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Promoting Better Information Sharing and Use

This issue of our newsletter focuses on ADEA. The articles refer to the Association's different components, activities and publications. They are intended to respond to the request often made by African Ministers and other education professionals for more information about ADEA. Moreover, as we are diffusing information, the question is posed: is information shared and used in the best way? In the following article, ADEA's President Ingemar Gustafsson invites ADEA to become a learning association through better information sharing and use.

As we begin a new year—1997—the ADEA can look back at an intensive period of exchange of views and experience. The topics that have figured on the agenda of the biennial meetings have included discussions about policy making and policy implementation. The working groups have covered a growing range of topics related to education in Africa. The latest includes non-formal education. Those of us who have participated in the work of the ADEA also know that the ADEA consists of a large range of contacts between Ministers of Education, agencies and professionals working with different aspects of the education system. There has also been intensive cooperation between the Secretariat, the Working Groups and Ministers of Education.

The point is that this process represents an immense learning experience about reform work in different African countries. The process has, among other things, demonstrated how important it is to develop the concept of partnership, i.e. to find out how we should work together in the years to come.

"As we begin 1997, ADEA can look back at an intensive period of exchange of views and experience. This represents an accumulated wealth of knowledge and experience about reform work in Africa which is only partly visible and available. It seems important at this stage to reflect on how this information can be made part of a wider process of learning."



In the last issue of the ADEA Newsletter, we announced the change of the English name of the association. The new name is now "Association for the Development of Education in Africa". The association's acronym (now ADEA) and logo have been changed accordingly. The logo has been redesigned to give more prominence to the "A" of "Association". The new design is meant to give more emphasis to the underlying philosophy of ADEA which promotes an active partnership between African Ministries of Education and development agencies.

There is within the ADEA an accumulated body of knowledge and experience that is only partly visible and available. The call from many members for more information is a reflection of this.

There are manuals for analyses of the needs for statistics, for record keeping in schools. There is a wealth of experience about sector studies. There is material about education for girls, there are synthesis reports with experience about national education reforms, there are studies in higher education. Last but not least, there is a lot of experience on contacts and forms of cooperation that need to be developed further. One thread that has been with the ADEA right from the start is the notion of coordinated sector programmes, that are now being implemented in some countries.

Much has been done already, through this newsletter, reports and information leaflets to share and exchange experience. Information sharing in this way is important. However, it seems important at this stage to reflect on how that information can be made part of a wider process of learning. In other words, how can all the accumulated experience that now exists be synthesized, analyzed and shared.

As we move into 1997 and with the first Biennial taking place in Africa, I would like to invite a discussion on how information and information sharing can be developed so that it can be said that, during 1997, ADEA became an association of learning.

Ingemar Gustafsson
ADEA President

The ADEA Secretariat

The ADEA Secretariat acts as facilitator and coordinator of the activities conducted by the association's different components. Since 1992, the Secretariat is located in Paris, in the building of the International Institute for Educational Planning, the association's host agency.

The ADEA Secretariat has a central role vis-à-vis the association's different components. The Steering Committee, the Bureau and the Caucus of African Ministers of Education, and the working groups rely on the Secretariat who acts as facilitator and coordinator of the association's activities, in accordance with the decisions taken by the Steering Committee.

The Secretariat's responsibilities are numerous. Major responsibilities are the following: (i) facilitating dialogue among African Ministers of Education and Training and among funding agencies; (ii) organizing meetings of the Steering Committee; (iii) implementing ADEA's program of activities, in accordance with the Steering Committee's instructions; (iv)

liaising with the working groups and providing operational and substantive support to the groups; (v) supporting the working groups in the dissemination of the results of their activities; (vi) contributing to the reflection on the priorities of education in Africa by gathering, analyzing, and disseminating information pertaining to education and training in sub-Saharan Africa; (vii) finally, the Secretariat is responsible for collecting, planning the utilization of, and managing ADEA's core funds, with the assistance of the host agency.

The Secretariat is of small dimension. It is presently composed of the Executive Secretary and the four members of personnel whose names appear in the box below. □

Personnel of the ADEA Secretariat

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The ADEA Steering Committee

The ADEA Steering Committee is made up of seven African Ministers of Education and funding agencies that provide ADEA with an annual unrestricted contribution that is determined by the Steering Committee. In addition to serving as ADEA's governing body—responsible for setting guidelines and approving ADEA's programmatic activities, the Steering Committee acts as the primary instance for the coordination among funding agencies, and between them and the African Ministries of Education. It generally meets twice a year.

The ADEA Steering Committee is composed of seven African Ministers of Education and funding agencies who provide an unrestricted annual contribution, the amount of which is determined by the Steering Committee. The Steering Committee generally meets twice a year. The Sixth Session of the Steering Committee took place on November 4-5, 1996, in Paris.

Sixth Session of the Steering Committee

After adoption of the 1996 Report of Activities, approval of the program and budget for 1997, and a report on the major ADEA meetings held since the last Steering Committee meeting, the following substantive matters were addressed: working group issues; the United Nations System-Wide Initiative for Africa; and selection of a theme for the Biennial Meeting which will be held in Dakar in October 1997.

-- Working Group Issues

The working groups are at the heart of ADEA's program. In his oral report of the March and October meetings of the working group leaders and coordinators, the Executive Secretary noted the need felt by the working groups for an internal monitoring mechanism. The mechanism would allow the groups to evaluate the quality and impact of their work.

The need for the working groups to enhance information sharing was also mentioned. The Ministers' incomplete knowledge of the working groups' activities indicates that information is not being adequately disseminated. In order to correct this problem, the Secretariat is publishing a special issue of the Newsletter devoted to ADEA. Country profiles that will serve as a reference for all of ADEA's mem-

bers are also being developed.

-- United Nations Initiative for Africa

The United Nations System-Wide Initiative for Africa was presented to the members of the Steering Committee by the World Bank and UNESCO during the Steering Committee's fifth session (Paris, March 28-30, 1996).⁽¹⁾ The meeting marked the beginning of a consultative phase involving African Ministers and funding agencies. The Sixth Session of the Steering Committee reviewed the progress of the initiative and the action taken within ADEA: a questionnaire assessing the degree of preparation of the various countries has been sent to all of the ministers; dialogue has continued, aimed essentially at determining ADEA's role and the implications for the Association; and a protocol, which will serve as the starting point for implementing the initiative, has been drafted.

With regard to the role of ADEA in the Initiative, it was agreed that the Association should continue its advocacy and information-sharing role.

-- Themes for the Biennial Meeting in Dakar

The Executive Secretary presented the following list of proposed themes for the Dakar Biennial:

- Theme 1: *International Partnerships, National Ownership and Policy Implementation;*
- Theme 2: *Formal and Non-Formal Education: Articulations and Complementarity of Improving Access and Quality;*
- Theme 3: *The Challenge of Capacity-Building: Valid Approaches and Respective Roles;*
- Theme 4: *Crisis in Educational Quality;*

-- Theme 5: *Less Information, More Decisions: The Fragility of Information Systems for Education in Sub-Saharan Africa*

All of the themes received strong support. Hence, it was suggested that the Executive Secretary propose a "synthesis theme", broad enough to address questions related to partnership, capacity-building and quality in education.

After the meeting, the theme *Partnerships for Capacity-Building and Improving the Quality of Education in Sub-Saharan Africa* was selected. A discussion on ways of developing this theme, organizing the meeting, and the role of each member of ADEA is on the agenda for the Steering Committee's next session, which is slated for April 24-25, 1997.

□

(1) The United Nations System-Wide Initiative for Africa, also called "Special Initiative for Africa under the Guidance of Countries" was launched March 15, 1996 by the General Secretary of the United Nations and the President of the World Bank.

The Caucus and Bureau of African Ministers

The Caucus of African Ministers of Education was established in Manchester in 1991, at the same time as the Bureau that represents ministers within ADEA's Steering Committee. The Association, which was then known as "Donors to African Education," has since evolved in order to give African Ministers of Education a greater role in ADEA activities.

The Caucus and Bureau of Ministers count among the most innovative and effective tools developed by ADEA to strengthen education policy dialogue. Established in 1991 to involve African Ministers of Education more closely in ADEA's activities, they have become mechanisms that give the ministers a more effective voice in the development community and a means of adapting ADEA's agenda to their needs. Both the Caucus and Bureau have been instrumental in moving ADEA away from being a "donors' club". During the Bureau's meeting which took place in Accra, February 11-12, 1997, World Bank President James Wolfensohn met with Bureau members. A work session was devoted to an in-depth discussion of African education concerns, the minis-

ters' priorities, and the Bank's policy in support of African education.

The Caucus and Bureau also provide an opportunity for networking among ministers that fosters the development of African leadership in the field of education.

Composition

The Caucus of Ministers is made up of African Ministers of Education from Sub-Saharan Africa. The Bureau is made up of seven ministers representing five sub-regions (Southern Africa, Central Africa, Eastern Africa, Western Africa, and the Indian Ocean) who are elected by their peers to represent the Caucus. Rotation of countries in alphabetical order every two years was

adopted as the basis for the renewal of mandates. The next elections will coincide with the Dakar Biennial in October.

Ministerial Meetings

ADEA regularly organizes meetings for these two groups. The Caucus of Ministers generally meets once a year, while the Bureau generally meets twice. ADEA also supports the Ministers' participation in sub-regional meetings. In 1995, ADEA organized two sub-regional meetings: one on the theme of "Female Participation in Education" which took place in Conakry, Guinea, August 21-22; and another on the theme

(continued on page 5)

The Bureau of African Ministers

President : Hon. Harry Sawyerr (Ghana)⁽¹⁾
Vice-President : Hon. Amnaya Mushega (Uganda)

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Hon. James Burty David
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 Ministry of Science and Technology
 New Government Center
 Port-Louis

ADEA's Intra-African Exchange Program

The Intra-African Exchange Program is part of the efforts undertaken by the ADEA to take advantage of already existing African expertise to further develop capacities in sub-Saharan Africa. Launched in 1996, the program has benefited the following countries: São Tomé and Príncipe, Zimbabwe and Togo.

Intra-African exchanges are a major component of African cooperation and capacity-building. ADEA's Intra-African Exchange Program was set up to help African ministries of education to use existing regional capacities and capitalize on each other's best experience and expertise. ADEA encourages this by sponsoring exchanges enabling applicants to receive advice or technical assistance from senior African education professionals.

The exchange program enables interested ministries to be visited by a specialist, or to send a staff member to another country.⁽¹⁾

Sao Tomé and Príncipe first beneficiary of the program

São Tomé and Príncipe is the first country to have benefited from ADEA's Intra-African Exchange Program. Its educational system has suffered greatly from the deteriorating economic and financial situation. São Tomé and Príncipe's economy, based on the monoculture of cocoa has suffered from a drop in production and falling prices on the world market.

Today, the government of São Tomé and Príncipe is considering a reform of the education system. A major meeting to reflect on the problems facing the system was held in March. The São Tomé and Príncipe Minister of Education submitted a request to ADEA asking for an expert

who had been closely involved in the preparation of the latest Biennial Meeting. The central theme discussed during the Biennial (Tours, October 1995) was "*Formulating Educational Policy in Africa*". Mr. Djibril Débourou, a member of the National Assembly of Benin, professor at the Ecole Normale Supérieure, director of a UNESCO project, and the author of one of the Benin case studies prepared for the Biennial Meeting was invited to attend the meeting.

Mr. Débourou made a presentation on key points of educational policy formulation, including the analytical work required beforehand, the importance of mechanisms for consultation and dialogue, donor coordination, and the pitfalls to be avoided. The main recommendation made by Mr. Débourou was that more quantitative data was needed before any reform work could be undertaken.

Participation of two experts at the Zimbabwe International Book Fair

Two African experts were invited to share their experience on book policies at the "*Indaba 3*" held during the 1996 Zimbabwe International Book Fair in Harare.

Mr. Ndoye, Minister of Basic Education and National Languages from Senegal expressed his point of view on the long term implications of writing and publishing in national

languages for a national book policy. Mr. N'Golo Coulibaly, technical advisor for the Ministry of Basic Education in Mali made a presentation on the role of the education sector in the development of a national book policy.

Togo explores the redeployment of teachers

Mr. Alamah Condé, author of the ADEA publication entitled *The Redeployment of teachers in Guinea* will be visiting the Ministry of Education and Research in Togo. Mr. Condé, Assistant Inspector-General at the Ministry of Education and Scientific Research in Guinea was a major actor in the process of redeploying teachers in Guinea. As a result of the experience, significant efficiencies were developed that led to increased enrollments in both urban and rural schools without increased costs. During his mission, Mr. Condé will share Guinea's experience with his colleagues from Togo. The possibilities of redeploying teachers in Togo will be explored. □

(1) For more information on how to benefit from the program and how the program is financed, please refer to "*The Intra-African Exchange Program*", *ADEA Newsletter*, Vol. 8, N° 2-4, April-September 1996.

(2) The central theme of the biennial held in Tours was "*Formulating Education Policy in sub-Saharan Africa*".

(3) « *Indaba* » means « conference »

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"*From Transition to Cooperation.*" held in Harare, Zimbabwe, August 28-29. In 1996, ministers and official representatives of 19 African countries participated in a pan-African seminar on "*The Problems and Prospects of the Use of African Languages in Education*", which took place in Accra, Ghana, August 26-30 (see *ADEA Newsletter*, Vol. 8, No. 4, October-December 1996).

Two sub-regional ministerial meetings on topical issues are planned for 1997: one on distance learning and another on either the privatization of education or environmental education. □

(1) Hon. Harry Sawyerr (Ghana), officially announced his retirement from public life as Minister of Education of Ghana. A new president will be elected when the Bureau is renewed in October 1997 during the ADEA Biennial Meeting that will be held in Dakar (14-18 October 1997).

(2) Hon. Christine Amoako-Nuama (Ghana) has replaced Hon. Harry Sawyerr in his quality of Minister of Education of Ghana.

ADEA's Working Groups

Since its creation in 1988, ADEA has met regularly to discuss a variety of education-related issues of concern to the community of African educators. To a great extent, this reflection takes place within ADEA's nine working groups. Each group focuses on a specific theme and is made up of a consortium of African ministers, funding agencies and other professional stakeholders in education. Among its other advantages, this variety in the make-up of the groups ensures that activities are more firmly rooted in the countries involved.

Nine working groups

ADEA currently has nine working groups, created to pursue the following themes: girls' and women's education; the teaching profession; higher education; finance and education; education statistics; books and learning materials; education sector analysis; education research and policy analysis; and non-formal education. The most recently created working group on non-

formal education—was admitted to ADEA in March 1996. For the most part, the other working groups have entered in their eighth year of existence.

Alliances with many partners, partnerships in many forms

The goal of the working groups is to foster reflection on policy in their chosen field, in order to help improve the education systems in sub-Saharan

Africa. The groups consist of a consortium of African ministers, funding agencies and other education stakeholders. For example, the Working Group on Finance and Education brings together representatives of the Ministries of Education and Finance, funding agency officials, researchers, and experts in education, statistics and finance. This Working Group has also formed a partnership with CODESRIA, an African institution that serves as coordinator for the Working Group. The variety in the composition of the groups makes it possible to combine and coordinate the efforts of many stakeholders. It also allows for better understanding of the local situation and local problems and ensures that the groups' activities are more firmly rooted in the countries involved.

Each working group is led by one or more development agencies, which provide the bulk of the group's funding. The groups' activities are carried out by specialized agencies or African NGOs.

Advocacy, analysis, capacity-building

The activities of the working groups can be divided into three broad categories: advocacy activities, analytical work and capacity-building initiatives.

The Working Group on Female Participation in Education (WGFP) has focused on increasing the ministers' awareness of the importance of educating women and girls. In 1992, the group provided the impetus for creating the Forum for African Women Educationalists (FAWE), one of the most innovative and respected African organizations. Today FAWE counts more than 40 ministers, vice-chancellors of universities and other senior women educators who have come together to advance the cause of women's

The nine ADEA Working Groups :

Working Group on Female Participation (WGFP)

Lead agency: Rockefeller Foundation.

Activities implemented by: Forum of African Women Educationalists (FAWE) ; Female Education in Mathematics and Sciences (FEMSA); Alliance for Community Action for Female Education (ACAFE); Partnership for Strategic Resource Planning

Working Group on the Teaching Profession (WGTP)

Lead Agency: Commonwealth Secretariat and Ministry of Cooperation (France).

Working Group on Higher Education (WGHE)

Lead Agency: World Bank

Working Group on Finance and Education (WGFE)

Lead Agency: Canadian Agency for International Development (CIDA)
Activities implemented by: CODESRIA.

Working Group on Education Statistics (WGES)

Lead Agency: Swedish International Development Agency (SIDA)
Activities implemented by : UNESCO.

Working Group on Books and Learning Materials (WGBLM)

Lead Agency: Overseas Development Administration (ODA).

Working Group on Sector Analysis (WGSA)

Lead Agency: UNESCO.

Working Group on Research and Policy Analysis (WGER/PA)

Lead Agency: International Development Research Center (IDRC)

Working Group on Non-Formal Education (WGNFE)

Lead Agency: Swiss Development Cooperation

education. National chapters established in over 20 countries have broadened FAWE's sphere of influence in the local communities. One important element of the group's strategy is entering into partnerships—with the media or other NGOs—that will further contribute to advancing the cause of girls' education. The WGFP also has a strong analytical component. It has supported a broad program of research into the determining factors in women's and girls' education in Africa. Strategic resource planning to foster girls' education is another area explored by this Working Group.

Other groups have chosen to focus their efforts on information sharing. This is true of the Working Group on Books and Learning Materials, which is preparing to publish three studies on the following topics: the economic aspects of publishing educational materials in Africa, the cost-effectiveness of publishing in national languages, and distribution and dissemination systems for educational materials in West Africa.

A number of groups have twinned with African institutions working in their area of concern, and in the process have helped to strengthen these institutions. For example, the close ties between the Working Group on Higher Education and the Association of African Universities (AAU) has given new impetus to the AAU. The Working Group on Educational Research and Policy Analysis has strengthened two African education research networks, ERNWACA⁽¹⁾ in West and Central Africa and ERNESA⁽²⁾ in Eastern and Southern Africa.

Some groups have redefined the policy debate between African Ministers and development agencies where certain sub-sectors are concerned. This is true of the Working Group on Higher Education, which has analyzed the future of African universities.

The Working Groups on Educational Statistics and the Teaching Profession are concerned primarily with technical skill development, especially within ministries of education. This skill development is fostered by the NESIS (National Education Statistical

Information Systems) and the TMS (Teacher Management and Support) programs which are carried out through country teams. In addition to producing expertise within countries, these programs will result in two additional concrete results: first, *a set of methodological tools* that other African countries will be able to call upon to design their own national programs, and second, *a network of African experts* whose technical expertise can be recruited by other countries when developing their own programs.

Cooperation and coordination between agencies and working groups

The working groups are also dedicated to promoting greater cooperation among agencies, building consensus among themselves, and ensuring that their initiatives in the field of African education are consistent with one another. For example, the Working Group on Education Sector Analysis has produced an inventory and analytical overview of 237 sector studies of education conducted in Africa between 1990 and 1994. The objective of the study was to provide an overview of the current state of education sector analysis and a convenient reference to recently completed studies.

Meetings are organized twice a year for all of the working group leaders and coordinators. This allows each group to become familiar with the work of the others and ensures that the activities of the groups are compatible with one another. The complementarity of the themes investigated by the various groups leads most of them to organize joint meetings.

New themes on the horizon

Several interest groups have been formed to investigate other topical issues such as early childhood development and distance learning. These groups may ultimately become ADEA working groups. However, to achieve that status, they will have to meet the following criteria: the creation of the new working group must be demand-driven by the community of

African educators; the group's activities must be consistent with ADEA's broader agenda; the group's institutional structure must be sturdy enough to provide effective management and leadership; the lead agency must be genuinely committed; the group must represent an alliance of numerous partners; and it must contribute to skill- and capacity-building in Africa. Meeting these criteria will ensure that the activities of the new working groups are relevant to African educators' concerns and that the groups will have a lasting presence.

□

Information leaflets on the ADEA working groups are available. To obtain a leaflet, please contact the ADEA Secretariat

(1) ERNWACA: Western and Central African Education Research Network

(2) ERNESA: Eastern African Education Research Network

ADEA's Biennial Meetings

The ADEA Biennial meetings provide a unique opportunity for networking and policy dialogue among African Ministers of Education, and between the Ministers and funding agencies. At the last Biennial meeting held in Tours, 36 ministers, 56 high-level representatives from the African education community, and 103 senior officials from development agencies came together to address a common theme: Formulating Education Policy in Sub-Saharan Africa.

Every two years, ADEA organizes a plenary meeting that brings the entire ADEA community together. African Ministers of Education, senior officials from development agencies, working group members and other education professionals meet to discuss a theme related to education policy. During these meetings, development agencies are exposed to education issues from the viewpoint of the African governments, and ministers share their experiences and concerns. Biennial meetings also provide an opportunity for a variety of groups—ministers, working groups, interest groups and funding agencies—to exchange ideas and meet with one another outside the plenary meetings.

Themes of the Biennial meetings

The Manchester Task Force (October 28-30, 1991), the first Biennial Meeting to include African Ministers of Education, chose the theme of *Textbook Provision and Library Development*. The biennial held in Angers October 22-24, 1993 examined *Issues in the Implementation of Education Sector Programs and Projects in Sub-Saharan Africa*.

On October 18-22, 1995, discussions in Tours focused on *Formulating Education Policy in Sub-Saharan Africa*, a theme that grew out of discussions in Angers. Several documents were published on the occasion of the Biennial, including case studies describing the experiences of six African countries (Benin, Ghana, Guinea, Mauritius, Mozambique and Uganda).

These studies, written by African authors, illustrate policy formulation in a variety of contexts.

Today these real-life experiences constitute a common frame of reference that decision-makers and education specialists can use as a basis for tackling policy formulation issues. In March 1996, several months after the Tours Biennial, the government of Sao Tome and Principe invited the author of one of the studies to join them in reflecting on reform of their education system. The Executive Secretary of ADEA, Mr. Richard Sack has had the opportunity to share the knowledge generated by the Biennial Meeting at several meetings held outside ADEA, including the last meeting of the CONFEMEN⁽²⁾.

1997 Biennial slated for Dakar

The next Biennial, slated for October 14-18, 1997 in Dakar, will be the first ADEA Biennial to be held in Africa. Discussions will focus on the following theme: *Partnerships for Capacity-Building and Improving the Quality of Education in Sub-Saharan Africa*.

ADEA's Biennial Meetings⁽¹⁾

Manchester, U.K. (28-30 october 1991)

Theme : Textbook provision and library development in Africa

Angers, France (22-24 october 1993)

Theme : Issues related to the implementation of education projects and programs in sub-Saharan Africa

Tours, France (18-22 october 1995)

Theme : Formulating education policy in sub-Saharan Africa

Next Biennial

► ► Dakar, Senegal (14-18 october 1997)

Theme : Partnerships for capacity building and the improvement of the quality of education in sub-Saharan Africa

(1) Only Biennial Meetings attended by the African Ministers are mentioned.

(2) Conference of Ministers of Education of Francophone countries

More About the Biennial Meetings ...

The following documents have been published for the ADEA Biennial Meetings:

- **Conference on textbook provision and library development in Africa (Manchester, U.K., 28 to 30 October 1991)**
The British Council, 1992.
- **Issues in the Implementation of Education Sector programs and Projects in sub-Saharan Africa – with reflections from the DAE Task Force Meetings (October 1993 – Angers, France).**
Donors to African Education, Paris, DAE, 1994.
- **Improving the Implementation of Education projects in Africa Through Ownership: Proceedings of the DAE Task Force Meetings**
Donors to African Education, Paris, DAE, 1994.
- **DAE Newsletter, Volume 6, No. 1, January -March 1994.**
Donors to African Education, Paris, DAE 1994.
This issue features several articles related to the 1993 Task Force Meeting which took place in Angers, France.
- **Formulating Educational Policy in Sub-Saharan Africa (Tours, 18-22 October 1995).**
Association for the Development of education in Africa, Paris, DAE, 1996.
- **Formulating Education Policy: Lessons and Experiences from sub-Saharan Africa. Six Case Studies and Reflections from the DAE Biennial Meetings (October 1995 – Tours, France)**
Association for the Development of Education in Africa, Paris, DAE, 1996.
- **Education Policy-Planning Process: An Applied Framework**
by Wadi Haddad with the assistance of Terri Demsky, Fundamentals of Educational Planning No. 51, Paris, UNESCO : International Institute for Educational Planning, 1995.
- **DAE Newsletter, Volume 7, No. 4, October - December 1995.**
Association for the Development of Education in Africa, Paris, DAE, 1995.
This issue is focused on the 1995 Biennial Plenary Meeting which took place in Tours, France.

► ► To obtain a copy of these documents,
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Information and Communication Technologies

Everywhere you look these days, people are talking about E-mail and the Internet. The electronic venue has provided his views on electronic access to information and its impact on social and organizational change, empowerment, and economic development. He is an economist at the University of California in Berkeley. He worked in the Transfer of Technology Division of the World Bank when the electronic revolution was beginning. For the past fifteen years, he has reflected on the impact of Information and Communication Technologies at Bellanet⁽¹⁾, and Professor

Question: *This issue of the newsletter is focused on the sharing of information and how this can be best achieved. What is ICT's contribution to information exchange? What are the advantages of the electronic venue?*

Answer: The strengths of the electronic venue are based on two factors. One is the ability of information technology to store and process numerical, textual, audio and video information in digital form at speeds, in quantities and at costs previously unimaginable. The other is the ability of communication technology to transmit digital objects across time and space quickly and at relatively nominal costs.

These factors have enabled the shift from an information diffusion regime based on distribution -- printing and sending information to people whether as audio or video or text -- to one in which information is put into a site which people can access at any time. The notion of access to information as opposed to the distribution of information is an essential property of ICT. Web sites are a perfect example of this. Users can come and get the information when they need it.

The same factors have reduced to nothing the cost of disseminating information to people who have electronic access. You don't have to mail a package. You don't have to stand at the fax machine to send the

information. You just have to make it known that the information is there.

Q.: *How can an organization take advantage of ICT to improve communication in-house and with its collaborating partners?*

A.: The first step is facilitating people's access to E-mail and letting them know where the information resides. The next step is making sure that the information which is there is useful to the end-users.

The traditional model of an organization or a set of organizations can be compared to vertical silos with information inside but not much information going out. Such an organization needs to be sensitized to its responsibility for making information available. This does not mean sending information out to the publishing department for dissemination. Instead, it means having the publishing/communications department working with the whole organization to figure out what information should be made available at each level of the organization. It also means developing a mentality of having people routinely put information that is of use to others into common access spaces. Collaborators can then be told "the information we need is there. Let's work on it together." Hence, the organization shifts to making the information available to all groups that are part of its mission. The groups may refer to the information as and when needed. This

is a different strategy with respect to information diffusion.

Q.: *Is ICT technologically appropriate for developing countries? How important is the problem of connectivity in Africa?*

A.: Much of the discussion around ICT and developing countries is polarized about the issue of appropriate technology. This debate has two threads. The first is: Does the technology make sense in terms of its costs and technological requirements? The second is: Are the likely consequences of this technology appropriate to the problems confronting developing countries and marginalized groups on this planet?

In terms of costs and technological requirements, the fact that ICT is the "newest" technology has confused the analysis. ICT is a "leapfrog" technology which means that developing countries can go directly to the most modern technology, skipping the intermediate stages passed through by the more developed countries. Not much of Africa is wired for telecommunications. However, this is not necessarily an obstacle since much of Africa will be using wireless technologies. This means that the communications capabilities of African cities will skip much of the complex and costly task of "stringing wire" that faced cities in the past. It means the ability to service rural areas without facing the high costs of

"The traditional model of an organization can be compared to vertical silos with information inside but not much information going out. Such an organization needs to be sensitized to its responsibility for making information available. This means developing a mentality of having people routinely put information that is of use to others into common access spaces."

es, Social Process and Organizational change

foundly and irreversibly changed the face of information. In the following interview, Mr. Sam Lanfranco shares his views on the impact of ICT on development, democracy, and opportunities for African countries. Mr. Lanfranco was initially trained as a development economist at the United Nations Conference on Trade and Development (UNCTAD) in the late 1970s, just as the micro-computer revolution and Communication Technology (ICT) on social processes. He is currently Senior Program Specialist at York University, Canada.

infrastructure across scarcely populated regions. While the newer ICT are technologically sophisticated, they generate less technological dependence than do, for example, foreign-built steel mills or car factories.

Q.: What is the rate of penetration of ICT in Africa?

A.: At this point there is virtually no country which does not have some kind of access to E-mail, the most rudimentary form of E-mail being the so-called store-and-forward. That is how the original Fidonet, the UUCPnet and the APC nodes were developed in Africa.

Africa is at the moment the fastest growing area for Internet connectivity in the world for two reasons: (i) it started from such a low base; and (ii) the new technology coming in now is wireless so it doesn't require the kind of infrastructure that was required for traditional phone or communications systems.

Q.: Is the required infrastructure costly?

A.: It's not costly and it's not sophisticated. The equipment for store and forward E-mail for a site in Africa is now available in large quantities in Canada on the secondary market for 100-150\$ per installation. It's cheaper to buy the equipment than to send one or two courier packages.

Q.: Can you give examples of successful programs using ITC in Africa?

A.: There have been many successful experiences across Africa. Nodes like Sangonet in South Africa have been very successful. They were important for the strengthening of civil society organizations under apartheid. They are

becoming increasingly important for education and training. In Francophone Africa, there is a network of AIDS education research sites where each researcher and epidemiologist has an ordinary notebook computer. They dial-up E-mail and they file their reports, they coordinate the information and they do their data analysis—all electronically. There are other small cases involving extensive use of satellite links to HealthNet through SatelLife.

Instead of looking at what has worked in Africa and transferring lessons from there, a lot of the literature looks at what is not there and talks about the obstacles. For example, much of the literature suggests that in order for computers to be effective in schools, you need a certain ratio of computers per student and per desk. The literature doesn't describe how a computer has

allowed schools to coordinate better with the Ministry of Education, how it has helped in securing school supplies and how it has facilitated the acquisition of curricular material that has arrived in electronic form and then transferred to print.

Q.: What are the constraints to the development of ICT in Africa?

A.: The real constraints are to be found in: (i) local telecom tariff rates; and, (ii) the need to nurture a culture of work and organizational structure which takes advantage of the properties of the virtual work space (and confronts its challenges). So long as national governments are forced to depend on telecommunications as a revenue "cash cow", or as a monopoly for the benefit of the few, they will fail to cultivate the virtual



Mr. Sam Lanfranco, Senior Program Specialist, Bellanet, and Professor, York University, Toronto, Canada

work space as a national resource in support of democracy and development. For anti-democratic regimes this poses a major dilemma. They know they need to create this electronic work space for economic reasons but are afraid of its political consequences.

Furthermore, people need to be prepared for the proper use of the new technologies. Organizations need to understand how electronic mail fits into what they do. Most organizations that were equipped early in Africa had an extreme need to communicate with their funders. E-mail was used mainly for financial accountability and for program planning coordination. It was not used for the purposes of capacity-building within the organization, service delivery or collaboration with counterparts within the region or around the globe.

Q.: Is ICT is bound to further increase the development gap between the North and the South?

A.: This is a big debate at the moment. Nelson Mandela stated at a conference at the International Telecommunications Union a couple of years ago, "This is the first technology that breaks away the access to information from ownership of wealth."

Communication technology tends to be used to break barriers rather than build barriers. While at one level there is a risk that its use will further marginalize the poor and powerless, the growing evidence is that—given a chance—the poor, the elderly, women, and other marginalized groups are exploring the less uneven playing field of the virtual work space and see it as important in pursuit of their individual and collective social objectives.

The electronic venues offer a lot of scope for broad popular participation and decision-making.

Much of the discussion around the impact of ICT on developing countries has focused on the fear that the monopoly of knowledge in the "information age" will rest with the rich in the North. It does not follow that access to global knowledge is essential to support democratic tendencies. Local access to local knowledge is just as important. Much of the knowledge

needed is local knowledge and much of what is needed is community level discourse, for which the electronic venue is well suited.

Q.: What is the impact of ICT on social process?

Canadian economic historian and communications theorist Harold C. Innis observed many years ago that any new technology which changes how society deals with time and space will, in a relatively short time, have revolutionary impact on social structures and social processes. ICT reduces many of the obstacles of time and distance which have hindered participation in the social process, and allowed monopoly power over the control of information.

In its vulgar form, the Internet is seen as a crude information gas hose, allowing those at some distance to draw knowledge from the knowledge refineries of the North.

The metaphor of the virtual work space is much richer. ICT can be thought of as enabling an electronic venue for social process or as a new territory for carrying out human activities. The virtual work space joins the literal work space to provide an expanded territory which will have a profound impact on organizational structure and work process in all sectors of society. This goes beyond the idea of the "information highway" as a kind of faster and cheaper information courier service. It promises fewer obstacles to group activity, the potential for each voice to be heard, easier access to information. It encourages transparency and accountability.

Many models used now to describe ICT are based on previous technologies without appreciating the differences. If there is a difference between an ICT rich environment and where we were before, it can be compared to the difference between television and the Internet. While they may merge and be in the same box or on the same screen in a few years, this is just a technological convenience. Television is still passive. You sit and you watch. Within an electronic space, you work when you can, others do their part when they can. It's interactive. You get the

document, you change the document, you comment on it. ICT is bringing forth new forms of organizational structure and social process based on asynchronous collaboration across time and space.

An interview with

Sam Lanfranco, Senior Program Specialist, Bellanet Professor at York University Toronto, Canada

Ottawa, March 18, 1997

(1) For more information on Bellanet, please refer to the articles entitled "ADEA Collaborates with Bellanet to construct ADEA Web page" and "Bellanet" on page 13.

ADEA collaborates with Bellanet to build ADEA Web Site

In the past few months, the ADEA Secretariat has worked towards developing a Web site. This has been done in collaboration with Bellanet, an initiative based at the International Development Research Center in Ottawa. Bellanet's mission is to increase the effectiveness of development work by promoting and supporting the use of information and communication technology (ICT).

While Bellanet is not a direct provider of ICT services, it supports the incorporation of ICT-enabled electronic workspaces within the development community. Hence, it provides advice on a number of ICT-related matters, including the following: web site development, conferencing and list-based venues; access to information for collaborative planning; connectivity; consultations within groups of development stakeholders; and, facilitation of brokering partnerships.

ADEA Web site (after April 22, 1997) :
<http://www.bellanet.org/partners/adea>

ADEA will continue to consult Bellanet on matters related to the use of information and communication technology. In addition to technical support provided for ADEA's Web site, Bellanet is assisting ADEA to set up and manage electronic mailing lists. These mailing lists are expected to facilitate the dialogue and exchange of information within ADEA's Steering Committee and the Working Groups as well as with collaborating partners.

The ADEA Web site will be launched on April 22, 1997.



In the next issue...

The next issue (Vol. 9, No. 2, April-June 1997) will focus on **Education Statistics**.

Featured articles include:

- A presentation of the activities of ADEA's Working Group on Education Statistics (WGESA).
- An overview of Education For All (EFA) reports covering ten African countries, main indicators and trends.
- Our series "What Strategies for Capacity-Development?" will continue with an article presenting WGESA's approach.
- An interview of Kjell Nyström, leader of the Working Group on Education Statistics.



Bellanet was created in 1994 to enlist information and communication technology for implementing "...a global forum for sustainable development research and capacity development."

Bellanet works with the development community to broaden collaboration, increase participation and transparency of action, and diffuse lessons learned. It does this by promoting the more effective use of ICT.

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Easy access to Education data for sub-Saharan Africa: SPESSA

Access to data contained in international and regional publications is tedious and often frustrating. In cooperation with ADEA, USAID's Africa Bureau designed and produced "Statistical Profile of Education in sub-Saharan Africa" (SPESSA), a windows-based software program to provide easy access to education data for sub-Saharan Africa.

The lack of availability of consistent and comprehensive information on the status of African education systems has long been a constraint to informed dialogue and education reform strategies. In 1994, the Association for the Development of Education in Africa (ADEA, formerly "Donors to African Education") compiled a set of data and indicators from UNESCO and World Bank data, and published this as a booklet: *A Statistical Profile of Education in Sub-Saharan Africa in the 1980s*. This data was updated to 1993 in a second booklet entitled *A Statistical Profile of Education in Sub-Saharan Africa, 1990-1993* which was published in 1995⁽¹⁾.

The data contained in the "profiles" provide information on the principal features of educational development for forty-seven countries in sub-Saharan Africa. These new tables are the most comprehensive, including, where available, data on South Africa and Namibia. The indicators have been calculated from data supplied by the UNESCO Division of Statistics on Education and by research files and country documentation gathered by the *Institut de recherche sur l'économie de l'éducation* (IREDU) at the University of Burgundy in Dijon, France. Although considerable effort has been made to standardize the data, statistical methods, coverage, practices, and definitions differ from country to country.

While this work provides the best available data and indicators for all sub-Saharan countries for the period 1975-1993, weaknesses in developing countries' statistical systems limit the availability and reliability of the data. Indeed, the data set reveals how poor much of the data coverage and quality is in Africa. Perhaps realization of these shortcomings may stimulate work at the

national level to improve timely, accurate information on the state of education.

Accessing the data through a user-friendly windows based program

In 1995, in collaboration with ADEA, USAID designed a user-friendly software program which provides easy access to the data contained in ADEA's statistical profiles. The program provides an interactive and graphics framework so the user can choose countries and/or country groups from a map of Africa. The user then selects indicators and data that are organized into four groups:

- i) *Background country information* such as population, GNP and GNP/capita, inflation, demographic and life expectancy, infant mortality. Textual data is also provided on country characteristics such as the political system, ethnic groups and languages;
- ii) *Education data* such as system structure, number of schools by level or type, enrolments and school-age population by gender, level and type of education;
- iii) *Education indicators* such as gross enrolment rates, access, repetition and completion rates, pupil/teacher ratios, etc.; and
- iv) *Education finance data/indicators* such as public expenditure on education as a percentage of GNP and as a percentage of public expenditure, expenditures and unit costs by level of education, and expenditures and unit costs by type of expenditure (percentage to teachers, to teaching materials, etc.).

The program processes the user's selections and presents them in graphic and spreadsheet formats. During the selection process, right-clicking on

countries, country groups, indicator groups and specific indicators gives the user further information on the selection, when available. This information provides a concise definition of the indicator, and indicates any problems with the data for the country(ies) and region(s) selected.

The indicators can be used to characterize the trends and major differences between countries and country groups rather than to show precise quantitative measures of those trends and differences.

The data and graphs can be printed or copied to the Windows Clipboard. The latter function allows the user to transfer the data or the graph to a temporary storage space and paste it into another application such as a wordprocessor or graphics presentation. The data can also be exported into a variety of formats including ASCII, Lotus 123, QuattroPro, Microsoft Excel, dBase and Access.

Design of the software

All of the data, including the labels for the variables and the data notes, are entered into ACCESS database tables. This makes it possible for new variables and data points (years) to be added without any programming.

SPESSA has generated such enthusiasm among users that a similar program is being developed by USAID to access education data concerning all regions of the world.

Ash Hartwell
Policy Analyst
USAID

(1) The profiles are an improved update of the data series first presented in the World Bank's 1988 *Education in Sub-Saharan Africa: Policies for Adjustment, Revitalization, and Expansion* and continued in *Education in Sub-Saharan Africa: Updated Statistical Tables* (World Bank, 1990).

ADEA's Project Information System (PRISM)

The idea of ADEA's Project Information System (PRISM) originated with the founding of ADEA in 1988. DIS ("Donors Information System"), as it was then called, was seen as a tool that would help funding agencies coordinate their efforts in the interest of education in Africa. DIS was issued in 1991. ADEA is currently in the process of updating the information contained in the database. The computer interface is also being upgraded so that users will have access to a comprehensive, interactive and user-friendly database.

History and objectives

ADEA's Project Information System (PRISM) originated with the founding of ADEA in 1988. The idea was to develop an information system presenting an inventory of all development agencies' ongoing projects and programs of assistance to education in sub-Saharan Africa. PRISM was to be a referral system, allowing users to see *who* is working, *where*, *when* on *what*, *why* and *how*. The system would: (i) allow ministers to see what was happening across the continent; and, (ii) enable development agencies to be better informed of what each one is doing. DIS ("Donors to African Education Information System"), as it was then called, was seen as a tool to facilitate the coordination of efforts directed towards education in Africa, especially among funding agencies. Improved coordination in the interest of education in Africa is one of ADEA's fundamental mandates and *raison d'être*.

Developing the concept

The concept of ADEA's Project Information System was developed at ADEA's first Task Force meeting in London (20-21 June 1988). A presentation was made of the work of the Special Program for African Agricultural Research (SPAAR) and the SPAAR Information System (SIS). SIS was a simple, user-friendly computer-based information system of bilateral and multilateral donor assistance for African agricultural research. This presentation provided a basis for the future development of ADEA's own database of education projects.

The program for DIS was developed in 1989. Subsequently, funding agencies were asked to provide

information on their current and planned assistance projects and analytical work. A user's guide was also prepared.

The first version

The first version of PRISM (DIS) was issued in 1991. It was developed as a DOS-based program and presented in the form of a set of diskettes with a user's guide. For purposes of quick referral, the data provided gave only the salient information for each project. Most importantly, the database included the names and addresses of the key contact persons in the funding agencies and in the African beneficiary institutions.

This was the first attempt ever made to compile all agency educational activities carried out in sub-Saharan Africa.

Updating PRISM

In 1993, in order to ensure that user's needs would be met, a questionnaire survey was carried out and sent to all ADEA member agencies. The results of the survey were compiled and used as a basis to develop new guidelines for the revision of PRISM. In 1995, the ADEA Secretariat undertook a pilot updating of PRISM that confirmed the demand for, and the perceived utility of, PRISM. It was noted, however, that the presentation of the information in a user-friendly computer package was essential, and that annual updates were important.

In October 1996, the Japan International Cooperation Agency (JICA) seconded one of its professional staff member to undertake an important part of the content updating of PRISM. Ms. Yumiko Yokoseki conducted the first phase of the information gathering exercise from October 1996 to February 1997. The second phase of the

information gathering is being completed by another consultant, Mr. Beedeeanun Conhye.

Since the DOS computer interface is now obsolete, it is now being upgraded. PRISM will be a user-friendly, interactive, Windows-based program. The new version of PRISM will be presented at ADEA's Biennial meeting which will be held in Dakar in October 1997. □

ADEA 1996 Publications

Published by the Secretariat...

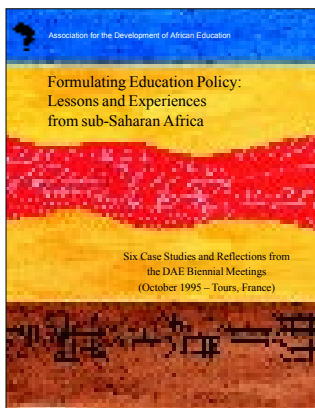
Formulating Education Policy: Lessons and Experiences from sub-Saharan Africa – Six Case Studies and Reflections from the DAE Biennial Meetings (October 1995 – Tours, France)

ADEA, 165 pp., Paris, ADEA, 1996.

In the past decade, considerable attention has been directed at the substance of education policy —“getting education policy right.”

More recently, there has been a growing appreciation that—in addition to the substance of policy formation,—the process of policy formation itself can have a profound impact on the direction, viability and success of national education reform. This document explores the processes of policy development in different African countries. It includes six case studies on policy formation in Benin, Ghana, Guinea, Mauritius, Mozambique and Uganda.

In addition to the six case studies, the document contains a paper which provides an analysis of the case studies, and lessons for education policy formation. The original version of the paper was presented as a background paper at Tours. The present version incorporates major points made by participants at the Tours meeting and a more extensive analysis of the processes of policy formation.

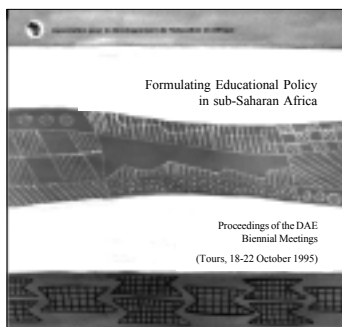


Formulating Education Policy in sub-Saharan Africa – Proceedings of the DAE Biennial Meetings (Tours, 18-22 October 1995)

ADEA, 72 pp., Paris, ADEA, 1996.

Every two years, ADEA organizes a meeting which brings together the ADEA community. African Ministers of Education, senior officers from the development community, members of the working groups, and other education professionals gather in an informal manner to debate on a particular issue of educational development in Africa.

This document is a report of the proceedings of the 1995 Biennial Meeting which was held in Tours, France in October 1995. The overall theme of the meeting was : *Formulating Education Policy in sub-Saharan Africa*. Four panels were organized which focused on the following subjects: (i) the knowledge base for policy formulation—information needs; (ii) the African perspective on policy formulation: lessons from experience—stable and unstable environments; (iii) policy formulation in the real world—strategic planning, compromise, trade-offs and consultation; and, (iv) African experience—policy implementation and the way forward.

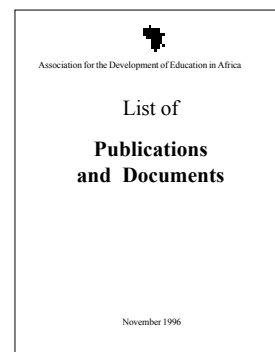


List of Publications and Documents

Association for the Development of Education in Africa, 22 pp., Paris, ADEA, 1996.

This document is the first list of all publications/documents produced by the ADEA Secretariat as well as the Working Groups.

The documents are classified by working group theme.



The ADEA Newsletter

ADEA, Paris, ADEA, 1996.

- Vol. 8, No. 1 (January-March 1996)

Focus : Books and Learning Materials (and the Working Group on Books and Learning Materials).

- Vol. 8, No. 2-3 (April-September 1996)

Focus : The Teaching Profession (and the Working Group on the Teaching Profession); and, Non Formal Education (and the Working Group on Non Formal Education). Two articles of the series:

« What Strategies for Capacity Development ? »

- Vol. 8, No. 4 (October-December 1996)

Focus: The Role of African Languages in Education (and the Working Group on Research and Policy Analysis).

...and the Working Groups

Analyses, Agendas and Priorities for Education in Africa: Inventory and Analytic Overview of Education Sector Studies in Africa, 1990-1994⁽¹⁾

by Joel Samoff and N'Dri Thérèse Assié-Lumumba for the Working Group on Education Sector Analysis

With the increased emphasis on sector program and policy support as opposed to project-focused aid, sector studies have become an essential basis for education policy formulation in Africa. However, the quality, relevance, and utility of these analyses, as well as their limited circulation among interested parties has become a cause for concern. This compilation is designed to facilitate the sharing and review of this information.

The analytical overview includes a synthesis of the materials which highlights not only the similarities and differences, but also the strengths and weaknesses of the studies. The inventory summarizes 237 sector/subsector studies undertaken by a wide range of national, international, and multi-national institutions. For each sector study, a succinct description for each sector study is given, indicating the major focus, findings, and recommendations. In a cross-reference section, the reports are listed by title, country, and sponsoring agency.

An annex separately reviews relevant materials concerning the unique situation in South Africa.

**Gestion et mobilisation des personnels enseignants dans les pays francophones d'Afrique subsaharienne***

ADEA Working Group on the Teaching Profession, Francophone Section

This document is a report of TMS program activities conducted by the francophone section of the WGTP over the last three years (1993-1995). The objective of the work was to conduct a thorough diagnosis of education staff personnel management in ten countries (Burkina-Faso, Chad, Côte d'Ivoire, Gabon, Guinea, Madagascar, Mali, Mauritania, Niger, and Senegal). For this, a questionnaire was designed, responses were collected by national teams, and three regional seminars were organized. Results of the diagnosis have been used to prepare national action plans.

The ten countries are compared on the basis of international indicators and answers given in the questionnaires. The report also contains a description and an analysis of the national action plans prepared by the national teams.



*Available in French only

Beyond Beijing: Fourth World Conference on Women. A Summary of the Global and Africa Platforms for Action With a Focus on Education

Working Group on Female Participation. (FAWE Program⁽²⁾).

Issues in Girls' Education: Our Thoughts in our own Voices

Edited by S. Wamahiu for the Working Group on Female Participation. (FAWE Program).

With a Song in our Hearts: A Collection of Poems on Women and Girls

Edited by W.M. Kabira and W. Mbuga for the Working Group on Female Participation. (FAWE Program).

Travelling Exhibition of African Toys

Edited by S. Wamahiu for the Working Group on Female Participation. (FAWE Program)

Education is Important: The Girls Know it.

by M. Camerini and S. Robertson for the Working Group on Female Participation. (FAWE Program).

Development of Innovative methodology in Educational Research and Development

by Florence W. Kiragu and Robert Lange for the Working Group on Female Participation. (AAS Program⁽³⁾).

(1) A summary of the document has been published entitled « *Analyses, Agendas and Priorities for African Education: Summary* ».

(2) Forum of African Women Educationalists (FAWE).

(3) African Academy of Sciences (AAS).

Gender Gap in Access to Education in Nigeria

by Christiana E. Okojie for the Working Group on Female Participation (AAS Program). Eight research reports conducted in different villages and different regions of Nigeria.

Botswana's Pregnancy Related Educational Policies and their Implications on Ex-Pregnant Girls' Education and Productivity

by E.L.M. Boyona and I. Kandji Murangi for the Working Group on Female Participation (AAS Program).

The Dynamics of Family Structure and Women's Access to Education in Zaïre

by Mumpasi Lututala for the Working Group on Female Participation (AAS Program).

Household Based Factors as Determinants of School Participation of Girls in Kenya: The Case of Nairobi and Siaya Districts

by Okwach Abagi and Sheila Wamahiu for the Working Group on Female Participation (AAS Program).

The Attitude Towards Science Among Primary and Secondary School Students in Kenya

by Christina Wasanga for the Working Group on Female Participation (AAS Program).

School and Home Factors by Ike Ifelunni for the Working Group on Female Participation (AAS Program).

The Teachers' World: A Study of the

Legal Framework for Teacher Management in Sierra Leone, Uganda and Zimbabwe by G. Bitamazire, J. Chinery/Hesse, E. Gwaunza, M. Rukanda, I. Lisk and A. Dupingi for the Working Group on the Teaching Profession, anglophone section.

The Teachers' World: Teacher management Structures in Botswana, Zambia and Zimbabwe by N. Anim and I.G. Halliday for the Working Group on the Teaching Profession, anglophone section.

The TMS Gender Sensitization program in Botswana, Lesotho, Malawi, Swaziland, Tanzania and Zanzibar: Phase I (1994-1996) by S. Wamahiu for the Working Group on the Teaching Profession, anglophone section.

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Developing Headteacher Training Modules in Mozambique

In Mozambique, the educational emphasis is now clearly focused on improving the quality of basic education and access to schooling. The Ministry of Education is intent on building a national capacity to improve the planning and management of schools. It places the training of headteachers at the center of this process.

In order to address the problem of the poor management of schools, the Ministry of Education, in partnership with the CfBT and the Commonwealth Secretariat commissioned education officers in Mozambique to develop a new set of headteacher training modules. The Commonwealth Secretariat's modules framework has been used to develop these training modules. The CfBT provided core funding to support the development, the translation and finalization of the Headteacher Training Modules (Portuguese version). The success of this project can be measured at three levels: (i) it has provided a

framework for a good working partnership between the different agencies and Mozambique; (ii) it has greatly contributed to building local capacities in resource materials development; and, (iii) it has demonstrated that a partnership between the private sector and the government is not only possible but can yield better results if it is well coordinated.

The modules will be used in a national training program of school principals. The program is expected to start in early 1997.

Henry Kaluba
Commonwealth Secretariat
Leader of the Working Group on
the Teaching Profession
Anglophone section

The Centre for British Teachers (CfBT)

The Centre for British Teachers (CfBT) (*Centre for British teachers*) is a British registered charity and company limited by guarantee. Since 27 years, CfBT has been engaged in providing educational and training services to many countries including Kenya, Namibia and Uganda.

Recognizing the value of ADEA initiatives in revitalizing education in sub-Saharan Africa, CfBT decided to give a grant to the Anglophone section of the Working Group on the Teaching Profession for its *Teacher and Management Support (TMS) Program*.

Three countries are being assisted under the grant: Mozambique (see our article "*Headteacher Training Modules*", Seychelles (a school improvement project), and Zambia (a review of teacher performance instruments and procedures).

A new Partnership for Girls' Education: The Partnership for Strategic Resource Planning in Africa

In most African countries, the provision of basic education for girls is accepted as an important societal goal. Governments are willing to commit themselves to national targets that equalize access, achievement, and attainment in education for all children. However, programs aimed at accelerating female participation are often marginalized from mainstream education activities and cannot be sustained under local recurrent budgets. Without substantially strengthening national capacity to make efficient use of current resources and identify cost-sharing measures, long-term progress is unlikely.

The Partnership for Strategic Resource Planning first met on March 4-5, 1996, in Dublin, Ireland under the auspices of ADEA's Working Group on Female Participation (WGFP). Funding agencies and representatives of African countries met around the common goal of supporting interventions aimed at achieving Education For All (EFA) and the advancement of girls' education.

Country studies in Ethiopia, Guinea and Tanzania

The Partnership stems from three strategic resource planning (SRP) studies commissioned by the Forum for African Women Educationalists (FAWE) and the Rockefeller Foundation. These studies, now completed, were carried out by the Institute of Development Studies (IDS), Sussex, in partnership with national teams from each country. The work examines barriers to girls' education in Ethiopia, Guinea and Tanzania and combines financial analysis with a gender overlay. The findings indicate that cost-effective reforms are possible within existing educational settings through cost-shifting and cost-sharing and that reallocations can reduce costs to households, raise quality and increase the number of children in schools. Recommendations are made which can be broken down into four categories of reform: quality enhancing; efficiency improving; cost-saving; and resource-shifting.

The Partnership's program includes enhancing the understanding of the strategic resource planning process through national seminars and subregional meetings, building technical capacity, and supporting country studies. Since its founding, three

meetings have been held in London (June 1996), Nanyuki, Kenya (July 1996) and Washington, D.C. (December 1996).

In London, participants discussed the completed country reports and how they were being disseminated in Ethiopia, Guinea and Tanzania. It was agreed that national seminars would be organized to disseminate the results and broaden ownership of the studies. The Partnership's work program was expanded to include subregional meetings and SRP work in six other countries.

In Nanyuki, Ministers of Education from Guinea and Ethiopia joined representatives from six funding agencies in discussing strengths and weaknesses of the SRP studies and developed a dissemination strategy for these. A special trust fund, housed in the World Bank, was created to hold funding agency contributions toward the Partnership's activities.

The meeting in Washington determined how to expand the initiative to other countries. Criteria for the selection of additional countries that will participate in the SRP work were established. The structure of the Partnership⁽²⁾ was also reviewed.

The national seminars

The national seminars are intended to raise understanding of the strategic resource planning process, increase the degree of commitment to policy choices recommended by SRP studies, and thus lead to the implementation of strategic resource planning.

In Ethiopia, where the first national seminar was held, the degree of domestic ownership was noteworthy. Outside observers were held to a

minimum and participants were encouraged to speak in their native language. This created a free and easy discussion with wide participation. Decision-makers adopted most of the report's recommendations and the Minister of Education designated a monitoring group to report back to her within three months. Guinea has held a national seminar in February. Tanzania will hold its seminar in April.

Future work

In June 1997, a subregional meeting on strategic resource planning, tentatively to be held in Uganda, will draw participants from East and Southern Africa. Other subregional meetings are likely to be held in Francophone Africa and in Anglophone West Africa.

Trish Tierney
Research Assistant
The World Bank

(1) Economic Development Institute (World Bank).

(2) The Partnership will comprise a formal subcommittee of the ADEA's Working Group on Female Participation. EDI and FAWE will continue to act as a joint Secretariat for the Partnership.

F E B R U A R Y	
1 Sat	
2 Sun	
3 Mon	● WGBLM - Steering Committee
4 Tues	● GTPF(FEMSA) Oslo, 3-4 Feb.
5 Wed	
6 Thurs	① Paul Gérin-Lajoie Foundation. Colloquium on Primary Education in Western African Countries. Montréal, 2-5 February.
7 Fri	
8 Sat	
9 Sun	
10 Mon	● Bureau of ministers.
11 Tues	Accra, Ghana
12 Wed	● WGTP francophone -
13 Thurs	Seminar for the
14 Fri	evaluation of national
15 Sat	action plans
16 Sun	
17 Mon	
18 Tues	② Fondation pour l'enfance/ UNESCO. Regional Summit: Rights of the Child, Education and
19 Wed	Development. Education For All, a Priority for Women and Girls. Ouagadougou, 17-21 February.
20 Thurs	
21 Fri	
22 Sat	
23 Sun	
24 Mon	● GTPF
25 Tues	Seminar. Guinea.
26 Wed	
27 Thurs	
28 Fri	

M A R C H	
1 Sat	
2 Sun	
3 Mon	● Interest Group on
4 Tues	Distance Education
5 Wed	Pretoria.
6 Thurs	
7 Fri	
8 Sat	
9 Sun	
10 Mon	
11 Tues	
12 Wed	
13 Thurs	
14 Fri	
15 Sat	
16 Sun	
17 Mon	● WGTP, anglophone section
18 Tues	Workshop on inspector
19 Wed	training needs
20 Thurs	Lusaka, Zambia
21 Fri	
22 Sat	
23 Sun	③ Association of African Universities (AAU). Workshop on Management Development. Accra, 19-21 March.
24 Mon	
25 Tues	
26 Wed	
27 Thurs	
28 Fri	
29 Sat	
30 Sun	
31 Mon	

A P R I L	
1 Tues	④ UNESCO (BREDA)
2 Wed	Consultation for the
3 Thurs	World Conference on
4 Fri	Higher Education,
5 Sat	Dakar, 1-4 April.
6 Sun	
7 Mon	
8 Tues	
9 Wed	
10 Thurs	
11 Fri	
12 Sat	
13 Sun	
14 Mon	
15 Tues	
16 Wed	
17 Thurs	Dates to be confirmed :
18 Fri	● WGFE - Meeting for
19 Sat	the analysis of proposals
20 Sun	for national case studies.
21 Mon	● WGTP, Partnership
22 Tues	for Strategic Resource
23 Wed	Planning Program.
24 Thurs	National Seminar
25 Fri	in Tanzania.
26 Sat	
27 Sun	
28 Mon	● WGESA - Steering
29 Tues	Committee
30 Wed	

ADEA activities

● Bureau of Ministers

Meeting. Accra, Ghana, 10-11 February.

● Steering Committee

Meeting. Paris, 24-25 April.

● Leaders and Coordinators of Working Groups

Meeting. Paris, 23 April.

● Working Group on Books and Learning Materials (WGBLM)

Steering Committee. London, 3 February.

● Working Group on Female Participation (WGFP)

- Female Education in Mathematics and Science (FEMSA) Program. Second funding agencies' consortium meeting. Oslo, Norway, 3-4 February.

- Partnership for Strategic Resource Planning Program. Guinea national seminar (24-26 February). Seminar planned in April for Tanzania (dates to be confirmed).

● Working Group on the Teaching Profession (WGTP)

- Francophone section: Seminar for the Evaluation of National Action Plans. Lomé, Togo, 11-13 February.

- Anglophone section: Workshop on the Evaluation of Inspector Training Needs. Lusaka, Zambia, 17-22 March.

● Working Group on Education Sector Analysis (WGESA)

Steering Committee Meeting, 28-29 April.

● Working Group on Finance and Education (WGFE)

Meeting for the analysis of proposals for national case studies. Dakar, Senegal. April. Dates to be confirmed.

● Interest Group on Distance Education

Meeting. Pretoria, South Africa, 3-5 March.

Other meetings

① Paul Gérin-Lajoie Foundation

International Colloquium on cooperation in Francophone countries of Western Africa for primary education. Montréal, Canada, 2-5 February.

② Fondation pour l'enfance/UNESCO

Regional summit on the theme: Rights of the Child, Education and Development. Education For All, a Priority for Girls and Women. Ouagadougou, Burkina Faso, 17-21 February.

③ Association of African Universities (AAU) Workshop on Management Development. Accra, Ghana, 19-21 March.

④ UNESCO (BREDA) UNESCO Regional consultation, in preparation of the World Conference on Higher Education, Dakar, Senegal, 1-4 April 1997.

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.



Association for the
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