS and the Zimbabwe Open University are preparing a proposal for the development of distance education training programs. The project would elaborate and transform NESIS technical materials that have been developed and tested in country pilot projects into materials for distance learning training. Within the framework of this project, it is planned that a network of specialists and institutions in the sub-region will conduct a training of trainers program.

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1. See the article "Why are there so few books in the schools?" *ADEA Newsletter*, Vol. 12, No. 3, July-Sept. 2000, pp. 11-12.



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Early Childhood Development

The Working Group on Early Childhood Development (WGECD) is one of the most recent ADEA Working Groups. It was created in 1997 with the objective to ensure that provisions for quality, accessible and affordable ECD are in place in order for children to have equal chances to complete basic education and develop their capacities. The first task the Working Group set for itself is to investigate existing ECD policies in sub-Saharan Africa. The Policy Studies Project includes a broad survey of ECD policies and the production of three case studies in Ghana, Mauritius and Namibia.

Activities of the Working Group on Early Childhood Development (WGECD) gained momentum in 2000, encouraged by further acknowledgments of the crucial importance of ECD as a precondition for the positive development of children in education and in life. Such acknowledgements were made in international fora such as the ADEA Biennial Meeting and the Johannesburg All Africa Conference on EFA in 1999 and the World Education Forum in Dakar in 2000. A recent statement from the Executive Director of UNICEF, Carol Bellamy, at the launching of *The State of the World's Children 2001*¹, argued strongly that the key to human development progress lies with the very youngest: "The greatest tragedy is that many decision-makers simply don't know how crucial those first three years of life are. But we have made great strides in understanding human development, and we are now certain that those years are vital to everything that comes later. Investments made today will yield high returns to children and society in the future."

The Policy Studies Project

The decision-makers referred to by Carol Bellamy and the policies relevant to young children for which they are responsible are the focus of the Working Group's Policy Studies Project. Its

starting point is the belief that increased commitment to and investment in ECD by national governments is essential to

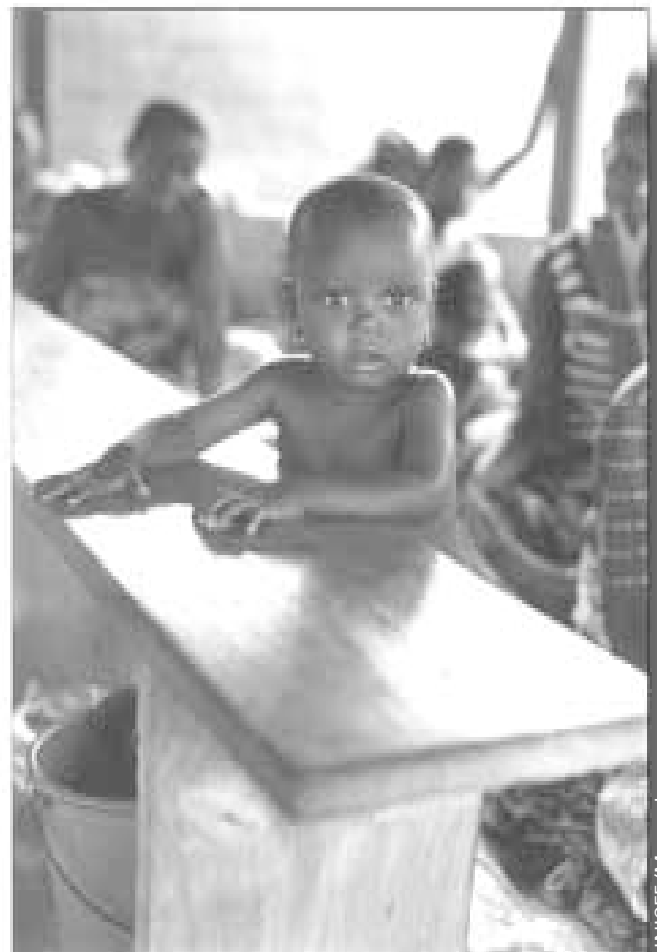
“The greatest tragedy is that many decision-makers simply don't know how crucial those first three years of life are. But we have made great strides in understanding human development, and we are now certain that those years are vital to everything that comes later. Investments made today will yield high returns to children and society in the future.”

Statement by Carol Bellamy, UNICEF Executive Director at the launching of *The State of the World's Children 2001*.

expanding and improving sustainable and appropriate ECD in Africa. By providing information to African governments about the ECD policies that have been developed in Africa and the thinking and strategies that have led to these policies, the Working Group hopes to encourage and stimulate active government commitment to ECD.

The Working Group's Policy Studies Project has

two main components: a broad survey of the ECD policies and the production of case studies on policies in three African countries. In regard to the first component, in November 2000 the Group sent out a questionnaire to all ministers of education to elicit general



UNICEF/Murray Lee

information about ECD and specific information about ECD policy. One-fifth of the more than 50 questionnaires sent out were returned by early December. The information from the questionnaire returns will be included in the meta-analysis stage of the project, which will take place after the three case studies have been completed.

The production of the case studies accelerated in August, once much behind-the-scenes work had established the project as a joint venture of the Working Group, UNICEF, and the ministries in Ghana, Mauritius, and Namibia. These three countries were selected because they had developed or were in the process of developing policies focused specifically on ECD. Each country formed a team comprised of researchers, a representative from the UNICEF country office, and one from government. From the beginning teamwork and the establishment of links with ECD networks in each country were seen as key to the process.

Two linked workshops were held in South Africa, one in August and the second in late November. Each country team participated in the workshops, which were facilitated by the Project Coordinator and an experienced ECD trainer. At the first workshop participants produced the terms of reference for the case studies and a two-month work plan for each country team. At the second workshop they reviewed progress, ironed-out difficulties experienced by the teams, and worked on strategies for disseminating the case studies. Ghana and Mauritius produced first drafts of the case studies for the second workshop, and Namibia's will be completed early in 2001.

A workshop will take place in early 2001 to carry out a meta-analysis of the findings of the three studies, supplemented by the information from the results of the questionnaire to ministries of education. Each UNICEF office intends to organize in-country conferences to disseminate the results of the case studies, and the Working Group will seek opportunities for the government representatives to present their case studies and the meta-analysis report at international conferences. The Working Group

will publish the complete meta-analysis.

HIV/AIDS and ECD

In response to the deep concern about HIV/AIDS in Africa, the Working Group has taken the first steps in partnership with UNICEF regional offices to study the effects of HIV/AIDS on young children and their families. At a meeting in 2001 representatives from African countries most affected by HIV/AIDS will brainstorm to identify the main issues, problems, and options and some of the initiatives that have begun. The Working Group, in partnership with other organizations, will consider supporting case studies on HIV/AIDS initiatives as part of a second stage of the Policy Studies Project. In the meantime, the questionnaire sent to ministries includes a question on the impact of HIV/AIDS on young children and their families.

Structure and organization of the Working Group

As 2000 was devoted to getting the Policy Studies Project off the ground, little attention was given to what is clearly most crucial to any extension of the activities, that is, to establish a firm constituency for the Working Group and to appoint a Steering Committee. The questionnaire returns should indicate which African countries have a particular commitment to ECD. A number of countries have expressed interest in working with the Working Group. The Netherlands Ministry of Foreign Affairs, which is the lead organization for the Working Group, will arrange a meeting in 2001 to disseminate the outcomes of the Policy Studies Project and bring together representatives of interested countries.

The Group's dilemma

The principle of holistic child development, which recognizes the importance of children developing satisfactorily in many dimensions and the interdependence of these dimensions, is one of the guiding principles of the Working Group.

The way national governments organize themselves in most countries contradicts this principle, in that the needs of children are addressed through sectoral programs. Furthermore, ADEA is concerned primarily with formal education, while the Working Group definition of ECD includes children from birth to seven or eight years old, within and outside of educational institutions. In choosing to work on the Policy Studies Project, the Working Group has confronted this dilemma head-on. In none of the three case study countries, is the government representative on the team from the ministry of education, because another ministry is more relevant to ECD policy. How the ministers of education respond to the project's publications will be a test of how far the principle of holistic ECD is accepted.

KATE TORKINGTON

POLICY STUDIES PROJECT

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1. *The State of the World's Children 2001: Early Childhood*, UNICEF, 2000.

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Higher Education

The context of higher education in Africa is rapidly changing. Globalization, privatization, Internet and the new information and communication technologies, and AIDS are bringing in new challenges. The Working Group on Higher Education is responding by making changes in the way it operates, conducting new research and implementing new activities.

The rediscovery of higher education

The year 2000 was notable for a remarkable resurgence of interest among development agencies in higher education. In the course of the year hardly an agency did not signal an intensified interest in tertiary education, by means of a workshop, a policy statement, or a reallocation of funding priorities. UNESCO set the tone with its Year of Higher Education, which was followed by the launching of a consortium of four American foundations (Ford, Rockefeller, MacArthur, and Carnegie), aimed at increasing financial support to selected universities on the African continent.


The year also witnessed a landmark publication in the form of a report by the Task Force on Higher Education entitled *Higher Education in Developing Countries: Peril and Promise*¹. This renewal of interest in higher education has underlined the importance of the role of ADEA's Working Group on Higher Education (WGHE). Yet the accompaniment of this renewed interest by dramatic achievements among African universities and the spread of globalization and rapid technological change has not only brought new urgency to the efforts of the Group but also transformed the context in which we are operating.

Several factors underlie renewed agency interest in higher education and provide evidence for believing that we are witnessing more than the familiar swing of the pendulum of donor fashion. Behind the increased attention is a new recognition of its importance in national development. At least five sources of this recognition can be identified. First, there is new acknowledgment that higher

education cannot be ignored in sectoral considerations. Second, dramatic examples of reform, provided by universities such as Dar Es Salaam, Makerere, and Eduardo Mondlane, offer compelling illustrations of what universities can accomplish if commitment, imagination, and resources combine within a supportive national environment. Third, conventional theories of assessing the value of higher education by means of rate of return analysis are being called into question by a suggestion that this analysis underestimates its contribution, particularly to what has come to be called the public good. Fourth is that new information and communication technologies have more immediate and extensive potential relevance for higher education than for other levels of the system. Finally, the educational manifestations of globalization and privatization are diversifying and internationalizing the providers of higher education in ways that are changing roles of and context in which universities in Africa, as elsewhere, operate.

Implications for the Working Group

The dramatic developments at some



“ Higher Education is a rational and feasible way for many countries to mitigate or avert further deterioration in their incomes, while positioning themselves on a higher and more sharply rising development trajectory. ”

Higher Education in Developing Countries – Peril and Promise, The Task Force on Higher Education and Society, The International Bank for Reconstruction and Development, 2000.

universities, together with increased recognition of the importance of higher education, are a culmination of goals long sought by the Working Group. In the accomplishments of the three universities mentioned, one can see some fulfillment of the principles that WGHE has been struggling to popularize and apply. Strategic plans provide the most obvious example of the principles. Having promoted the value of strategic plans and struggled to help universities develop them, the Group can only be impressed by the way in which these plans have been used and transformed into a vehicle through which universities can take control of their own destiny, initiate reform, and gain resources. WGHE's encouragement to universities to insist on donor coordination and to grasp the opportunities presented by information technology are other examples of principles put into action.

The achievements of some universities in Africa and the wider recognition of the importance of higher education for the region has created, in turn, a new context of responsibility and

underscores the importance of WGHE's mission in a more dynamic and complex future. Much of the dynamism and complexity of that future are being created by globalization, privatization, and the technological revolution epitomized by the Internet. If the Working Group is to continue to provide useful leadership, it will have to think through and act upon the ways in which the old world of campus universities is being transformed by new modes of delivery, by new, different, private, and often distant providers, by new institutional divisions of labor, and by new notions of curriculum content. Particularly important in an era of instrumentalism and commercialism is the need to think through how those universally valued aspects of a university that are not provided by market forces can be safeguarded and enhanced for national well being.

Lessons

Several lessons can be drawn from the first ten years of WGHE's history:

- It has been said that reforming universities is like trying to move a cathedral. WGHE's experience can be put more positively. Reform is possible, but it takes time and perseverance.
- Institutional transformation requires a trusting partnership between funding agencies, governments, and institutions of higher education; strategic plans provide a process whereby these relationships can be developed.
- Progress has been greatly facilitated by the WGHE's partnership with the Association of African Universities (AAU), with which we have coordinated all our activities.
- A lesson from the experience of the universities of Makerere, Dar Es Salaam and Eduardo Mondlane is that though reform does not depend upon external funding, strategically allocated support can facilitate and accelerate reform.

WGHE's response to the new context

The ability of WGHE to respond to the

challenges that have been outlined can be assessed in part by our choice of what we do and how we operate. The year saw several new initiatives that tried to take account of the changing context. One of the most significant was in the role and structure of the Group itself. Recognizing that the business of higher education can no longer be left solely to representatives of universities and development agencies, the Group established a Steering Committee with representation from a variety of constituencies, including government and non-university tertiary institutions. The Steering Committee met in June 2000 and will meet again February 2001.

In response to the pace of change in the world of higher education, WGHE accelerated its program with the emphasis on implementing five new activities:

- **A Directory to Donor Assistance for Higher Education in Africa** has been completed, is being published in English and French, and will be distributed at the AAU General Conference scheduled for February of 2001.
- The number of **studies of the impact of HIV/AIDs on university communities** was increased from the original six to eight, and the results will be available in a synthesized analytical report at the AAU General Conference.
- **The use of ICT for tertiary teaching and learning** has been another priority theme. Working Group funding has enabled the Project for Information Access and Connectivity (PIAC) to join forces with the International Network for the Availability of Scientific Publication (NADSP) to conduct a resource assessment workshop last December in Addis Ababa. The workshop will produce a directory of teaching and learning resources for higher education available on the Internet.
- **A survey of higher education innovations** proposal was prepared, submitted, and approved for funding in the course of the year, and a research team from the continent has been constituted. The team will identify and document higher education innovations currently underway in

institutions across sub-Saharan Africa.

- **Innovative pilot activities of regional cooperation in graduate training and research** seek new alternatives for teaching and learning at the graduate level that take advantage of the relative strengths of different institutions. This project, to be implemented through the AAU, received a welcome boost of \$1million from U.S. Agency for International Development. The grant should greatly increase the range of pilot activities that can be supported and will help make WGHE's regional cooperation initiative one of its most important activities in 2001.

The future

The Working Group looks forward to the challenges and opportunities presented by the accelerated pace of development in higher education on the continent. Recognizing the key role played by our partnership with the Association of African Universities in all our achievements, we will in the new year advance the idea of a formal transfer of the Working Group's coordination responsibilities to the AAU, in the expectation that this will enhance our ability to reinforce the contribution of higher education to Africa's development.

DAVID COURT

WORKING GROUP ON HIGHER EDUCATION

Higher Education in Developing Countries - Peril and Promise, The Task Force on Higher Education and Society, World Bank, 2000.

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Female Participation

The ADEA Working Group on Female Participation (WGFP) was created in 1990 to help close the gender gap in African school enrolment, attainment, and performance. Education for all, and more specifically the education of girls, is the single most important investment that a nation can make. Research shows a clear link between the level of girls' education and social indicators related to health and well-being, including nutrition, maternal health, and child health and survival. The Working Group has four components: The Forum for African Women Educationists (FAWE), the Alliance for Community Action on Female Education (ACAFE), the Female Education in Mathematics and Science in Africa (FEMSA) program, and the Partnership for Strategic Resource Planning in Africa (SRP). FAWE, which was a WGFP component until October 1999, now leads the Working Group.

The Forum for African Women Educationists (FAWE) entered the millenium with a renewed commitment to reducing the gender gap in education. Indeed, since October 1999, FAWE has taken responsibility for leadership of the ADEA Working Group on Female Participation (WGFP) and has had the challenging task of being both the leader of the Group and a component with its own work plan to implement.

In 2000 the four components were involved in various activities to promote the education of girls and women. What follows is an outline of the major accomplishments of each component.

FAWE activities

FAWE's new role as leader of the Working Group brought about the need to review the relationship between the Group's other three components (ACAFE, FEMSA and SRP), to see how these programs could be integrated into FAWE's overall work program. As a first step, a series of country-level workshops for the WGFP components were organized in Chad, Ghana, Mali, Uganda and Zambia between October and November 2000, allowing the participants to contribute their views on the proposed integration.

In addition, FAWE implemented activities outlined in its own annual work plan. These activities included:

- Organization of a Regional Ministerial Consultation in Nairobi, November 7 to 8, on *Closing the Gender Gap: Curbing Girls' Dropout*. The regional consultation brought together representatives of 13 countries from Eastern and Southern Africa, who

explored major factors contributing to girls dropping out of school, including poverty, HIV/AIDS, pregnancy, and sexual harassment. Participants shared useful strategies for curbing dropout rates, including the role of boarding schools. Representatives from each country committed to at least one intervention to curb dropouts over the next year.

- Participation in international, national, and regional fora on girls' education, including: a Communication for Education and Development Workshop held in February in Harare; the Organization of Social Science Research in Southern and Eastern Africa (OSSREA) Congress, in April in Dar-es-Salaam; the Beijing +5 Conference (23rd Special Session of the General Assembly, "Women 2000: Gender Equality Development and Peace for the 21st Century"— 5-9 June 2000, New York); the Action Aid Meeting (Session on Trafficking and Girls' Education- 3 June 2000, New York); the UNICEF Panel Discussion on Girls' Education ("Challenges from Dakar"— 6 June 2000, New York).

- Grants to projects promoting girls' education in Africa.
- Support to the development of modules that help empower girls and the establishment of girls' clubs and guidance and counseling desks.
- Involvement in the Schools of Excellence projects in Tanzania, Kenya and Rwanda.

“*Girl-child of sub-Saharan Africa, what hopes, dreams and plans do you have for your future? As you move into the next millenium, what kind of a girl will you be? I've lived long enough to know the living status of girls and women in Kenya. I want to be a politician.* **”**

Winnie A., Uganda, 13 years.



- Development of training modules on Gender Sensitization and Advocacy for FAWE national chapters.
- An analysis of the National Score Card from 20 countries.
- Production and dissemination of publications on HIV/AIDS, curbing school dropouts, and Education for All.
- Launching in several countries of the Agathe Uwilingiyimana Award for grassroots innovations.
- Active advocacy for girls' education through television appearances and radio interviews.
- Revamping the FAWE website and review of FAWE's communication strategy at the national and regional levels.

ACAFE activities

The Alliance for Community Action on Female Education (ACAFE) was created to channel funding and other types of assistance to NGOs that are apt to advance female access to education. Five countries are participating in Alliance activities: Chad, Ghana, Mali, Uganda, and Zambia.

In 2000 the programs in Ghana, Mali, Uganda and Zambia continued to help local non-governmental organizations (NGOs) and community-based organizations (CBOs) promote the education of women and girls in their communities. Alliance Mali is identifying the CBOs/NGOs that qualify for assistance from the Alliance while Alliance Chad has recently identified a national coordinator to run program activities.

FAWE hosted the third Annual Alliance workshop in Nairobi in August, which was attended by the national coordinators from the five Alliance countries, the chairpersons of the national steering committees, staff from UNICEF/New York and a few representatives from the UNICEF country offices. Participants received and reviewed progress reports from each country, with a special focus on the issue of integrating the Alliance into FAWE's work program.

The ACAPE secretariat was transferred from UNICEF/New York to the FAWE Regional Secretariat in Nairobi in September.

FEMSA activities

The Female Education in Mathematics and Science in Africa (FEMSA) program was created to improve the performance of girls and young women in science and math and to improve school curricula. In 2000 FEMSA accomplished the following:

- Implemented interventions at national and school/community levels to promote the participation and performance of girls in Science, Mathematics and Technology (SMT);
- Strengthened documentation units in FEMSA national centers;
- Conducted an analysis of examination papers and syllabi;
- Gathered documentation on role models;
- Produced booklets on various themes, including: "Parents' and Community Attitudes towards Girls' Participation in and Access to Education and Science, Mathematics and Technology (SMT) Subjects"; "Status of Girls' Participation and Performance in SMT Subjects in Primary Schools"; and "Status of Girls' Participation and Performance in SMT Subjects in Secondary Schools";
- Designed and launched the FEMSA website;
- Reinforced links with other institutions, including AFCLIST, the Global Fund for Women, and the German Foundation for International Development (DSE); explored the possibility of collaborating with UNESCO for the production of gender sensitization modules for use in teacher training and curriculum development institutions; contacted other organizations, such as Women in Global Science and Technology (WIGSAT), and Once and Future Action Network (OFAN).
- Organized the Annual Consultative Group Meeting, held in Burkina Faso, to discuss the FEMSA Mid-Term Review and the integration of the WGFP components into the FAWE work program;

SRP activities

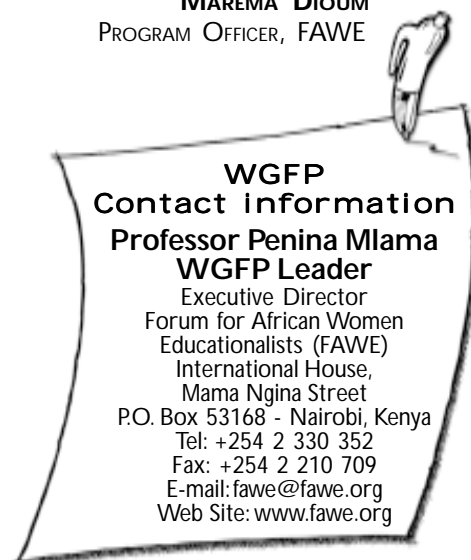
The main objective of the Strategic Resource Planning (SRP) program is to

build capacity in participating countries to carry out research on constraints and opportunities to advance the girls' education agenda and to identify how national education sector resources might be better utilized to enable the financing of interventions likely to contribute to increased gender equity of educational opportunities. The SRP program stems from FAWE studies of barriers to girls' education and strategic resource planning in Ghana, Guinea, Ethiopia, Malawi, Mali, Senegal, Tanzania, Uganda and Zambia. These studies show that cost-effective reforms are possible with existing education resources and that equity-oriented reallocations can reduce family costs, raise quality, and influence parental demand for girls' education.

In 2000, FAWE spearheaded a program of consultations with ministries of education in the nine SRP countries, leading to the development of option papers, which were discussed at a Ministerial Strategic Resource Planning Meeting held in Lusaka, Zambia, in March 2000. This was a breakthrough, as the participating ministers committed to mainstreaming SRP findings. The nine participating countries identified priority areas and will develop action plans.

Meanwhile, the SRP country research reports prepared in collaboration with the Institute of Development Studies (IDS) in Sussex were finalized and published. The research reports for Phase I countries (Ethiopia, Guinea and Tanzania) were published in 1997.

MAREMA DIOUM
PROGRAM OFFICER, FAWE



The Teaching Profession

Anglophone Section

The Working Group on the Teaching Profession (WGTP) was created in 1993 to help ministries of education create teacher management and support (TMS) systems and improve teaching and learning environments. Recognizing that school heads, inspectors and other senior education officers are key to influencing policy formulation, changes and reform, the anglophone section of the Working Group has focused on strengthening their capacities. Activities have aimed at enhancing management and supervisory skills and developing competencies in resource materials development. A major output of the Working Group is the school inspector training modules, which are now being used in several African countries.

In 1993 ADEA launched the Working Group on the Teaching Profession, anglophone section (WGTP/as), with 16 African ministries of education and 18 development partner representatives. The lead agency for the Working Group is the Commonwealth Secretariat. Partners have included the Aga Khan Foundation, African teacher organizations, the British Council, CFBT, DANIDA, JICA, FINLAND, NORAD, USAID, the Netherlands Development Agency, the Rockefeller Foundation, UNICEF, UNESCO, and FAWE. African ministries of education have shared leadership in the Working Group and have played a key role in implementing program activities.

Over the last seven years WGTP/as and ministries of education have made significant progress in addressing teacher management and support (TMS) issues in the sub-region. Achievements have included:

- Creation of a strong lobby for TMS within ministries of education and regions;
- Establishment of a TMS action process in ministries of education;
- Analysis of TMS issues and problems;
- Increased levels of professional exchange between professional staff and principal secretaries on TMS issues;
- Development of resource materials and provision of training.

In 1998 the Working Group met in Zanzibar to review the TMS program. Since then, the Group has concentrated its efforts on implementing the School Inspectors Support program and other TMS activities recommended at the meeting.

Support to school inspectors

Strengthening capacity among teacher supervisors has been a major component of the Working Group's program. Because senior education officers, such as

“The demand for professionalism in teaching has increased steadily over the years. It has been fuelled by: an exponential expansion in the knowledge or content areas that schools have to cater for; increased sophistication of the pedagogical skills required to cope with the new curriculum requirements; major changes in the type of society for which learners are being prepared; and the emergence of additional roles that societies expect their teachers to play in human development.”

Cream Wright, Commonwealth Secretariat, ADEA Working Group on the Teaching Profession TMS Review Meeting, Zanzibar, July 1998.



UNESCO/Fabian Charaffi

school heads, inspectors, and directors, are key influences on policy formulation, changes and reform, the Group has helped to build their management, supervision, and materials-development skills.

In 1995, recognizing that effective school supervision and advisory support is the sine qua non for ensuring quality in education, the Working Group launched a regional initiative to improve school inspection and to develop materials for training school inspectors. The regional Southern Africa Development Committee (SADC) TMS Working Group identified priority training needs for school inspectors and developed training modules. It tested the training modules in Botswana, Lesotho, Malawi, Namibia, Zambia, and Zimbabwe and in 1998 conducted a regional training of trainers workshop for school inspectors in Namibia. Other countries outside the SADC region, including Cameroon, Cape Verde, Djibouti, Ethiopia, Ghana, Gambia, Kenya, Liberia and Tanzania have requested the modules for their own training programs.

Teacher Resource Centers

The Zanzibar meeting recommended that the Working Group review the role of Teacher Resource Centers (TRCs) and initiate strategies to help these centers facilitate the professional development of teachers. Hence WGTP/as supported studies on Teacher Resource Centers in Botswana, Kenya, Namibia, Tanzania, Uganda, Zambia, and Zimbabwe, which were completed in 2000.

Since the early 1980s, governments have been bringing TRCs into their education policy frameworks and helping to restructure and absorb TRCs that were developed in response to local initiatives. Some countries, such as Botswana and Namibia, have built strategically located and well-resourced centers. Other countries, such as Zambia or Zimbabwe, have supported more TRCs close to schools, as well as regional centers, stretching available resources. While the initial purpose of TRCs was to upgrade teachers professionally and to improve the learning environment of schools, their activi-

ties have gradually been extended to support government reforms. TRCs are often required to meet a much wider range of objectives, such as providing resources and support services to schools and acting as centers for networking.

An analysis of the preliminary findings in each study indicates problems with existing administrative, organizational, and financial arrangements, including staffing, accreditation of programs, and cost-effectiveness.

WGTP/as held a regional workshop in early December in Dar-es-Salaam to review the TRC country reports and plan the way forward. Workshop participants developed a draft framework and guidelines for school-based TRCs, which will be published in 2001.

Other activities

■ **Intra-African and South-North exchanges:** The Working Group facilitated two exchanges in 2000. First, following a request by the Minister of Education of the Seychelles, the Group facilitated study visits for two Seychellois senior education officers to TRCs in Botswana, Namibia, and Uganda. The visits were aimed at informing Seychelles's development plans for establishing new TRCs. Second, Teaching Service Commissioners from Botswana and Lesotho got some work experience in Scotland, funded by their ministries of education. These visits were stimulated by the Working Group's seminar for teaching service commissions, held in Kenya in September 1999 and facilitated by Ian Halliday of Scotland.

■ **Annotated TMS bibliography:** The Working Group is compiling annotated bibliographies on teacher management and support systems in selected countries: Botswana, Kenya, Tanzania, Lesotho, Uganda, Zambia, Zimbabwe, and Ghana. These will be published in 2001.

■ **Meetings:** The Coordinator of the Working Group attended several meetings and conferences during the year, including the Education for All conference in Dakar, Senegal; a Commonwealth Conference for education ministers in Halifax, Nova Scotia; and the OAU

Meeting for Eastern Africa on the Decade of Education, in Nairobi, Kenya. At the regional OAU meeting, WGTP's work program was presented and responses were received that will help formulate an action plan.

2001 Program

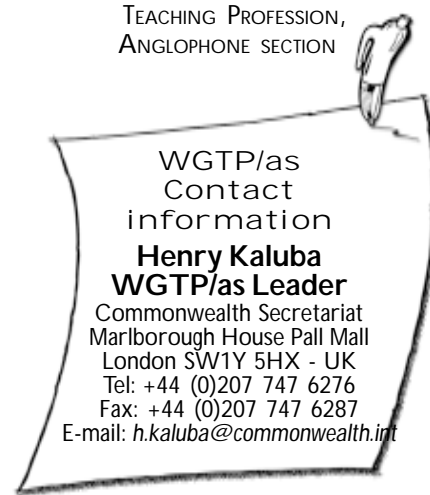
Major activities planned in 2001 include:

- Strengthening the school inspectors training program through country working group interventions;
- Facilitating professional networking, exchanges, and study visits;
- Developing references and training materials, such as good practices in teaching service commissions;
- Strengthening teaching service commissioners through a study and subsequent publication of identified good practices in teaching service commissions;
- Evaluating country activities, including the access to and use of TMS tools and products, and the initial impact on improving teachers performance. LINS (Oslo) has offered to work with the Group and ministries of education in Tanzania, Uganda, and Zambia to evaluate their head-teacher training programs;
- Monitoring the impact of HIV/AIDS on education and the teaching profession. Country reports on the impact of the pandemic and interventions of Ministries of Education will be produced.

HENRY KALUBA

LEADER OF THE

WORKING GROUP ON THE
TEACHING PROFESSION,
ANGLOPHONE SECTION



The Teaching Profession

Francophone Section

The primary aim of the Working Group on the Teaching Profession (WGTP) is to assist African ministries of education in developing quality basic education by contributing to the improvement of teacher management and support systems (TMS). To achieve this goal, the Working Group has focused on developing a cadre of experts who can analyze TMS issues and spur action within their ministries. The francophone section of the Working Group is involved in a number of activities aimed at promoting better management of teaching staff and mobilizing teachers to make them more effective. It operates through Country Working Groups established in 14 countries.

Since 1993 the francophone section of the Working Group (WGTP/fs) has been running a program on the management and mobilization of teaching personnel. Under this program, the national teams of the WGTP/fs, in 14 French-speaking countries, draw up action plans to improve the management of teachers and their conditions of employment and to raise their motivation and performance levels.

Research topics

In September 1998, the Working Group decided to refocus the work of the national teams. Each team was given the task, with the backing of its ministry, of defining two research topics that address issues in their country. The national

teams subsequently undertook more specifically targeted studies and initiatives bearing on their action plans. The research topics that they defined are as follows:

- Teacher discontent;
- Alternative solutions to traditional methods of recruiting teachers, such as volunteers and teachers under short-term contract;
- Women teachers in disadvantaged areas, and low enrolments of girls;
- Redeployment of personnel (an issue related to school mapping and the relations between the ministry of education and the ministries of finance and civil service);
- The role of trade unions in participatory school management;
- Three-pronged personnel management

systems equating jobs, positions and personnel;

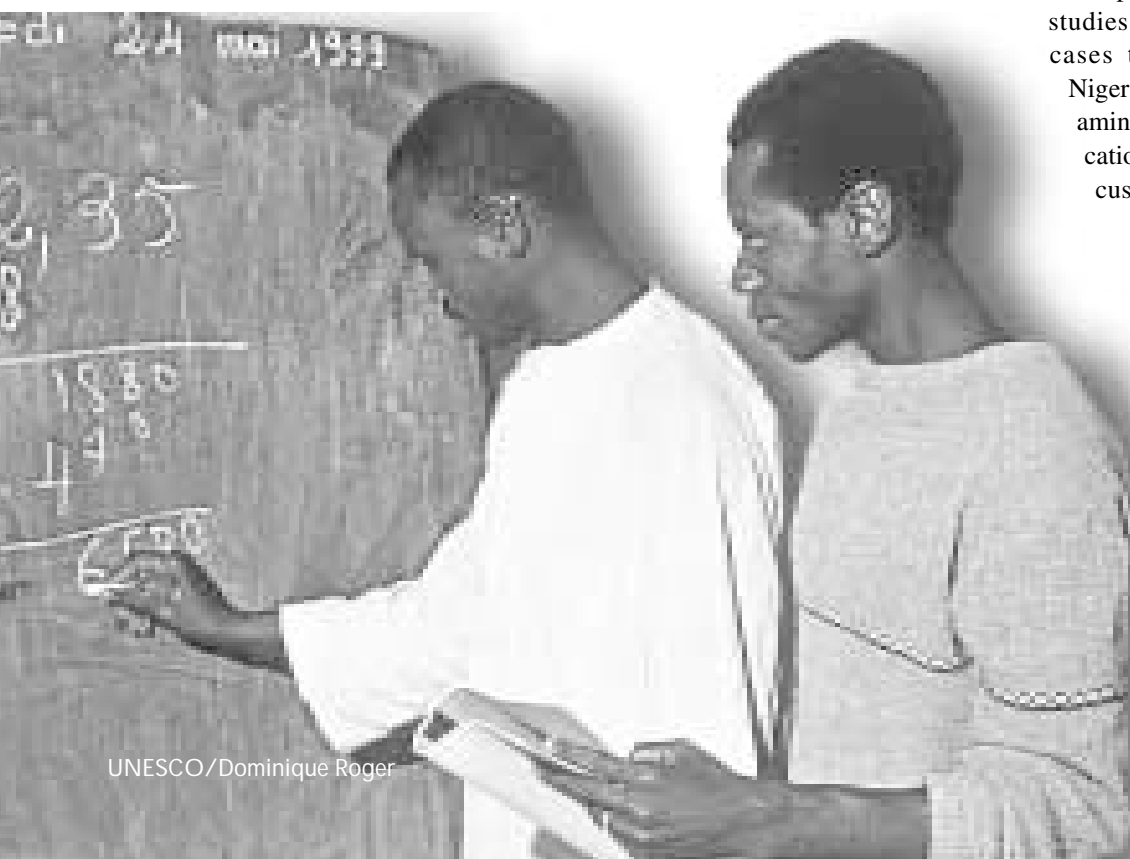
- Training, supervision, and leadership of teaching staff;
- Employment conditions of teachers in remote or underprivileged areas;
- Wage policies and structural adjustment.

The mid-term review, conducted by the WGTP/fs Steering Committee in Paris in February 2000, divided the national teams into two groups according to the extent of progress made on the studies: those still in the start-up phase and those at a relatively advanced stage.

The teams of the first group of countries (Benin, Niger, Togo, and Madagascar) attended a workshop in Niamey in May. The teams' requirements (in terms of equipment, and financial and technical support) for continuation of these studies were identified, and in some cases the studies were reoriented.

Niger's team, for example, which is examining the role of volunteers in education, decided at the workshop to focus its study on analyzing current practice in volunteer teaching in

Niger in terms of recruitment, school-to-work transition, teacher training, and supervision. The team realized that studying the impact on the education system of employing volunteer teachers was not a realistic objective, because Niger's experience in this field is too recent.



A second workshop, held in Bamako in December, brought together the second group of countries (Benin, Burkina Faso, Chad, Côte d'Ivoire, Guinea, Mali, Togo, and Senegal), which are further along in their work. The participants drew up an initial assessment of progress, describing the difficulties encountered and proposing solutions to allow completion of the studies. The topics addressed by the countries are:

- **The problem of repetition in the first cycle of basic education, and the management and mobilization of teaching personnel** (Mali). The study explores and analyzes the causes of repetition, particularly the resistance and negative attitudes of parents and teachers. It recommends initiatives to sensitize, mobilize, and train field personnel in order to promote successful school outcomes.
- **Teacher discontent** (Senegal). The study measures teacher discontent and its root causes, in particular by comparing society's perception of teachers (how they are viewed by public opinion) to teachers' perception of themselves.
- **Alternative solutions to traditional hiring:** the employment of non-career staff and its impact on Guinea's educational system (Guinea).
- **The position of women teachers in rural areas** (Burkina Faso). The interim report indicates that women teachers in rural areas face economic, family, and cultural problems as well as difficulties in communicating with their immediate superiors. The team conducting the study made a series of recommendations, which will be implemented gradually.
- **Participation of trade unions in the functioning of the educational system** (Benin). The study analyzes the institutional and regulatory framework governing union activity, as well as the participation of union organizations. The study is to be supplemented by a survey questionnaire.
- **Matching jobs and staff positions through registration** (Côte d'Ivoire). The study identifies the

obstacles to the registration of teaching positions, proposes an approach for introducing this management method, and presents the achievements made in this area.

- **The introduction of a "jobs-positions-personnel" management system in the education sector** (Togo).

Three studies are near completion (Burkina Faso, Mali, and Senegal). Completing those of Benin and Guinea will require additional financial support.

The AIDS question

Considering the scale of the AIDS problem in African countries and its impact on education, WGTP/fs has added research on the HIV/AIDS pandemic to its agenda. To this end, a sub-regional workshop was held in Lomé last May on the topic "Schools and HIV/AIDS: Information and awareness-raising concerning the problems posed by the AIDS pandemic in the school environment." The national teams of the member countries of the WGTP/fs drew up national action plans for a three-year period (2001-2003). For example, Madagascar's plan of action provides for the development of a training curriculum for prevention programs at the primary level, while the Central African Republic is planning to produce audio-visual materials on AIDS, to create school infirmaries and pharmacies in schools, and to supply school health-care centers with drugs to combat sexually transmitted diseases and AIDS.

Furthermore, at the meeting of the Steering Committee in Paris last September, the members of WGTP/fs' AIDS Committee summarized the various national action plans and set up a program of research, studies, and initiatives to contribute to the fight against this pandemic. WGTP/fs will identify the initiatives that are already under way in some countries and inform the other countries about them. It will also support initiatives to train teachers in simple preventive measures; to promote instruction

on the HIV/AIDS problem, both in initial teacher training and in refresher courses; to facilitate early screening tests; and to provide information on the pandemic's effects on teaching personnel.

Support missions

Support and advisory missions were undertaken in 2000 to help set up a national team in the Central African Republic and to provide assistance for further work on national studies in Benin, Burkina Faso, Mali, and Senegal. These missions foster the development of high-level African expertise on the various issues addressed by WGTP/fs.

In 2001, WGTP/fs will continue the work begun in the national studies and will support the implementation of national action plans, particularly those set up to fight against AIDS.

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New Titles

ADEA BOOKS PUBLISHED IN 2000

ADEA Secretariat



What Works and What's New in Education: Africa Speaks!

Report from a Prospective, Stock-taking Review of Education in Africa. ADEA Secretariat, 2001. ISBN: 92 9178 026 X.



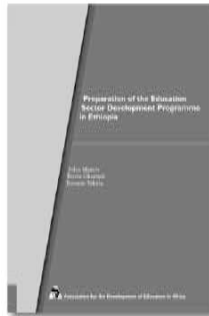
Uganda: The Integration of Child Soldiers into the School System

by Colonel Kale Kayihura. ADEA Secretariat, 2000. ISBN: 92-9178-018-9.



What Works and What's New in Education: Africa Speaks!

Proceedings of the ADEA Biennial Meeting (Johannesburg, South Africa 5-9 December 1999). ADEA Secretariat, 2000. ISBN: 92 9178 024 3.



Preparation of the Education Sector Development Program in Ethiopia

by John Martin, Riitta Oksanen and Tuomas Takala. ADEA Secretariat, 2000. ISBN: 92-9178-021-9.

Working Group on Books and Learning Materials



Gender-Sensitive Editing

by Monde Sifuniso et al. Perspectives on African Book Development Series. ADEA Working Group on Books and Learning Materials, 2000. ISBN: 1-901830-13-6.



Expanding the Book Trade Across Africa: A Study of Current Barriers and Future Potential

by Ruth Makotsi in collaboration with Flora Musonda. Perspectives on African Book Development Series. ADEA Working Group on Books and Learning Materials, 2000. ISBN: 1-901830-19-5.



Books for Schools: Improving Access to Supplementary Reading Materials in Africa

edited by Diana Rosenberg. Perspectives on African Book Development Series. ADEA Working Group on Books and Learning Materials, 2000. ISBN: 1-901830-09-8.

Working Group on Education Sector Analysis



Review of Education Sector Analysis in Lesotho, 1978-1999

by E.M. Sebatane, D.P. Ambrose, M.K. Molise, A. Mothibeli, S. T. Mollomelo, H. J. Nenty, E.M. Nthunya and V. M. Ntoi. ADEA Working Group on Education Sector Analysis, 2000. ISBN: 92-9178-022-7.



Review of Education Sector Analysis in Ghana, 1987-1998

by D.K. Agyeman, J.J.K. Baku, R. Gbadamosi assisted by E. Addabor, K. Adoo-Adeku, M. Cudjoe, A.A. Essuman, E.E.K. Gala and C. Pomary. ADEA Working Group on Education Sector Analysis, 2000. ISBN: 92-9178-016-2.

Working Group on Female Participation



Gender and Primary Schooling in Ghana

by Ruby Avotri, Lucy Owuso-Darko, Hilda Eghan, Sylvia Ocansey. SRP, FAWE, IDS, 2000. ISBN: 1 85864 321 X.



Gender and Primary Schooling in Uganda

by Joseph Tumushabe, Catherine A Barasa, Florence K. Muhanguzi, and Joyce F. Otim-Nape. SRP, FAWE, IDS, 2000. ISBN: 1 85864 323 6.



Gender and Primary Schooling in Malawi

by Esme C. Kadzamira, Mike P. Chibwana. Partnership for SRP, FAWE, IDS, 2000. ISBN: 1 85864 318 X.



Gender and Primary Schooling in Zambia

by Sophie Kasonde-Ng'andu, Winnie Namiloli Chilala, and Njekwa Imutowana-Katukula. SRP, FAWE, IDS, 2000. ISBN: 1 85864 315 5.

-
1. Strategies for the development of publishing in national languages in the Sahel countries.
 2. Gender and primary school attendance in Senegal.
 3. Gender and school attendance in the first cycle of fundamental education in Mali.

To order publications, please contact the Working Groups directly (for books published by the Working Groups) or the ADEA Secretariat (for books published by the Secretariat).

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WGHE Forum
Nairobi, Kenya

WGHE Steering Committee
Nairobi, Kenya

AAU General Conference
Nairobi, Kenya
5 - 9 February

ADEA Symposium on the contribution of ADEA Working Groups to Education for All
Dakar, Senegal
26-28 February

WGFE Training Workshop
Abidjan, Côte d'Ivoire

UNESCO/UNAIDS Conference on HIV/AIDS and Education - Building the international Partnership against HIV/AIDS
Elmina, Ghana, 19-23 March

WGTP/fs Meeting
Libreville, Gabon

WGES Steering Committee
NESIS Technical Meeting
Dakar, Senegal

WGFE Seminar
Niamey, Niger

WGBLM Steering Committee
London, UK.

London Book Fair
London, U.K. 26-27 March

WGFE Training Workshop
Guinea Bissau, Cape Verde

COMED Training of Trainers Workshop
Accra, Ghana
26-31 March

ADEA Activities

ADEA Symposium on the contribution of ADEA Working Groups to Education for All
Dakar, Senegal. 26-28 February 2001.

ADEA Meeting on Identifying Effective Responses to HIV/AIDS
Elmina, Ghana, 17-18 March 2001.

Communication for Education and Development (COMED) Program
Training of trainers workshop. Review of curriculum and tools kits for COMED national training workshops. Accra, Ghana. 26-31 March 2001.

Working Group on Books and Learning Materials (WGBLM)
• Steering Committee Meeting. London, UK. 22-23 March 2001.
• Trial of education gender sensitive training cards will be undertaken in the following countries: Cameroon, Ghana, Kenya, Tanzania, South Africa, Zambia. January-March 2001.

Working Group on the Teaching Profession, Francophone Section (WGTP/fs)
• The meeting will cover presentations of research findings, the impact of HIV/AIDS and the role and management of the WGTP/fs. Libreville, Gabon. 9-23 March 2001.

Working Group on Education Statistics (WGES)
• Steering Committee Meeting/NESIS Technical Meeting. Dakar, Senegal. 12-16 March 2001.

Working Group on Higher Education (WGHE)
• WGHE Forum. Kenyatta University, Nairobi, Kenya. 5-9 February 2001.
• WGHE Steering Committee Meeting. Nairobi, Kenya. 10 February 2001.

Working Group on Finance and Education (WGFE)
• Training workshop for government administrators. Abidjan, Côte d'Ivoire. 26 February-2 March 2001.
• Seminar on Implementing the recommendations from the case studies. Niamey, Niger. 16-17 March 2001.
• Training workshop for government administrators. Guinea Bissau and Cape Verde. 26-30 March 2001.

The views and opinions expressed in authored articles of the ADEA Newsletter are those of the authors and should not be attributed to ADEA or to any other organization or individual.

Other Activities

General Conference of the Association of African Universities (AAU).
Kenyatta University, Nairobi, Kenya. 5-9 February 2001.

London Book Fair
London, United Kingdom. 26-27 March, 2001.

UNESCO/UNAIDS Senior Experts' Conference on HIV/AIDS and Education - Building the International Partnership against HIV/AIDS.
Elmina, Ghana. 19-23 March, 2001.



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