



Donors to African Education

NEWSLETTER

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What Can Donors Do to Help the African University?

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In early 1993, the DAE Working Group on Higher Education (WGHE) commissioned a set of eight papers on the future role and mission of African Universities. The papers, each on a different topic (e.g., quality and relevance, access and equity, governance and management), were discussed at the recent joint AAU/DAE WGHE Colloquium on the African University in the 1990s and Beyond (Lesotho, January 1995). At the WGHE meeting following the Colloquium, the eight authors presented their papers and offered the following specific suggestions for the donor community.

Dr. Geremie Sawadago of Burkina Faso, in *The Future Missions and Roles of the African Universities* remarks that universities in Africa have failed to fully participate in their countries' development efforts because they have become entrenched in their initial classical roles and have merely been reacting to social changes instead of initiating change. In his recommendations, he suggests that donors (a) help establish "socioeconomic change centers" taking the form of business ventures, research centers, or centers primarily responsible for developing the knowledge needed for the advancement of national economic development goals; (b) assist in the creation of functional cultural centers to help identify and integrate cultural values and knowledge into appropriate disciplines in order to develop relevant problem-solving skills; (c) support institutional development in, for example, public and external relations; (d) fund the writing and dissemination of a series of "how to" booklets on relevant themes to move beyond institutional reform ideas to implementation.

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In *Governance Issues in African Universities: Improving Management and Governance to Make African Universities Viable in the 1990s and Beyond*, Dr. Rudo Barbra Gaidzanwa of Zimbabwe cautions that universities must strive to balance the demands of a scarce resource environment and traditional responsibilities while sustaining quality. Donors should support training for administrators, permitting them to play positive roles from positions of professional strength and competence in the changing of governance in African universities. She recommends performance-related incentives for administrators and the support of research as incentives for academic staff. Further, donors should avoid contracting African academics to conduct research on topics and issues that are not relevant to the development needs of the country. In the long term, donors

support frequent and regular national dialogues and debates on education.

In his study, *Adequate and Sustainable Funding of African Universities*, Dr. Jose Negrao of Mozambique described the “vicious cycle of technical assistance dependency,” where African countries invest in training, but the graduates have difficulty finding relevant employment. Thus they search for other sources of income, often outside of the institution that sponsored their studies. This results in a relative scarcity of experts, reinforcing the tendency of donors (who require specialists for project and program management) to recruit foreign technical assistance, and the funds spent leave the country. For the donor community, he suggests that agencies help underwrite institutional cooperation programs. He stressed that these programs must take into account three factors: the principle of mutual advantage (staff exchange, collaborative research, graduate training, etc.); flexible funds, placing a premium on the development of the capacity for decision-making by operating under the rules of “justify first, use now, and account afterwards”; and tripartite collaboration among three different universities (South-South-North) to improve cost-effectiveness and reduce the degree of dependency. Further, donors should contribute to the promotion of institutional savings by, for example, underwriting management information systems and curriculum reform.

Dr. Tade Akin Aina of Nigeria then presented his recommendations for what donors can do to enhance the quality and relevance of African universities. In *Quality and Relevance: African Universities in the 21st Century*, he emphasized that donor support should be systematic, focused, and more medium- to long-term rather than short-term. He recommended that donors provide enhanced support for (a) key academic programs in areas of need; (b) staff development and conditions of service; (c) rehabilitation and maintenance of equipment and capital stock, such as libraries, labs, and workshops; and (d) reforms of university governance and the institu-

tional framework.

Dr. Goolam Mohamedbhai of Mauritius, in *The Emerging Role of African Universities in the Development of Science and Technology*, recommends that donors support regional and subregional consultations on strategies for increasing enrollment in science and technology (S&T) fields. Other suggestions include examining the future of the African Network of Scientific and Technological Institutions (ANSTI); upgrading libraries and establishing databases of science and technology research and activities in Africa; providing advice on the establishment of employment bureaus and consultancy units; training in pedagogical methods for university teachers; supporting development of S&T curricula relevant to the African

regional and regional cooperation. He suggests, too, that donors be invited to take part in the strategic discussions, not only locally but subregionally and regionally.

Dr. N’Dri Thérèse Assié-Lumumba of Côte d’Ivoire, in *Demand, Access and Equity Issues in African Higher Education*, recommends that, given the high demand for higher education, access should be expanded. She outlines four methods of meeting this demand: (a) redefining tertiary education to include not only the classical university, but other institutions which offer high quality, relevant higher education; (b) increased use of private institutions, although the state will continue to be the main provider of tertiary education; (c) distance education; and (d) adoption of

Support to universities should not be indiscriminate. Rather, it should be directed preferentially to institutions that promote innovation, good governance, academic freedom, and accountability to their government and the wider community.

context; upgrading of qualifications of academics through split-site programs; and instituting a “salary supplement scheme” for expatriate African academics in S&T fields.

In *Universities in Africa: Challenges and Opportunities of International Cooperation*, Dr. Berhanu Abegaz of Ethiopia argues that African universities are culturally and intellectually overdependent on the North. To reduce overdependence, universities should pay greater attention to the study of African cultures, traditions, and languages. They will thus be in a position to achieve more meaningful social relevance. One of the main consequences of this overdependence on the North has been the marginalization of regional and subregional collaboration. To combat this, the donor community should support postgraduate programs in African universities with special emphasis on the “division of labor” model for subre-

flexible policies that allow the pursuit of higher education at any age. In addition, she offers specific recommendations to increase female participation, such as consciousness raising for the general population (including policymakers), improved infrastructure (e.g., boarding facilities to enhance enrollment and retention at the primary and secondary levels), and an increased advocacy role by successful women.

On the topic of linkages between African universities, the business community, donors, and governments, Dr. Kilemi Mwiria of Kenya (in *Enhancing Linkages Between African Universities, the Wider Society, the Business Community, and Governments*) suggests that donors can play an important role in strengthening collaboration. He recommends that, among other things, donors support meetings and publications that explain the important role that universities play and that bring together stake-

holders; finance quality improvements, such as journal subscriptions and maintenance; support incentive packages aimed at assisting universities retain their best staff and students; contract university consulting firms rather than foreign ones; support the establishment or strengthening of structures which promote collaboration between the various groups

(buffer bodies, joint research/teaching programs, etc.). He stresses that support to universities should not be indiscriminate. Rather, it should be directed preferentially to institutions that promote innovation, good governance, academic freedom, and accountability to their government and the wider community.



These papers have been published by the Association of African Universities.

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Plans are underway to publish the set of papers in an edited volume.

The African University in the 1990s and Beyond

Joint AAU-DAE Working Group on Higher Education Colloquium
Maseru, Lesotho
January 16-20, 1995

A four-day colloquium on *The African University in the 1990s and Beyond*, organized by the Association of African Universities (AAU) and the Donors to African Education (DAE) Working Group on Higher Education (WGHE) was held in Maseru, Lesotho 16-20 January 1995. Turnout was nearly double initial expectations. Nearly 300 representatives of more than 100 universities in 34 African countries and 41 international, regional, and donor organizations participated.

The purpose of the colloquium was not to define the African university in the 21st century, but rather to identify key elements needed for development, and the steps necessary to put these elements in place. To facilitate this discussion, the AAU commissioned three distinguished senior scholars to prepare a retrospective study entitled *The African Experience with Higher Education*. In parallel, the DAE commissioned a set of eight papers by a group of younger African scholars on the future role and mission of African universities, summaries of which appear in this issue of the *DAE Newsletter*.

Dr. Teboho Moja of South Africa's Ministry of Education called for a redefinition of the previously fragmented and oppositional relationship between government and higher education to one of true partnership. This new approach was expressed not in terms of autonomy, but rather in terms of close collaboration so that the university becomes an agent of change, fully engaged with the state in fulfilling national objectives.

The keynote speaker, Professor Stig Hagström, University Chancellor from Sweden, heralded the dawn of the "Knowledge Society," in which knowledge drives societal change rather than the production of physical goods, as in the past. A driving force for this change is the development of electronic information technology. Since it deals in information, which is the basis for knowledge, this change will have a drastic impact on the university. Thus, the emergence of this new society calls for a re-evaluation of the university system to see how it can best fulfill its mission. The three major tasks for the university (labeled the "quality university" in the knowledge society) remain the same: teaching, research, and service. However, each category takes on new meanings in the knowledge society. Teaching is part of the educational process that should form the basis for lifelong learning. Research should apply interdisciplinary approaches to connect discipline-oriented knowledge into a problem-solving context. Service should inject relevance and accountability into

academic programs.

University-government ties

On the topic of university/state relations, Dr. Teboho Moja of South Africa's Ministry of Education called for a redefinition of the previously fragmented and oppositional relationship between government and higher education to one of true partnership. This new approach was expressed not in terms of autonomy, but rather in terms of close collaboration so that the university becomes an agent of change, fully engaged with the state in fulfilling national objectives. Mrs. Esi Sutherland-Addy, formerly Ghana's Deputy Secretary for Higher Education, challenged African universi-

ties to view their institutions as part of the entire society rather than a protected enclave. She stressed that although financial starvation of universities is not acceptable, no government should be obligated to finance institutions that are inefficient, irrelevant, and unresponsive.

Participants exhibited growing acceptance of the need to integrate universities with other parts of the tertiary system which includes polytechnics, distance education, specialized institutions, etc. Universities can no longer be dependent solely on public funding, but should seek private contributions and endowments, raise revenues from consulting and other services, and improve relationships with the private sector.

To meet increasing demand in an environment of scarce public resources, participants exhibited growing acceptance of the need to integrate universities with other parts of the tertiary system which includes polytechnics, distance education, specialized institutions, etc. On the financing side, most participants clearly realize that universities can no longer be dependent solely on public funding, but should seek private contributions and endowments, raise revenues from consulting and other services, and improve relationships with the private sector. The inevitability of cost recovery was generally accepted, and there was a

Governance

Governance themes were central to the week's discussions. General agreement was evident on the need for better relations with the state, stakeholder participation, accountability, and consensus building. Stakeholder consensus included agreement on means, processes, ends, and the sharing and/or allocation of costs. It was generally assumed that participation and consensus would permit the construction of a positive and informed alliance in support of a reformed system of higher education.

Since government will remain the primary funder of universities, the state will be the main stakeholder. The importance and value of including students in consensus building was emphasized by the majority of participants. They also agreed that universities should become more responsive to the developmental needs of society at large. These issues came up again and again as means of improving quality and relevance, ensuring sustainability, and easing financial strain. In fact, one could sense an implicit assumption that if these various governance issues can be constructively worked out, financial difficulties will be eased as a result.

Participants generally recognized that rapidly evolving communications and information technology are leaving Africa behind, deepening the development gap. Some expressed caution, however, stressing that information tech-

nology is not a panacea, and noting the danger of reinforcing the already existing intellectual overdependence on knowledge produced and stored elsewhere.

The role of the university within the education system received more consideration than in the past. Many participants emphasized that it is necessary for the university to proactively involve itself in the other levels and forms of education, as a means of strengthening itself as an institution, of ensuring the coordinated development of the nation's education system, and of enriching the quality and effectiveness of the other levels.

The colloquium concluded with a broad consensus that the problems of African universities are now well understood, and that interested parties have an apparent readiness to take the necessary practical steps to rectify the situation. Principal among these are strategic institutional planning and stakeholder consensus building.



WGHE Meeting Follows Lesotho Colloquium

The eighth meeting of the DAE Working Group on Higher Education (WGHE) was held in Maseru, Lesotho on January 24-25, 1995. The National University of Lesotho served as co-host for the event, which immediately followed the Joint AAU/DAE-WGHE Colloquium on the African University in the 1990s and Beyond. The meeting was attended by 77 persons, including representatives of 16 donor agencies, 15 vice-chancellors or deputy vice-chancellors of African universities, 12 other members of higher education institutions in the region, seven international higher education experts, and the eight authors of the WGHE-commissioned papers on the future of African universities. One day of the meeting was reserved for short donor-oriented presentations by the authors of the papers, a final account from the SAREC report on streamlining donor reporting systems, a discussion of the future of the WGHE, and short reports from African universities and donors on significant reform activities. The second day of the meeting was dedicated to the theme of *The Contribution of Higher Education to Basic Education in Africa*, organized by the Government of the Netherlands with the assistance of DSE and GTZ.

In the discussion of the eight papers, it was reemphasized that strategic planning exercises are essential for university development, and that they must be process-oriented rather than product-oriented. It was suggested that donors design long-term assistance to comply with a university's strategic plan rather than with the agency's own priorities with a view to decreasing technical assistance. The success of African institutions' teaching mission was noted, but the need for an increased focus on research as a major dimension of the university's mission was also stressed. University research, it was argued, must be reoriented to become an

Positive Outlook for Higher Education in South Africa

The post-Apartheid government of South Africa is in the process of planning the restructuring of the nation's higher education system, and developing reforms for the policies and structures it inherited from the former regime. A National Commission on Higher Education has been formed to assess the current system, and to shape a vision for the future. The commission is expected to propose initial policies, structures, oversight mechanisms, and funding approaches for the sector through a broad consultative process which addresses

200 public tertiary institutions. These comprise 21 universities, 16 technikons, and approximately 150 colleges for teacher training, agriculture, and nursing (but excluding technical colleges). Between 1989 and 1993, university enrollments increased by 48% at the historically black universities and by only 6% at the historically white and Afrikaans universities. Technikons are projected by government to be the growth area of tertiary education over the coming decade. Will the technikons follow the British polytechnics and become univer-

Until the recent changes, universities and other post-secondary institutions were organized and governed according to racial categories. Tackling the social inequity of apartheid's severely restricted access to education by black students is high on the new government's policy agenda.

key issues such as governance, financial sustainability, admission/access, and accreditation/articulation/quality control.

South Africa possesses almost

cities? Many South Africans think so, now that the technikons have been authorized, beginning in 1995, to confer degrees in addition to diplomas.

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instrument of national development.

Mr. Mats Kihlberg of SAREC introduced the final report of the SAREC-commissioned study by David Wield entitled *Beyond the Fragments: Integrating Donor Reporting Systems to Support African Universities*. He emphasized that his agency is ready to support the recommendations of the report, presented by Dr. Berit Olsson of the International Association of Universities. Participants explored some possible next steps. Chief among them was a more thorough exchange of information between agencies and universities on funding criteria and reporting requirements.

In discussing the future of the working group, the DAE Evaluation report was presented, and the general assessment made in the document was

reviewed by the group. While no consensus was reached on the future orientation of the WGHE, participants agreed with the evaluation's recommendations to broaden participation and enhance partnerships, but added that increased participation by non-university tertiary institutions and Francophone agencies is also necessary.

One session was dedicated to sharing information on recent institutional initiative or policy changes. Highlights included an update on Zambia's strategic development plan, the establishment of the Open University of Tanzania, and the first-time participation of the University of Namibia.

The second day of the meeting was devoted to a discussion of *The contribution of higher education to basic education in Africa*. Dr. Kees van

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Evaluation of the DAE Published

An external evaluation of the DAE was carried out in 1994 by a team of independent assessors. In June of 1994 the evaluators were appointed by the DAE Executive Committee to conduct the review. Its members included Ms. Maureen Woodhall (team leader), Professor Alexander Kwapong, and Mr. James Trowbridge. Mrs. Emilie Barrier was co-opted by the team to assist with the evaluation of the DAE in Francophone countries. Between July and October 1994 the team interviewed over 130 participants in Europe, Africa, and North America to gather information on the DAE's

can Ministers of Education; (b) extension of the DAE as an international network to promote professional development and capacity building in African ministries; and (c) restructuring the DAE to become an African-based international network to promote and support reform, innovation and revitalization of education in Africa. These options might be regarded either as alternatives, or transitional phases in the development of the DAE.

While the DAE was started primarily as a "donor's club," the evaluation stressed that increasing the level of African participation should be a

priority for the future. The report also suggested increased participation of Francophone countries in DAE activities.

The evaluation recommended revising the criteria for the allotment of DAE core funding to the working groups, and improving procedures for their creation and closure. Suggestions were made for better coordination among working groups, and a higher level of African participation in them. Broader dissemination of DAE materials was advised, particularly in Francophone African countries.

DAE ACTIVE

functions and overall effectiveness.

Both a broad formative evaluation of the DAE's goals, objectives, and performance, and a specialized institutional review of its structures and procedures were undertaken. Each area of the DAE was assessed (working groups, task force meetings, Executive Committee, Secretariat, publications, and management) and recommendations were made for the future direction of the DAE, and its internal mechanisms.

Results from the evaluation showed wide support for the DAE. "If it wasn't there, we would have to invent it," was one reply. Thus, while the question of closure was asked, such an option was rejected. Nevertheless, the team concluded that the mission of the DAE needs to be developed, and three options were set forth for the possible future direction of the DAE: (a) consolidation of the DAE as a forum for policy dialogue and exchange of information between donors and with Afri-

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Increased involvement and participation of African ministries and other African professionals in identifying the most urgent topics to be addressed by DAE working groups was noted. Evaluators suggested that African institutions step up collaboration

DAE Executive Committee Convenes in Paris

with the working group lead agencies, and that they begin to serve as lead agencies themselves for the working groups.

The evaluation concluded that the DAE has not yet reached its full potential. Groundwork for planning the future of the DAE was laid, with an optimistic tone for its impact on education in sub-Saharan Africa. The Executive Committee has constituted a small working party to look at the results of the evaluation and make recommendations for changes and improvements. The full Executive Committee will meet in

The third session of the DAE Executive Committee was held at IIEP in Paris November 20-22, 1994. After a review of the report of the Executive Secretary for 1994, the committee discussed in detail DAE activities and priorities. The discussants recognized a need for a coordinating mechanism to link DAE working groups and agreed on the creation of a "committee of the whole" to serve in this capacity. The coordination mechanism would identify unifying themes and promote coordination at the country-specific level. Noting differences in the level of

team leader of the external evaluators who reviewed the DAE in mid-1994, presented the evaluation results. The Executive Committee approved the program and budget proposed for 1995. While support to the programmatic activities of the DAE working groups remain central to the DAE program, the Executive Committee agreed to give special emphasis to (a) the sponsorship of South-South exchanges; (b) support of the work of the African Ministers Caucus and Bureau; and (c) facilitating the work of African governments who are coordinating external aid to their education systems.

The Executive Committee discussed the organization of the 1995 Task Force meeting. Dates for the 1995 Task Force meeting were provisionally fixed as October 18-22, 1995. However, the location and theme of the Task Force meeting remain to be finalized at a meeting of the Executive Committee scheduled for March 1995.

Finally, in closing his term as DAE Executive Committee Chairperson, Peter Moock bid farewell to his colleagues in the DAE, and thanked them for their support throughout the early stages of the DAE. The *ex-officio* Vice Chairperson, Mr. Jacques Hallak, and Mme Aicha Bah acknowledged his achievements and expressed gratitude for his role, especially in bringing African ministers into the DAE as equal partners. Until the next full Executive Committee meeting, Mr. Jacques Hallak, will hold the post of Chair.

ACTIVITIES

March 1995 to discuss the suggested improvements, and these will be brought to the 1995 Task Force meeting scheduled for October of this year.

performance of the various working groups, the committee recommended review of group activities and implementation of regular quality control measures.

The African ministers present at the meeting included the Honorable A. Parsuramen (Mauritius), the Honorable Diallo Aicha Bah (Guinea), and the Honorable S. Mudenge (Zimbabwe). The ministers called for greater African involvement in the DAE, and suggested the publication of a set of "successful experience" papers written by national teams, in order to promote South-South cooperation.

Mrs. Maureen Woodhall, the

South Africa cont.

Until the recent changes, universities and other post-secondary institutions were organized and governed according to racial categories. Tackling the social inequity of apartheid's severely restricted access to education by black students is high on the new government's policy agenda. Achieving this goal, however, is constrained by poor academic preparation of many secondary school graduates, difficulty in meeting tuition fee requirements, physical limitations to expanded accommodation on many campuses, and the lack of additional budgetary resources.

To redress the inequities in the system, two short-term actions may be considered: (a) a national student financing program to support black students who lack the means to finance their education, and (b) academic development programs to remedy the poor academic training provided to Africans at the secondary level. Such initiatives would almost immediately increase the number of black students in higher education, and in the short term lead to a larger number of university educated South Africans entering the labor market. Over time, this will produce changes in the complexion of middle- and upper-level management throughout South African society.

A daunting number of issues clamor for attention as government and society seek to transform their higher education system and shape it into a relevant tool for national economic development. But a widespread willingness to change and spirit of cooperation is manifested among university leadership. All institutions express a strong desire to contribute to national transformation and development, but it remains to be seen whether the larger university community possesses adequate capacity for policy analysis, for the evaluation of government proposals, and for the development of other viable options.

William Saint
Education Specialist
World Bank

The Role of Financing in the Reform and Regulation of Technical and Vocational Education

Adapting to present-day requirements

Most African countries can no longer afford to retain a costly system of technical and vocational training ill-matched to the demands of the labor market. This need for adaptation has given rise to numerous projects for a reform of the system, combining measures of a structural and pedagogical nature with an overhaul of the mechanisms of financing. In this context, the transformation of ways and means of mobilizing and allotting resources has a twofold objective: consolidation and flexibility. Such an approach necessarily means a close involvement of business and industry in both the financing and the regulation of the system. The question then arises as to the extent to which recourse to taxation as a means of raising revenue (which various countries have adopted, notably through specific taxation based on wages) can help to match supply to demand where vocational training is concerned.

This problem led the International Institute for Educational Planning to organize a subregional seminar on the financing and regulation of technical education and vocational training in Abidjan from 7-10 November 1994, with the backing of DAE and in conjunction with the Ministry of National

Education of the Côte d'Ivoire, the UNESCO National Commission for the Côte d'Ivoire, and ILO.

Eight countries were represented: Cameroon, Congo, Côte d'Ivoire, Gabon, Madagascar, Morocco, Mozambique, and Senegal. The participants formed a relatively diversified group comprised of senior personnel from Ministries of Education (technical education), Ministries of Labor and Employment (vocational training), other training agencies or organizations, funding agencies (for training or employment), representatives of employers and trade unions, and private training organizations. International cooperation was also well represented; in addition to IIEP and the coordinator of the DAE Working Group on Vocational Education and Training (WGVET), the seminar was attended by representatives of the ILO Regional Office for Africa, the French Cooperation Ministry, the World Bank, and BREDA/UNESCO.

The eight countries represented are all faced with major changes in financing and regulation. Cuts in resources from public funds have prompted recourse to other sources, notably from business and industry, and from the beneficiaries of technical and vocational training. Furthermore, the present crisis has resulted in the creation of more difficult conditions of entry into

WGHE cont.

den Bosch, from the Centre for the Study of Education in Developing Countries (CESO), The Netherlands, highlighted the challenges faced in achieving Education for All (EFA), and explained why the higher education sector should get involved in basic education. Three case studies, from Tanzania, Zambia, and Burkina Faso, were then presented regarding higher education's involvement in fostering

basic education research, training, design, and consultancy. Each case study presentation was followed by a discussion. Finally, two presentations were made on the topic of the use of local African languages in education.

A full report on the conclusions of the debates and discussions of this day of events will appear in the next issue of the *DAE Newsletter*.



the working world, thus seriously challenging existing systems of training.

Special consideration was given to taxation as a source of financing. The varied experience of the countries represented at the seminar showed that this has produced differing results. While some examples confirm that this solution can bring in a substantial volume of resources, they also reveal many deviations in the management and allotment of the funds so obtained. But there are insufficient data to make a true comparative evaluation of the various options adopted, notably where the structure and use of the funds are concerned. Despite a sometimes chaotic evolution, the Côte d'Ivoire provides the most consistent example in this respect. Though it is still too early to evaluate the impact of the recent reshaping of the system, successive attempts at reform seem to have helped to change the attitudes of concerned parties (especially those of employers) and have produced a tendency to favor investment in training.

The role of the private sector

All the countries represented confirmed an increased involvement of the private sector in respect to both technical education and ongoing training. This trend has resulted in particular from a demand for new and highly specialized training courses, especially in the tertiary sector. In the Côte d'Ivoire, new sources of financing relating to the ongoing training tax has made it possible to create a viable training market.

The public authorities henceforth

have to cope with a new situation in which they must regulate, without stifling, a sector that has become indispensable. The solution seems to lie in a skillful combination of incentives, public information, and control, allowing for flexibility and continuing innovations

The main limitation of this system lies in the risk of the funds mobilized being put to improper use. The confiscation by the State of revenues from the ongoing training tax and the absorption of the apprenticeship tax into the general budget are the two most frequent abuses. The cumbersome and random nature of regulation and the superficial involvement of education specialists in the management of resources represent two further obstacles. In a context of the contraction of the private productive sector, resources available for training are restricted, and this justifies a greater diversification of sources and forms of financing. However, in most cases public institutions still have a limited autonomy due to the inertia of a rigid and centralized regulatory framework. Their capacity to generate their own resources is extremely limited.

Conclusions and follow-up

The experience of the countries represented at the seminar reveals that under certain conditions, notably by avoiding bureaucratic inertia, partnership structures of financing and regulation can be effective instruments in the provision of high quality training. These structures must also make allowance for macro-economic constraints, taking into

account the realities of fiscal pressures.

Financing training through taxation, however, cannot be considered a panacea. Despite such measures alleviating some of the financial burden of training for business and industry, the economic situations of the countries concerned make it necessary to continue to diversify sources of financing. Thus, institutions initially created to manage resources derived from taxation may begin to serve as an interface between the demand for and the supply of vocational training.

In view of the interest generated by the Abidjan seminar, the IIEP and DAE might consider organizing a similar gathering for the countries of East and Southern Africa.

David Atchoarena
Françoise Caillods
IIEP

DICE INTERNATIONAL CONFERENCE

Partnerships in Education and Development: Tensions Between Economics and Culture

24-26 May 1995

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Focus on Publishing for WGTL

More than 40 participants gathered in Paris to attend the DAE Working Group on Textbooks and Libraries meeting January 12 and 13, 1995. The meeting spanned a wide range of topics from the business matters of the working group itself to an introduction to issues concerning school libraries in Africa.

Two presentations were made on the topic of publishing in national languages. The first was made by Marie Chatry-Komarek

(GTZ) concerning German-supported efforts toward sustainable textbook production in Benin, Rwanda, and Peru. Ms. Chatry-Komarek charted the development of the supply of textbooks in national languages in these countries.

The first phase of the German initiative involved providing printing presses, but without manuscripts to print, the presses were useless. The second phase of the project concentrated on the preparation of manuscripts, and this led to a third phase which included the training of local authors. Ms. Chatry-Komarek finally noted that textbook production makes sense only if the books reach the hands of the intended pupils, and thus, the publication chain must be completed. She argued for the private sector as the most adequate framework for completing this chain.

The second presentation on this topic was made by Sonja Fagerberg-Diallo of the NGO the Associates in Research and Education for Development (ARED) who described the group's grass roots work on basic literacy in Senegal through the production of national language publications. The success of the group's efforts, though relatively small in scale, were

attributed to the publication of relevant reading materials for newly literate people.

Accounts of experiences in Ethiopia, Guinea, Zambia, and Zimbabwe by working group participants illustrated the complexity of national language textbook provision from the ministry of education point of view.

The meeting touched briefly upon three other areas: (a) the World Bank General Operational Review of Text-

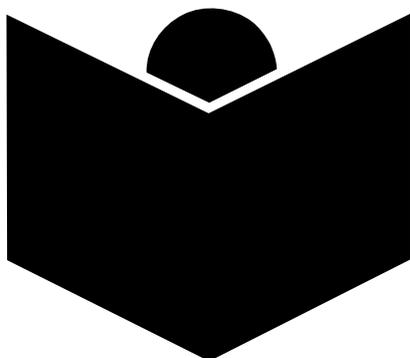
books, the background of which was presented by Ralph Romain of the World Bank; (b) School Libraries, an area highlighted by the DAE evaluation as one in which the working groups needs to step up activities; and (c) administration of textbook production.

John Hall from the International Institute for Educational Planning (IIEP) presented basic information on the University of the West Indies Distance Teaching Enterprise—a series of training modules designed as high-tech distance learning courses which enable education officials to participate in discussions on textbook issues from their home bases. To complement this presentation, an outline of a recently commissioned book *Textbooks for all: ensuring their sustainable development* was presented by Etienne Brunswic and Jean Valérien, authors of the book.

Finally, the terms of reference for a research study on the economics of textbook publishing were discussed, and contractual procedures for the study are to be finalized by the DAE Secretariat. Bids will be invited with a view to the work itself beginning by June 1995.

From all accounts the meeting provided an interesting and very full two days, but the time now appears right for

the working group to redefine its objectives. The meeting covered such a wide variety of topics that it seems the group has become too large and disparate for everyone's needs to be addressed. Following the meeting, suggestions were made for the formation of a small steering group to discuss a working group agenda. It was further recommended that individual "business" sessions could monitor progress on ongoing activities, while broader seminars or workshops could be conducted on specific issues.



The Pan-African Children's Bookfair (PACBF)

Kenyatta International Conference Center
Nairobi, Kenya

28-31 May 1995

Learning Science at an Early Age

Contact:

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SIDA Develops Textbook Costing Model

The Swedish International Development Authority (SIDA) supports the provision of textbooks in its programs, and textbooks are developed, printed, and distributed in countries where SIDA is active. Yet no common format for budgeting and reporting textbook costs exists, and thus, SIDA has developed a model for a textbook reporting system that assesses real costs of textbook development, production, and distribution. The project has been undertaken in order to provide a simple analytic tool to serve as a standard model to systematically measure textbook support and its results. The model is ultimately aimed at promoting cost consciousness and determining if and how resources might be used more efficiently.

A private consulting firm in Stockholm has been contracted to develop and test the model. So far, it has been tested in Tanzania and Ethiopia using data drawn from existing annual reports and other available sources of information. The model allows for comparisons between different countries, different time periods, and different types of provision systems (government *versus* commercial enterprises). Values for the following parameters are included in the system: (a) the cost per distributed textbook, suitably broken

down in cost elements; (b) the number of pages per textbook title; (c) the number of titles per child and grade; and (d) the textbook cost per child.

A description of the cost structure of textbooks is included, which

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differentiates between commercial systems and government-run systems, the latter often having costs hidden in government budgets such as interest and exemptions from import duties. Further

distinctions are made between *produced* books and *distributed* books, both of which are reported on a title by title basis. To compare books in different countries, an *average* textbook is defined. Cost calculation is based on a wide range of information including manuscript writing and development costs, editorial costs, paper and raw materials, printing, warehouse costs, marketing and handling costs, and distribution.

Field tests of the model in Tanzania and Ethiopia revealed that even if information exists it is not always available at short notice, thus, reporting bodies must be given reasonable time to collect and consolidate data for use in the model. It is proposed that an introduction to the model be provided for users, and that the model should be introduced and tested in some other countries before being introduced on a general basis.

The model, based on EXCEL software and easy to use, will provide pertinent information on the actual costs of textbook provision for both donors and ministries, neither of whom are experts in book publishing. For more information on the model, contact SIDA's education division at Birger Jarlsgatan 61/ S-105 25 Stockholm/ Sweden.

Participatory Rural Appraisal/ Adult Literacy and Empowerment
An International Workshop
 to Evaluate Pilot Experiences in Uganda, Bangladesh, and El Salvador
in Kampala, Uganda
July 31st to August 2nd 1995

Participants will be able to travel on from Uganda to participate in the seminar "Literacy and Power" to be held in Harare, Zimbabwe from 7-9 August 1995 (organized by Education for Development and UNESCO Harare)

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CALENDAR OF EVENTS

F E B R U A R Y	
1	Wed ● DAE Working Party
2	Thu
3	Fri ● TMS Francophone
4	Sat
5	Sun
6	Mon ① Audience Africa
7	Tue
8	Wed
9	Thu
10	Fri
11	Sat
12	Sun
13	Mon
14	Tue ② Haut conseil de la Francophonie
15	Wed
16	Thu
17	Fri
18	Sat
19	Sun
20	Mon
21	Tue ③ WHO-UNESCO
22	Wed ④ EFA Steering Committee
23	Thu
24	Fri
25	Sat
26	Sun
27	Mon ● WG Coordinators
28	Tue
29	
30	
31	

M A R C H	
1	Wed
2	Thu
3	Fri
4	Sat
5	Sun
6	Mon ⑤ World Summit on Social Development
7	Tue
8	Wed
9	Thu
10	Fri
11	Sat
12	Sun
13	Mon
14	Tue
15	Wed
16	Thu
17	Fri
18	Sat
19	Sun
20	Mon
21	Tue
22	Wed
23	Thu
24	Fri
25	Sat
26	Sun
27	Mon
28	Tue
29	Wed
30	Thu DAE Executive
31	Fri ● Committee Meeting

P R I L	
1	Sat ● DAE Executive
2	Sun Committee Meeting cont.
3	Mon
4	Tue
5	Wed
6	Thu
7	Fri
8	Sat
9	Sun
10	Mon ⑥ Seminar on Master Plan, Mauritius
11	Tue
12	Wed ⑦ Bureau of African Ministers of Education
13	Thu
14	Fri
15	Sat
16	Sun
17	Mon
18	Tue ⑧ International Consultation on Women's and Girls' Education in LDCs
19	Wed
20	Thu
21	Fri
22	Sat
23	Sun
24	Mon
25	Tue
26	Wed
27	Thu
28	Fri
29	Sat
30	Sun
31	

DAE Activities

- **DAE Working Party**
DAE Executive Committee-appointed group to assess evaluation and make recommendations for changes in DAE. February 1-2, Washington, D.C. [Closed]
- **TMS Francophone**
DAE Working Group on the Teaching Profession Teacher Management and Support Program for 8 Francophone countries. January 30-February 3, Bamako.
- **WG Coordinators' Meeting**
DAE Working Group coordinators meet to discuss WG coordination, standard operating procedures, DAE evaluation, and Task Force meeting. February 27-28, Washington, D.C.
- **DAE Executive Committee Meeting**
Special session of the DAE Executive Committee on revision of Principles of Association and other business. March 31-April 1, IIEP, Paris.

Other Meetings

- ① **Audience Africa**
Forum on *Social Development: Africa's Priorities*. February 6-10, UNESCO Headquarters, Paris.
- ② **Haut conseil de la Francophonie**
Eleventh session of the Haut Conseil de la Francophonie on the theme *African Society and the Francophonie*. February 14-16, Paris. [Closed]
- ③ **WHO-UNESCO**
Impact of CFA Franc Devaluation on Health and Education. February 21-24, Geneva.
- ④ **EFA Steering Committee**
Preparations for 3rd meeting of the International Consultative Forum on Education for All and mid-decade review of progress toward EFA. February 22-23, UNESCO Headquarters, Paris.
- ⑤ **World Summit on Social Development**
Theme: *Education as the key to economic growth, jobs, and social inclusion*. March 6-12, Copenhagen.
- ⑥ **Seminar on Master Plan Mauritius**
Review of Education Sector Master Plan Implementation. April 10-13, Mauritius.

- ⑦ **Bureau of African Ministers of Education**
Coincides with Seminar on Master Plan (April 10-13) to discuss ministerial priorities in education, etc. Mauritius.
- ⑧ **International Consultation on Women's and Girls' Education in LDCs**
UNESCO meeting preparing for UN World Conference on Women in Beijing, September. April 18-21, Paris.



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