



StCom/12/1/7

2011 Integrated Report of Activities

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1. Executive Summary

Main thrust of the 2011 Work Program and Budget

1. The year 2011 was the year for the preparation for the 2012 Triennale. Consequently, most of the activities of the Secretariat and the Working Groups were oriented towards the organization of the Triennale. Besides the immense task of logistical arrangement by the Secretariat, there was the intellectual demand involving the coordination of the various analytical studies, analysis and synthesis of the findings of research and case studies in diverse areas, by about 68 individuals and organizations within and outside the continent. The Working Groups re-oriented their work by contributing studies based on identified gaps in relation to the three sub-themes.

2. The preparation for the Triennale also inspired consultations with critical stakeholders who should be involved in shaping the policies and strategies for transforming the education and training systems. A joint consultation forum was held in Tunis with the private sector and civil society organizations while a separate consultation was held in South Africa with a group of private sector executives. A consultation forum was also organized with the youth of the continent in Rabat, Morocco. The Maputo Biennale stressed the need for these stakeholders to be considered as full partners of the public authorities from the identification of skill needs and mapping of occupational profiles and training curricula to the piloting of the education and training systems and accreditation and certification at the end of skills development processes.

3. Finally, cognizant of the fact that Inter-Country Quality Nodes constitute an important mechanism through which views could be exchanged and lessons drawn from diverse experiences for the Triennale, a conference with the Ministers involved in Inter-Country Quality Nodes on TVSD was held in Abidjan, Cote d'Ivoire. While the 2011 work program was structured within the framework of the Medium-Term Plan for 2008-2012, it focused essentially on the important goal of accomplishing a successful Triennale.

4. Notwithstanding the preparation of the Triennale, ADEA, as in the past, has continued expanding its strategic partnerships with non-traditional partners. In line with a strategy adopted by the Steering Committee, the Executive Secretary of ADEA approached in 2011 a number of bilateral, multilateral organizations and other foundations from emerging countries such as South Korea, India, China, Qatar etc. in order to bring them into a policy dialogue on educational development in Africa.

Execution of the Integrated 2011 Program and Budget

5. In the same vein as in 2010, 2011 was also an exceptionally good year in terms of the execution of the Integrated Program and Budget. ADEA WGs achieved an unprecedented 93 percent execution rate of their planned activities and as a whole 78 percent of the Integrated Program and Budget was realized.

6. Under the 5 strategic objectives (SOs) of the 2008-2012 MTSP, the following can be highlighted in 2011:

- With regard to SO1, policy dialogue was promoted mainly through the preparatory phase of the Triennale, the statutory meetings of the Steering Committee, sponsored conferences and through conferences organized by partners. In terms of progress

made towards high level outcomes, the various missions by the Executive Secretary to high level conferences and partnership with development partners have opened new horizons for expanding ADEA's influence beyond its traditional constituencies. ADEA therefore continues to broaden social capital and building enabling policy environments.

- As in previous years, activities under SO2 were for the most part carried out by ADEA WGs in 2011. ADEA as a whole contributed to pushing the implementation of the AU Second Decade to major milestones towards the attainment of key objectives of the AU Second Decade. The mid-term independent evaluation of the 2nd for example indicated that "Arguably, EMIS has been one of the most successful areas for the Second Decade of Education, even though the AU Observatory is not yet functioning optimally in its function of reporting on progress in achieving the POA indicators. This success has been enabled through partnerships with the ADEA WGEMPS, CIEFFA, and UNESCO UIS, amongst others". ADEA WGEMPS' work in 2011 significantly carried countries towards continental and regional integration on EMIS. In 2010 SADC, the pilot REC for harmonization of EMIS, moved quickly into phase 3 of the implementation of the Continental EMIS while ECCAS and ECOWAS completed phase 1. Additionally, WGEMPS has prepared these member states' readiness to monitor and evaluate their progress and achievements in the seven priority areas of the 2nd Decade of Education Plan.
- With regard to SO3, ADEA continued in 2011 to support Ministries of education, regional economic communities and the AU in developing a culture of research and analysis with the view to improving policy formation and making. The ADEA Secretariat and the 9 WGs produced a wide range of policy documents and tools in response to policy dialogue and capacity building needs of African countries. The launching of an ICQN on technical and vocational skills development (TVSD) during the first ever continental conference for Ministers of TVET, labor and youth provided a new platform for discussion and cooperation at the continental level. The ICQN is led by the Ministry of Technical and Vocational Education and Training of Côte d'Ivoire. Consultative meetings with new stakeholders (private sector, civil society, and the youth) open opportunities for greater collaboration with vital stakeholders in education.
- Under SO4 in 2011, communication, publication and knowledge management activities focused on supporting activities leading to the Triennale and preparation of the Triennale. Usual recurrent activities were also carried out, such as the editing and production of informational material and publications, production of the catalogue of publications, updating and upgrading of the ADEA portal web site, and maintenance of the ADEA's knowledge databases and information systems. Media relations continued to be strengthened as well as outreach to new potential members and partners. The ADEA Secretariat also initiated the development of a communication strategy, and a presentation was made to the Steering Committee in December 2012. Because the Triennale was postponed to 2012, many expenditures related to preparation of the Triennale are not reflected at year end as they were disbursed in the first quarter of 2012.

- Concerning SO5, the main activities in 2011 consisted of further strengthening ADEA's organizational capacities in order to ensure that it carries its mandate in the most effective and efficient manner. An independent evaluation was carried out in the second half of 2010 to assess ADEA's relevance and effectiveness; its outcomes will serve the repositioning and restructuring of the Association in the coming years.

2. Analysis of resources and expenditures: estimated and realized

7. ADEA resources in 2011 (general program and working groups) were estimated at US\$ 9,647,140. The figure presented for audit, however, amounted US\$ 6,228,413 showing a financial realization rate of around 65 percent. The explanation lies in delays in the disbursement of contributions by a few agencies and contributions of about US\$ 1,000,000 which were not realized.

8. Expenditure for both the General Program and the Working Groups was estimated at US\$ 10,080,765. The figure presented for audit is US\$ 7,896,792 which is 78 percent execution rate. The 2011 expenditure figure is slightly higher than the expenditure figure of 2010 (US\$ 7,600,961)

9. The year 2011 closed with a negative figure despite 78 percent execution rate. The year-end deficit was due to the low realization rate of contributions. It was partly covered by the Reserve Fund which was replenished again in early 2012 and partly by the fact that AfDB's overhead is paid in the following year only.

3. Implementation of Strategic Objectives

Introduction

10. This section provides an analysis of the implementation of the activities contained in the Integrated 2011 Program and Budget. It is divided into two sub-sections: (i) a Synoptic Overview sub-section giving account of all the planned activities in a tabular format and indications of their achievements and (ii) a narrative sub-section that will focus on major activities and their strategic significance. It is important to note that the Narrative section that follows the synoptic overview will not systematically report on all the activities planned but will only highlight those activities that are key to advancing the attainment of each of the 5 strategic objectives. Nevertheless all planned activities, especially those carried out by WGs, can be found in both the synoptic overview and the individual WG reports of activities (available).

11. As in previous years, this Report of Activities will weave in analysis of results at both outputs and outcomes levels whenever possible. In addition to this and as much as possible, the report will discuss under the section "attainment of high level outcomes" how key ADEA strategies are playing out in the field in terms of their observed influence on the target groups, policies and other issues.

Synoptic Overview

12. The following matrices provide a synoptic overview of the activities carried out under each of the 5 Strategic Objectives (SOs) during the year and the achievements realized against the expected outputs that were set out.

STRATEGIC OBJECTIVE 1

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To encourage the development and shared understanding of coordinated and effective action on the part of the stakeholders mainly responsible for tackling the major challenges facing educational development in Africa

High level outcomes: (i) Creative, African-led responses to the problems of education in Africa are increasingly reflected in national educational policies, reforms and programs; (ii) African perspective reflected in international arena, esp. in the debates and initiatives related to existing international framework agreements; (iii) A more open, informal environment is created with respect to policy dialogue on educational development; (iv) Strategic partnerships are formed or strengthened between education ministries and other stakeholders.

Priority fields of activity	Planned Activities	Outputs		Cost		
		Expected	Achieved	Budgeted	Realized (audited)	Execution rate
A. Organization of meetings and dialogues between the main decision-makers, stakeholders and partners of education in Africa	April 2011 ADEA Steering Committee (Gammarth, Tunis)	<ul style="list-style-type: none"> - 2010 Report of Activities presented and adopted. - Final approval of Program and Budget 2011 	<ul style="list-style-type: none"> - Resolutions in both documents were approved - Review and approval of the Universalia evaluation report of ADEA - commitment of ADEA's Secretariat to implement the six recommendations of the report - approval of the Association's work program and budget for 2011 - a decision to set up a task force to draft a Vision Statement 	80 000	37 354	47 %
	Prepare for and organize the 2011 Triennale	<ul style="list-style-type: none"> - Preparatory missions to Burkina Faso organized - Partners of the Triennale identified - Role and responsibilities defined and discussed - Contribution agreements signed 	<ul style="list-style-type: none"> - ADEA Triennale was reschedule for February 2012 - All necessary arrangements such as partnerships, roles and responsibilities were conducted in 2011 	570 000	33 878	6 %
	Co-organize the launch of the Triennale in Burkina Faso with ministry of Education and Training: <ul style="list-style-type: none"> • Workshop with local journalist and communication officials • Official launch 	<ul style="list-style-type: none"> - Public at large informed about the Triennale 	<ul style="list-style-type: none"> - The launch was preceded by a seminar for the Burkina Faso press corps, in order to inform the media on educational issues and the Triennale theme. - Official launch organized under the patronage of the Prime Minister of Burkina Faso and mobilized all key stakeholders to address the theme of the Triennale and on the Strategy for Accelerated Growth and Sustainable Development (SCADD) 	20 000	17 067	85 %
	Organize a side meeting on the Triennale at the 2011 AFDB Annual Meetings in Portugal	<ul style="list-style-type: none"> - Participants are informed on the team and the preparatory process of the Triennale - A venues for collaboration are explored 	<ul style="list-style-type: none"> - The format of the AFDB Annual Meetings did not allowed side meetings 	10 000	--	0 %

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Priority fields of activity	Planned Activities	Outputs		Cost		
		Expected	Achieved	Budgeted	Realized (audited)	Execution rate
	Hold a special meeting of the ADEA Steering Committee during the Triennale	- 2012 program and budget submitted and approved	- The Special meeting of the ADEA Steering Committee was postponed to 2012 - A second Steering Committee organized in December 2011 - Composition of the Task Force on vision paper - 2012 Program and Budget were presented and approved provisionally	5 000	33 933	679 %
	Organize a Korea-Africa Day during the Triennale (Follow-up to KOAFEC 2010)	- Korea's experiences in education and training shared with the African stakeholders - Possible avenues for collaboration identified	- The meeting was postponed to February 2012 (Triennale postponed)	5 000	--	0 %
	Organize the participation of ADEA bureau of Minister members in the e-learning conference organized by GESCI	- Ministers are informed of the skills development opportunities offered by e-learning - Experiences are collected to inform the analytical work of the Triennale	- This activity was not carry out because GESCI changes his activity plan	0	--	0 %
	Hold a seminar on book policies, roles and within the book sector and the development of a sustainable African publishing industry	- Guidelines for developing good policies presented and discussed - Strategic framework for building the capacity of publishers and book sellers presented and discussed - Strategies for promoting intra-African trade at regional levels presented and discussed	- The conference brought together, for the first time, all stakeholders in the Education sector and the book industry - Delegates had the opportunity to explore jointly ways and means they could develop a book development policy like the developed countries - Consequently, the conference resolved to move the book development agenda forward by ensuring that recommendations from the conference would inform policy dialogue of Ministers at the ADEA Triennale	219 891	138 975	63 %
B. Follow-up to the 2008 Biennale on Post-Primary Education	Co-organize with the AFDB (OSHD) the Agencies forum on activities undertaken since	- Report on actions taken by agencies as a result of the Maputo recommendations	- This activity was not carry out	5 000	---	0 %

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Priority fields of activity	Planned Activities	Outputs		Cost		
		Expected	Achieved	Budgeted	Realized (audited)	Execution rate
C. Dialogue among African Ministers of Education	Organize the ADEA bureau of Ministers meeting in April and Caucus of Ministers meeting in December	<ul style="list-style-type: none"> - Issues discussed by ministers presented to ADEA Steering Committee - Greater clarity on issues and topics on the agenda of the Steering Committee 	<ul style="list-style-type: none"> - The Bureau expressed support for the implementation of recommendations from the Universalia evaluation report - A second bureau of Ministers meeting was held in December 2011 and the Bureau reflected on reports presented on the following: the Mid-term evaluation of Plan of Action for the Second Decade of Education for Africa; the System Assessment and Benchmarking for Education Results (SABER); Ministerial meeting on Technical and Vocational Skills Development (TVSD); and Inter-Country Quality Nodes (ICQNs). 	10 000	19 928	199 %
	Co-organize with the AFDB the first Africa Forum on Science, Technology and Innovation	<ul style="list-style-type: none"> - Lessons drawn from the Forum to inform discussions at the Triennale 	<ul style="list-style-type: none"> - Preparatory activities was conducted with UNESCO Headquarter - Forum postponed to April 2012 	50 000	16 890	34 %
D. Inter-agency dialogue	Organize April and December inter-agency meetings	<ul style="list-style-type: none"> - Themes of common concern to agencies discussed 	<ul style="list-style-type: none"> - Given the financial crisis and the ensuing restructuring that agencies had undergone ADEA was urged to refine its reporting tools to make them more results oriented because it is difficult to justify funding for organizations that could not demonstrate tangible results. - The agencies supported the implementation of the recommendations of the Universalia evaluation report. 	5 000	-	0 %
A5. Key activities ADEA Working Groups	See individual WG reports					
A 6. Adjustable Field of Activities				53 200	26 160	49 %
Other general activities				25 000	3 956	16 %
Total				1 058 091	328,141	

STRATEGIC OBJECTIVE 2

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To contribute to achieving the aims of continental and regional integration within the education sector, as defined by the African Union and its NEPAD (New Partnership for Africa's Development) program through the Plan of action of the Second Decade of Education for Africa (2006-2011) and the Science and Technology Consolidated Plan of Action

High level outcomes: (i) Enhanced progress at the national level toward achieving the objectives of the AU's Second Decade of Education; (ii) Increased sharing of experiences and pooling of expertise and resources between African ministries of education; (iii) Operational mechanisms and instruments for continental and regional integration established and operational through and for education

Priority fields of activity	Planned Activities	Outputs		Cost		
		Expected	Achieved	Budgeted	Realized (audited)	Utilization rate
B.1 Professional support for the implementation of the program of the African Union's Second Decade of Education for Africa (2006-2015)	Develop a communication strategy to support the AUC Plan of Action for the Second Decade	<ul style="list-style-type: none"> - Communication strategy for the AU's Second Decade of Education in Africa is presented to the AUC. - Strategy disseminated to all Ministries of Education and of Communication in the 53 member countries of the AU - Strategy popularized and implemented in 53 countries 	<ul style="list-style-type: none"> - Draft outline of the issues regarding the communications strategy prepared by COMED has been discussed exhaustively with experts among others - WG COMED has established new partnerships and support from major communication institutions in Africa that would help in the finalization and possible implementation of this communication strategy 	20 000		
	Organize a mid-term review of implementation of the Plan of Action for the Second Decade of Education for Africa as regards establishment of the AU Observatory	<ul style="list-style-type: none"> - Synthesis on implementation of the Observatory is presented to the AUC. - 7 REC reports produced and endorsed by REC secretariats. 	<ul style="list-style-type: none"> - WGEMPS organized in collaboration with the AU Observatory and the EAC Secretariat a joint meeting for EAC Member States and key technical partners of the Restricted Technical Committee. - The Working Group generated the statistics for the mid-term review of implementation of the Plan of Action for the Second Decade of Education for Africa. 			
	Participate to the mid-term evaluation of the action plan of the Second Decade of education in Africa (Secretariat and WG)	<ul style="list-style-type: none"> - The mid-Term evaluation report presented key achievements and challenges in the eight priority areas of focus - Inputs of ADEA in the mid-term evaluation report 	<ul style="list-style-type: none"> - ADEA provided substantial information for the finalization of the mid-term evaluation report - Mauritius has agreed to play a lead role for the ICQN on EDC - Costs of the meeting were covered by SO5 (WG planning meetings) 	0	---	

STRATEGIC OBJECTIVE 2

To contribute to achieving the aims of continental and regional integration within the education sector, as defined by the African Union and its NEPAD (New Partnership for Africa's Development) program through the Plan of action of the Second Decade of Education for Africa (2006-2011) and the Science and Technology Consolidated Plan of Action

High level outcomes: (i) Enhanced progress at the national level toward achieving the objectives of the AU's Second Decade of Education; (ii) Increased sharing of experiences and pooling of expertise and resources between African ministries of education; (iii) Operational mechanisms and instruments for continental and regional integration established and operational through and for education

Priority fields of activity	Planned Activities	Outputs		Cost		
		Expected	Achieved	Budgeted	Realized (audited)	Utilization rate
B.2 Support for regional policy dialogue for a shared understanding of the major challenges facing educational development in Africa and appropriate strategies for tackling them	Conduct exploratory activities for future peer reviews	- Report results to Caucus of Ministers meeting during the Triennale	- Three countries expressed interest in the peer review exercise: Congo, Mozambique and Namibia - Congo and Mozambique has officially confirmed their willingness to undergo a review - Exploratory mission was carried out in Congo in 2011	50 000	47 295	95 %
	Organize annual regional conference of SMASE-WECSA on MSE	- Best practices in math and science education shared. - Recommendations on practices and policies made. - Lessons drawn for use in the Triennale.	- Presentation of the theme of the Triennale was made and as a result it was agreed that Math and Science education should be on the Agenda of the Forum of African Ministers meeting during the Triennale - A presentation was prepared and reviewed by ADEA			
B4. Adjustable priority field of action; Support, on request, for continental and/or regional initiatives for intra-African consultations or dialogue	B4.1: Other activities			3 500	19 162	548 %
B5. Key activities ADEA Working Groups	See individual WG reports					
Other general activities			Cost reimbursement for 2010 meetings (TVSD Conference in Abidjan and ALA)	0	-19 844	
Total				53 500	46 613	

STRATEGIC OBJECTIVE 3

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To produce knowledge and lessons drawn from successful experiences in areas that are critical to the qualitative transformation of education in Africa, in order to strengthen policy and build capacity for reform

High level outcomes: (i) Increased quantity and quality of relevant information on effective policies and practices for the development of education in Africa; (ii) More effective linkages and knowledge sharing among African governments, researchers, academics and civil society organizations; (iii) Enhanced capacity of African ministries and other members of the African education community to analyze and put to use recommendations emerging from evidence-based research.

Priority fields of activity	Planned Activities	Outputs		Cost		
		Expected	Achieved	Budgeted	Realized (audited)	Execution rate
C1. Analytical work on policies and practices used on the ground	Commission for the Triennale: (i) 20 country case studies (ii) 15 background papers (iii) 10 inter-country studies (iv) Studies and cross cutting issues	<ul style="list-style-type: none"> - National issues are identified and analyzed (issues, challenges, existing policies, successful experiences) - (ii) Contextual analyses (from Africa and elsewhere) produced and put into perspective 	<ul style="list-style-type: none"> - Following ADEA's call for proposal substantial number of studies were received (120) - 68 studies were selected and approved based on methodological aspects, relevance to the sub theme and innovativeness 	700 000	110 873	16 %
	Coordinate analytical work for the Triennale (overall and thematic coordinators, focal point)	<ul style="list-style-type: none"> - Keep track of the production of studies - Facilitate/lead workshops and consultations - Quality control of documents conducted - Overall synthesis and syntheses of the three sub-themes produced 	<ul style="list-style-type: none"> - Coordinators worked closely with the country contributors - Selection, production and quality of studies tracked - Work agreements for each studies produced and signed - Contributions agreement produced and signed (38) + 5 consultant contracts - Most payment will be done in 2012 upon receipt of final studies and financial report - The overall synthesis and syntheses of the three sub-theme produced 	515 260	932 156	181 %
	Organize a methodological workshop for each sub-theme of the Triennale	<ul style="list-style-type: none"> - First review and validation of the methodological and conceptual approaches of the studies under the three sub-themes carried out 	<ul style="list-style-type: none"> - Methodological workshops for the three sub theme organized in 2011 and attended by representatives of the African countries, cooperation, and development organizations responsible for producing these studies, including members who participate in the ADEA inter-country quality node (ICQN) on TVSD. - Proposals for contributions for each sub themes are presented. - Synoptic overview of the proposals produced - Workshops provided methodological guidance for the preparation of studies - Guidance given to contributors to prepare for the triennial 	350 000	269 029	77 %

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Priority fields of activity	Planned Activities	Outputs		Cost		
		Expected	Achieved	Budgeted	Realized (audited)	Execution rate
	Organize a workshop to synthesize all the studies and consultation reports	<ul style="list-style-type: none"> - A synthesis of the studies related to each sub-theme is presented and discussed; - A synthesis of each consultation is presented and discussed; - Based on the findings of the studies and consultations, possible paths and directions for the format of the Triennale are identified 	<ul style="list-style-type: none"> - Broad overview of the content and format of the general synthesis paper - The status of the sub-theme 1, 2 and 3 synthesis papers updated - The status of the overall synthesis paper updated - Contributions to be published selected - A broad outline for the agenda created for the Triennale and each activity (diaspora day, korea-africa day) - Keynote speakers identified for the activities - Costs were covered through the December Steering Committee meeting 	80 000	--	0 %
	Organize an experts' workshop of the ICQN on TVSD on the six inter-country studies and a Ministers' meeting to share the studies and prepare Ministers' participation at Triennale	<ul style="list-style-type: none"> - First review and validation of the methodological and conceptual approaches of the six inter-country studies (Burkina Faso, Cote d'Ivoire, Morocco, South Africa, etc.) 	<ul style="list-style-type: none"> - the conference brought together Ministers, high level government officials, representatives of private sector and representative of international organizations and technical and financial partners - The meeting of experts reviewed the results of studies conducted by the ICQN on five topics identified as common issues - The Ministerial conference defined a framework for action to take regional cooperation and public/private partnerships forward in the TVSD domain - Final declaration summarizing the position and views that the TVET/TVSD Ministers wish to share and advocate at regional level in the perspective of the Triennale prepared and adopted 	260 000	142 604	55 %
	Organize a Consultation forum with the Private Sector, Socio Professional organization and Civil Society organizations	<ul style="list-style-type: none"> - Role of Economic, Professional and Social Stakeholders in the Preparation of the 2011 Triennale is discussed - The various organizations and bodies defined what they perceive as their key roles in the development of knowledge and skills - A synthesis report and policy briefs 	<ul style="list-style-type: none"> - Challenges faced by the Private Sector and CSOs in existing education and training systems were discussed - Recognition and collective decision by the private sector, socio professional organization and civil society to have strategic partnership with the Ministries of Education - A Framework for Paradigm Shift and Key Messages for the Triennale 	234 066	94 629	40 %

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Priority fields of activity	Planned Activities	Outputs		Cost		
		Expected	Achieved	Budgeted	Realized (audited)	Execution rate
		which defined the types of enabling environments needed for the private sector and NGOs to play a meaningful role in youth unemployment and economic growth				
	Co-organize a consultation Forum with the Youth	<ul style="list-style-type: none"> - Role of youth in the preparation of the Triennale discussed - A draft working paper that will spell out the specific contributions of young people to the design and implementation of effective education and training systems to enhance sustainable development of Africa produced - Best practices in the current education and training systems proposed. - a "Declaration of Young Africans" that will be complementary to the existing analytical work and presented at the Triennale. 	<ul style="list-style-type: none"> - The objectives of the Forum were clearly attained and offered great appreciation to the youth for their dreams and expectations - Challenges faced by the youth in education and in the world of work were discussed - the Youth Forum demonstrated the strong extent that youth are actors and players in the transformation of their countries - Keys messages emerged from the consultation - On the request of the youth ADEA has established a web-based platform and a list-serve which enable them to exchange information and views on various developmental issues that are of concerned to them 	234 066	312 868	134 %
	Co-organize a consultative meeting in South Africa on the promotion of private-public partnerships for education and training in Africa	<ul style="list-style-type: none"> - Strategies for designing and developing education and training systems that can effectively meet the challenges of sustainable development on the continent in general are discussed - The private sector actor's became an integral part of the policy dialogue and action during and following the Triennale. 	<ul style="list-style-type: none"> - ADEA and the private sector deliberated on challenges and opportunities for a real partnership in the delivery and financing of education - The Department of Basic Education and the private sector agreed to create a framework for a successful partnership in PPP in the education sector 	0	--	0 %

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Priority fields of activity	Planned Activities	Outputs		Cost		
		Expected	Achieved	Budgeted	Realized (audited)	Execution rate
Support for increased analytical research on education and strengthening of African research networks	Organize the Education Research Award	<ul style="list-style-type: none"> - Continent-wide survey on capacity-building needs of research networks is available - Research Award is launched - Selection of most relevant research is made - First prizes awarded 	<ul style="list-style-type: none"> - The Statutes for the African Education Research Award was drafted during a meeting in Tunis in 2011 	50 000	25 011	50 %
	Organize a forum with the African Diaspora on its contribution to the development of education and training in Africa (for the 2011 Triennale)	<ul style="list-style-type: none"> - Issues and challenges of education and training in Africa are presented and discussed. Possible areas in which the Diaspora could contribute are identified and discussed - Possible avenues for collaboration between the Diaspora and networks, institutions and countries are proposed - A synthesis of the discussions is produced for presentation at the Triennale 	<ul style="list-style-type: none"> - The activity was not carry out in 2011 because the Triennale was postponed for 2012 	30 000	---	0 %
Support for the capitalization and pooling of generated knowledge and documented practices	Organize panels as part of the work of the Africa Special Interest Group at the May 2011 conference of the Comparative and International Education Society (in relation to the results of 50 years of education in Africa and the coming Triennale)	<ul style="list-style-type: none"> - A review of the results of 50 years of education in Africa is presented and discussed - A summary presentation of the Triennale themes is made - A synthesis of articles on the review of results is produced - A compilation of studies that can inform the discussions at the Triennale is produced 	<ul style="list-style-type: none"> - The Chair of ADEA, the Executive Secretary of ADEA and one of the former Executive Secretary of ADEA (1996-2001) presented ADEA's experience in creating social capital through education - The basis for the contribution of African and Africanists Researchers was created through the special interest group of the CIES 	50 000	15 460	31 %
	Develop policy briefs for the e-learning conference organized by GeSCI in Dar es Salaam	<ul style="list-style-type: none"> - A Policy Briefs of ICT are prepared for the Ministers 	<ul style="list-style-type: none"> - This activity was not carry out 	10 000	---	0 %

STRATEGIC OBJECTIVE 3

To produce knowledge and lessons drawn from successful experiences in areas that are critical to the qualitative transformation of education in Africa, in order to strengthen policy and build capacity for reform

High level outcomes: (i) Increased quantity and quality of relevant information on effective policies and practices for the development of education in Africa; (ii) More effective linkages and knowledge sharing among African governments, researchers, academics and civil society organizations; (iii) Enhanced capacity of African ministries and other members of the African education community to analyze and put to use recommendations emerging from evidence-based research.

Priority fields of activity	Planned Activities	Outputs		Cost		
		Expected	Achieved	Budgeted	Realized (audited)	Execution rate
C4. Adjustable priority field of action; Exploration of emerging themes and new trends in the education sector in Africa				181 537	27 810	15 %
C5. Other activities			- Intra-African exchanges, ICQN Literacy, ICQN TVSD workshop	0	56 309	-
C6. Key activities ADEA Working Groups	See individual 2010 WG reports					
Total				2 694 929	1 986 749	

STRATEGIC OBJECTIVE 4

STRATEGIC OBJECTIVE 4						
To disseminate as widely as possible the messages and findings accumulated by ADEA through policy dialogue, analytical research and exchange, in order to support the sharing of knowledge, mutual learning and capacity-building						
High level outcomes: (i) Increased use of knowledge, information and recommendations generated and disseminated through the ADEA network; (ii) Improved communication between ADEA, its members, key partners and other stakeholders in African education.						
Priority fields of activity	Planned Activities	Outputs		Cost		
		Expected	Achieved	Budgeted	Realized (audited)	Utilization rate
Publishing of ADEA informational material, publications and documentation	- Production of informational material on ADEA, including WGs;	- ADEA brochure and WG leaflet, and Medium Term Plan are available.	- ADEA brochure and WG leaflets were updated, published and available. Major revision occurred end of year; expenditure is reflected in 2012	25 000	6 925	26 %
	- Production of News Bulletins and Newsletters;	- Production of ADEA Bulletin - Production of ADEA and WG Newsletters	- First issue of overhauled ADEA Newsletter was prepared in last quarter of 2011. Printing and dispatch was planned to coincide with Triennale; costs are reflected in 2012.	90 000	3 488	4 %
	- Management of ADEA publications	- Production of 2011 Catalogue of publications.	- 2010 Catalogue of publications is published and available.	10 000	11 255	112 %
		- Best studies	- The following publications were published: Peer review reports for Gabon, Mauritius and Nigeria; Schools as Centers for Care and Support; Frameworks for Contract Teachers.	0	26 562	-
Making available information and knowledge on education in Africa	- Management of ADEA Profile	Updated information and knowledge on ADEA - activities compiled in ADEA Profile and upgrade of software application tool completed	- Updated information and knowledge on ADEA activities compiled in ADEA Profile and upgrade of software application postpone to 2012	35 000	31 070	88 %
	- Management of ADEA portal web site	- Updated and relevant ADEA website	- Updated and relevant ADEA website	35 000	35 000	100 %
	- Management of ADEA databases (X-Mail address database, CV Experts)	Upgraded module for management of - conference and Triennale participants - Updated information on African/Africanists education experts, African ministries of education needs and requests and ADEA publications	- Upgraded module for management of conference and Triennale participants - Updated information on African/Africanists education experts, African ministries of education needs and requests and ADEA publications	15 750	15 750	100 %

Communication, dissemination and outreach	- Media coverage of ADEA activities	- Media coverage is organized for ADEA major conferences	- Media coverage was organized for all important events, including the Triennale consultations; budget for media coverage of Triennale in Ouagadougou was used in 2012	100 000	32 936	33 %
	- Africa Education Journalism Award activities ;	- 6th Edition of the Africa Education Journalism Award is organized	- Deadline for receiving articles is postponed to after Triennale and STI Forum - Expenditures will be reflected in 2012	50 000	971	2 %
	- Outreach to ADEA members and potential new members/ partners;	- Visits to members and potential new members and partners are organized	The amount budgeted was underestimated and did not take into account missions including visits to the media before the Triennale.	10 000	28 495	285 %
Key activities ADEA Working Groups	See individual WG reports					
Adjustable field of Activity				10 806	36 453	
Total				381 556	228 905	

STRATEGIC OBJECTIVE 5

STRATEGIC OBJECTIVE 5

To improve the performance of ADEA in the areas of management, planning, evaluation and reporting, while also strengthening institutional capacity and organizational mechanisms

High level outcomes: (i) Increased relevance of ADEA's (general program and WG) activities and initiatives; (ii) Increased effectiveness of ADEA's (general program and WG) activities and initiatives; (iii) Increased efficiency of ADEA's (general program and WG) activities and initiatives; (iv) Redefinition of the respective roles of and relationships between ADEA and key players in African educational development.

Priority fields of activity	Planned Activities	Outputs		Cost		
		Expected	Achieved	Budgeted	Realized (audited)	Utilization rate
E1. Strategic planning	Organize planning meetings with WGs	<ul style="list-style-type: none"> - Two planning meetings held alongside the overall synthesis workshop (Sept. 2011) and the special Steering Committee meeting (Dec. 2011) 	<ul style="list-style-type: none"> - One coordination meeting has been held in Mauritius in November 2011. In addition, coordination and planning meetings were held when WGs gathered for mediation training in Tunis. - Triennale contributions have been coordinated and the draft 2012 program and budget prepared in collaboration with Working Groups 	25 000	47 437	190 %
E2. Executive Committee	Organize meetings of the Executive Committee (April and November)	<ul style="list-style-type: none"> - One Executive Committee meeting held in April/May - Another meeting depending on the Triennale process 	<ul style="list-style-type: none"> - 1st meeting: April 26, 2011 (Tunis) - 2nd meeting: December 6, 2011 (Tunis) - The Executive Committee has reviewed the draft 2010 Activities Report and the draft 2012 Program and Budget and commented on it before the presentation of documents at the Steering Committee. Meetings have allowed to go into details of administrative and financial issues and to propose recommendations to members of the Steering Committee. 	10 000	1 109	11 %

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Priority fields of activity	Planned Activities	Outputs		Cost		
		Expected	Achieved	Budgeted	Realized (audited)	Utilization rate
E3. Strengthening management and organizational mechanisms	Training in the use of the manual of administrative and financial procedures	<ul style="list-style-type: none"> - Administrative and financial staff of WGs trained in AfDB's administrative and financial rules and procedures 	<ul style="list-style-type: none"> - It took place in Tunis on April 25-26, 2011 - The manual is being finalized - Working Group staff has been trained in the use of AfDB rules and regulations adopted by ADEA. This led to a better management of resources and timeliness of submission of financial reports. 	70 000	56 942	81%
E4. Strengthening and coordination of WGs	Participation in meetings of the WG Steering Committees	<ul style="list-style-type: none"> - Better monitoring of WGs 	No activities have been carried out in this area in 2011, as Working Groups did not organize meetings of their consultative groups due to budget cuts. All major Working Group activities in 2011 concentrated on the Triennale preparation and were coordinated through meetings with Working Groups.	22 000	237	1 %
	Administrative and financial monitoring of WGS and capacity building for WGs	<ul style="list-style-type: none"> - Internal audit by the Secretariat - Better assessment of the administrative and financial systems used in the WGs - Operational support provided to administrative and financial officers of WGs 	<p>Audit mission of the Finance and Budget Officer conducted to:</p> <ul style="list-style-type: none"> - WGEMPS Harare and Dakar - WGBLM - WGHE - WGDE/OL - WGECD <p>These missions served to better understand local hosting and working conditions and to propose improvements in the local management of funds and financial reporting.</p> <p>-SAP introductory training session in Paris for ADEA Budget and Finance Officer to get familiar with SAP possibilities in budget designs. Training will be continued in 2012.</p>	60 000	49.793	83 %

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Priority fields of activity	Planned Activities	Outputs		Cost		
		Expected	Achieved	Budgeted	Realized (audited)	Utilization rate
E5. Training of ADEA Secretariat and Working Group staff	Organize staff retreats and continuing training in mediation with ADEA Secretariat and WG coordinators	<ul style="list-style-type: none"> - The staff's organizational and functional problems discussed and solutions proposed - Initial training provided to WGs. - Problems of interpersonal relations, functional problems and conflicts are analyzed 	<ul style="list-style-type: none"> - 3 training sessions organized in Tunis and 2 training sessions organized in Geneva. - Functional problems were analyzed and solutions proposed and adopted. - Problems of interpersonal relations were addressed and solutions proposed. 	120 000	112 983	94 %
E6. Working Groups	Other WG activities	See document on WGs				
E7. Adjustable priority field of action; Responses to the ADEA's capacity building needs based on the evaluation of the ADEA after its transfer to Africa				21 490	2 211	10 %
E8. Other activities	ADEA Evaluation	---	UNIVERSALIA final evaluation report received	0	91 999	---
Total				328 490	362 712	

STRATEGIC OBJECTIVE 1 (SO1): MAIN THRUST OF ACTIVITIES

Introduction

13. Strategic Objective 1 (SO) is central to the ADEA's mission and mandate right from its inception. It remains a major objective within the Association's Medium-term Strategic Plan of 2008-2012. The objective aims at building the following: (i) shared understanding of the issues and challenges for the development of education in Africa and of the reforms and qualitative transformation to be undertaken in order to meet them successfully; (ii) new partnerships to strengthen the leadership and ownership of national policies by African countries and the effectiveness and relevance of outside assistance; (iii) broader social capital based on collegial reflection, exchanges of experience and inter-learning between the main stakeholders and partners of education in Africa (Ministries of Education, bilateral and multilateral technical and funding agencies foundations, NGOs); and (iv) the building of an enabling environment.

14. In the ADEA Performance Measurement Framework (PMF) the following three high level outcomes were assigned to SO1: (i) that creative, African-led responses to the problems of education in Africa are increasingly reflected in national educational policies, reforms and programs; (ii) that a more open, informal environment is created with respect to policy dialogue on educational development; and (iii) that strategic partnerships are formed or strengthened between education ministries and other stakeholders

Statutory meetings of the ADEA Steering Committee, Bureau of African Ministers and Agency members of ADEA

Steering Committee Meetings

15. In 2011 the Steering Committee held two meetings (34th and 35th Sessions) in Gammarth, Tunisia on 27-29 April and 7-9 December respectively. The main outcomes of the 34th Session held in May were: the review and approval of the Universalia evaluation report of ADEA; commitment of ADEA's Secretariat to implement the six recommendations of the report; approval of the Association's work program and budget for 2011; and a decision to set up a task force to draft a Vision Statement which would provide a basis for next medium-term strategic plan of the Association. A seminar was also held and its objective was primarily to provide information on the status of preparation for the Triennale.

16. The outcomes of the 35th Session of the Steering Committee which was held in December 2011 were: (i) Composition of the Task Force on vision paper: two representatives of the Agencies, three members of the Bureau of Ministers from Burkina Faso, Kenya and Mozambique representing the Francophone, Anglophone and Lusophone countries respectively, and one representative of the ADEA Working Groups; (ii) Approval of the recruitment of a third consultant because he has the comparative advantage and capability to link education with general economic development. The other two consultants who are already working on the vision paper were advised not to limit themselves to education but rather should take into account sectors where education and training would be important. They should also take into account new actors like Turkey, Korea, Malaysia, Indonesia, etc. that were showing interest in partnering with ADEA. It was also expected that the vision paper would provide a perspective for the development of a strategic plan; and (iii) Provisional approval of 2012 work program and budget as 2012 was regarded as the year of

the Triennale as well as for the follow-up of the Triennale and the previous Maputo Biennale. In addition, ADEA would continue to work on Inter-Country Quality Nodes (ICQN) and the African Union Education Observatory. The program and budget would however be revised after the Triennale, and 50 per cent of the activities would be based on follow-up activities.

Bureau of Ministers Meetings

17. The Bureau of African Ministers held two meetings immediately prior to each Session of the Steering Committee in 2011 in Gammarth, Tunisia. At its first meeting in May, the Bureau reflected on the Universalia evaluation report and expressed support for the implementation of its recommendations. It also welcomed the Africa-Korea Day to be held at the Triennale as a good initiative in south-South cooperation. The Bureau espoused the need for its members to participate in peer review in education. At its second meeting in December the Bureau reflected on reports presented on the following: the Mid-term evaluation of Plan of Action for the Second Decade of Education for Africa; the System Assessment and Benchmarking for Education Results (SABER); Ministerial meeting on Technical and Vocational Skills Development (TVSD); and Inter-Country Quality Nodes (ICQNs).

Inter-Agency Meetings

18. Like the Bureau of Ministers the agencies also held two meetings in May and December respectively prior to the Sessions of the Steering Committee. At each of the meetings the agencies highlighted the main changes in their governments' or institutions' policies and the implications for financing education. They underscored the fact with the changes in the priorities of their governments, and with increasing demand for results it was becoming difficult for some Agencies to justify funding for organizations that could not demonstrate tangible results. The agencies also supported the implementation of the recommendations of the Universalia evaluation report. At its second meeting in December the agencies reflected on issues that would become critical in the period beyond 2015 MDGs. They also reflected on accountability and transparency issues in funding education in Africa, and proposed the following actions for dealing with the challenge: (i) Agencies should be more vigilant and should work together to battle the problem; (ii) Local people should be well informed of funds made available as they are the best watchdogs; (iii) ADEA should help build the capacity of grass root organizations; (iv) Journalists should be trained to investigate and report on corruption; (v) Build capacity at school management and district levels; (vi) Include governance and accountability in the vision paper and the next strategic plan; and (vii) Reform the whole financial system.

Preparation towards Policy Dialogue at the Triennale

19. The objective of the Triennale was to propose for policy dialogue the design of systems and mechanisms for the acquisition of critical knowledge, skills and qualifications that would provide African countries with the capacity to meet the challenges of sustainable development. To achieve the objective, the preparation process consisted of a multi-dimensional approach which aimed at optimal involvement of pertinent stakeholders. First, studies were launched which aimed at analyzing, at country level, a specific experience, an innovative project or an implementation strategy that was particularly noteworthy. The goal of the analytical work was to provide a better understanding of the changes that were underway at the national level in education and training, and how the changes met the challenges of critical knowledge, skills and qualifications needed for sustainable development. Meaningful policy dialogue has to be based on empirical facts.

20. Second, there were consultations in the form of policy dialogue with stakeholders particularly the private sector, civil society and the youth, as consumers of products of education and beneficiaries of education respectively, with the purpose of creating a common understanding of the challenges facing African countries in education and training, and more importantly, of jointly exploring a variety of practical options and inter-country synergies that could be presented to African leaders as a basis for policy dialogue. Finally, ADEA further developed the Inter-Country Quality Node on Technical and Vocational Skills Development (ICQN/TVSD), and also Inter-Country Quality Node on Peace Education (ICQN/PE) which played the catalytic role of garnering information on innovative education and training experiences in Africa and on the possibilities of pooling the lessons learnt from diverse experiences by the countries that participated in the ICQNs. The narrative that follows highlights the main outputs of dialogue and how they contributed to the final outcome of the preparation for policy dialogue at the Triennale.

The Conference on Book Development in Africa

21. The conference on Book Development in Africa brought together, for the first time, all stakeholders in the Education sector and the book industry. The main objective was to take stock of the state of writing, publishing, printing, bookselling, distribution, marketing, dissemination and promotion of books and reading in support of education in African countries within the framework of the role of the governments in policy formulation and enforcement. The conference was a dialogue between publishers and policy makers who though have a common objective but sometimes work in silos. Delegates had the opportunity to explore jointly ways and means they could develop a book development policy like the developed countries.

22. At the end of the three-day conference, participants were in agreement that for the African book industries to develop and be self-sustaining: (i) National Book Policies must be formulated and implemented through legislation and fully supported by governments; (ii) Writing in local languages must be supported through collaborative efforts like translations and co-publishing arrangements; (iii) Curriculum changes and management must be a joint responsibility between publishers and the governments to ensure smooth operation in the book trade; and (iv) African Union must revamp the Regional Centre for Book Development in Africa (CREPLA) and fully support its activities. Consequently, the conference resolved to move the book development agenda forward by ensuring that recommendations from the conference would inform policy dialogue of Ministers at the ADEA Triennale.

ADEA-sponsored Conferences/Fora

23. As a co-founder of the Youth and Education Policy Forum in Zimbabwe, the Working Group on Education Management and Policy Support has produced a film which depicts the challenges and opportunities which the youth and adults face in their search for employment in some key industries such as gold mining, music, information technology and motor mechanics. The film created space for key stakeholders and decision makers to discuss the challenges facing youth in their search for employment in the labor market, and the value of technical vocation education in meeting the skills needs of the youth.

ADEA Contributions to Policy Dialogue through Conferences/meetings organized by partners

24. **Conference of Rectors, Vice Chancellors and Presidents of African Universities (COREVIP):** The Association of African Universities 2011 COREVIP was on the theme *strengthening the space of Higher Education of Africa*. AAU selected this theme in support of WGHE's analytical study which is being implemented in collaboration with a number of partners including the AUC, UNESCO and World Bank. One key recommendation from the 2009 World Conference on Higher Education was for Africa to strengthen its higher education and research space. WGHE's Consultative Group then tasked WGHE secretariat to explore this concept and propose recommendations to policy makers and stakeholders. The key elements of the analytical study are: Harmonization, qualifications frameworks and academic mobility; quality assurance; role of ICTs open and distance learning and open educational resources; postgraduate training and strengthening regional training and research centers of excellence; lifelong learning and promoting, funding and marketing AHERS.

25. The main of the Working Group on Non-Formal Education to the preparation of the ADEA Triennale was the advocacy, in collaboration with DDC partners, in 5 countries (Benin, Burkina Faso, Mali, Niger and Chad) for better education and training systems adapted to the lifestyles and interests of nomadic pastoral communities. A national validation workshop was held in June 2011 in Burkina Faso and the main results were presented during a parallel session at the ADEA Triennale. The activity helped to support regional and national initiatives by enhancing the importance of NFE in development initiatives. It also contributed to building the capacity of the civil society in political dialogue, and drew attention to the necessity to take into account non-formal education in the education and training systems by the various stakeholders, and especially political actors.

Attainment of High Level Outcomes

26. A major outcome of the dialogues at the various for a is that they constituted an open and informal environment in which the stakeholders had an ample opportunity to share their vision of the kind of policies, strategies and innovation which the continent required at this point of its development to catch up with other developed countries. More importantly, the dialogues strengthened relationships with the stakeholders as they went away with the strong message that they were highly regarded as strategic partners in education, and that they had an important role to play in formulating policies, strategies and programs for reforming education and training systems.

27. Partnerships formation/strengthening was also very active in 2011, mainly through the activities of the ADEA Executive Secretary who followed through on the recommendation of the Steering Committee calling for the expansion of ADEA's membership in order to secure funds and support outside of its traditional constituencies. Key achievements in 2011 are the following:

- A mission carried out to EUC by the Executive Secretary resulted in increased financial contribution from the Commission to ADEA's work, especially the follow-up to the 2012 Triennale.

- ADEA signed in 2011 an MoU with ISESCO to undertake joint activities in the areas of language policies, peace education, non-formal education
- Following a participation in the education Ministers conference organized by the Ibero-American Organization in Paraguay, ADEA signed an MoU with the Secretariat of the IAO for collaboration in key thematic areas and the enhancement of exchange of experiences between Latin America and Africa.
- With respect to new strategic partners, ADEA engaged the private sector in 2011. The Executive Secretary held high level discussions with the Vice-President of SMART Technology, a leading company in ICT educational equipment and software, As a result, a framework for partnership will be finalized in 2012. The creation of the ICT Task Force within ADEA in 2011 has contributed to drawing major players in ICT under the ADEA banner to support African countries better integrate ICTs in education.
- ADEA also identified and engaged a group of young African entrepreneurs organized under an initiative called Africa 2.0 whose main goal is to foster entrepreneurship and leadership through education and training in Africa. Africa 2.0 contributed to the preparation of the 2012 Triennale.
- Partnerships with South Korean leading educational institutions and ministry of education were further strengthened in 2011 through the preparation of the 2012 Triennale. The South Koreans undertook a major exercise in line with the Triennale's theme and submitted their work for peer review by the ADEA general and thematic coordinators.

STRATEGIC OBJECTIVE 2 (SO2): MAIN THRUST OF ACTIVITIES

Introduction

28. SO2 is essentially based on the shift of the policy dialogue and regional cooperation in the strategic partnerships with the African Union and the Regional Economic Communities (RECs). It represents a major step for ADEA towards adapting to the new landscape and players that are emerging in the African educational sector. The substantive output of these new partnerships is driven by the action plan of the Second Decade of Education which was declared by the Heads of State at their summit in Khartoum (January 2006) and launched by the Conference of African Ministers of Education (COMEDAF) in Maputo (September 2006). As a result of the Memorandum of Understanding (MoU) that ADEA and the AU signed, ADEA has become the lead agency that supports the implementation of the AU Second Decade. The following three key high-level outcomes have been set for SO 2: (i) enhanced progress at the national level toward achieving the objectives of the AU's Second Decade of Education; (ii) increased sharing of experiences and pooling of expertise and resources between African ministries of education; (iii) operational mechanisms and instruments for continental and regional integration established and operational through and for education.

Pan-African Conference on Teacher Education and Development (PACTED)

29. In April 2011, ADEA, along with BREDA, supported the African Union Commission in launching the first of a new series of Pan-African conferences on teacher education and development. The main goal of the PACTED as defined by AUC is to use teachers as entry point to educational reforms by highlighting key aspects of the teacher challenge within a context of on-going educational reforms from the perspective of teacher development and planning. Furthermore, it offers a platform to showcase the AU, UNESCO and other partners' achievements in favour of the teaching profession and seek more government and political commitment. ADEA provide intellectual and logistical support. One of the key outcomes is that African governments committed to (i) ensuring that each countries have updated reports on their education systems; (ii) guaranteeing the right to quality basic education for all; (iii) developing a quality basic education policy for a minimum of 9-10 years; (iv) ensuring the professional development of teachers (in formal and non-formal settings) in order to guarantee a quality education system for Africa in the 21st century; (v) developing a quality education curriculum for sustainable development that addresses teaching and learning and (vi) scaling up the financing of quality education

Contributions of ADEA Working Groups

Mid- Term Evaluation of Plan of Action for the Second Decade of Education:

30. The meeting, which was attended by a wide range of education stakeholders, reviewed the draft report on Mid-Term Evaluation of Plan of Action for the Second Decade of Education, and made numerous suggestions for improvement. Participants noted the need to broaden the composition of technical committees and ensure linkages among them. The meeting urged COMEDAF and ADEA's Bureau of Ministers to encourage countries to show greater commitment to the goals of the Plan of Action for the Second Decade of Education. ADEA's WG COMED should also be given the mandate to finalize and lead the implementation of the communication plan that was drafted. According to the 2nd Decade of Education Mid-Term Evaluation Report "Tertiary Education is another area of success of the Second Decade. ADEA's Working Group on Higher Education (WGHE) has been working

closely with AUC, the AAU and UNESCO since 2006. ADEA provided substantial information for the finalization of the mid-term evaluation report. Mauritius has agreed to play a lead role for the ICQN on Early Childhood Development.

AU Observatory

31. WGEMPS organized, in collaboration with the AU Observatory and the EAC Secretariat, a joint meeting for EAC Member States and key technical partners of the Restricted Technical Committee. Together with partners, UIS, UNICEF and AU Statistics, CIEFFA and the regional economic community of EAC, the AU indicators were reviewed, adjusted and new ones proposed for piloting. UIS also tabled its contributions to the indicators which it has piloted as a new African Module in response to the requests made by this committee. These new indicators were accepted on the monitoring framework of the Observatory. The terms of reference for a pilot study on 30 problematic and new indicators were agreed upon to take place in 2012. Preparations for COMEDAF V were discussed and agreed upon. The WGCORED assist the African Union in developing a communication strategy for the implementation of the African Union Plan of Action for the Second Decade of Education.

The Regional Economic Communities

32. Work initiated with ECOWAS in 2010, continued initially with a small group of country EMIS experts in customizing and piloting an EMIS Norms and Standards Framework that was validated by all 15 Member States and the Commission later during the year. The next step is to get the endorsement by ECOWAS Ministers of Education at their scheduled meeting in 2012. SADC Secretariat presented the work of its Member States on a SADC EMIS Norms and Standards Framework which would enable the Secretariat to compel Member States to put the codes of practice in policy, resource utilization, statistical methodologies and dissemination in place. The Ministers endorsed the framework in April 2011.

33. WGEMPS continued to support the SADC Centre on Education Policy, Planning and Finance where it co-delivers two of the programs under the Professional Certificate course offering to education officials from six countries. In the light of the need to share and harmonize course offerings in this field and given that the AU India/Africa Institute of Education Policy and Planning is being established in Burundi in 2012, WGEMPS organized a meeting of regional providers to create a network of sustainable delivery which would upscale the production of managers and planners in these skills.

Country Technical Assistance

34. Following the requests for country technical assistance by Swaziland and Zimbabwe the Working Group on Education Management and Policy Support assisted the two countries in the design and administration of the survey as well as the data analysis of their annual education censuses. Over the years Swaziland has been taken through the whole EMIS systems development process and the final step involved data cleaning and report production which they successfully produced. Zimbabwe has the challenge of human resource capacity deficit to man the EMIS system. The Working Group supported it in the revision of both the data collection instrument and the data capture system as well as the supervision of the capturing and cleaning process right up to generation of tables for dissemination.

Toolkit on Communication for Education and Development

35. A comprehensive education toolkit was developed by WGCAMED for the purpose of developing the capacity of journalists, communication officers in MOEs and civil society groups in Africa. The toolkit was trial-tested at two separate regional workshops that were held in Gaborone (English-speaking participants) and Cotonou (French-speaking participants, respectively). More than 100 journalists, communication experts, academics and other media practitioners took part in the two workshops. Trial tests had earlier been carried out in 2010 in three regions on the continent. A first pre-validation workshop on the tool kit was held in Ghana in September 2011. Developing the capacity of journalists and other media practitioners is critical to promoting policy dialogue and shared understanding of coordinated and effective action among education stakeholders.

High-Level Outcomes

36. SADC, the pilot REC, has moved quickly into the last roll out phase of the AU EMIS strategy. The political endorsement of its Norms and Standards has been gained and the implementation of the agreed framework will follow. ECOWAS is far advanced along the path and the process of developing regional framework on best practices has empowered country EMIS experts to reflect on their own national systems. EAC is at the start of the process but shows enthusiasm to move quickly into assessing their capabilities and developing a regional code of practice.

37. WGEMPS has made progress at the national level toward achieving the objectives of the AU's Second Decade of Education by creating benchmarks by which countries can assess their performance through a framework on EMIS Norms and Standards. These frameworks were developed by the sharing of experiences and pooling of expertise and resources between African ministries of education. The Working Group has built capacity in the two countries assisted to produce EMIS publications as Ministry staff was actively involved in the realization of the work.

STRATEGIC OBJECTIVE 3 (SO3): MAIN THRUST OF ACTIVITIES

Introduction

38. Analytical work fuels the policy dialogue, capability enhancement and networking and dissemination strategies that are the key strategies within ADEA. It focuses on critical areas for the development of education in Africa, and concentrates on successful, promising and/or novel experiments in which insights obtained by analyzing the conditions and factors responsible for their success are helpful in devising and implementing present and future policies and practices. The working groups contribute substantially to this activity. As regards the general program, analytical work is closely related to the preparation and follow-up of the Triennale on the one hand and, on the other, to further study and experimentation concerned with emerging topics or innovations.

39. The three key high-level outcomes for SO3 are: (i) quantity and quality of relevant information on effective policies and practices for the development of education in Africa increased; (ii) more effective linkages and knowledge sharing among African governments, researchers, academics and civil society organizations; and (iii) enhanced capacity of African Ministries and other members of the African education community to analyze and put to use recommendations emerging from evidence-based research.

Analytical Work

40. The theme of the Triennale was: Promoting critical knowledge, skills and qualifications for sustainable development in Africa: how to design and implement an effective response by education and training systems? The Triennale is a policy dialogue with Ministers and its effectiveness depended on the ability to provide evidence-based research findings that make a strong case to the Ministers to adopt certain realistic and practical policies and strategies that would ensure that their citizens:

- i. Acquire the capability to bring about economic, social, cultural and political changes required for sustainable development;
- ii. Are equipped with the skills to raise productivity and boost economic growth through the adoption, adaptation and use of new technologies; and
- iii. Acquire the capability to produce indigenous scientific knowledge and technological innovation that will enable African countries to transition into knowledge-based economies and societies with the context of current globalization.

41. Consequently, the analytical work was consistent with ADEA's high-level outcome of ensuring that creative, African-led responses to the problems of education in Africa are reflected in national educational policies, reforms and programs. Following ADEA's call for proposals, a substantial number of studies were received (120), and a selection was made based upon criteria drawn up and agreed upon by the Triennale Coordination Team and Secretariat. The Coordination Team met several times over the year to agree on the qualitative aspects expected and emerging from the various studies. A total of 68 studies were selected and approved by the coordinators based on their methodology, relevance to sub-theme, and innovativeness. Table 1 below shows the total number of studies and the distribution by contributors and sub-themes. The research enterprise focused on the three sub-themes with about 13 perspectives to ensure that taken together, all the contributions

cover important spheres of education and training systems. Methodological workshops were held for each sub-theme, allowing for peer review and in depth discussions.

42. The methodology for the analytical work was guided by the compelling need to dialogue with appropriate stakeholders in an open and informal environment in order to identify and analyze current policies and experiences with a view to generating new knowledge that could provide a basis for dialogue on future policies, strategies, reforms and innovations in education. Throughout the study the coordinators worked closely with the country contributors and to draw appropriate lessons learned from both promising and less than successful programs and initiatives, thus leading to a high quality of studies produced.

Table 1 – Contributions to Analytical Work

Contributor	Sub-Theme 1	Sub-Theme 2	Sub-Theme 3	Sub-Total
Country	1	16	1	22
Agency	9	6	4	19
ADEA WGs	9	1	0	10
Others	7	6	4	17
TOTAL	30	28	10	68

43. The findings and recommendations of the analytical work consisting of three separate studies that were, commissioned in 2011 by WGHE, contributed to sub-theme 3 of the Triennial. The studies sought to improve understanding of the status, challenges, good practices and promising approaches to promoting scientific and technological skills development, and lifelong learning for the successful integration of Africa into the context of globalization.

Consultation with the Private Sector and Civil Society organizations

44. The consultation with the private sector and civil society organizations in Tunis was of prime importance in the preparatory process for the policy dialogue at the Triennale because they play a vital, dynamic and effective role in different ways in the improvement of education and training systems on the continent. In a separate consultation in South Africa, the Department of Basic Education, ADEA and the private sector deliberated on challenges and opportunities for a real partnership in the delivery and financing of education.

45. At the consultation forum in Tunis, participants agonized over a litany of challenges which plague the education and training systems on the continent. In capsule, the challenges include: (i) Decay in education systems as evidenced by declining quality. A participant cited a case in which an organization had to train university graduates for two years to enable them attain the required performance standard; (ii) Limited relevance of education to the socio-economic and technological needs of the African countries a factor, which largely underlines the high rate of youth unemployment; (iii) Lack of a coherent strategy for managing vocational training of artisans and craftsmen in spite of the fact that about 80 percent of African economies is in the informal sector. Existing institutions are not only insufficient to meet growing demand but are also ill-equipped; (iv) Lack of partnership between managers of education and the private sector; they operate in silos. A participant disclosed that her country has three ministries of education and that there was lack of communication between them; it was therefore even more difficult to have a strategy for partnering with the private sector; and (v) Diminishing budgetary allocation to education

which negatively impacts on access and quality of education. The national confederation of artisans in one country noted that in his country the finance used for conducting most of the training programs for artisans comes from development partners and wondered what would happen if and when they stopped providing the financial resources.

46. The following messages emerged from the dialogues in Tunis and South Africa, namely: (i) A vision of the continent's future that is shared by all stakeholders should be jointly formulated; (ii) Reforms in education are imperative to ensure better quality, relevance and availability of critical skills for the knowledge economy; (iii) Business, government and the public have a collective responsibility in education; strategic vision and alliances should therefore be established; (iv) A strategic framework for the development of competencies in education and training should be established in each country; (v) As different beneficiaries have different training needs, governments must customize responses and strategies according to the diverse national needs; (vi) Vocational training systems should be demand-driven by producing the skills needed by the private sector and should be financed by business organizations and governments; and (vii) Re-orientation of the training system toward job-related skills to overcome the mismatch between training and employment, and concomitant unemployment.

47. The key outputs of the dialogues were qualitative and consisted of: first, a common understanding that not only were the current education and training systems inadequate to meet the needs of the private sector and the society but there was also a strong desire to find common solutions for the common good of African countries. Second, there was the recognition and collective decision by the private sector and civil society organizations to have a strategic partnership with the Ministries of Education.

Consultation with the Youth

48. The Youth Consultation Forum was part of the preparatory process for the Triennale because its theme was of direct relevance to the youth in terms of the acquisition of critical knowledge, skills and qualifications that will enable them to become active citizens and participants in the workforce of their respective countries. The "youth" as defined by the African Youth Charter, refers to "any person from 15 to 35 years of age".

49. Prior to the consultation the youth had designed and carried out a continent-wide survey of the youth to determine the challenges they faced individually in education and in the world of work. The findings revealed their collective concerns and experiences and provided rich data for dialogue at the consultation forum. The forum yielded more amazing information about the pain, dreams and challenges of the youth and more importantly, the various efforts they were making to overcome the challenges. For example, a young female entrepreneur funded her university education by smoking and selling fish. She is currently training women on how to smoke fish and has almost twenty direct and indirect employees. Another female youth also described how she had set up a farm and currently recruited and trained a number of workers not only on the farm but also in the shop for the sale of her products. She indicated that agriculture in Africa has great potential for the creation of jobs for the youth. A telecommunications innovator and entrepreneur shared his experience in setting up telephone lines where no lines previously existed. He has also created an innovative car alarm system. These experiences eloquently demonstrated that given the resources, training and mentorship, African youth have the creativity and resourcefulness to establish high-performing businesses.

50. A summary of the messages from this dialogue with youth are that: (i) Public authorities should give special attention to the quality and relevance of education; (ii) Government should continually and systematically monitor and review education reforms to meet the changing needs of the stakeholders; (iii) Governments should place youth employment at the center of all social, cultural and economic policies and directly involve young people in the conception of the policies; (iv) There must also be a permanent dialogue between the needs and demands of all stakeholders in order to regulate and adjust the education and training systems; and (v) The education systems must support and prepare the youth as agents of positive change, and active citizens, and prepare them for the world of work cognizant.

51. A key output of the forum was that it provided an open and informal environment in which ADEA was able to engage a critical stakeholder in education to proffer, from their perspectives, the kind of reforms in policies, strategies and programs that they considered necessary in the education and training systems. Another important output was that on the request of the youth ADEA has established a web-based platform and a list-serve which enable them to exchange information and views on various developmental issues that are of concern to them.

Inter-Country Quality Node on Peace Education (ICQN/PE)

52. A policy Forum Roundtable on the Inter-Country Quality Note on Peace Education was held in Kinshasa from 26-28 July 2011. It was a policy dialogue between governments, agencies and the civil society which sought to share knowledge, strengthen country collaboration and enhance the networks to address the challenges of implementing peace through education. Delegations from Kenya, Democratic Republic of Congo, Cote d'Ivoire, Liberia, Somalia, and Zimbabwe shared their individual experiences, which highlighted their various challenges and also provided a context for the dialogue. ADEA, FAWE, INNIE and UNESCO (BREDA) also made presentations.

53. In March 2010, through the support of ADEA, Martine Libertino, a well-known expert in mediation commenced training in mediation in the Democratic Republic of Congo. She raised 10,000 Swiss Francs which was shared among two centers – one center for managing street children and the other for training young women, who had been raped and abandoned, to acquire skills in tailoring.

54. The outputs of the roundtable were: (i) the articulation of policies and strategies for implementing peace education within and through the education systems; (ii) collective intention and decision to transform the ICQN (PE) into a continental initiative for propagating peace in Africa with the support of ADEA and other stakeholders. (iii) a shared understanding that education could be used as a catalyst for peace building or a fatal instrument for perpetuating division, fragility, inequality and violence (iv) the amazing programs Kenya used in restoring normalcy immediately after its post-election conflict, namely, a huge sensitization program, establishment of peace clubs, integration of peace education into school curricula and active promotion of patriotism and citizenship; and (v) a shared understanding that personal development and transformation is necessary but not sufficient; there should a transformation of the education system to address broader issues of governance and economic realities. For instance, in Cote d'Ivoire, resentment over the poor state of education in northern areas figured in the political mobilization leading up to the 2002-2004 conflict.

Inter-Country Quality Node on Technical and Vocational Skills Development (TVSD)

55. The second meeting of the Inter-Country Quality Node on Technical and Vocational Skills Development (ICQN/TVSD) which took place in Abidjan brought together Ministers, and high-level government officials, and representatives of private sector from 19 Francophone, Anglophone, and Lusophone countries. Representatives of international organizations and technical and financing partners also attended the meeting. The dialogue at the meeting was based on the analytical and documentary work prepared by ten experts as contributions to the process of the Triennale. The dialogue centered on three main themes, namely, (i) Critical skills for meeting economic demand for competitiveness and social demand for integration into the workforce; (ii) Public-Private Partnerships; and (iii) Skills validation and certification frameworks. The purpose of the dialogue was to have a shared and deep understanding of the proposed themes, lessons learned, and thematic elements likely to enrich the debates at the Triennale.

56. The meeting produced remarkable outputs as the Ministers and representatives of the 19 countries who were at the meeting for dialogue reached an agreement that member countries should adopt urgent measures for the: (i) establishment of effective systems to facilitate the transition to work and employment outcomes for youth in response to exclusion from labor market; (ii) establishment at all levels of pathways for dual training and apprenticeship – all countries support the adoption of competency-based approach to technical and vocational skills development. Mauritius, Morocco and Tunisia which have already adopted the approach are expected to provide support other countries; (iii) establishment of flexible frameworks that allow for recognition and certification of prior learning whether originating in formal, non-formal or informal settings; and (iv) Development of public/private partnerships - strengthening and supporting the role of the private sector and professional bodies as strategic partners in the formulation, implementation, management and monitoring of TVSD systems and pathways. Rwanda, which is currently implementing public-private partnership to promote TVSD, has successfully drawn on good practice and lessons learnt. A study on Tunisia's joint management of training centers shows how delegated executive authority could help all the public-private partnership stakeholders ensure joint ownership of TVSD.

Working Group Activities

57. Leadership and Management Capacity Development in Ugandan Universities. In August 2011, WGHE facilitated a training workshops organized by the Universities of Tampere, Finland and Makerere University, the Uganda Management Institute (UMI) and the Ministry of Education and Sports of Uganda in an institutional capacity-building project designed to train academics and administrators in higher education management and leadership. WGHE's presentation covered "Higher Education Developments in Africa". In the long term the vision is to collaborate with the Association of African Universities and other stakeholder in order to secure funding for the extension of the program throughout Africa.

58. The Working Group on Non-Formal Education organized a regional workshop for the validation of 10 studies on the holistic, integrated and diversified vision on lifelong learning conducted in 7 African countries (Mali, Senegal, Burkina Faso, Benin, Cape Verde, Mauritania, and Chad) through: (i) the utilization of the strategic policy framework on the holistic vision with an analysis of existing politics and systems; and (ii) capitalization of best practices on the implementation of the holistic vision. This activity contributed to the support

of the analytical work for Sub-theme 1 of the Triennale and was an opportunity for testing the strategic Policy Framework and promotion of its ownership at country level.

59. Five areas of research were undertaken in response to the theme of the Triennale, all of which were accepted as papers presented by WGEMPS to decision makers participating at the forum. On sub-theme 1, a comparative study on policies and practices on disadvantaged learners in Ghana, Kenya, Mauritius, Namibia, Nigeria, and Senegal was undertaken by national researchers but compiled by WGEMPS staff. On sub-themes 1 and 2, WGEMPS undertook a sector analysis of country responses in terms of management, policy and financing in reconstructing education in post-conflict situations. Kenya, Liberia, DRC and Zimbabwe were the case studies. Detailed research papers and policy briefs were developed. A synthesis paper on the four case studies was presented at the Triennale. The intention is to organize national forums of key stakeholders, including civil society and partners, to review and integrate the research findings into national practices in 2012. On the sub-theme 3, research was undertaken on analyzing the financing impediment to the production of scientific knowledge, skills and qualifications by higher education scientific and technological institutions in Senegal and Nigeria, the findings of which were presented to policy makers at the Triennale.

60. Continuing with the work initiated in 2010, WGEMPS completed a survey of higher education institutions – universities, teacher training colleges and polytechnics – reviewing their institutional record-keeping in order to inform a higher education EMIS system for the Ministry of Higher Education, Zimbabwe. The preliminary report was approved by the Ministry authorities. A similar study is being initiated in Burkina Faso and approval has been given by the authorities to involve them in this activity. Follow-up activities are planned for 2012.

61. Following up on WGEMPS support to school management systems in Burkina Faso, Ghana, Zanzibar and Zimbabwe, a regional workshop was organized to agree on best practices and harmonized systems which would support national planning. The outputs from this workshop produced enhanced understanding of the role school records play in ensuring the effective management of educational institutional resources and an update on the achievements of the pilot studies. It included developing proposals on expanding the country pilot studies to tertiary institutional record keeping as well as recommendations on developing Record Management System curricula for teacher training colleges.

High-Level Outcomes

62. As indicated in the introduction, ADEA performance measurement framework has three high level outcomes and activities in 2011 sought to achieve these outcomes. The output of the analytical work was a rich, evidence-based report of the state of current initiatives, reforms and programs in education, lessons to be drawn and the direction for a paradigm shift. More importantly, the findings and recommendations of the various studies provided a basis for African Ministers to react proactively and creatively to veritable problems of education in their individual countries.

63. The dialogues at the fora with the private sector, civil society and the youth produced an amazing stock of information of their respective agonies and disappointment with the current education and training systems.

64. The dialogue at the ICQN (TVSD) in 2011 was a continuation of the 2010 dialogue while the dialogue on ICQN (PE) was a continuation of the dialogue that began in 2009. They had respectively produced interesting outcomes in terms of reforms and policies that the countries had undertaken to implement. For instance, there have been remarkable outcomes of the mediation training in the Democratic Republic of Congo. First, about a dozen projects and education programs are underway. The goal of the projects is to give hope to those who have been hurt by others in the same society. Second, participants in the mediation training have learnt to deal with anger, to love and, have consequently, been able to work as a coherent, team welded together, and able to take the destiny of their country in their hands. The Minister of Education was so excited with the success of the mediation training that he not only wrote to express his satisfaction but also initiated dialogue internally to generate funds for the peace education program.

65. With regard to the ICQN (TVSD) Ministers and high-level country representatives jointly agreed to strengthen inter-country cooperation in the establishment of national qualification frameworks to validate all forms of acquired skills; and in the development of public/private partnerships. Both ICQNs have strengthened strategic partnerships between Ministries of Education and other stakeholders.

66. Over 1000 journalists and experts have been trained in communication by COMED throughout Africa. Consequently the capacity development efforts have yielded the following outcomes: (i) increasing commitment to communication on education for development in African countries; (ii) improved media coverage of education themes, and enhanced public opinion and debate on education issues and themes; (iii) enhanced capacity and professionalism in communication among Ministries of education; (iv) high quality coverage of international education events through pertinent selection of media and communication workers; and (v) growing support to WGCAMED by organizations/institutions such as OSISA, ANCEFA, Universities and media training institutions in Africa.

67. The analytical work that was undertaken produced high quality research findings and recommendations on key policy issues most of which were debated in the ADEA Triennale. They created more effective knowledge sharing on promising practices and issues for the development of education among African governments, researchers and civil society organizations. The lessons learnt have enhanced the capacity of African Ministries and other stakeholders to review their own practices against the recommendations emerging from the evidence based research.

STRATEGIC OBJECTIVE 4 (SO4): MAIN THRUST OF ACTIVITIES

Communication, dissemination and knowledge management

Introduction

68. The dissemination of the messages and findings derived from ADEA's work is of crucial importance to the Association, which is a network of networks. ADEA is set out to be a "catalyst for innovative policies and practices and social transformation", and can only be so through the support of effective communication, and mutual sharing of information and knowledge.

69. Strategic Objective 4, which covers communication, publication and knowledge management activities, aims at ensuring that the lessons learned by ADEA's work are disseminated widely and shared with members providing their support to ADEA, education stakeholders in Africa, and future partners and members. To that end, ADEA produces and makes available to its members and stakeholders in education in Africa a steady flow of information on its activities, along with the knowledge, messages and findings that derive from them, using a range of tools and approaches: brochures, leaflets, bulletins, websites, publications, databases and films, media relations, and outreach activities.

70. The following high-level results are targeted by Strategic Objective 4: (i) greater understanding of, and enhanced visibility of ADEA and of the results and impact of its work; (ii) the increased use of the information and knowledge produced by ADEA by the various stakeholders in education, particularly African Education Ministers and development organizations; (iii) the enhanced collaboration between ADEA, its members, its key partners and the other stakeholders in education.

71. In 2011, communication, publication and knowledge management activities focused on supporting activities leading to the Triennale and preparation of the Triennale. Usual recurrent activities were also carried out, such as the editing and production of informational material and publications, production of the catalogue of publications, updating and upgrading of the ADEA portal web site, and maintenance of the ADEA's knowledge databases and information systems. Media relations continued to be strengthened as well as outreach to new potential members and partners. The ADEA Secretariat also initiated the development of a communication strategy, and a presentation was made to the Steering Committee in December 2011. Because the Triennale was postponed to 2012, many expenditures related to preparation of the Triennale are not reflected at year end as they were disbursed in the first quarter of 2012.

Communication tools and publications

72. As is the case every year, informational material on ADEA was updated and/ or reprinted throughout the year on a continual basis. This includes the ADEA brochure, the Working Group leaflets, the Medium Term Plan and the catalogue of publications.

73. A major revision of all Working Group leaflets occurred at year-end, in order for the leaflets to reflect as accurately as possible the current rationale, strategy and activities of the Working Groups at the time of the Triennale.

74. The re-launch of the ADEA Newsletter was prepared in 2011, with the target of issuing the first issue on the theme of the Triennale. The Newsletter was effectively produced and printed in time for the Triennale.

75. Documentation on the Triennale was also prepared, which included editing, layout and preparation of a CD-ROM containing the synthesis documents for the Triennale, the agenda and the other papers prepared for the Triennale (70).

76. Production of two films for the Triennale also started in December 2011: a film on the story of Joseph, for sub-theme 2 of the Triennale and a film on FAWE's achievements during the 20 years of its existence. Both films were presented at the Triennale.

77. In 2011, the following documents were also edited and published in French and English:

- The Reports of the Peer reviews conducted in Gabon, Mauritius and Nigeria
- The Policy frameworks produced on contract teachers
- A case study on schools as centres of care and support

Making available information and knowledge on education in Africa

78. In 2011, knowledge management activities focused on the consolidation of ADEA's existing systems of information and knowledge (Profile, XMAIL, CV-EXPERTS, Publications database and Needs and Requests of African Ministries of Education).

- ADEA's Portal web site (www.adeanet.org): In 2011, apart from the regular maintenance of the website, more efforts were made to disseminate real-time information and knowledge. This has required the upgrading of the 'Focus' section of the home page of the web site. In addition to the design of three Inter-Country Quality Nodes (ICQN) web pages (the ICQN on **Technical and Vocational Skills Development, the ICQN on Peace Education and the ICQN on Literacy and Languages**), **a special website for the ADEA Triennale (<http://www.adeanet.org/triennale>) was developed using the latest new technologies of web 2.0.**
- ADEA's Profile: The development of the online application program of Profile has been completed. While the data collection campaign is quite advanced, there are still a few field visits required to some Working Groups to finalize the 2012 CD-ROM version.
- X-Mail address database: The updating of the address database was done on an on-going basis and special attention was paid to improve the quality of the information of this database. X-MAIL now contains more than 8000 contact addresses of people working directly and/or indirectly in the field of education in Africa. Regular telephone and email communication were carried out with the people concerned to check the reliability of their contact address.
- CV Experts Database: A consultation module has been developed and integrated in the 'Members Only Area' of the portal website in order to allow ADEA Steering Committee Members and Leaders/Coordinators of Working Groups to access directly information on African/Africanists education experts.

- Database on the needs and requests of African Ministries of Education: The development of the online database is completed and will be integrated in the 'ADEA's Member's Only Area'.
- Online database on ADEA publications: Apart from the updating of the informational content, the database has been upgraded in order to make it more user-friendly and render its search engine more efficient.

Dissemination and outreach

79. **Dissemination of the results and lessons learned by ADEA:** ADEA started exploring the use of social media in 2011, with Facebook, and is extending this to Twitter and LinkedIn. YouTube accounts have also been set up recently.

80. **Media coverage:** Media relations and the systematic organization of media coverage for ADEA events are also part of ADEA's dissemination strategy. In 2011, media coverage was organized for the following meetings

- The official launching of the Triennale in Burkina Faso, in relation with the country's Strategy for accelerated growth and sustainable development (SCADD) (Ouagadougou, March 23-25 2011)
- The Private sector and NGO consultation (Tunis, May 18-20, 2011)
- The launching of Childhood Cultures (Bouba et Zaza) the inter-generational collection of books for children developed by ADEA's WG on Early Childhood Development (WGECD) (Paris, UNESCO headquarters, June 24, 2011)
- The Round Table on Peace Education (Kinshasa, July 26 -28, 2011)
- The Ministerial Conference on the development of technical and vocational skills in Africa (Abidjan Côte d'Ivoire, September 19-21 2011)
- The Conference on Book Development (Nairobi, October 3-5, 2011)
- The Youth Consultation (Rabat, Morocco, October 19-21, 2011)

81. Press conferences were held and press releases produced for all the events. Over 200 journalists attended the various meetings and, in addition to these, all the journalists in ADEA's press database received the press releases produced.

82. **Communication with Focal Points:** Focal Points are kept regularly informed of ADEA's activities by means of the ADEA's press releases and publications.

83. **The Africa Education Journalism Award:** Following the launch of the 6th edition of the Africa Education Journalism Award, ADEA received approximately 100 articles in 2011. In order to allow African journalists to send more entries on the theme of the 6th Edition, 'Education and Training for Sustainable Development', the awarding was postponed to after the Triennale and the First Africa Science, Technology and Innovation Forum. A Facebook page on the Award was developed and is attracting the attention of journalists.

84. ADEA is planning to organize the Award presentation ceremony at the next AMLI meeting in 2012. The African Media Leaders Initiative (AMLI), which brings together all of Africa's media leaders has offered to establish an MoU with ADEA, with the objective of strengthening and formalizing the African Media's support to ADEA's objectives. The MoU will include collaborative activities including the joint organization of the Award.

Attainment of High Level Outcomes

85. The primary objective of ADEA's activities in communication, publication and knowledge management is to effectively "package" and to foster the dissemination of ADEA messages and findings to its main constituencies and to other actors and stakeholders. Another key objective is increasing ADEA's visibility as regards the work, messages and findings it produces.

86. In 2011, ADEA took steps towards addressing these objectives more effectively. It presented the broad objectives and lines of ADEA's communication strategy, which will be finalized in 2012. The communication strategy will support the realization of the objectives ADEA's Triennale follow-up strategy and next Medium Term Plan.

87. Following the results of the 2011 Evaluation, it has overhauled and re-launched an important communication tool, the ADEA Newsletter, a tried and tested resource which has been used for years as a working tool by African Ministries of Education throughout the region.

88. In 2011, the ADEA web site, which is a major communication tool and also very useful dissemination window for knowledge management, was upgraded in order to make it effectively more attractive, resourceful, and interactive. The ADEA web site for the Triennale was for example developed under web 2.0. technology which has allowed the integration of more interactive tools.

89. ADEA has also started using social media through Facebook and Twitter, namely for the Africa Education Journalism Award. This strategy will be fostered onwards and more capabilities will be added to allow rapid communication, live webcast coverage and interaction with social media for events to come to support multi-stakeholders policy dialogue.

90. Finally, media relations continue to receive close attention as a means for disseminating the messages from ADEA's work in the public sphere. Over time, ADEA has expanded its contacts with the press and gradually built up a network of experienced journalists whom it can call to ensure coverage of its major meetings and events. Partnerships going beyond media coverage are being developed with SABC, Channel Africa, African Media Leaders Initiative.

STRATEGIC OBJECTIVE 5 (SO5): MAIN THRUST OF ACTIVITIES

Introduction

91. SO5 is about improving ADEA's performance in the areas of governance, organization, planning and management which are essential aspects strengthening its institutional and human capacity. . The objective is applicable to both the ADEA Secretariat and the WGs. Evaluating the strategic plan and adjusting it on an annual basis are procedures derived from the need for flexible open planning to preserve the informal nature of the Network and its responsiveness to changing requirements and circumstances. This includes reviewing the performance frameworks drawn up jointly by the working groups and the ADEA Secretariat. The Executive Committee established within the ADEA Steering Committee is a body for meeting the twofold need to develop capacity and periodically amend the plan. It is thus intended to strengthen the governance of ADEA by relieving the Steering Committee of its responsibility for operational matters so that it can concentrate more on strategic issues. The Executive Committee helps the Steering Committee to take decisions, by assuming responsibility for issues hard to resolve in a broader arena and through the recommendations it submits to the latter. Finally, the Executive Committee develops the capacity for program planning, budgeting and reporting through its advice and recommendations to the Secretariat.

Improving financial reporting skills

92. The situation in 2010 called for urgent action for improvement: financial reports for expenditures made in the field by Working Groups were either not received on time by the ADEA Secretariat or not complete resulting in time-consuming exchanges, delay in the submission of monthly reports to AfDB's financial control sections. AfDB complained about the situation which even risked delay of the 2010 audit exercise. ADEA Secretariat had proactively taken appropriate measures by organizing a three-day training program for Working Group administrative and financial staff in April 2011. At this training, reporting tools and procedures were clarified and the consequences non-respect for the procedures were also made clear. In addition, the ADEA Budget and Finance Officer undertook internal audit missions to Working Groups to better assess local working conditions and make proposals on how to improve the financial reporting procedure. This initial set of missions which started in 2010, was concluded at the end of 2011. The Secretariat will look into keeping this level of good collaboration in the area of financial management with Working Groups and enlarge it to other areas of administration.

93. Team-building training was organized for the Secretariat as well as the Working Groups; and a specialist in ICT was recruited to play the role of Coordinator for the Task Force on ICT. As part of enhancing institutional capacity WG COMED identified a new funding partner and also sought to secure additional technical and financial resources for the full implementation of the 2011 WG COMED work programme. The number of organizations and institutions supporting WG COMED increased from 2-3. OSISA provided additional financial resources to the tune of US\$120,000 in 2010/2011. COMMED has also established a database consisting of data on recently published articles, education press material in each country, number of communication units in Ministries of Education, etc. The database will facilitate the evaluation of outcomes of the Working Group's activities.

94. The human capacity of the WGEMPS was strengthened during the year with the appointment of a new Coordinator in Dakar and a statistician for the Burkina Faso office. In

terms of staff development in 2011, two WGEMPS staff distinguished themselves on the SADC Wits e-learning course on Policy, Planning and Management by graduating in the top ten. Both staff provided technical support to other students on the after hours excel training.

High-Level Outcomes

95. The efforts that were made in 2011 to improve financial reporting skills showed an immediate effect at the end of the year when AfDB appreciated the smooth year-end closing, due to the fact that Working Group expenditures reports had been received on a regular basis throughout the year. Internal capacity building led to timely submission of reports and to greater efficiency and effectiveness. In the long run this will strengthen our relationship with the host institution. Team building sessions have strengthened team work not only within the Secretariat but also between the Secretariat and the Working Groups.

96. Financial tables are annexed.

4. Resolutions

97. The Steering Committee may wish to adopt the following resolutions:

*"The **Steering Committee**,*

***Having taken note** of the Executive Secretary's presentation on the execution of ADEA's 2011 activities (within Strategic Objectives 1, 2, 3, 4 and 5),*

***Noting** that executed activities are in line with Strategic Plan approved by the Steering Committee,*

***Taking note** of the approval of the 2011 budget appropriation for ADEA, as adopted at the Thirty-Third Session of the ADEA Steering Committee meeting in December 2010,*

***Bearing in mind** the fact that the ADEA accounts, under regular African Development Bank procedures, are audited every year,*

***Having received** a copy of the certified accounts for ADEA in 2011,*

***Approves** the Report of the Executive Secretary for 2011."*

*"The **Steering Committee**,*

***Noting** that the ADEA Procedural Guidelines call for Working Groups to report on how they ensure the function of financial management and auditing,*

***Also noting** that external audits are essential to ensure the confidence of the funding agencies,*

***Requests** that the Working Groups submit annual audits of their financial flows within 6 months after the end of the financial year in order to obtain the ADEA Steering Committee's approval of their work plans and budgets and, therefore, to maintain their eligibility for funds through ADEA. The Steering Committee may decide, under exceptional circumstances, to extend the auditing period."*

Activities Report 2011 / Rapport d'activités 2011			
TABLE 1 : Statement of Resources and Expenditure			
TABLEAU 1 : Etat des ressources et des dépenses			
(figures in USD as of 25 April 2012 / chiffres du 25 avril 2012 en EUS)			
	2010	2011	2011
	audited / certifié	budgeted / budgété	audited / certifié
RESOURCES / RESSOURCES			
I. Contributions to ADEA General Program / Contributions au Programme Général de l'ADEA			
Income / Revenu :			
Basket funds			
<i>Fonds dans le panier commun</i>	1,185,120	2,194,270	911,720
Targeted General Program Funding	964,514	4,470,997	2,508,534
<i>Contributions ciblées dans le Programme général</i>			
Miscellaneous / Divers :			
Other income	-55,383	0	2,982
<i>Autres revenus</i>			
Sub-total, yearly income			
Total partiel, revenus annuels	2,094,251	6,665,267	3,423,236
Other resources /			
Autres ressources :			
Balance basket fund previous year	3,132,045	444,505	444,505
<i>Report panier commun exercice antérieur</i>			
Provision on unliquidated obligations	0	0	0
<i>Prévision pour engagements non-liquidés</i>			
Restricted carry-over from previous year	0	234,818	234,818
<i>Report restreint exercice antérieur</i>			
Sub-total, other resources			
Total partiel, autres ressources	3,132,045	679,323	679,323
SUB-TOTAL RESSOURCES			
SOUS-TOTALES RESSOURCES	5,226,296	7,344,590	4,102,559
II. Restricted Contributions to ADEA Working Groups / Contributions conditionnelles aux Groupes de travail de l'ADEA			
Income / Revenu :			
Basket funds			
<i>Fonds dans le panier commun</i>	2,563,121	1,962,982	2,506,855
Targeted Working Group Funding	458,564	1,018,891	301,322
<i>Contributions ciblées pour les Groupes de travail</i>			
Miscellaneous / Divers :			
Other income	0	0	0
<i>Autres revenus</i>			
Sub-total, yearly income			
Total partiel, revenus annuels	3,021,685	2,981,873	2,808,177
Other resources /			
Autres ressources :			
Adjustments previous year	0	0	0
<i>Ajustement exercice antérieur</i>			
Carry-over from previous year	132,303	100,000	100,000
<i>Report exercice antérieur</i>			
Sub-total, other resources			
Total partiel, autres ressources	132,303	100,000	100,000
SUB-TOTAL RESSOURCES			
SOUS-TOTALES RESSOURCES	3,153,988	3,081,873	2,908,177
TOTAL RESSOURCES			
RESSOURCES TOTALES	8,380,284	10,426,463	7,010,736
EXPENDITURES / DEPENSES			
ADEA General Program /			
Programme Général			
de l'ADEA			
Strategic Objective 1	707,635	813,200	189,165
<i>Objective Stratégique 1</i>			
Strategic Objective 2	549,770	53,500	46,613
<i>Objective Stratégique 2</i>			
Strategic Objective 3	921,411	2,774,929	2,357,770
<i>Objective Stratégique 3</i>			
Strategic Objective 4	396,288	557,203	222,373
<i>Objective Stratégique 4</i>			
Strategic Objective 5	167,613	328,490	362,712
<i>Objective Stratégique 5</i>			
Secretariat	1,379,982	1,900,000	1,402,414
<i>Secrétariat</i>			
Overhead	332,463	514,186	390,184
<i>Frais généraux</i>			
Reserve & Provision	91,812	57,384	57,384
<i>Réserve & Prévision</i>			
SUBTOTAL EXPENDITURES			
SOUS-TOTALES DEPENSES	4,546,974	6,998,892	5,028,615
Working Groups /			
Groupes de travail			
Support to Working Groups	3,053,988	3,081,873	2,868,177
<i>Appui aux Groupes de travail</i>			
SUBTOTAL EXPENDITURES			
SOUS-TOTALES DEPENSES	3,053,988	3,081,873	2,868,177
TOTAL EXPENDITURES			
DEPENSES TOTALES	7,600,961	10,080,765	7,896,792
BALANCE YEAR END / SOLDE FIN D'EXERCICE	779,323	345,698	-886,059
Balance restricted funds WGs	100,000	0	40,000
<i>Solde contributions restreintes GT</i>			
Balance restricted funds General Program	234,818	0	0
<i>Solde contributions restreintes Programme général</i>			
Balance year end basket funds	444,505	345,698	-926,059
<i>Solde fin d'exercice panier commun</i>			
Expenditure on reserve account / Dépenses sur compte réserve	0	0	0
Income on reserve account / Entrée sur compte réserve	58,722	57,384	57,384
Available on RESERVE / Disponible en compte réserve	696,401	753,785	753,785
Total reserves and balances / Total des réserves et du solde	1,475,724	1,099,483	-132,274

Activites Report 2011 / Rapport d'activités 2011			
SCHEDULE 1 : Detailed Resources 2010-2011			
NOTE 1 : Ressources détaillées pour 2010-2011			
(figures in USD as of 25 April 2012 / chiffres du 25 avril 2012 en EU\$)			
	2010 audited / certifié	2011 audited / certifié	Notes on contributions / Notes sur les contributions
A. INCOME / REVENUS			
BASKET FUNDS			
PANIER COMMUN			
a) MEMBERSHIP FEES / COTISATIONS ANNUELLES			
African Ministries of Education / Ministères africains de l'Education			
			various / plusieurs
Democratic Republic of the Congo / Rép. démocratique du Congo	0	2,500	
Mauritius / Maurice	2,618	2,476	
Mozambique	2,551	5,000	
Namibia / Namibie	0	10,000	
Rep. of Congo / Rép. du Congo	3,827	5,000	
Rep. of South Africa / Rép. de l'Afrique du Sud	2,500	2,500	
Seychelles	5,000	2,500	
Agencies / Agences			29,976
African Development Bank / Banque africaine de développement	50,000	50,000	
Austria / Autriche	22,063	102,319	2010 & 2011
CIDA / ACIDI (Canada)	75,000	75,000	
DIFD (UK / Royaume Uni)	200,000	0	2011 paid in 2012 / 2011 payé en 2012
European Commission / Commission européenne	69,670	0	2011 paid in 2012 / 2011 payé en 2012
Finland / Finlande	50,000	50,000	
France	66,695	0	No contribution in 2011 / Pas de contribution en 2011
Fundação Calouste Gulbenkian	49,955	49,955	
Germany / Allemagne	0	0	No contribution in 2011 / Pas de contribution en 2011
Ireland / Irlande	100,000	0	No contribution in 2011 / Pas de contribution en 2011
JICA (Japan / Japon)	0	100,000	2010 & 2011
Netherlands / Pays-Bas	100,000	100,000	
SDC (Switzerland / Suisse)	100,000	100,000	
UNESCO	0	100,000	2010 & 2011
UNICEF	0	0	2009 - 2011 outstanding / 2009 - 2011 pas encore payé
USAID	0	0	Not yet paid / Pas encore payé
World Bank / Banque mondiale	100,000	100,000	
TOTAL MEMBERSHIP FEES	999,879	857,250	
TOTALE COTISATIONS ANNUELLES			
b) ADDITIONAL FUNDING CONTRIBUTIONS SUPPLÉMENTAIRES			
CIDA / ACIDI (Canada)		437,348	2008-2011 Contract (CAN\$ 4 million = USD 3,9 million); 2011: CAN\$ 500,000 being USD 512,348 (minus 75,000 USD membership fees) / Contrat 2008-2011 (4 million \$CAN = 3.9 million \$EU); 2011: 500.000 \$CAN soit 512.348 \$EU (y inclus 75.000 \$EU pour la cotisation annuelle)
DIFD (UK / Royaume Uni)	100,000	0	2011 paid in 2012 / 2011 payé en 2012
Finland / Finlande	263,516	515,839	Contract 2011-2013 (400,000 Euro annually being 565,839 USD minus 50,000 USD membership fee) / Contrat 2011-2013 (400.000 Euro / an soit 565.839 \$EU moins 50.000 \$EU contribution annuelle)
Ireland / Irlande	165,600	0	No contribution in 2011 / Pas de contribution en 2011
Netherlands / Pays-Bas	899,940	899,940	Contract 2008-2012 (1,000,000 USD minus 100,000 USD membership fee) / Contrat 2008-2012 (1.000.000 \$EU, y inclus cotisation annuelle de 100.000 \$EU)
SDC (Switzerland / Suisse)			Contract 2011-2013 (CHF 800,000 annually, being USD 808,197 in 2011 including USD 100,000 membership fee) / Contrat 2011-2013 (800.000 CHF par an, soit 808,197 \$EU y inclus 100.000 \$EU cotisation annuelle)
	399,973	708,197	
TOTAL ADDITIONAL FUNDING	2,748,361	2,561,324	
TOTALE CONTRIBUTIONS SUPPLÉMENTAIRES			
TOTAL BASKET FUNDS			
RESSOURCES TOTALES PANIER COMMUN	3,748,240	3,418,575	

I. CONTRIBUTIONS TO ADEA GENERAL PROGRAM / CONTRIBUTIONS AU PROGRAMME GÉNÉRAL DE L'ADEA			
a) SHARE OF THE BASKET FUND CONTRIBUTIONS DU PANIER COMMUN			Nature of contributions / Nature des contributions
TOTAL BASKET FUNDS	1,185,120	911,720	
CONTRIBUTIONS DU PANIER COMMUN			
b) TARGETED GENERAL PROGRAM FUNDING CONTRIBUTIONS CIBLÉES DANS LE PROGRAMME GÉNÉRAL			
African Development Bank / Banque Africaine de Développement	183,818	0	
France	0	33,467	Triennale
Germany / Allemagne	45,058	4,965	Language Conference / Conférence sur les langues
Netherlands / Pays-Bas	0	999,970	Triennale
OIF	0	24,103	Triennale
OSISA	51,000	0	
SDC (Switzerland / Suisse)	0	497,970	Triennale
UNESCO (UIL)	34,638	0	
World Bank / Banque mondiale (DGF)	650,000	500,000	Specific program activities of 2011 workplan / Activités spécifiques du plan de travail 2011
Africa Region Education Programme Development Fund (EPDF)	0	448,059	Targeted program activities / Activités ciblées
TOTAL TARGETED GEN. PROGR. FUNDING	964,514	2,508,534	
CONTRIBUTIONS CIBLÉES PROGR. G. TOTALES			
c) OTHER INCOME / AUTRES REVENUS			
Recovery of staff costs, reimbursement of other services / Recouvrement des coûts (personnel), remboursements d'autres services	0	0	
Publications sales / Ventes de publications	0	0	
Other income / D'autres revenus	0	2,000	Advisory fee (Brookings Institute) / Honoraire (Brookings Institute)
Bank interest / Intérêts	-4,730	-5,601	
Gain on currency exchanges / Economies sur échanges de monnaie	-50,653	6,583	
Currency exchange adjustment / Ajustement de change	0	0	
TOTAL INCOME	-55,383	2,982	
TOTALES AUTRES REVENUS			
TOTAL CONTRIBUTIONS	2,094,251	3,423,236	
CONTRIBUTIONS TOTALES			
d) OTHER RESOURCES / AUTRES RESSOURCES			
Basket fund carry-over / report de l'exercice précédent du panier commun	3,132,045	444,505	
Carry-over from previous year / report de l'exercice précédent	0	234,818	General basket fund
Provision for ULOs / Prévision pour engagements			
TOTAL OTHER RESOURCES	3,132,045	679,323	
TOTALES AUTRES RESSOURCES			
TOTAL RESOURCES ADEA GENERAL PROGRAM	5,226,296	4,102,559	
RESSOURCES TOTALES PROGR. GÉNÉRAL			

				Nature of contributions / Nature des contributions
II. CONTRIBUTIONS TO ADEA WORKING GROUPS / CONTRIBUTIONS AUX GROUPES DE TRAVAIL DE L'ADEA				
a) SHARE OF THE BASKET FUND CONTRIBUTIONS DU PANIER COMMUN				
TOTAL BASKET FUNDS	2,563,121	2,506,855		
CONTRIBUTIONS DU PANIER COMMUN				
b) INCOME / REVENUE				
African Development Bank / Banque Africaine de Developpement	57,887	61,322		For WGHE / Pour GTES
OSISA	120,000	0		WGCOMED
UNESCO	0	40,000		
UNESCO (UIL)	30,677	0		
World Bank / Banque mondiale	250,000	200,000		For / Pour FAWE
TOTAL INCOME	458,564	301,322		
TOTALES REVENUE				
				2,809,856
c) OTHER INCOME / AUTRES REVENUS				
Recovery of staff costs, reimbursement of other services / Recouvrement des coûts (personnel), remboursements d'autres services			0	
Publications sales / Ventes de publications	0	0		
TOTAL INCOME	0	0		
TOTALES AUTRES REVENUS				
d) OTHER RESOURCES / AUTRES RESSOURCES				
Adjustments from previous year / Ajustement de l'exercice précédent	0	0		
Savings on prior year's obligations / Economies de l'exercice précédent	0	0		
Carry-over from previous year / report de l'exercice précédent	132,303	100,000		WGCOMED
TOTAL OTHER RESOURCES	132,303	100,000		
TOTALES AUTRES RESSOURCES				
TOTAL RESOURCES WORKING GROUPS	3,153,988	2,908,177		
RESSOURCES TOTALES GROUPES DE TRAVAIL				
TOTAL RESOURCES	8,380,284	7,010,736		
RESSOURCES TOTALES				
B. RESOURCES IN KIND / RESSOURCES EN NATURE *				
Germany / Allemagne	67,000	0		
African Ministries of Education / Ministères africains de l'Education	180,000	180,000		In-kind contributions and mission costs of Ministers to attend ADEA meetings / Contributions en nature et le coût des frais de déplacement assumés par les ministres pour assister aux réunions du comité directeur et du bureau des ministres
TOTAL RESOURCES IN KIND (B)	247,000	180,000		
TOTAL, RESSOURCES EN NATURE (B)				
TOTAL RESOURCES (A + B)	8,627,284	7,190,736		
RESSOURCES TOTALES (A + B)				
* Indirect contributions of African Ministries (i.e. with no direct cash flow) are not reported in Table 1 nor were they subject to audit procedures. / Les contributions des ministères africains sont indirectes (c'est à dire sans mouvement de trésorerie). Elles ne sont pas prises en compte dans le Tableau 1 et ne sont pas présentées à l'audit.				

ACTIVITY REPORT 2011

SCHEDULE 1-a: ADEA Membership Dues, 1991/2 - 2011

Note 1-a: Cotisations annuelles à l'ADEA, 1991/2 - 2011

(status and amounts as of 31 December 2011)

(situation et montants reçus au 31 décembre 2011)

P = Paid / Payé
 PP = Partly paid / Payé en partie
 Y = Not yet paid / Pas encore payé
 N = Not paid / Non payé
 I = Indirect / Indirect
 W = Withdrawn / Retiré

		1991-99	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Cumulative / Cumulatif
African Ministries of Education / Ministères africains de l'Éducation															
Angola	Status / Situation						P	P	P	P	P	Y	Y	Y	8,692
	Amount / Montant						980				7,712				
Benin / Bénin	Status / Situation							P	N	N	N		Y	Y	4,244
	Amount / Montant	0						980				3,264			
Botswana	Status / Situation			P				P	P	P	P	Y	Y	Y	9,000
	Amount / Montant	1,000		1,000				1,000	1,000	2,500	2,500				
Democratic Rep. of Congo / Rép. Démocratique du Congo	Status / Situation									N	P	P	Y	P	7,500
	Amount / Montant										2,500	2,500		2,500	
Ethiopia / Éthiopie	Status / Situation										P	Y	Y	Y	2,473
	Amount / Montant									2,473					
Gambia	Status / Situation								P	P	P	Y	Y	Y	3,500
	Amount / Montant									1,000	2,500				
Kenya	Status / Situation											Y	Y	Y	2,494
	Amount / Montant											2,494			
Lesotho	Status / Situation					P			P	P	P	Y	Y	Y	6,925
	Amount / Montant	0				1,000				3,450	2,475				
Malawi	Status / Situation											Y	Y	Y	2,475
	Amount / Montant	0										2,475			
Mauritius / Maurice	Status / Situation						P	P	P	P	P	P	P	P	18,048
	Amount / Montant	0					980	2,000	2,494	5,000	2,480	2,618	2,476		
Mozambique	Status / Situation	P	P	P	P	P	P	P	P	P	P	P	P	P	22,464
	Amount / Montant	0						1,000	9,477		4,436	2,551	5,000		
Namibia / Namibie	Status / Situation					P	P	N	N	P	P	P	P	P	14,500
	Amount / Montant	0				2,000				2,500			10,000		
Nigeria / Nigéria	Status / Situation								N	N	N	N	Y	Y	1,988
	Amount / Montant	0					1,988								
Republic of Congo / République du Congo	Status / Situation					P			P	P	P	P	P	P	22,079
	Amount / Montant	0				2,752	2,006		1,813		3,562	3,119	3,827	5,000	
Republic of South Africa / Rép. de l'Afrique du Sud	Status / Situation						P	P	P	P	P	Y	P	P	16,612
	Amount / Montant	0					1,661	1,505	1,404	4,542	2,500		2,500	2,500	
Republic of Togo / République du Togo	Status / Situation								P	P	P	Y	Y	Y	6,057
	Amount / Montant	0							1,004	2,591	2,462				
Seychelles	Status / Situation											P	P	P	10,000
	Amount / Montant										2,500		5,000	2,500	
Swaziland	Status / Situation								N	P	N	N	Y	Y	2,500
	Amount / Montant								0	2,500					
Tanzania/Zanzibar Tanzanie/Zanzibar	Status / Situation								N	P	N	N	Y	Y	2,358
	Amount / Montant								0	2,358					
Chad / Tchad	Status / Situation								N	N	N	N	Y	Y	2,962
	Amount / Montant	1,981		981					0	0					
Uganda / Ouganda	Status / Situation			P	P		P	P	P	N	N	N	Y	Y	7,015
	Amount / Montant	1,000		1,000	1,000		1,000	1,046	1,969						
Zambia / Zambie	Status / Situation								P	N	N	N	Y	Y	990
	Amount / Montant								990						
Zimbabwe	Status / Situation									P	P	Y	Y	Y	4,958
	Amount / Montant									2,500	2,458				

Agencies / Agences	Status / Situation		P	P	P	P	P	P	P	P	P	P	P	P	P	
AfDB / BAD	Amount / Montant	50,000	0	0	199,994	49,994	99,994	49,994	49,994	49,994	50,000	50,000	50,000	50,000	50,000	749,964
Austria / Autriche	Amount / Montant	199,975	0	50,000	140,253	13,871	89,049	89,058	89,058	108,842	22,063	102,319	815,431			
Carnegie Corporation	Amount / Montant	0	50,000	0	58,333	41,656	49,989	0	0	49,989	100,000	50,000	399,967			
CIDA / ACDI (Canada)	Amount / Montant	306,088	102,027	0	101,550	0	113,263	60,995	64,549	75,000	75,000	75,000	1,123,473			
Denmark / Danemark	Amount / Montant	489,633	351,594	107,431	50,000	0	108,735	50,009	50,009	50,000	50,000	50,000	1,207,410			
DfID / DfID (UK / Royaume Uni)	Amount / Montant	447,624	50,000	100,000	0	100,000	100,000	50,000	100,000	50,000	100,000	200,000	1,297,624			
European Commission / Commission européenne	Amount / Montant	0		55,147	0	0	0	0	0	198,582		69,670	323,399			
Finland / Finlande	Amount / Montant	393,366	123,163	119,347	156,063	50,000	50,000	50,000	50,000	50,000	100,000	50,000	1,241,939			
France	Amount / Montant	445,973	49,586	100,000	49,484	0	104,539	50,000	102,390	49,932	55,976	69,250	1,143,825			
Fundação Calouste Gulbenkian	Amount / Montant									50,000	49,975	49,955	249,840			
Germany / Allemagne	Amount / Montant	0			49,554	49,974	67,843	49,974	149,974	49,980	49,975	63,878	531,152			
IDRC / CRDI	Amount / Montant	282,088	0	0	0	0	0	0	0	0	0	0	282,088			
IIEP	Amount / Montant							50,000	50,000	50,000	50,000	50,000	150,000			
Ireland / Irlande	Amount / Montant	50,000	50,000	50,000	142,418	50,000	63,613	60,313	50,000	100,000	100,000	100,000	916,344			
JICA (Japan / Japon)	Amount / Montant	0					50,000	50,000	0	50,000	100,000	100,000	400,000			
Netherlands / Pays-Bas	Amount / Montant	574,100	100,000	100,000	50,000	50,570	50,000	50,000	50,000	100,000	100,000	100,000	1,524,670			
Norway / Norvège	Amount / Montant	1,330,106	100,000	338,669	200,000	50,000	67,872	50,000	50,000	50,000	50,000	50,000	2,336,647			
Rockefeller Foundation	Amount / Montant	399,970	50,000	50,000	50,000	50,000	49,980	49,980	50,000	50,000	50,000	799,930				
SIDA (Sweden / Suède)	Amount / Montant	408,788	47,860	48,068	53,215	63,934	73,977	62,895	69,715				828,452			
SDC / DDC (Switzerland / Suisse)	Amount / Montant	399,687	50,000	50,000	50,000	50,000	50,000	99,969	99,965	100,000	100,000	100,000	1,299,621			
UNESCO	Amount / Montant	300,000	100,000	50,200	50,000	50,000	50,000	50,000	50,000	50,000	49,985	100,000	950,185			
UNICEF	Amount / Montant	350,000	50,000	0	98,425	49,994	49,994	49,994	49,994	49,994	49,994	798,389				
USAID	Amount / Montant	626,592	150,000	50,000	50,000	0	50,000	45,000	5,000	200,000			1,176,592			
World Bank / Banque mondiale	Amount / Montant	1,277,500	25,000	25,000	100,000	50,000	660,145	0	50,000	50,000	100,000	100,000	2,537,645			
TOTALS***		8,335,471	1,449,230	1,296,843	1,650,289	773,745	1,349,464	1,543,830	1,191,833	1,509,321	1,133,400	1,173,867	999,879	857,250	23,264,421	
Resources in Kind / Ressources en nature																
Steering Committee Members / Membres du comité directeur	Amount / Montant	70,000	15,000	35,000	35,000	115,000	160,000	180,000	180,000	180,000	180,000	247,000	1,757,000			
IIEP / IIEP**	Amount / Montant	403,000	89,000	82,000	98,000	120,000	135,000	0	0	0	0	0	927,000			
TOTALS IN KIND / TOTAUX EN NATURE		473,000	104,000	117,000	133,000	235,000	295,000	180,000	180,000	180,000	180,000	247,000	1,800,000	2,684,000		
TOTAL / TOTAUX		8,808,471	1,553,230	1,413,843	1,783,289	1,008,745	1,644,464	1,723,830	1,371,833	1,689,321	1,313,400	1,353,867	1,246,879	1,037,250	25,948,421	

ACTIVITY REPORT 2011														
SCHEDULE 1-b : ADEA Restricted Contributions for 1991/2 - 2011 in USD														
NOTE 1-b : Contributions annuelles conditionnelles à ADEA, 1991/2 - 2011 en dollars EU\$														
(figures as of December 31, 2011 / chiffres du 31 décembre 2011)														
	1991-1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Cumulative / Cumulatif
African Countries / Pays africains	0	0	0	0	0	0	0	0	0	0	0	0	0	0
African Development Bank / Banque africaine de développement	0						0	0	0	116,286	60,633	241,705	61,322	479,946
Agence Francophonie	0						65,582	24,845	0	0	0	0	0	90,427
Austria / Autriche	0						0	0	0	0	0	0	0	0
Carnegie Corporation	0	25,000	100,000				0	0	0	0	0	0	0	125,000
CIDA / ACDI (Canada)	0				129,032	496,183	377,171	432,857	420,698	0	0	0	0	1,855,941
Commonwealth Secretariat	0							135,636	0	0	0	0	0	135,636
Denmark / Danemark	290,276	140,000		83,324		92,006	0	45,000	0	0	0	0	0	650,606
DIFD (UK / Royaume Uni)	66,615		50,000	135,471			50,000	100,000	50,000	0	50,000	0	0	502,086
European Commission/ Commission Européenne							0	0	0	0	0	0	0	0
FAO	0	0	0	0		0	0	3,000	4,000	0	0	0	0	7,000
Finland / Finlande	695,905	90,000	110,000	90,000		75,000	75,000	125,000	0	0	0	0	0	1,260,905
Ford Foundation	43,400		40,000						0	0	0	0	0	83,400
France	385,597	75,000	202,384		350,900		60,976	63,776	73,747	88,687	0	0	33,467	1,334,533
Fundação Calouste Gulbenkian									0	15,552	0	0	0	15,552
GTZ (Germany / Allemagne)	28,934						23,229	29,974	87,289	0	0	45,058	4,965	219,449
IIEP							0	0	0	0	0	0	0	0
Ireland / Irlande	25,000	345,567	110,298	345,567	177,223	203,562	195,122	229,007	0	0	0	0	0	1,631,346
IDRC / CRDI	14,810								0	0	0	0	0	14,810
JICA (Japan / Japon)	0		40,060				0	0	0	0	0	0	0	40,060
Kellogg Foundation	20,000								0	0	0	0	0	20,000
MacArthur Foundation	0	40,000							0	0	0	0	0	40,000
Netherlands / Pays-Bas	790,354	127,288	214,917	550,000	114,424	440,000	743,937	440,000	0	0	0	0	999,970	4,420,890
NORAD (Norway / Norvège)	1,068,581	172,931		199,776	396,561	190,000	104,564	46,554	0	28,062	0	0	0	2,207,030
OIF	0	0	0	0	0	0	0	0	0	0	0	0	24,103	24,103
OSISA	0	0	0	0	0	0	0	0	0	0	0	171,000	0	171,000
Rockefeller Foundation	163,764	50,000	50,000	110,000	110,000	30,000	30,000	0	0	0	0	0	0	543,764
SADC										18,000	27,000	0	0	45,000
SIDA (Sweden / Suède)	80,836			161,857		403,062	589,896	135,816	0	0	0	0	0	1,371,467
SOFRECO											42,855	0	0	42,855
Switzerland / Suisse (SDC / DDC)	0						50,000	120,969	0	0	0	0	497,970	668,939
UNESCO	0			20,000	20,000	20,000	20,000	44,630	20,000	20,000	20,000	65,315	40,000	289,945
UNICEF	214,975	20,000			54,973	54,958	0	45,000	0	0	0	0	0	389,906
USAID	1,481,431	1,072,000	595,000	1,263,143		125,000	125,000	0	100,000	458,977	0	0	0	5,220,551
World Bank / Banque mondiale	414,529	955,000		784,086	881,000		1,089,000	0	950,000	950,000	900,000	900,000	700,000	8,523,615
EPDF or Norwegian Education Trust Fund & Irish Education Trust Fund / Banque mondiale, Fonds norvégien et irlandais pour l'éducation						693,400	1,395,800	39,000	1,951,098	365,000	1,351,941	0	448,059	6,244,298
Zimbabwe (MoF)											14,422	0	0	14,422
Totals / Totaux	5,785,007	3,112,786	1,472,599	3,783,284	2,234,113	2,823,171	4,995,277	2,061,064	3,656,832	2,060,563	2,466,851	1,423,078	2,809,856	38,684,481

ACTIVITY REPORT 2011													
APPENDIX 1-a: ADEA Contributions, Budgeted and Realized 2000 - 2011													
Annexe 1-a: Contributions à l'ADEA, budgets et montants réels, 2000 - 2011													
(in US\$, as of 25 April 2012)													
(en EU\$, au 25 avril 2012)													
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Unrestricted Contributions / Contributions non conditionnelles	Budgeted / Budgets	1,170,000	1,256,600	1,125,000	1,287,667	1,252,000	1,067,500	1,887,000	3,027,442	3,320,080	5,237,941	4,399,256	4,157,252
	Realized / Montant reçu	1,449,230	759,874	759,874	759,874	1,295,492	1,510,690	1,339,081	3,356,444	3,154,884	4,457,169	3,748,241	3,418,575
	% Realized / Taux de réalisation	123.87%	60.47%	67.54%	59.01%	103.47%	141.52%	70.96%	110.87%	95.02%	85.09%	85.20%	82.23%
Restricted Contributions / Contributions conditionnelles	Budgeted / Budgets	1,477,620	2,344,000	1,930,000	2,735,000	2,979,388	4,554,200	4,764,686	5,885,312	2,729,425	4,654,943	2,977,000	5,489,888
	Realized / Montant reçu	2,927,517	2,234,114	2,234,114	2,234,114	2,823,171	4,995,277	2,061,064	3,799,516	2,060,563	2,466,851	1,423,078	2,809,856
	% Realized / Taux de réalisation	198.12%	95.31%	115.76%	81.69%	94.76%	109.69%	43.26%	64.56%	75.49%	52.99%	47.80%	51.18%
TOTALS / TOTAUX	Budgeted / Budgets	2,647,620	3,600,600	3,055,000	4,022,667	4,231,388	5,621,700	6,651,686	8,912,754	6,049,505	9,892,884	7,376,256	9,647,140
	Realized / Montant reçu	4,376,747	2,993,988	2,993,988	2,993,988	4,118,663	6,505,967	3,400,145	7,155,960	5,215,447	6,924,020	5,171,319	6,228,431
	% Realized / Taux de réalisation	165.31%	83.15%	98.00%	74.43%	97.34%	115.73%	51.12%	80.29%	86.21%	69.99%	70.11%	64.56%
2000-2011 figures are audited / Les chiffres des années 2000 à 2011 sont vérifiés.													

ACTIVITY REPORT 2011							
SCHEDULE 2-b: Budgetary Execution for 2011							
Note 2-b: Exécution du budget de 2011							
(in US\$, as of 25 April 2012)							
(en EU\$, au 25 avril 2012)							
	Line / Poste	Budgeted 2011 appropriation / Dotation budget 2011	Additional contributions; budget increases / contributions add.; augmentations de budget	New budget / Nouveau budget	Expenditure / Dépenses	Rate of execution based on initial budget / <i>Taux d'exécution basé sur le budget initial</i>	Rate of execution based on new budget / <i>Taux d'exécution basé sur le nouveau budget</i>
SO 1	1	813,200	0	813,200	189,165	23%	23%
SO2	2	53,500	0	53,500	46,613	87%	87%
SO3	3	2,774,929	0	2,774,929	2,357,770	85%	85%
SO4	4	557,203	0	557,203	222,373	40%	40%
SO5	5	328,490	0	328,490	362,712	110%	110%
Secretariat / <i>Secrétariat</i>	6	1,900,000	0	1,900,000	1,402,414	74%	74%
Overhead & Reserve/ <i>Frais généraux et Réserve</i>	7	571,570	0	571,570	447,568	78%	78%
Working Groups	8	3,081,873	0	3,081,873	2,868,177	93%	93%
TOTALS / TOTAUX		10,080,765	0	10,080,765	7,896,791	78%	78%

ACTIVITY REPORT 2011													
APPENDIX 1-a: ADEA Contributions, Budgeted and Realized 2000 - 2011													
Annexe 1-a: Contributions à l'ADEA, budgets et montants réels, 2000 - 2011													
(in US\$, as of 25 April 2012)													
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		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Unrestricted Contributions / Contributions non conditionnelles	Budgeted / Budgets	1,170,000	1,256,600	1,125,000	1,287,667	1,252,000	1,067,500	1,887,000	3,027,442	3,320,080	5,237,941	4,399,256	4,157,252
	Realized / Montant reçu	1,449,230	759,874	759,874	759,874	1,295,492	1,510,690	1,339,081	3,356,444	3,154,884	4,457,169	3,748,241	3,418,575
	% Realized / Taux de réalisation	123.87%	60.47%	67.54%	59.01%	103.47%	141.52%	70.96%	110.87%	95.02%	85.09%	85.20%	82.23%
Restricted Contributions / Contributions conditionnelles	Budgeted / Budgets	1,477,620	2,344,000	1,930,000	2,735,000	2,979,388	4,554,200	4,764,686	5,885,312	2,729,425	4,654,943	2,977,000	5,489,888
	Realized / Montant reçu	2,927,517	2,234,114	2,234,114	2,234,114	2,823,171	4,995,277	2,061,064	3,799,516	2,060,563	2,466,851	1,423,078	2,809,856
	% Realized / Taux de réalisation	198.12%	95.31%	115.76%	81.69%	94.76%	109.69%	43.26%	64.56%	75.49%	52.99%	47.80%	51.18%
TOTALS / TOTAUX	Budgeted / Budgets	2,647,620	3,600,600	3,055,000	4,022,667	4,231,388	5,621,700	6,651,686	8,912,754	6,049,505	9,892,884	7,376,256	9,647,140
	Realized / Montant reçu	4,376,747	2,993,988	2,993,988	2,993,988	4,118,663	6,505,967	3,400,145	7,155,960	5,215,447	6,924,020	5,171,319	6,228,431
	% Realized / Taux de réalisation	165.31%	83.15%	98.00%	74.43%	97.34%	115.73%	51.12%	80.29%	86.21%	69.99%	70.11%	64.56%

2000-2011 figures are audited / Les chiffres des années 2000 à 2011 sont vérifiés.

ACTIVITY REPORT 2011							
SCHEDULE 2-b: Budgetary Execution for 2011							
Note 2-b: Exécution du budget de 2011							
(in US\$, as of 25 April 2012)							
(en EUS, au 25 avril 2012)							
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Overhead & Reserve/ <i>Frais généraux et Réserve</i>	7	571,570	0	571,570	447,568	78%	78%
Working Groups	8	3,081,873	0	3,081,873	2,868,177	93%	93%
TOTALS / TOTAUX		10,080,765	0	10,080,765	7,896,791	78%	78%

Activities Report 2011

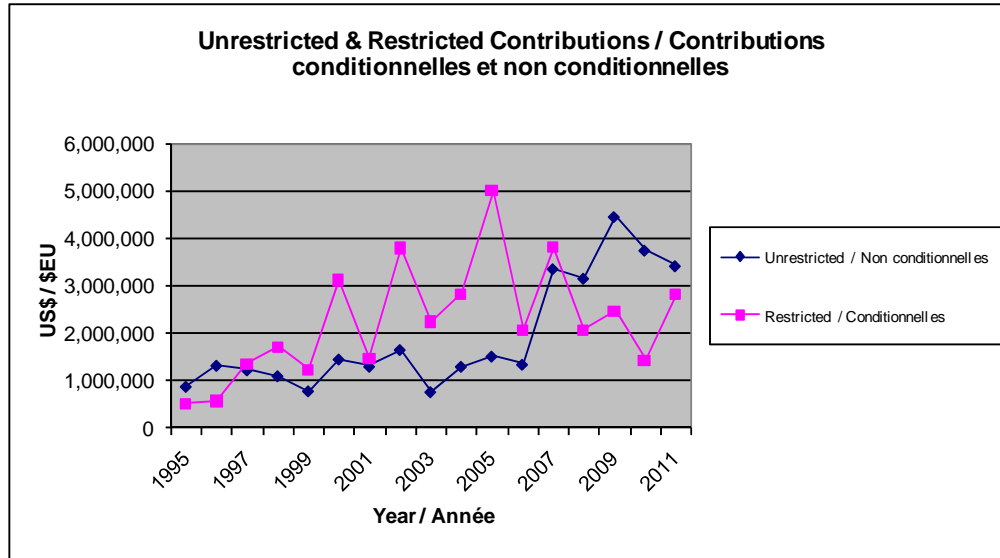
APPENDIX 1-b: 2011 Restricted Funds to Working Groups through ADEA Secretariat and funds to general program activities**Annexe 1-b : 2011 Contributions conditionnelles aux groupes de travail par le biais du Secrétariat de l'ADEA et contributions au programme général**

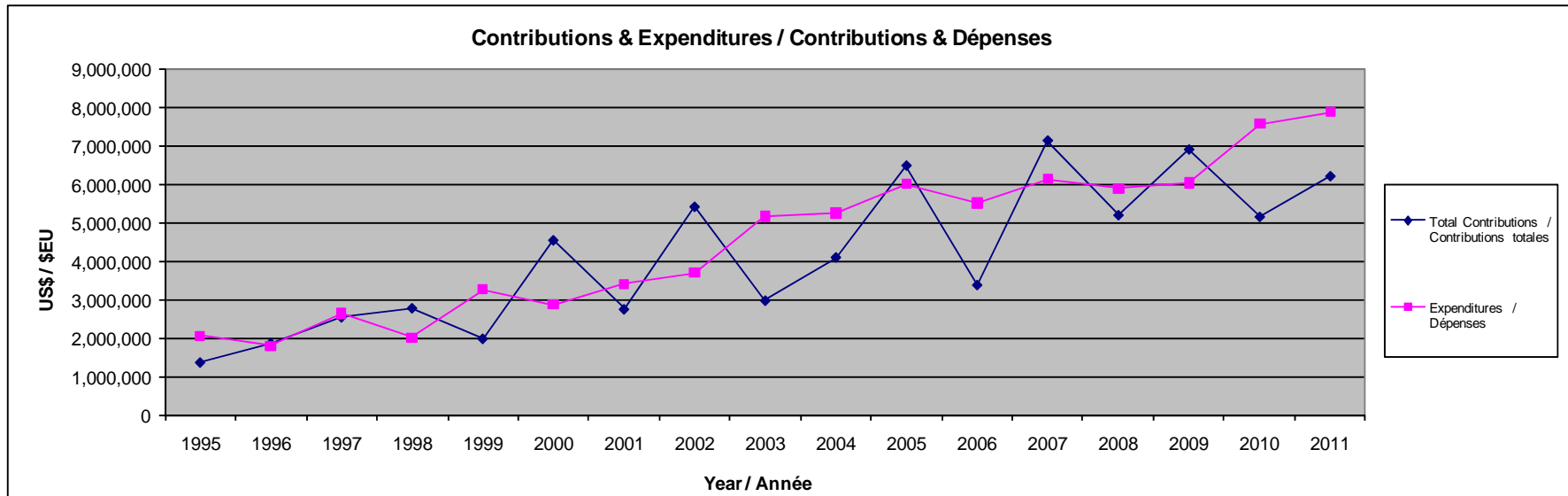
(in US\$, as of 25 April 2012)

(en EU\$, au 25 avril 2012)

	WG BLM / GT LME	WG COMED / GT COMED	WG DEOL / GT ED/AL	WG ECD / GT DPE	WG EMPS (merger)	WG FP / GT PF (Fawe)	WG HE / GT ES	WG MSE / GT EMS	WG NFE / GT ENP	WG TP / GT PE	Sub-total / Total partiel	Targeted General Program Funding / Contributions ciblées dans le Programme général	TOTALS / TOTAUX
African Development Bank							61,322				61,322		61,322
France											0	33,467	33,467
Germany / Allemagne											0	4,965	4,965
Netherlands / Pays-Bas											0	999,970	999,970
OIF											0	24,103	24,103
Switzerland / Suisse											0	497,970	497,970
UNESCO						40,000					40,000		40,000
World Bank / Banque mondiale						200,000					200,000	500,000	700,000
Africa Region Education Programme Deveopment Fund (EPDF); placed at the World Bank											0	448,059	448,059
TOTALS / TOTAUX	0	0	0	0	0	240,000	61,322	0	0	0	301,322	2,508,534	2,809,856

Activities Report 2011 / Rapport d'activités 2011									
APPENDIX 1-c: Resources & Expenditures of WGs for 2011 in US\$									
Annexe 1-c : Contributions et Dépenses par GT en 2011 en EU\$									
	Carry-Over Balances 2010 / Solde en fin 2010	Restricted contributions 2011 / Contributions restreintes en 2011	Initial entitlement to basket funds / Droits initiaux aux fonds du panier commun	Total realized funds / Fonds disponibles	Budget 2011/ Budget 2011	Expenditure 2011 / Dépenses 2011	Actual contribution from basket fund / Contribution effective du panier commun	Carry-Over to 2012 / Report de fonds pour 2012	Execution rate at year end / Taux d'exécution en fin 2011
WG BLM / GT LME	0	0	303,891	303,891	303,891	207,920	207,920	0	68.42%
WG COMED / GT COMED	100,000	0	279,847	379,847	379,847	426,353	326,353	0	112.24%
WG DEOL / GT ED/AL	0	0	100,600	100,600	100,600	99,307	99,307	0	98.71%
WG ECD / GT DPE	0	0	124,100	124,100	124,100	235,600	235,600	0	189.85%
WG EMPS (merger)	0	0	1,090,860	1,090,860	1,090,860	1,130,925	1,130,925	0	103.67%
WG FP / GT PF (Fawe)	0	240,000	0	240,000	240,000	200,000	0	40,000	83.33%
WG HE / GT ES	0	61,322	449,438	510,760	510,760	282,011	220,689	0	55.21%
WG NFE / GT ENP	0	0	311,554	311,554	311,554	275,590	275,590	0	88.46%
WG TP / GT PE	0	0	20,261	20,261	20,261	10,473	10,473	0	51.69%
TOTAL / TOTAUX	100,000	301,322	2,680,551	3,081,873	3,081,873	2,868,177	2,506,855	40,000	93.07%







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**Association for the Development of
Education in Africa**

**Independent Auditors' Report
on the Special Purpose
Financial Statements of the
Association for the
Development of Education in
Africa**

Period ended 31 December 2011
Association for the Development of Education in Africa
African Development Bank
Temporary Relocation Agency
15 avenue du Glam
1002 Tunis Belvédère
Tunisie
This report contains 12 pages
Reference : PH-12-2-01

KPMG S.A.
a French limited liability partnership
of the KPMG network of independent member firms
affiliated with KPMG network Cooperative Swiss entity

Société à responsabilité limitée
composée de dix membres associés
à capital variable inscrit
au Registre du Commerce
à Paris sous le n° 1430002101
et le Code de Commerce
SIS 031994900000000000
de France

Principales données
KPMG S.A.
15 cours Vercain
92823 Paris La Defense Cedex
Capital: 9 402 100 €
Code APE 7420Z
775 726 419 R.C.S. Paris
TVA Intracommunautaire
FR 77 276 726 419



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Association for the Development of Education in Africa

Registered office: African Development Bank
 Temporary Relocation Agency
 15 avenue du Ghana
 1002 Tunis Belvédère
 Tunisie

Independent Auditors' Report on the Special Purpose Financial Statements of the Association for the Development of Education in Africa

Period ended 31 December 2011

We have audited the accompanying Special Purpose Financial Statements of the Association for the Development of Education in Africa prepared in compliance with the accounting and financial reporting matters as set out in the accounting policies in Note 2 of the Special Purpose Financial Statements for the year ended 31 December 2011.

These Special Purpose Financial Statements have been prepared for the purposes of submitting approved and audited Special Purpose Financial Statements to the Members of the Association in accordance with paragraph 11 of the Statutes of the Association concerning the management of the resources of the Association for the Development of Education in Africa, and are not intended to be a presentation in conformity with a recognised accounting framework, such as, International Financial Reporting Standards.

This report is made solely to the Members. Our audit work has been undertaken so that we might state to the Members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Association and its Members, for our audit work, for this report or for the opinions we have formed.

Management's Responsibility for the Financial Statements

Management of the African Development Bank is responsible for the preparation and fair presentation of these Special Purpose Financial Statements and the accounting policies set out in Note 2 to the Special Purpose Financial Statements. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatements, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

KPMG S.A.,
 a French limited liability entity and a member firm
 of the KPMG Network of independent member firms
 affiliated with KPMG International Cooperative, a Swiss entity.

Société anonyme d'exercice
 comptable et de commissariat
 aux comptes à responsabilité
 limitée de surveillance
 inscrite au Tableau de l'Ordre
 à Paris sous le n° 14-3000121
 et à la Compagnie Algérienne
 des Commissaires aux Comptes
 de Surveillance.

Headquarters:
 KPMG S.A.,
 1, cours de La Palmyre
 92823 Paris La Défense Cedex
 Capital: 5 000 000 €
 Code APE 6920Z
 750 326 017 R.C.S. de Paris
 TVA Unif. Européenne
 FR 77 772 728 417



*Association for the Development of Education in Africa
Independent Auditors' Report on the Special Purpose
Financial Statements of the Association for the
Development of Education in Africa
18th April 2012*

Auditors' Responsibility

Our responsibility is to express an opinion on these Special Purpose Financial Statements based on our audit. We conducted our audit in accordance with International Standards on Auditing applicable to compliance auditing. These standards require that we comply with relevant ethical requirements and plan and perform the audit to obtain reasonable assurance that the Special Purpose Financial Statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the Special Purpose Financial Statements. The procedures selected depend on Auditor's judgment, including the assessment of the risks of material misstatement of the special purpose financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and presentation of the Special Purpose Financial Statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting principles used and the reasonableness of accounting estimates made by management, as well as evaluating the overall Special Purpose Financial Statement presentation.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Opinion

In our opinion, the Special Purpose Financial Statements of the Association have been prepared, in all material respects, in accordance with the accounting and financial reporting matters as set out in the accounting policies in Note 2 of the Special Purpose Financial Statements for the year ended 31 December 2011.

Paris La Défense, 18th April 2012

KPMG Audit
A division of KPMG S.A.

Pascal Brouard
Partner

AFRICAN DEVELOPMENT BANK
ASSOCIATION FOR THE DEVELOPMENT OF EDUCATION IN AFRICA
(ADEA)
FINANCIAL STATEMENTS FOR THE YEAR ENDED DECEMBER 31, 2011 AND 2010

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Statement of Assets, Liabilities and Reserves & Fund Balances	1
Statement of Income and Expenditure and Changes in Reserves and Fund Balances	2
Statement of Cash Flow	3
Notes to the Financial Statements	4 - 8

ASSOCIATION FOR THE DEVELOPMENT OF EDUCATION IN AFRICA
Statement of Assets, Liabilities and Reserves and Fund Balances
as at 31 December 2011
(Expressed in U.S. Dollars)

	Note Reference	2011	2010
<u>ASSETS</u>			
Cash		20 224	1 713 887
Accounts receivable	3	801 203	476 727
TOTAL ASSETS		821 427	2 190 614
<u>LIABILITIES</u>			
Accounts payable	4	953 701	714 890
TOTAL LIABILITIES		953 701	714 890
<u>RESERVES AND FUND BALANCES</u>			
Reserve Account	5	753 785	696 401
General Reserves and Fund Balances, end of year		(886 059)	779 323
TOTAL RESERVES AND FUNDS BALANCES	6	(132 274)	1 475 724
TOTAL LIABILITIES, RESERVES AND FUNDS BALANCES		821 427	2 190 614

The accompanying notes and annexes are an integral part of the financial statements

ASSOCIATION FOR THE DEVELOPMENT OF EDUCATION IN AFRICA
Statement of Income and Expenditure and Changes in Reserves and Fund Balances
for the year ended 31 December 2011
(Expressed in U.S. Dollars)

	Note Reference	2011	2010
INCOME			
Contributions	7		
Voluntary Unrestricted Contributions		4 920 544	3 748 241
Restricted Contributions		1 309 886	1 423 078
<i>Total contributions</i>		<i>6 230 430</i>	<i>5 171 319</i>
Other income			
Net Bank Charges		(5 601)	(4 730)
Currency exchange gain/(loss)		6 583	(50 653)
<i>Total other income</i>		<i>982</i>	<i>(55 383)</i>
TOTAL INCOME		6 231 412	5 115 936
TOTAL EXPENDITURE	8	7 896 792	7 600 961
EXCESS OF EXPENDITURE OVER INCOME		(1 665 382)	(2 485 025)
Reserves and Fund Balances, beginning of year		779 323	3 264 348
Savings on prior periods' obligations		753 785	696 401
Reserve Account, end of the year			
TOTAL RESERVES AND FUND BALANCES, 31 DECEMBER 2011	6	(132 274)	1 475 724

The accompanying notes and annexes are an integral part of the financial statements

ASSOCIATION FOR THE DEVELOPMENT OF EDUCATION IN AFRICA
Statement of Cash Flow
for the year ended 31 December 2011
(Expressed in U.S. Dollars)

	2011	2010
Excess of expenditure over income (Statement II)	(1 665 382)	(2 485 025)
<u>CASH FLOWS FROM OPERATING ACTIVITIES</u>		
Changes in accounts receivable and advances	(324 476)	(378 990)
Changes in accounts payable	238 811	(76 279)
Net Cash Flows from Operating Activities	(85 664)	(455 269)
<u>CASH FLOWS FROM FINANCING ACTIVITIES</u>		
Increase in the Reserve Account	57 384	58 722
Net Cash Flows from Other Sources	57 384	58 722
NET DECREASE IN CASH	(1 693 663)	(2 881 572)
CASH, BEGINNING OF YEAR	1 713 887	4 595 459
CASH, END OF PERIOD	20 224	1 713 887
Represented by:		
Cash	20 224	1 713 887

The accompanying notes and annexes are an integral part of the financial statements

**ASSOCIATION FOR THE DEVELOPMENT OF EDUCATION IN AFRICA
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR 1 JANUARY TO 31 DECEMBER 2011
(Amounts expressed in USD)**

1. Organization and Operations

The Association for the Development of Education in Africa ("ADEA" or the "Association") was created as an alliance of Multilateral and Governmental Agencies (Agencies) as well as Private Foundations supporting Education in Africa and the African Ministries of Education and Training, to strengthen the capacity of African Governments and other members of the African education community to achieve lasting improvements of education in Africa. The main objectives of ADEA are: a) to assist ministries of education in Sub-Saharan Africa to profit from each others' knowledge and experience, b) to foster greater collaboration among all members at both the international level and individual countries; and c) to develop and test creative responses to the problems of education in the region.

The Steering Committee of ADEA which is the core of the network is composed of education ministers and agency representatives who make voluntary contribution to the Association. The Steering Committee which currently comprises ten ministers representing sub-regions on a rotation basis and eighteen cooperation and development agencies/organizations sets the Association's operational policies and programs. ADEA's activities are carried out through the Secretariat, which is currently hosted by the African Development Bank and the Working Groups located in different African Countries. Prior to August 1, 2008, the Secretariat of ADEA was hosted by UNESCO'S International Institute for Educational Planning (IIEP).

The resources of ADEA consist principally of donor contributions and income generated from such contributions pending their use for the activities of the Association. The resources of the Association are kept separate and distinct from those of the African Development Bank and any other Fund that the Bank manages.

2. Significant accounting policies

The Association conducts its operations mainly in Euro and the United States Dollars (US Dollars or US\$). Financial statements are prepared in US Dollars. For the purposes of the financial statements, balances in Euros are converted to US\$ at the rates ruling on the balance sheet date. Conversion differences are included in the currency exchange account. Contributions are recorded as income on cash basis on the dates they are received. Payments to Working Groups are recorded as advances, when amounts from approved budgets are disbursed for various activities. On completion of these activities, the Working Group prepares a financial report of the activity with the supporting documents which is sent to ADEA for control and validation. Upon validation of the reports by ADEA, expenses related to the activities are recorded and advances are cancelled. By the year end, all advances were justified or reconciled with available cash at the working group level and when necessary a provision for undisbursed amounts related to the year is recorded.

3. Accounts receivable

The Accounts receivable as at December 31, 2011 and 2010 were made up as follows:

	<u>2011</u>	<u>2010</u>
ADB	6,346	31,044
Advance to Working Groups and Triennale	783,994	401,008
Others	10,863	44,675
Total	<u>801,203</u>	<u>476,727</u>

4. Accounts payable

The Accounts payable as at December 31, 2011 and 2010 were as follows:

	<u>2011</u>	<u>2010</u>
ADB	573,615	493,589
Suppliers	354,165	162,438
Other amounts payable	25,921	58,863
Total	<u>953,701</u>	<u>714,890</u>

5. ADEA Reserve Account

In accordance with the Resolution adopted by the ADEA Steering Committee at its 22nd Session in November 2004 in Kigali, Rwanda, ADEA established a Reserve Account for the following purposes:

- a) to cover the payment of separation and other benefits of retiring or departing staff members of the personnel of ADEA
- b) to cover severance payments of the members of personnel, in case of transfer of ADEA out of Paris.
- c) to ensure full coverage of costs to be incurred in case of ADEA's dissolution.

Annual transfers to the reserve account amount to 5% of personnel costs of the previous year.

Movements in the Reserve Account as at December 31, 2011 and 2010 were as follows:

	<u>2011</u>	<u>2010</u>
Balance as at 1 January	696,401	637,679
Transfer during year	57,384	58,722
Balance as at 31 December	<u>753,785</u>	<u>696,401</u>

6. Reserves and Fund Balances

The Reserves and Fund Balances, end of year as at December 31, 2011 and 2010 were as follows:

	<u>2011</u>	<u>2010</u>
Fund balance as at 1 January	779,323	3,264,348
Excess of income over expenditure	(1,665,382)	(2,485,025)
Balance as at 31 December	(886,059)	779,323
Reserve Account	753,785	696,401
Total Reserve and Fund balance	<u>(132,274)</u>	<u>1,475,724</u>

7. Contributions

The activities of ADEA are financed from contributions received from members of the Association. Contributions may either be restricted or unrestricted depending on their specific use. Restricted contributions are those for which their uses are indicated at the time the contributions are made. Unrestricted contributions are available for use for any activity of the Association. In order to belong to the Steering Committee, donor Agencies must make an annual minimum unrestricted contribution, currently assessed at US\$ 50,000.

Contributions received in 2011 are detailed as follows:

	2011	2010
Restricted Contributions		
African Development Bank (to WGHE)	61,322	241,705
EPDF (managed by the World Bank)	448,059	
Germany (to 2010 Conference on African languages)	4,965	45,058
France (to Triennale)	33,467	
Organisation internationale de la Francophonie (OIF) (to Triennale)	24,103	
OSISA (to COMED and ICQN Peace)		171,000
Switzerland (to Triennale)	497,970	
UNESCO (to FAWE)	40,000	
UNESCO (to 2010 Conference on African Languages)		34,638
UNESCO (to WGNFE)		30,677
World Bank (DGF) (to FAWE)	200,000	900,000
<i>Total Restricted Contributions</i>	1,309,886	1,423,078
Unrestricted Contributions		
African Development Bank	50,000	50,000
Austria	102,319	22,063
Brookings Institution	2,000	
Canadian International Development Agency (CIDA)	512,348	994,332
Democratic Republic of the Congo (DRC)	2,500	
European Commission		69,670
Finland	565,839	313,516
France		66,695
Foundation Calouste	49,955	49,955
Ireland		265,600
Japan (JICA)	100,000	
Mauritius	2,476	2,618
Mozambique	5,000	2,551
Namibia	10,000	
Netherlands	1,999,910	999,940
Republic of Congo	5,000	3,827
Seychelles	2,500	5,000
South Africa	2,500	2,500
Swiss Agency for Development and Cooperation (SDC)	808,197	499,973
UNESCO	100,000	
United Kingdom (DFID)		300,000
World Bank (DGF)	600,000	100,000
<i>Total Unrestricted Contributions</i>	4,920,544	3,748,241
TOTAL CONTRIBUTIONS	6,230,430	5,171,319

8. Expenditure

The expenditure for 2011 is detailed as follows:

	<i>Budget</i>	<i>Disbursements</i>	<i>Disbursements</i>
	<i>2011</i>	<i>2011</i>	<i>2010</i>
Promote a shared understanding for coordinated and effective action (SO1)	813,200	189,165	707,635
Support Continental and Regional integration (SO2)	53,500	46,613	549,770
Produce Knowledge and lessons learned (SO3)	2,774,929	2,357,770	921,411
Dissemination (SO4)	557,203	222,373	396,288
Improve Performance (SO5)	328,490	362,712	167,613
Secretariat	1,900,000	1,402,414	1,379,982
Support to Working Groups	3,081,873	2,868,177	3,053,987
Overhead	514,186	390,184	332,463
Provision for previous years' engagements			33,090
Transfer to Reserve Account (note 5)	57,384	57,384	58,722
TOTAL EXPENDITURES	10,080,765	7,896,792	7,600,961