



2010 Program and Budget

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List of acronyms and abbreviations

AAU	Association of African Universities
ACALAN	African Academy of Languages
ADEA	Association for the Development of Education in Africa
AfDB	African Development Bank
AIDS	Acquired Immunodeficiency Syndrome
APNET	African Publishers' Network
ASET	African Society of Education Technology
AU	African Union
AUC	African Union Commission
AVC	African Virtual Campus
BREDA	Regional Office for Education in Africa
CEMASTEA	Centre for Mathematics, Science and Technology Education in Africa
CIDA	Canadian International Development Agency
CIEFFA	International Centre for Girls' and Women's Education in Africa
CONFEMEN	Conference of Ministers of Education of French-Speaking Countries
DFID	Department for International Development
DGF	Development Grant Facility
ECD	Early Childhood Development
EFA	Education for All
EMIS	Education Management Information System
EPDF	Education Program Development Fund
ERNESA	Educational Research Network in East and Southern Africa
ERNWACA	Educational Network for West and Central Africa
FAPE	African Federation of Pupils and Students' Parents
FAWE	Forum of African Women Educationalists
FTI	Fast Track Initiative
HE	Higher Education
HIV	Human Immunodeficiency Virus
ICQN	Inter-Country Quality Node
ICT	Information and Communication Technology
IICBA	UNESCO International Institute for Capacity Building in Africa
INSET	In-service teacher training
IPED	Panafrican Institute of Education for Development
JICA	Japan International Cooperation Agency
LMD	License, Master, Doctorate
MDG	Millennium Development Goal
MoE	Ministry of Education
MSE	Mathematics and Science Education
NEPAD	New Partnership for Africa's Development
NESIS	National Education Statistical Information System
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NORAD	Norwegian Agency for Development Cooperation
ODL	Open and Distance Learning
PABA	Pan African Booksellers' Association
SADC	Southern African Development Community
SDC	Swiss Agency for Development and Cooperation
SMASE - WECSA	Strengthening of Mathematics and Science in Education in Western, Eastern, Central and Southern Africa
SO	Strategic Objective
SSA	Sub-Saharan Africa
TTISSA	Teacher Training Initiative for Sub-Saharan Africa
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
US\$	United States Dollar
WB	World Bank
WG	ADEA Working Group
WGBLM	Working Group on Books and Learning Materials
WGCOMED	Working Group on Communication for Education and Development
WGECED	Working Group on Early Childhood Development
WGDEOL	Working Group on Distance Education and Open Learning
WGEMPS	Working Group on Education Management and Policy Support
WGFE	Working Group on Finance and Education
WGHE	Working Group on Higher Education
WGNFE	Working Group on Non-Formal Education
WGTP	Working Group on the Teaching Profession

A. INTRODUCTION AND SUMMARY

1. Introduction to the Program

- 1.1 The year 2010 is particularly important for ADEA and for the entire African education community. We will be halfway through the implementation of the African Union's Plan of Action for the Second Decade of Education for Africa, and five years from the deadline for meeting the EFA goals and MDGs. The year will also be marked by the external evaluation of ADEA and the mid-term review of its medium-term strategic plan. And lastly, 2010 will be the year of preparation for the coming Triennale. When the Triennale is held in 2011, there will be less than four years left to reach the goals of the initiatives mentioned above. However, the various reviews conducted in the last few years concerning achievement of the EFA goals show that despite considerable progress in access to education, there are recurrent and troubling problems as regards the quality of learning.
- 1.2 In the euphoria following the Dakar World Education Forum in 2000, with generous promises of funding for credible action plans, ADEA was the first institution to raise the quality issue openly and to set out with determination to conduct analytical work and systematic capitalization of experience in this area. Since 2003, ADEA has produced a considerable amount of knowledge on the key factors that influence and impact quality in education policies and programs, school governance and learning in classrooms and literacy centers, placing increasing emphasis on the importance of early childhood development.
- 1.3 The important issue for ADEA is as follows: we now know very well what must be done to develop educational quality, but how can we ensure that all the knowledge we have accumulated is used on a large scale and helps to improve countries' education programs and the quality of learning?
- 1.4 This explains the importance of promoting and developing inter-country quality nodes (ICQNs) in 2010. For African countries, the ICQNs are primarily venues for dialogue and collaboration, enabling them to take up the knowledge produced by ADEA and others, to apply it to their education programs in accordance with their individual needs, and to support one another through exchanges of experience and expertise.
- 1.5 Concerning preparation for the Triennale, the following considerations should be taken into account:
- 1.6 Whereas the biennales have been key opportunities to study or further explore one or more topics of common interest to the African education community, the coming Triennale will be the occasion, first, to take stock of progress since the last Biennale in Maputo and, second, to review the current situation of the ICQNs and thus the uses to which countries are putting the knowledge generated during the biennales and the lessons they are drawing from it. Whence, the emphasis in the 2010 program on the follow-up to Maputo and on the promotion and development of certain ICQNs.
- 1.7 Lastly, the annual program for 2010 is marked by an important development in the partnership with the African Union: the convergence of ADEA activities toward the implementation of the Plan of Action of the Second Decade of Education for Africa led to joint planning of ADEA's 2010 program with the African Union. The convergence process goes further than simply carrying out the activities in the 2010 program. It must aim for very substantial progress between now and 2015 in the areas of focus designated in the Plan of Action and in im-

portant complementary areas – such as early childhood development and non-formal education – so that after 2015 the African education community can build on this progress without having to focus on launching another education decade.

- 1.8 In accordance with the 2008-2012 medium-term plan, the 2010 program remains geared to achieving the five strategic objectives below, which determine the direction to be taken by the proposed activities. As requested by the Steering Committee, working group activities in relation with the general program for 2010 have been integrated under each strategic objective. The most important of the WGs' specific activities are included here under each strategic objective, while the rest of their activities are presented in the appendix, with their respective plans and budgets.

- **Strategic Objective 1:** encourage the development of a **shared understanding for coordinated and effective action** on the part of the stakeholders mainly responsible for tackling the major challenges facing educational development in Africa;

- **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 (2006-2015) and the Science and Technology Consolidated Plan of Action;

- **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**;

- **Strategic Objective 4:** To disseminating 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;

- **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.

- 1.9 While remaining in line with the main activities set out in the strategic plan for the coming years, the 2010 program will consolidate the convergence of ADEA's activities toward supporting the African Union in implementation of the Second Decade of Education for Africa.
- 1.10 In 2010, a concern for accountability through regular measurement of the progress achieved in carrying out ADEA's mission will be reflected in systematic use of the planning, monitoring and performance evaluation tools that were revised and finalized in 2009.
- 1.11 The proposed activities are directly related to achievement of the strategic objectives.
- 1.12 Strategic objective 1 emphasizes the follow-up to the 2008 Biennale on post-primary education and preparations for the 2011 Triennale, as well as the follow-up to the major conferences organized in 2009 (conference of education and finance ministers, conference on early childhood development, Bamako+5 Conference on Contractual Teachers).
- 1.13 Strategic objective 2 will focus on the partnership between ADEA and the African Union, with ADEA providing professional support to the latter in the implementation of its Plan of

Action for the Second Decade of Education for Africa, as well as support for regional policy dialogue. In particular, ADEA will help to organize the February 2010 meeting of the EFA High Level Group in Addis Ababa and the ministerial conference on African languages, and will provide strong support for the working groups in areas of common interest to the African Union and ADEA.

- 1.14 Strategic objective 3 relates mainly to the follow-up to the Maputo Biennale, the development of inter-country quality nodes (peace education, literacy and languages, early childhood development, development of the teaching profession, etc.), preparations for the 2011 Triennale, and support for stepped-up analytical research on education and for the strengthening of African research networks.
- 1.15 Strategic objective 4 concerns the continuation of ADEA's communication, publications and knowledge management activities, particularly concerning follow-up to the 2008 Biennale, and preparations for the 2011 Triennale using upgraded communication tools. A new dimension will be introduced in knowledge management with the use of the interactive modules on ADEA's portal website.
- 1.16 Strategic objective 5 will be pursued through the activities of the Executive Committee, which is responsible for supporting the Secretariat's consulting and advisory capacities and for strengthening ADEA's governance by facilitating and supporting the decision-making process of the Steering Committee. Also included under this objective are activities to strengthen the planning, monitoring and managerial capacities of the Secretariat and the working groups and to support the personal development of staff. Lastly, the status and working conditions of working group coordinators are to be revised, with the aim of harmonizing them with and adapting them to the framework, rules and procedures of the African Development Bank.

2. Estimated budgets: analysis of resources and expenditure

- 2.1. In 2010, program resources are expected to be almost at the same level as in 2009. It should be noted that estimations have been done for agency contributions with no written agreements for 2010. Those estimations are based on their 2009 contributions. Concerning funding for the years to come, a number of grant agreements will expire in 2010 and agencies will need to indicate their contributions from 2011 onwards to allow predictability.
- 2.2. The share received from the global basket for general program activities and the targeted contributions are estimated at US\$ 1,943,153 and US\$ 2,345,000 respectively, which will come to an estimated total of US\$ 4,288,153 for the general program. By adding the carry-over amount from 2009, the available funds will be US\$ 7,630,787 (see Table 1).
- 2.3. As regards the restricted contributions for the working groups, they will increase compared to 2009, as some outstanding contributions have not yet been received. Working groups will be guaranteed the restricted contributions and sole recipients of them, in accordance with the wishes of the agencies that pay them. Furthermore, working groups will receive a share of the basket funds to carry-out approved program activities. These amounts, namely restricted contributions and share of the global basket, will come to US\$ 1,620,000 and US\$ 2,365,700. In all, contributions paid to working groups will be US\$ 3,985,700.
- 2.4. Overall, therefore, ADEA resources in 2010 (general program and working groups) will amount to US\$ 11,616,486.
- 2.5. As regards expenditure, the estimated cost of the general program is US\$ 6,097,753.
- 2.6. Expenditure in 2010 will thus be higher than the estimated amount for 2009 (US\$ 3,380,235). The increase in expenditure is mainly due to the preparation work planned for the 2011 Triennale and to follow-up actions for the Inter-Country Quality Nodes (ICQN).
- 2.7. As regards support for the working groups, this stands at \$US 3,985,700 to which should be added the grants they might receive to take part in activities such as the African education research award, support to the inter-country nodes, analytical work, conferences and regional workshops. Work contracts with the Secretariat will establish the practical forms and procedures of this coordinated approach.
- 2.8. In all, expenditure on the general program and the working groups will amount to US\$ 10,083,453.
- 2.9. The 2010 budget will be balanced with an estimated carry-over amount to 2011 of \$US 1,533,033, assuming the contributions expected are received within the year.

Table 1: State of resources and expenditure for 2009 and 2010

(figures in USD as of 17 November 2009 / chiffres du 17 novembre 2009 en EU\$)

	2009	2010
	(estimated / estimé)	(estimated / estimé)
RESOURCES / RESSOURCES		
I. Contributions to ADEA General Program / Contributions au Programme Général de l'ADEA		
Income / Revenue : Basket funds		
<i>Fonds dans le panier commun</i>	2,594,582	1,943,153
Targeted General Program Funding		
<i>Contributions ciblées dans le Programme général</i>	2,182,743	2,345,000
Miscellaneous / Divers : Other income		
<i>Autres revenus</i>	0	0
Sub-total, yearly income	4,777,325	4,288,153
Other ressources / Adjustments previous year		
<i>Autres ressources :</i> <i>Ajustement exercice antérieur</i>	0	0
Savings on prior period's obligations	0	0
<i>Liquidation engagements de dépenses</i>		
Provision on unliquidated obligations	0	0
<i>Prévision pour engagements non-liquidés</i>		
Carry-over from previous year	1,945,544	3,342,634
<i>Report exercice antérieur</i>		
Sub-total, other ressources	1,945,544	3,342,634
Total partiel, revenus annuels		
SUB-TOTAL RESSOURCES	6,722,869	7,630,787
SOUS-TOTALES RESSOURCES		
II. Restricted Contributions to ADEA Working Groups / Contributions conditionnelles aux Groupes de travail de l'ADEA		
Income / Revenue : Basket funds		
<i>Fonds dans le panier commun</i>	2,075,687	2,365,700
Targeted Working Group Funding		
<i>Contributions ciblées pour les Groupes de travail</i>	774,200	1,620,000
Miscellaneous / Divers : Other income		
<i>Autres revenus</i>	0	0
Sub-total, yearly income	2,849,887	3,985,700
Other ressources / Adjustments previous year		
<i>Autres ressources :</i> <i>Ajustement exercice antérieur</i>	0	0
Savings on prior period's obligations	0	0
<i>Liquidation engagements de dépenses</i>		
Carry-over from previous year	275,457	0
<i>Report exercice antérieur</i>		
Sub-total, other ressources	275,457	0
Total partiel, revenus annuels		
SUB-TOTAL RESSOURCES	3,125,344	3,985,700
SOUS-TOTALES RESSOURCES		
TOTAL RESSOURCES	9,848,213	11,616,486
RESSOURCES TOTALES		
EXPENDITURES / DEPENSES		
ADEA General Program /		
Programme Général		
de l'ADEA		
Strategic Objective 1	983,369	670,542
<i>Objective Stratégique 1</i>		
Strategic Objective 2	51,930	299,000
<i>Objective Stratégique 2</i>		
Strategic Objective 3	140,670	1,058,000
<i>Objective Stratégique 3</i>		
Strategic Objective 4	175,972	849,850
<i>Objective Stratégique 4</i>		
Strategic Objective 5	259,810	442,750
<i>Objective Stratégique 5</i>		
Secretariat	1,453,262	2,150,000
<i>Secrétariat</i>		
Overhead	245,201	437,611
<i>Frais généraux</i>		
Reserve & Provision	70,022	190,000
<i>Réserve & Prévision</i>		
SUBTOTAL EXPENDITURES	3,380,235	6,097,753
SOUS-TOTALES DEPENSES		

Working Groups /	Support to Working Groups	3,125,344	3,985,700
Groupes de travail	<i>Appui aux Groupes de travail</i>		
	SUBTOTAL EXPENDITURES	3,125,344	3,985,700
	SOUS-TOTALES DEPENSES		
	TOTAL EXPENDITURES	6,505,579	10,083,453
	DEPENSES TOTALES		
BALANCE YEAR END / SOLDE FIN D'EXERCICE		3,342,634	1,533,033
	Balance year end WGs	0	0
	<i>Solde fin d'exercice GT</i>		
	Balance year end General Program	3,342,634	1,533,034
	<i>Solde fin d'exercice Programme général</i>		
	Expenditure on reserve account / <i>Dépenses sur compte réserve</i>	0	
	Income on reserve account / <i>Entrée sur compte réserve</i>	59,622	59,622
	Available on RESERVE / Disponible en compte réserve	637,679	697,301
	Total reserves and balances / Total des réserves et du solde	3,980,314	2,230,334

Note 1: Detailed projection of resources – 2009 / 2010

(figures in USD as of 17 November 2009 / chiffres du 17 novembre 2009 en EU\$)

	2009	2010	Notes on contributions / Notes sur les contributions
	estimated / estimés	estimated / estimés	
A. INCOME / REVENUS			
BASKET FUNDS			
PANIER COMMUN			
a) MEMBERSHIP FEES / COTISATIONS ANNUELLES			
African Ministries of Education / Ministères africains de l'Education			
			various / plusieurs
Angola	2,500.00	2,500.00	
Benin / Bénin	2,500.00	2,500.00	
Botswana / Botswana	2,500.00	2,500.00	
Ethiopia / Ethiopie	2,500.00	2,500.00	
Gambia / Gambie	2,500.00	2,500.00	
Kenya	2,500.00	2,500.00	
Lesotho	2,500.00	2,500.00	
Malawi	2,500.00	2,500.00	
Mauritius / Maurice	2,500.00	2,500.00	
Mozambique	2,500.00	2,500.00	
Namibia / Namibie	2,500.00	2,500.00	
Nigeria / Nigéria	2,500.00	2,500.00	
Rep. of Congo / Rép. du Congo	2,500.00	2,500.00	
Rep. of South Africa / Rép. de l'Afrique du Sud	2,500.00	2,500.00	
Rep. of Togo / Rép. du Togo	2,500.00	2,500.00	
Seychelles	2,500.00	2,500.00	
Swaziland	2,500.00	2,500.00	
Tanzania-Zanzibar / Tanzanie-Zanzibar	2,500.00	2,500.00	
Uganda / Ouganda	2,500.00	2,500.00	
Zambia / Zambie	2,500.00	2,500.00	
Zimbabwe	2,500.00	2,500.00	
Agencies / Agences			52,500.00
African Development Bank / Banque africaine de développement	50,000.00	50,000.00	
Austria / Autriche	0.00	60,900.00	Euro 8,200 from 2009 and USD 50,000 for 2010 / 8.200 Euro de 2009 et 50.000 \$EU pour 2010
Carnegie Corporation	50,000.00	0.00	No more member / plus de membre
CIDA / ACDI (Canada)	75,000.00	75,000.00	
DfID (UK / Royaume Uni)	200,000.00	100,000.00	
European Commission / Commission européenne	0.00	300,000.00	Outstanding: 2005-2010: 300,000 US\$ / minimum attendu: 2005-2010: 300,000 \$EU
Finland / Finlande	100,000.00	50,000.00	
France	69,250.00	50,000.00	
Fundação Calouste Gulbenkian	49,975.00	50,000.00	
Germany / Allemagne	63,878.00	0.00	2010 paid in 2008 / 2010 payé en 2009
Ireland / Irlande	100,000.00	100,000.00	
JICA (Japan / Japon)	100,000.00	50,000.00	
Netherlands / Pays-Bas	100,000.00	100,000.00	
NORAD (Norway / Norvège)	50,000.00	50,000.00	
SDC (Switzerland / Suisse)	100,000.00	100,000.00	
UNESCO	50,000.00	50,000.00	
UNICEF	50,000.00	50,000.00	
USAID	0.00	300,000.00	2008, 2009 & 2010 (100,000 USD each) / pas encore payé
World Bank / Banque mondiale	50,000.00	50,000.00	
TOTAL MEMBERSHIP FEES	1,310,603.00	1,638,400.00	
TOTALE COTISATIONS ANNUELLES			
b) ADDITIONAL FUNDING CONTRIBUTIONS SUPPLÉMENTAIRES			
CIDA / ACDI (Canada)			2008-2011 Contract (CAN\$ 4 million = USD 3,9 million); 2010: CAN\$ 1,000,000 (902,527 USD minus 75,000 USD membership fees) / Contrat 2008-2011 (4 million \$CAN); Contribution 2010: CAN\$ 1,000,000 (902,527 \$EU moins 75,000 \$EU
Finland / Finlande	1,232,380.30	827,527.00	Contract 2008-2010 (225,000 Euro annually being 300,000 USD minus 50,000 USD membership fee) / Contrat 2008-2010 (225,000 Euro / an soit approx. 300,000 \$EU moins 50,000 \$EU contribution annuelle)
Ireland / Irlande	514,744.00	250,000.00	Estimated: Euros 200,000 (approx. 300,000USD) including membership fee / Estimé: 200,000 Euro (soit environ 300,000 \$EU) y inclus cotisation annuelle
Netherlands / Pays-Bas	195,926.00	195,926.00	Contract 2008-2012 (1,000,000 USD annually minus 100,000 USD membership fee) / Contrat 2008-2012 (1,000,000 \$EU / an, y inclus cotisation annuelle de 100,000 \$EU)
NORAD (Norway / Norvège)	898,000.00	898,000.00	Estimation: 1,000,000 NOK (approx. 149,000 USD minus 50,000 USD membership fee) / Estimation: 1,000,000 NOK (environ 149,000 \$EU moins 50,000 \$EU cotisation
SDC (Switzerland / Suisse)	118,643.00	99,000.00	Contract 2008-2010 (500,000 USD annually including membership fee) / Contrat 2008-2010 (500,000 USD par an, y inclus cotisation annuelle)
	399,973.00	400,000.00	
TOTAL ADDITIONAL FUNDING	3,359,666.30	2,670,453.00	
TOTALE CONTRIBUTIONS SUPPLÉMENTAIRES			
TOTAL BASKET FUNDS			
RESSOURCES TOTALES PANIER COMMUN	4,670,269.30	4,308,853.00	

**I. CONTRIBUTIONS TO ADEA GENERAL PROGRAM /
CONTRIBUTIONS AU PROGRAMME GÉNÉRAL DE L'ADEA**

	1,860,089.22		Nature of contributions / <i>Nature des contributions</i>
a) SHARE OF THE BASKET FUND CONTRIBUTIONS DU PANIER COMMUN			
TOTAL BASKET FUNDS	2,594,582.30	1,943,153.00	
CONTRIBUTIONS DU PANIER COMMUN			
b) TARGETED GENERAL PROGRAM FUNDING CONTRIBUTIONS CIBLÉES DANS LE PROGRAMME GÉNÉRAL			
Germany / <i>Allemagne</i>	53,000.00		
USAID		145,000.00	African Education Commons
World Bank / <i>Banque mondiale (DGF)</i>			Estimated: 750,000 USD minus 50,000 USD membership fee / <i>Estimé: 750.000 \$EU moins 50.000 \$EU cotisation annuelle</i>
	700,000.00	700,000.00	Estimation
Africa Region Education Programme Development Fund (EPDF)	1,429,743.00	1,500,000.00	
TOTAL TARGETED GEN. PROGR. FUNDING	2,182,743.00	2,345,000.00	
CONTRIBUTIONS CIBLÉES PROGR. G. TOTALES			
c) OTHER INCOME / <i>AUTRES REVENUS</i>			
Recovery of staff costs, reimbursement of other services / <i>Recouvrement des coûts (personnel), remboursements d'autres services</i>	0.00	0.00	No estimations made / Pas d'estimations
Publications sales / <i>Ventes de publications</i>	0	0	No estimations made / Pas d'estimations
Other income / <i>D'autres revenus</i>	0.00	0.00	No estimations made / Pas d'estimations
Bank interest / <i>Intérêts</i>	0.00	0.00	No estimations made / Pas d'estimations
Gain on currency exchanges / <i>Economies sur échanges de</i>	0.00	0.00	No estimations made / Pas d'estimations
Currency exchange adjustment / <i>Ajustement de change</i>	0.00	0.00	No estimations made / Pas d'estimations
TOTAL INCOME	0.00	0.00	
TOTALES AUTRES REVENUS			
TOTAL CONTRIBUTIONS	4,777,325.30	4,288,153.00	
CONTRIBUTIONS TOTALES			
d) OTHER RESOURCES / <i>AUTRES RESSOURCES</i>			
Savings on prior year's obligations / <i>Economies de l'exercice précédent</i>	0.00	0.00	No estimations made / Pas d'estimations
Carry-over from previous year / <i>report de l'exercice précédent</i>	1,945,544.48	3,342,634.31	
Provision for ULOs / <i>Prévision pour engagements</i>			
TOTAL OTHER RESOURCES	1,945,544.48	3,342,634.31	
TOTALES AUTRES RESSOURCES			
TOTAL RESOURCES ADEA GENERAL PROGRAM	6,722,869.78	7,630,787.31	
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	2,075,687.00	2,365,700.00
CONTRIBUTIONS DU PANIER COMMUN		

b) INCOME/ REVENUE

DFID / DIFD (UK / Royaume Uni)	100,000.00	50,000.00	WGBLM / GTLME
SADC	27,000.00	0.00	
UNESCO	20,000.00	20,000.00	FAWE
USAID	0.00	900,000.00	WGHE and WGEMPS / GTES et WGEMPS
World Bank / Banque mondiale			Estimation
	250,000.00	250,000.00	
Africa Region Education Programme Development Fund (EPDF)	377,200.00	400,000.00	Estimation
TOTAL INCOME	774,200.00	1,620,000.00	
TOTALES REVENUE			

c) OTHER INCOME / AUTRES REVENUS

Recovery of staff costs, reimbursement of other services / Recouvrement des coûts (personnel), remboursements d'autres services			No estimations / Pas d'estimation
Publications sales / Ventas de publications	0.00	0.00	
TOTAL INCOME	0.00	0.00	
TOTALES AUTRES REVENUS			

d) OTHER RESOURCES / AUTRES RESSOURCES

Adjustments from previous year / Ajustement de l'exercice précédent	0.00	0.00	
Savings on prior year's obligations / Economies de l'exercice précédent	0.00		
Carry-over from previous year / report de l'exercice précédent	275,457	0.00	
TOTAL OTHER RESOURCES	275,457.00	0.00	
TOTALES AUTRES RESSOURCES			

TOTAL RESOURCES WORKING GROUPS	3,125,344.00	3,985,700.00
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RESSOURCES TOTALES GROUPES DE TRAVAIL		
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TOTAL RESOURCES	9,848,213.78	11,616,487.31
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RESSOURCES TOTALES		
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B. RESOURCES IN KIND / RESSOURCES EN NATURE *

African Ministries of Education / Ministères africains de l'Education

180,000.00	180,000.00
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Estimation: 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)	180,000.00	180,000.00
TOTAL, RESSOURCES EN NATURE (B)		

TOTAL RESOURCES (A + B)	10,028,213.78	11,796,487.31
RESSOURCES TOTALES (A + B)		

* African Ministries' contributions are indirect (i.e. with no direct cash flow) and therefore are not reported in Table 1 nor were they subjected 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.

Note 2: Detailed projection of expenditure for 2010 (compared to 2009)

(figures in USD as of 17 November 2009 / chiffres du 17 novembre 2009 en EU\$)

Strategic Objective Objective stratégique		2009 budgeted / budgetisé			2010 budgeted / budgetisé		
		General Program	Working Groups	Total	General Program	Working Groups	Total
1	1.1 Policy Dialogue / Dialogues sur les politiques	Triennale 2011 preparation / Préparation de la triennale 2011	-	-	-	80,000	80,000
		Biennale 2008 follow-up	223,785	-	223,785	-	-
		Steering Committee meeting, first half / Réunion du Comité Directeur, premier semestre	60,000	-	60,000	80,000	80,000
		Steering Committee meeting, second half / Réunion du Comité Directeur, deuxième semestre	70,000	-	70,000	60,000	60,000
		ADEA-UNESCO Task Force on Higher Education / Task force sur l'enseignement supérieur	-	-	-	30,000	30,000
		Follow-up on 2009 Ministerial Conference on finance and education / Suivi de la conférence 2009 sur finances et éducation	-	-	-	60,000	60,000
	Bamako + 5 Why Education Matters	311,595 457,943	-	311,595 457,943	-	-	
1.2 Follow-up on 2008 Biennale / Suivi de la biennale 2008	Support to regional initiatives on curriculum / Support d'initiatives régionales sur les curricula	-	-	-	223,785	223,785	
1.3 Exchange between African Ministers for Education / Echanges entre ministres africains de l'éducation	Ministers' Bureau April / Bureau des Ministres avril	11,000	-	11,000	10,000	10,000	
	Ministers' Bureau October/November / Bureau des Ministres octobre/novembre	11,000	-	11,000	10,000	10,000	
1.4 Inter-Agency exchange / Echanges inter-agences	Inter-Agency meetings / Rencontre inter-agences	5,000	-	5,000	5,000	5,000	
1.5 Adjustable FOA	Upcoming activities	57,516	-	57,516	111,757	111,757	
1.6 Working Group activities / Activités des groupes de travail	Various Working Group activities other than already included in 1.1-1.5 / Divers activités des groupes de travail autres que celles incluses dans 1.1 - 1.5	-	657,500	657,500	-	499,200	
	Sub-total / Total partiel	1,207,839	657,500	1,865,339	670,542	1,169,742	
2	2.1 African Union / Union Africaine	AU Observatory / Observatoire de l'UA	50,000	113,000	163,000	-	-
		Seminar AU 2nd Decade implement. / Séminaire sur l'implémentation de la 2ième Decennie de l'UA	60,000	-	60,000	-	-
		Support to EFA High Level Group meeting / Support à la réunion de haut niveau de l'EPT	-	-	-	60,000	60,000
	2.2 Regional Policy Dialogue / Dialogue Politique Régional	Conference on integration of languages / Conférence sur l'intégration des langues	242,375	10,000	252,375	50,000	50,000
		Conference on skills development / Conférence sur le développement de compétences	-	-	-	150,000	150,000
	2.3 Institutional & Programmatic Support / Appui aux programmes et réseaux d'institutions	Workshop to support researchers and networks	60,000	-	60,000	-	-
2.4 Adjustable FOA	Upcoming activities	20,619	-	20,619	39,000	39,000	
2.5 Working Group activities / Activités des groupes de travail	Various Working Group activities other than already included in 2.1-2.4 / Divers activités des groupes de travail autres que celles incluses dans 2.1 - 2.4	-	539,500	539,500	-	808,500	
	Sub-total / Total partiel	432,994	662,500	1,095,494	299,000	808,500	
3	3.1 Analytical work / Travaux analytiques	Documents in follow-up of Biennale 2008 and in preparation of 2011 Triennale / Documents de suivi de la Biennale 2008 et en préparation de la Triennale 2011	108,000	-	108,000	-	-
		Preparation of analytical work for follow-up to 2008 Biennale	40,000	-	40,000	40,000	40,000
		Documenting HIV/AIDS / Documenter VIH / SIDA	20,000	-	20,000	50,000	50,000
		Stock-taking of Special Education Programmes in Africa / Etude bilan des programmes de l'éducation spéciale en Afrique	50,000	-	50,000	80,000	80,000
		Evaluation of Peer Review / Evaluation de la revue par les pairs	-	-	-	75,000	75,000
	3.2 Reinforcing research / Renforcement de la recherche	Follow-up on 2009 ICQN Peace Education workshop / Suivi du séminaire 2009 sur PQIP Education pour la paix	-	-	-	-	-
		African Research Award / Prix africain de recherche	30,000	-	30,000	80,000	80,000
	3.3 Exchange amongst experts / Echanges professionnels	Panel on 2008 Biennale findings / Pannel sur les résultats de la Biennale 2008	-	-	-	30,000	30,000
		ICQN Peace Education / PQIP Education pour la paix	40,000	-	40,000	-	-
		Intra-African exchanges	30,000	-	30,000	30,000	30,000
ICQN Literacy meeting / Réunion sur PQIP alphabétisation		-	-	-	75,000	75,000	
ICQN Teachers meeting / Réunion sur PQIP enseignants		-	-	-	50,000	50,000	
3.4 Adjustable FOA	Support to ICQN Languages meeting / Contribution à une réunion sur PQIP langues	-	-	-	5,000	5,000	
	Support to ICQN TVET / Contribution à PQIP pour l'ETP	-	-	-	5,000	5,000	
	ICQN for Rural people / PQIP pour la population rurale	-	-	-	50,000	50,000	
	ICQN for ECD / PQIP pour DPE	-	-	-	50,000	50,000	
	National and regional meetings between Ministers and academics	60,000	-	60,000	-	-	
3.5 Working Group activities / Activités des groupes de travail	Upcoming activities	18,900	-	18,900	138,000	138,000	
	Sub-total / Total partiel	396,900	621,000	1,017,900	1,058,000	983,000	
4	4.1 Publications & Communications	Annual information supports / Supports annuels d'information	30,000	-	30,000	25,000	25,000
		Newsletter & Briefs / Lettre d'information & Bulletins de brèves	110,000	-	110,000	114,000	114,000
		Triennale 2011 documents / Documents pour la Triennale 2011	-	-	-	30,000	30,000
		Conference reports / Comptes-rendus des conférences	20,000	-	20,000	200,000	200,000
		Case studies and papers / Etudes de cas et papiers de recherche	100,000	-	100,000	-	-
		Synthesis papers / Synthèses	50,000	-	50,000	-	-
		Publications Catalogue / Catalogue de publications	15,000	-	15,000	15,000	15,000
	4.2 Knowledge Management / Gestion de connaissances	Website / Site Internet	45,000	-	45,000	-	-
		ADEA Profile	35,000	-	35,000	35,000	35,000
		Address file, experts database, Online publications database, management of Ministerial needs / Fichier d'adresses, CV experts, base de données publications, gestion des besoins et demandes des Ministres (2010)	45,000	-	45,000	45,000	45,000
4.3 Dissemination, Communication & Outreach / Diffusion, Communication, Médiation et Relations Publiques	Experts database / Base de données des experts	10,000	-	10,000	-	-	
	Management of Ministerial Needs & Request / Gestion des besoins et demandes des Ministres	10,000	-	10,000	-	-	
	NGO database / Base de données des ONGs	10,000	-	10,000	20,000	20,000	
	On-line publications database / Base de données en ligne sur les publications	10,000	-	10,000	-	-	
	Dissemination of Medium Term Plan / Diffusion du Plan à Moyen Terme	10,000	-	10,000	30,000	30,000	
	Dissemination of publications, databases & films / Dissémination des publications, bases de données & films	20,000	-	20,000	-	-	
	Media-coverage of Biennale & Conférences / Médiation de la biennale et des conférences	5,000	-	5,000	50,000	50,000	
4.4 Adjustable FOA	Outreach activities	40,000	-	40,000	50,000	50,000	
	Communication with ADEA focal points / Communication avec les points focaux	10,000	-	10,000	-	-	
	African Journalism Award / Prix africain de journalisme	150,000	-	150,000	80,000	80,000	
4.5 Working Group activities / Activités des groupes de travail	Upcoming activities	36,250	-	36,250	110,850	110,850	
	Sub-total / Total partiel	761,250	500,000	1,261,250	849,850	453,000	
5	5.1 Strategic Plan / Planification stratégique	Annual review of Strategic Plan (2008-2012) / Révision annuelle du Plan Stratégique (2008-2012)	5,000	-	5,000	75,000	75,000
		Support for management, planning, evaluation and reporting / Soutien à la gestion, la planification, l'évaluation et le reporting	-	-	-	20,000	20,000
	5.2 Executive Committee / Comité Exécutif	External evaluation of ADEA / Evaluation externe de l'ADEA	-	-	-	100,000	100,000
		Meetings / Réunions	35,000	-	35,000	10,000	10,000
	5.3 Transfer of ADEA / Transfert de l'ADEA	Installation costs / Coûts d'installation	5,000	-	5,000	-	-
		Working Group strengthening and coordination	70,000	-	70,000	-	-
	5.4 Working Group coordination	Attending Working Group Steering Committee meetings / Participer aux réunions du Comité Directeur des Groupes de travail	-	-	-	60,000	60,000
Coordination meeting / Réunion de coordination		-	-	-	10,000	10,000	
5.5 Training staff Secretariat	WG support for management, planning, evaluation and reporting / Soutien aux GT à la gestion, la planification, l'évaluation et le reporting	-	-	-	30,000	30,000	
	Staff training and teambuilding	60,000	-	60,000	80,000	80,000	
5.6 Adjustable FOA	Upcoming activities	8,750	-	8,750	57,750	57,750	
5.7 Working Group activities / Activités des groupes de travail	Various Working Group activities other than already included in 5.1-5.5 / Divers activités des groupes de travail autres que celles incluses dans 5.1 - 5.5	-	1,411,100	1,411,100	-	962,000	
	Sub-total / Total partiel	183,750	1,411,100	1,594,850	442,750	962,000	
Secretariat / Secrétariat	Personnel	1,800,000	-	1,800,000	1,800,000	1,800,000	
	Chair	-	-	-	100,000	100,000	
	Missions	100,000	-	100,000	150,000	150,000	
	Equipment, maintenance and other costs / Equipement, entretien et autres coûts	50,000	-	50,000	100,000	100,000	
	Sub-total / Total partiel, Secrétariat	1,950,000	-	1,950,000	2,150,000	-	
Overhead cost / Reserve Reserve account / Réserve	8% ADB Costs / Frais BAD à 8% (2008-08-12; 2009)	394,619	-	394,619	437,611	437,611	
	ADEA Reserve (5% of 2007 personnel costs) / Réserve ADEA (5% des frais de personnel de 2007)	59,622	-	59,622	90,000	90,000	
	Provision for ULOs / Prévision pour engagements	300,000	-	300,000	100,000	100,000	
	Sub-total / Total partiel, Overhead cost & Reserve/Overhead & Réserve	754,241	-	754,241	627,611	-	
TOTAL COSTS General activities		5,686,973	3,852,100	9,539,073	6,097,753	3,705,700	
COÛTS TOTAUX Activités générales							
Support for other Working Groups / Appui aux autres Groupes de travail	Female Participation / Participation féminine	-	537,918	537,918	-	270,000	
	Mathematics & Science Education / Education Mathématiques & sciences	-	3,000	3,000	-	10,000	
	Sub-total / Total partiel	-	540,918	540,918	-	280,000	
TOTAL COSTS other Working Groups		-	540,918	540,918	-	280,000	
COÛTS TOTAUX autres Groupes de travail							
OVERALL TOTAL COSTS		5,686,973	4,393,018	10,079,992	6,097,753	3,985,700	
COÛTS TOTAUX D'ENSEMBLE							

B. 2010 PROGRAM, ACTIVITIES AND ITEMIZED BUDGETS

The program for 2010 is based on five strategic objectives stemming from ADEA's mission. For each objective, the program specifies optimal outcomes, activities, expected results and the corresponding budgets. Also, key contributions of the ADEA WGs to the achievement of each of the five strategic objectives are listed.

3. Strategic Objective No. 1

- 3.1 Promoting dialogue on education policy and practice remains a strategic area for ADEA, with the aim of building:
- shared understandings about the major issues and challenges facing educational development in Africa and about the reforms and qualitative improvements needed to meet them;
 - new partnerships that strengthen African countries' leadership and ownership of their national policies, and increase the effectiveness and relevance of external aid;
 - broader-based social capital founded on collegial reflection, discussion and inter-learning among the main stakeholders and partners of education in Africa, the creation of a favorable environment.
- 3.2 This is reflected in the various meetings organized by ADEA – biennales, ministerial conferences, working group seminars, etc. – and in the follow-up to these meetings.
- 3.3 In 2010, activities relating to this strategic objective will focus primarily on preparations for the upcoming Triennale, to be held in 2011, and on follow-up to the 2008 Biennale on post-primary education.
- 3.4 The 2008 Biennale gave extensive consideration to the issues and challenges facing post-primary education in Africa, as well as its prospects for the future, and reported on innovative experiences in this sub-sector. However, the outcomes of the Biennale and the lessons learned from successful experiences have not yet been followed up sufficiently. The year 2010 will therefore focus on consolidating the results of the 2008 Biennale.
- 3.5 This will be done through support to regional policy dialogue initiatives on curricula and teaching/learning materials; the organization of regional workshops supporting the development, revision and implementation of national policies on textbooks; and a regional conference on mathematics and science education attended by thirty senior officials from some twenty countries.
- 3.6 Another important activity in the 2010 program will be the follow-up to the major conferences organized in 2009: the conference of education and finance ministers, the conference on early childhood development and the Bamako + 5 conference.
- 3.7 All of these activities – consolidation of the Maputo Biennale and follow-up to other conferences – will help us to prepare for the coming Triennale, which will be the occasion to take stock, assess progress, think about future prospects and jointly define strategic policy priorities, bearing in mind that 2015 is a “deadline” year for the Second Decade of Education for Africa, EFA and the Millennium Development Goals.
- 3.8 The schedule of activities appears at the end of section B in the form of a logical matrix linked to strategic objective 1.

ADEA WG Contributions to SO1

WGBLM

3.9 In 2010, the Book Procurement Study will be communicated through regional conferences in three regions in Africa. It is envisaged that this study will lead to some policy revisions in book procurement practices in the countries studied and will offer guidelines for best practice in book procurement for other countries to follow.

WGECD

3.10 To increase the visibility of African ECD issues on the international and regional agenda, the WGECD will prepare and contribute Africa-specific ECD content into at least 3 high level international and regional meetings/policy dialogue, most specifically the World Conference on Early Childhood Care and Education in September 2010 in Moscow. The WGECD will attempt to inform key organizers (e.g. ministers) how they can introduce ECD into discussions.

WGDEOL

3.11 In 2010, the Working Group will focus on convincing policy makers and stakeholders of the efficacy of using ICTs to support teaching and learning. Under SO1, it will specifically engage policy-makers on two issues: (1) importance of teacher-student and student-student interaction in the distance education process and in what form(s) can this interaction most effectively take place and (2) the impact of distance learning on teaching practices and student learning. It will organize a full-day workshop during the ADEA Steering Committee meeting at its April or May meeting. The WG will also work together with the WGs on the Teaching Profession, Higher Education, Mathematic and Science Education on joint activities.

WGEMPS

3.12 Under SO1, the WG will be attending policy dialogue forums to present its work on the setting up of the Continental EMIS commissioned by the African Union, the Peer Review and education financing. For example, WGEMPS will organize a workshop for policy-makers on best practices in costing and financing modalities for education. The main objective of this workshop is to encourage African countries to revisit their allocation practices concerning disadvantaged groups. It will also make a presentation to the ADEA Bureau of Ministers on the revised Peer Review methodology.

WGHE

3.13 Under SO1 WGHE will mainly support the ADEA Secretariat in its effort to ensure a buy-in by policy-makers of the recommendations made by the Africa roundtable at the World Conference on Higher Education that took place in 2009. The WG will hold planning meetings to expand and reinforce the ADEA-UNESCO Task Force set up to ensure a systematic follow-up of the commitments made by the World Conference.

WGMSE

3.14 As in the previous years, WG on Mathematics and Science Education will pursue its policy dialogue with Sub-Saharan governments on the need to set up successful and sustainable in-service teacher training for math and science teachers. In 2010 the WG will organize its 10th SMASE-WECSA Regional Conference that brings together policy-makers, researchers and experts and partner organizations.

WGNFE

3.15 The main activities for the WGNFE in 2010 are related to the follow-up to the 2008 Biennale on Post-Primary Education, in particular through the validation by national education experts, practitioners and decision-makers of guidelines for reforming non-formal education and training as part of diversified education. After presentation at international and regional level, the framework will be tested in several countries, and will then be implemented in a larger group of countries. National networks of the WG will be heavily involved in this process.

WGTP

3.16 The WG will provide technical support to ensure that the two main Bamako + 5 Conference outputs - the policy frameworks on recruitment, training and management of career paths are finalized and implemented at country level.

3.17 Moreover, the Bamako + 5 Conference highlighted the need and the importance of having institutionalized and structured mechanisms that facilitate social dialogue between ministries of education and teacher unions. In 2010 WGTP will organize joint ministries of education and teachers union forum to address common issues affecting the teaching profession. The envisaged forum will contribute to set up foundations to consolidate partnerships which are based on trust and recognition of global concerns and challenges requiring common approaches.

4. Strategic Objective No. 2

- 4.1 ADEA's strategic partnership with the African Union and the regional economic communities is primarily geared toward successful implementation of the Plan of Action of the Second Decade of Education for Africa by 2015. This means that it is of capital importance that ADEA activities converge toward strengthening this partnership, not only for the sake of making a success of the Second Decade of Education for Africa, but also because of ADEA's very reason for existing: to serve as a forum for policy dialogue among all stakeholders in African education, with the goal of bringing educational change and social transformation. For this reason, the activities related to this objective were planned out in Addis Ababa, in consultation with the African Union and taking into consideration the latter's principal activities scheduled for 2010. The planning process was based on the areas of focus specified in the Plan of Action of the Second Decade for Education, to which ADEA can make a significant contribution. The plan primarily concerns professional support for implementation of the 2010 program of the Second Decade and support for regional and sub-regional policy dialogue.
- 4.2 Continuing its support for the African Union in establishing an African Education Policy Observatory, ADEA will co-organize (with IPED and the regional economic communities) capacity-building workshops on concepts and methodological tools relating to finance, education sector analysis and statistics. Support will also be provided for finalization of the indicators of the AU's Plan of Action. A regional workshop will consider the inclusion of indicators on non-formal education in the Observatory.
- 4.3 The working groups will contribute to the African Union's initiative to encourage math and science education and will organize training workshops on teaching in single-class schools, as part of the broader effort on the teacher gap and educational quality.
- 4.4 Under the partnership between the African Union and UNESCO, the latter decided to hold the next meeting of the EFA High Level Group in Addis Ababa in February 2010. ADEA will support the African Union in organizing this meeting, particularly as regards preparatory work on the topics to be discussed. Given that education finance will be a major theme at the meeting, African ministers will be sent the key outcomes of the Tunis conference of education and finance ministers and other theme-specific documents to help them prepare for the discussions. A consultant will be seconded to the African Union for the thematic and conceptual preparations.
- 4.5 The ministerial conference on the integration of African languages and cultures into education and on harnessing endogenous development potential will be a high point in the regional policy dialogue. The conference, initially scheduled for 2009, has been postponed to January 2010. It will bring together 27 African countries to discuss the purposes, content, approaches and performance of African educational models. The goal will be to promote models that use African languages and cultures (e.g. bilingual education) as social foundations for learning and means of enhancing the quality and relevance of learning outcomes, and to propose policy guidelines for incorporating the use of African languages in national educational policies.
- 4.6 The working groups, each in its own sphere of activity, will contribute to ADEA's support for regional policy dialogue on topics such as skills development, training and the socio-economic integration of young people, early childhood development, higher education reform, etc.

ADEA WG Contributions to SO2

WGBLM

4.7 In order to help stimulate better book policies in Africa, the WGBLM has worked with key Pan African networks involved in the book sector. These include the African Publishers' Network (APNET) and the Pan African Booksellers' Association (PABA). In 2010, the WGBLM hopes to work more closely with these stakeholders to promote the idea of quality in publishing throughout Africa. The WGBLM will promote the production, dissemination and utilization of good quality, relevant teaching and learning materials and dovetailing plans with that of the AU in the area of Books, curriculum and literacy.

WGCOMED

4.8 WGCOMED plans to assist the AU in the elaboration of its communication strategy around the Plan of Action for the Second Decade of Education in Africa. In order to do so, a workshop will be organized with an ad hoc committee that will be set up with a.o. experts in information and communication and MOE representatives. A consultant will be contracted that will have the role of facilitator who will work directly with the AU in designing the strategy.

WGECD

4.9 For the WGECD, the main focus under SO2 in 2010 will be to mainstreaming ECD in the Plan of Action for the Second Decade of Education in Africa. Mainly in the context of follow-up of the 4th International Conference on ECD that was held in 2009, African leaders and First ladies will be encouraged to rapidly expand investments in ECD. The President of the Republic of Senegal, host of the 4th International Conference on ECD, will request the African Union Heads of Governments to organize a Special Summit for Early Childhood development in 2011 or include ECD on the agenda of the next AU Head of States summit in 2010. Furthermore, the WGECD will work with two Regional Economic Communities to identifying ways to insert ECD into the AU Plan of Action.

WGDEOL

4.10 In 2010 WGDEOL will focus on providing opportunities for cross-fertilization and coherence to as many ODL initiatives as possible in the region and by developing partnerships and networks with other related organizations. The Working Group will retain its concern with training local expertise as well as developing the appropriate forum and mechanism for the sharing of experiences, research and good practices in DEOL. Under SO2, the WG will carry out the following activities: (i) Organize OpenED ODL Workshops for Teacher Trainers to address teacher shortages, overcrowding in higher learning institutions, and support and extend national curriculum and (ii) Design, develop and host a web-based platform where DEOL materials/courses can be deposited/stored/shared. This will also help to host national curriculums online

WGEMPS

4.11 Most of the advocacy, capacity building and research activities of the WG in 2010 take place under SO2. It is important to recall that the African Union Commission (AUC) has entrusted WGEMPS with supporting the Pan-African Institute for Educational Development (IPED), a specialized agency of the AU, in setting up a continental Education Management Information System (EMIS). To achieve this, WGEMPS seeks to promote a greater regional awareness among member states of their requirements and benchmarks in maintaining effective national EMIS systems. In 2010, the following activities, among others, are planned: (i) technical support to a regional conference organized by SADC on a SADC EMIS Assessment Framework linked to the SADC EMIS Norms and Standards

(developed by WGEMPS in 2009) (ii) Support the finalization of indicators of the AU plan of action by organizing an experts and country representatives meeting on new indicator and a training workshop on the methodologies for piloting the AU indicators; (iii) Organize 2 regional "African ECD Institutes" to explore how to insert ECD into AU Plan of Action (e.g. SADC, support sub-regional ECD networks and national networks).

WGHE

4.12 The WGHE has been working with the AUC on higher education matters. In addition to assisting the Commission in the implementation of its Centers of Excellence, the WGHE will most notably support the Licence, Masters, Doctorat (LMD) Reforms in the Indian Ocean and Central African Francophone countries by conducting a needs assessment and a capacity building workshop using the toolkit developed in 2007.

WGMSE

4.13 WGMSE has established working relations with the AU Commission given that its entry into the improvement of Mathematics and Science Education (MSE) is through in-service teacher training (INSET). The WG plans to carry out the following activities in 2010: (i) support the AU Initiative on promoting Teaching of Mathematic and Science Education by providing INSET for teachers, teacher trainers and education managers; (ii) promote CEMASTEAs as centre of excellence for MSE in Africa by expanding its training facilities to accommodate 200 participants and develop customized training programs.

WGNFE

4.14 WGNFE's support to the AU Plan of Action for the Second Decade of Education in Africa centers around support to the specialized organizations of the AU, in particular ACALAN (African Academy of Languages) and CIEFFA (International Centre for Girls' and Women's Education in Africa). With ACALAN and other partners, WGNFE will support the development of the methodology of a research on mathematical logic in African culture. WGNFE will also contribute to the organization and follow-up of the African Conference on the Integration of African Languages and Cultures into Education. Technical support to CIEFFA is centered around the testing of a guide on gender and education in central and Eastern Africa.

WGTP

4.15 Teacher Professional Development is one of the seven priority areas within the AU Second Decade of Education. Under SO2, the WG will carry out the following activities: (i) Develop school leadership tools and programs to assist countries foster school improvement. ADEA has embraced school leadership as part of its priorities following the findings from Libreville Biennale on effective schools. In 2009, the WGTP in partnership with the Commonwealth Secretariat undertook a needs assessment analysis on school leadership in selected countries in Africa and in the Commonwealth. A technical workshop is planned to validate the needs assessment report and this will be followed by the development of resource material in school leadership and the commencement of the design of the training program that will support the delivery of the resource material. (ii) organize two training workshops on multi-grade teaching to address teacher's shortages and teaching quality. The planned training workshops will target Lusophone and Francophone countries following the translation of the module into Portuguese and French languages. The objective of the multi-grade teaching program is twofold: address teacher shortages in certain education conditions while improving teaching quality. The program also intends to reach unreached minority groups through conventional delivery approaches and (iii) develop a school-self evaluation toolkit to support teachers. This initiative aims at supporting school-based professional development of teachers and education personal. The toolkit will provide teachers, head-teachers, school inspectors and other

education personnel, with strategies to assess the school environment and set up high quality objectives whose attainment will contribute for school improvement.

4.16 The schedule of activities appears at the end of section B in the form of a logical matrix linked to strategic objective 2.

5. Strategic Objective No. 3

- 5.1 Analytical work, research and capitalization of innovative experiences, spearheaded by the working groups, are the keystone of ADEA's efforts to promote policy dialogue. These activities provide the source material for the biennales and the ensuing follow-up. The activities planned for 2010 will focus on follow-up to the Maputo Biennale and the inter-country quality nodes, and on preparations for the coming Triennale.
- 5.2 The dissemination and follow-up of the Maputo Biennale have not been completed. This is not simply a matter of distributing the documents produced for the Biennale; rather, it requires local follow-up making use of all available opportunities (questionnaires, informal meetings, topical workshops and seminars, sub-regional conferences, quality nodes, etc.). Maputo follow-up activities will include analytical work and case studies, which will be used to review progress, take stock of the situation of the major persisting challenges, and generate ideas for the 2011 Triennale.
- 5.3 With this in mind, follow-up on the inter-country quality nodes will be an activity of considerable importance in 2010. It is through these nodes that countries put into practice the knowledge and lessons drawn from our Biennales and conferences – joining forces to address common concerns and exchange knowledge, experience and expertise – and that they strengthen their capacity to meet the challenges they face.
- 5.4 Two inter-country quality nodes are now in operation: the peace education node, led by Kenya's Ministry of Education, and the literacy and languages node, led by Burkina Faso's Ministry of Basic Education and Literacy. Inter-country quality nodes on early childhood development, teacher training, skills development for entry into working life, and education/training in rural areas will also be developed.
- 5.5 Research and development in education plays an important role in ADEA's analytical work, knowledge production and capitalization of experience. For this reason, ADEA wants to institute an African education research award. The creation of this award will be linked to the support provided to existing research networks in relation to the project of founding an African scientific journal.
- 5.6 The award will be launched in 2010 at an important ADEA event. A partnership with African research networks such as ROCARE/ERNWACA and ERNESA will also be developed in relation to the activities of the working groups.

ADEA WGs Contributions to SO3

WGBLM

- 5.7 The WGBLM has undertaken research into key policy issues, such as publishing in national languages, book distribution, public/private sector partnerships, etc., from which publications in its 'Perspectives on African Book Development' series have emerged. All the issues on which the WG has focused have been identified during annual WGBLM Steering Committee Meetings. In 2010, the Book Procurement Study commissioned in 2009 will be written up as number 20 in the series and translated into French and Portuguese.

WGCOMED

- 5.8 In 2010, WGCOMED plans to undertake and publish an analytical case study on communication for Education and Development. The study will concern communication policies, guidelines, structures and activities of the Ministry of Education of Senegal. The results of the study will be used to establish a diagnostic approach to ministerial communication and to disseminate successful examples.
- 5.9 In the final phase of the development of an innovative and comprehensive tool kit for the training of journalists and communication experts on the African continent, which will serve as a training tool for communication officers of ministries of education, journalists reporting on education, as well as members of civil society organizations who will be engaged in policy debates and dialogue on educational issues at national, sub-regional and regional levels, COMED will organize five regional workshops to obtain specific regional inputs from journalists, communication officers and education experts, and one validation workshop to finalize the tool kit for its launch in June 2010.
- 5.10 COMED has helped to develop a radio-based communication strategy to enable the Federation Africaine des Parents d'Eleves et d' Etudiants (FAPE) implement its project, 'l'Ecole des Parents' in which parents speak to other parents about education and urge them to participate more in the governance and activities of schools. In 2010, COMED will provide technical assistance for the scaling up of the experience with the inclusion of other civil society groups such as women's and youth groups, to create a veritable mobilization of communities in support of the education sector.

WGECD

- 5.11 The focus in capacity and knowledge building in 2010 for the WGECD will be on supporting existing African ECD research initiatives that contribute to the advancement of the Africa ECD knowledge base. It will for example provide support to reviewing ECD national policies and scaling up and/or mainstreaming of successful experiences in national development programs. Another important activity will be to identify and map out existing ECD programs across Africa. Finally, recognizing the multisectoral character of ECD and the scarcity of relevant statistical data on the status of ECD in Africa, the WGECD will collate and disseminate ECD indicators relevant for African context.

WGNFE

- 5.12 Case studies and analytical work for the WGNFE will be done in the context of deepening of case studies on post-primary education, in particular in terms of the implementation of a diversified and integrated approach to basic education and the elaboration of "identification sheets" on the situation in a number of African countries. Studies could stem from recommendations of Bamako +5, on the acknowledgement of teachers in non-formal education, and on questions of inclusion, participation, evaluation and monitoring of the development of integrated policies.

WGDEOL

5.13 The activities of the WGDEOL are geared towards sensitizing all stakeholders ranging from practitioners to policy-makers about the importance of DEOL methodologies and related innovations in educational delivery and management. In 2010, the Working Group will focus on generating hard data to convince policy makers and stake holders of the efficacy of using ICTs to support teaching and learning. More specifically, the research will focus in two key issues: (1) importance of teacher-student and student-student interaction in the distance education process and in what form(s) can this interaction most effectively take place and (2) the impact of distance learning on teaching practices and student learning. The overall objective of these research related activities will be to provide the necessary technical information on the current state of DEOL in SSA, including policy, infrastructure and practice and formulate instructional handbooks and policy briefs to inform and guide stakeholders. In terms of concrete activities, the WG will carry out the following: (i) organize a workshop to critically review the findings of the research on the potential of mobile learning and (ii) analyze experiences on the use of traditional and new technologies for teaching and learning. Under Strategic Objective Three, WGDEOL will also develop the operational framework developed for the African Society of Education Technology (ASET)

WGEMPS

5.14 In 2010 WGEMPS plans to develop new and consolidate existing tools for its advocacy and capacity development activities. It will specifically produce the following: (i) a synopsis of material published and knowledge produced by the former ADEA Working Group on Education Finance; (ii) a framework for Education Financial Information System; (iii) a generic model on best practices of information management systems for higher education institutions and (iv) a teacher performance record and professional development tracking management evaluation and monitoring framework. In terms of consolidation, it will review and adjust its methodology for conducting Peer Reviews and the tools for implementing the continental Observatory on EMIS for the monitoring of the AU Second Decade for Education. It will then organize a workshop to engage African training institutions to use ADEA training material on policy, planning, finance and statistics

WGHE

5.15 In 2010, the WGHE will focus on commissioning analyses of major HE policy framework documents in order to explore the concept of an 'African HE and Research Area' with the view of supporting AUC in setting up centers of excellence in HE in Africa.

WGMSE

5.16 To facilitate sharing and cross-fertilization of good teaching practices of Mathematic and Science across the continent, WGMSE plans in 2010 to establish a MSE Archive/Library on good classroom practices both physically and online.

WGTP

5.17 In 2010 WGTP plans three key research and capacity building activities: (i) a joint WGTP/ComSec/Cape Peninsula University conference on multi-grade teaching, to share lessons learned in the implementation of this pedagogic approach and seeks ways of improving its delivery. The event is mainly Africa-based; however, it will bring experiences on multi-grade teaching from the Caribbean, Asia and Pacific regions where the ADEA Module has been successfully introduced; (ii) Review of in-service teacher education in Africa. Many African ministries of education have made significant progress in developing teacher education policies; however, in-service and continuing professional development remains less developed and with no clear links with pre-service

training and important management issues e.g. programs content, delivery mode, funding etc. The study will contribute to understand the current status of in-service teacher training and propose the way forward to tackle teacher professional development needs; and (iii) an inventory of teacher training institutions in Africa. This inventory will provide relevant information on the current capacity of teacher training institutions, programs offered in terms of level and area of specialization etc. On the basis of the results of this inventory, ministries of education and teacher education partners will be able to jointly address issues related to training content, certification and qualification of teachers.

- 5.18 The schedule of activities appears at the end of section B in the form of a logical matrix linked to strategic objective 3.

6. Strategic Objective No. 4

- 6.1. Communication, publications and knowledge management are essential to the work of network building within ADEA, dialogue among members and the development of learning communities which underpins the education policy dialogue in Africa.
- 6.2. For this reason, ADEA's communication tools (including newsletters and electronic news bulletins), some of which have been renovated in 2009, will continue to regularly inform the main stakeholders in African education about the major educational issues on the continent and about the activities conducted by ADEA to address them, with special emphasis on the processes fostered by the working groups.
- 6.3. As 2010 is the year of preparation for the Triennale, documentation will start being prepared in 2010, including documentation directed to the media. In addition, the toolkit for journalists and ministry communication officers will be finalized and published.
- 6.4. The 2010 publications program will focus on publication of the analytical reports on the conferences organized in 2009 and 2010, notably the conferences on contractual teachers, early childhood development and the use of African languages in education.
- 6.5. Knowledge management activities will be marked by the interactive modules now available on ADEA's portal website, which can be used by all the working groups to share the information and knowledge generated by their activities. These activities will also include management of the various databases that provide information and knowledge on ADEA activities, on the contact details of ADEA's members and partners, on African and Africanist education experts, on ADEA publications, on the needs of African ministries of education and on organizations that are active in African education.
- 6.6. As for all important ADEA events, media coverage will be organized for all the conferences organized by ADEA in 2010.
- 6.7. Visits to ministries and to ADEA member agencies have been productive in terms of making ADEA partners and stakeholders better acquainted with one another and strengthening the relations between them. This practice will continue and will be made systematic in 2010, particularly visits to the new member countries (Algeria, Egypt, Libya, Morocco, Sudan, Tunisia) and to targeted cooperation agencies and development institutions that are likely to become new members of the ADEA Steering Committee. These visits are intended not only to present ADEA and to win approval of and support for the Association's activities, but also, and most importantly, to improve our knowledge of the realities and distinctive characteristics of these countries and institutions, so that these will be better reflected in our 2010 program.

ADEA WG Contributions to SO4

WGBLM

6.8. The WGBLM is looking into preparing a database of key people in Africa in the field of books to whom information on book-related issues will be sent electronically and/or by post. This will further serve to enhance the debate about quality material in Africa. Although training has not been the focus of WGBLM activities to date, there is a growing need for training of Book selectors, sellers, publishers and authors to select and produce material of quality for the schooling market. The WGBLM does not have the budget or the staffing to train all the stakeholders that need training but would like to select some key people in various publishers' associations as well as Ministries of Education so that they are equipped to train people under them. The publication on Book Selection produced in 2009, will be used for this purpose.

WGCOMED

6.9. In addition to the finalization and publication of the tool kit for journalists and communication officers and its launch at the Highway Africa Conference in South Africa (see also SO3) and the production of newsletters, WGCOMED will organize online forum discussions on two conferences in 2010, that will provide a platform for exchanges before, during, and after the selected Conferences between African journalists and experts and that will promote public debates – via articles and reports produced during the Forum – on the specific themes of the selected conferences.

WGECD

6.10. The focus in 2010 of the WGECD will be on the creation and maintenance of an interactive website in order to strengthen dialogue and cooperation among African countries, especially through the active involvement of ECD Focal Points. The WGECD also plans to adapt an African regional communication strategy that is informed by the 4 cornerstones for global action of the Consultative Group on Early Childhood Care and Education (Start at the Beginning, Get Ready for Success, Improve Primary School Quality, and Include Early Childhood in Policies).

WGFNE

6.11. In 2010, the WGFNE will disseminate case studies from the 2008 Biennale that concern non-formal education and that include useful analyses to progress toward more holistic education and training systems, integrating the formal and non-formal components. n this same theme, as well as on the integration of African languages and cultures into education, the WGFNE will publish a newsletter. Finally, WGFNE will elaborate a communication strategy together with principle stakeholder.

WGDEOL

6.12. In 2010 the WG will publish the report on the findings of the research on the potential of mobile learning and the policy briefs on best practices related to the use of new and traditional technologies.

WGEMPS

6.13. The dissemination of the policy briefs for conference of ministers and finance and education and of EMIS modules developed by NESIS/WGEMPS will be main the activities in 2010 under SO4

WGHE

6.14. The WGHE will disseminate its Strategic Plan, Publications and Policy Briefs in 2010

WGMSE

6.15. In 2010 the working will disseminate the key findings on its impact evaluation of MSE INSET programs

WGTP

6.16. The activities planned under this strategic objective are related to dissemination of the WGTP Strategic Plan and they include:

- a. Translation of the document into French and Portuguese;
- b. Printing the document in three languages;
- c. Production of a simplified versions (leaflet) of the document in three languages;

6.17. The schedule of activities appears at the end of section B in the form of a logical matrix linked to strategic objective 4.

7. Strategic Objective No. 5

- 7.1 Strengthening ADEA's capacity for planning, organization, management and monitoring remains a vital component of its governance, aimed at improving its performance at all levels and in all areas. Whence the importance of the work conducted in 2009 on the various tools (logical matrices) for planning, monitoring and performance measurement and the need to use them systematically in planning and monitoring meetings, which are now organized in conjunction with the African Union and other strategic partners such as UNESCO-BREDA, the Commonwealth Secretariat, CONFEMEN and the European Union.
- 7.2 The external evaluation scheduled for 2010 will *de facto* amount to a mid-term evaluation of the medium-term strategic plan. In view of the importance of this evaluation for ADEA – for its fundamental purpose, its relevance, the added value it offers compared to other institutions and its efficiency – it could be combined with a flexible, participatory process of internal evaluation involving all components of the Association (ministers, agency representatives, working groups, etc.).
- 7.3 The Executive Committee was created to increase ADEA's programming, budgeting and reporting capacity and, in so doing, to strengthen its governance, thus relieving the Steering Committee of responsibility for administrative questions so that it can devote more of its time to strategic issues. The operating procedures of the Executive Committee will need to be improved, as the two videoconferences organized recently have not given full satisfaction in terms of communication among members, particularly because of connectivity problems. In light of the comments made on the duties and operation of the Executive Committee, consideration could be given, as part of the external evaluation, to revising the Steering Committee's operating procedures.
- 7.4 Regarding ADEA's relocation to Tunis, with the recruitment of an administrative officer and a publications officer, and the arrival of an employee seconded by France's Ministry of Foreign and European Affairs, the Secretariat should be fully staffed in 2010. Work on employees' personal development and team spirit will continue in 2010, with closer involvement of the working group coordinators, in order to improve the Association's internal organization and the functioning of the working groups and the Secretariat.
- 7.5 It was planned to harmonize the status and working conditions of ADEA WG staff by aligning them with those of AfDB field officers. As the AfDB's internal process is not yet complete, however, it would be advisable for the Executive Committee, as a provisional measure, to make proposals on this subject, based on the recommendations of the ad hoc group formed at the last meeting of the committee.

ADEA WG Contributions to SO5

WGBLM

7.6 In 2010, a National Coordinating Committee meeting will be held in Johannesburg to assist with the conceptualization of the Working Plan. An assistant will be sought from the staff of the Coordinating agency to assist the Coordinator in her duties in 2010. The annual Steering Committee meeting will be held in Johannesburg in the latter part of the year to ratify the 2011 work plan and to provide strategic direction to the Working Group. Regular contact will also be maintained with Steering Committee members.

WGCOMED

7.7 In addition to the organization of the Steering Committee Meeting of the WGCOMED, the main focus in 2010 will be the identification of an institution to host the Secretariat of WGCOMED.

WGECD

7.8 The main focus for the WGECD in 2010 will be to strengthen its institutional base in Africa, a.o. through strengthening the secretariat infrastructure for the entire continent, organizing an annual meeting of the WGECD Steering Committee, strengthening regular communication with Steering Committee members, and participating in the global Consultative Group meeting and other regional ECD networks.

WG DEOL

7.9 Given the growing interest in and multiplication of DEOL at the level of SSA and indeed on the continent, it will be necessary to coordinate activities for ensuring optimal and efficient use of resources and complementary in their activities as well as promoting synergy. Through its current networking, the WG hopes on improving coordination among all key players in DEOL at supranational levels within SSA. IICBA, BREDA, AVC, and TESSA are some of the key partners WGDEOL will coordinate with in 2010.

7.10 With regard with its links with other ADEA WGs, significant and tangible results were achieved in 2009 in terms of joint planning of 2010 work plan. The proposed plan will be implemented in close collaboration with the Working Groups on Distance Education and Opening Learning; High Education; Management and Policy and Mathematics and Science Education.

7.11 As for specific strategic networking, forged partnerships involving the lead agency of WGTP – Commonwealth Secretariat and UNESCO-TTISA will be further developed with UNESCO-BREDA, bringing together a number of partners involved in teacher education in Africa. The Bamako+5 Conference has paved the way to revitalize existing links with Education International, Pan-African Teacher Centre and other professional organizations and teacher education networks in Africa.

WGEMPS

7.12 The merging process begun in 2008 and 2009 will be finalized by the strengthening of the coordination nodes in Harare, Dakar and Addis. A substantive coordinator and 3 program officers will be recruited in 2010. A governance structure in the form of a Steering Committee will be set up and convened in the first quarter of 2010.

WGHE

7.13 In 2010 the coordination of the WGHE will be moved from the AAU to the African Union Commission.

WGMSE

7.14 The WG has planned further training courses for CEMASTEAs staff in Japan, Malaysia, and Belgium. This activity will be funded by JICA.

WGNFE

7.15 The main focus for the WGNFE in 2010 will be the participation in institutional meetings of ADEA, the organization of the Steering Committee meeting of the WGNFE, and collaboration with the advisory group of the WGNFE and its implication in the process of self-evaluation.

WGTP

7.16 The WG will finalize its Strategic Plan to guide the implementation of its activities in line with those of the ADEA Strategic Plan (2008-2012).

7.17 The schedule of activities appears at the end of section B in the form of a logical matrix linked to strategic objective 5.

8. Functioning of the ADEA Secretariat, administrative and hosting costs and reserve assets

8.1 In 2010, the Secretariat costs will be at almost the same level as in 2009. An additional expense in the budget is the ADEA Chair and related expenses, such as missions. Until 2009, costs related to the ADEA Chair were covered by one of the member agencies.

On the basis of current assumptions, the costs are as follows:

- Staff: US\$ 1,800,000
 - Chair: US\$ 100,000
 - Missions: US\$ 150,000
 - Equipment, audit and functioning: US\$ 100,000
- Total of US\$ 2,150,000

8.2 Administrative costs payable to the host institution remain at 8% of the administrative budget corresponding to US\$ 437,611. A number of services are offered in return by the host institution, in addition to computer facilities and premises.

8.3 As regards the reserve assets, its calculation is based on the appropriate resolution of the Steering Committee, standing at US\$ 90,000, corresponding to 5% of the budgeted staffing costs of the preceding budgetary period. With the contribution for 2010, the reserve account is estimated to be at US\$ 697,301 at the end of 2010.

8.4 For previous years' obligations, a provision of US\$ 100,000 is foreseen.

8.5 The total amount for overhead & reserve is therefore US\$ 627,611, being overhead to AfDB, contribution to the reserve account and provision for previous years' obligations.

Global Budget

Program Component / Composant de Programme	Line / Poste	Appropriation / Dotation
Strategic Objective 1 / Objectif stratégique 1	1	1,169,742
Strategic Objective 2 / Objectif stratégique 2	2	1,107,500
Strategic Objective 3 / Objectif stratégique 3	3	2,041,000
Strategic Objective 4 / Objectif stratégique 4	4	1,302,850
Strategic Objective 5 / Objectif stratégique 5	5	1,404,750
Secretariat / Secrétariat	6	2,150,000
Overhead & Reserve/ Frais généraux & Réserve	7	627,611
Support to other Working Groups / Appui aux autres Groupes de travail	8	280,000
TOTAL		10,083,453

Strategic objective 1

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.

Activities	Expected results		Indicators	Budget (US\$)			Lead responsibility	Month												Strategic partnerships	Comments
	Outputs	Outcomes		Secretariat	WGs	Total															
								j	f	m	a	m	j	j	a	s	o	n	d		
A1. Organization of meetings of the main decision-makers, stakeholders and partners of African education																					
A 1.1: Prepare the 2011 Triennale: - Hold two preparatory seminars - Carry out missions to possible host countries in order to consult and agree on theme and content, host country and dates of Triennale	- Theme and content of Triennale finalized by ADEA Steering Committee members (Ministers and agencies) - Agreement with host country set up concerning roles and responsibilities for ADEA and host country - Dates identified	- Increased relevance of the Triennale theme to African realities		80,000		80,000	Secretariat											See SO3 for preparation of analytical work			
A 1.2: Hold the April Steering Committee meeting	- 2009 Reports of Activities adopted - Final 2010 Program and Budget adopted - Update on preparation 2011 Triennale presented; theme, content venue and dates of 2011 Triennale	2009 activities report and 2010 work plans revised	Resolution by consensus of the Steering Committee adopting the 2009 activities report and revised 2010 work plans	80,000		80,000	Secretariat														
A 1.3: Hold the November Steering Committee meeting	- Draft 2011 Programs & Budgets provisionally approved - First draft of 2011 Triennale program presented and validated by the ADEA Steering Committee - Decision made on continuation of Peer Review Exercise - Findings and recommendation of the methodological seminar on the Peer Review Exercise presented	2010 activities report and 2011 work plans discussed	Resolution by consensus of the Steering Committee adopting the 2010 activities report and 2011 work plans	60,000		60,000	Secretariat														
A 1.4: Hold planning meetings and expand and reinforce the ADEA-UNESCO Task Force in follow-up on the World Conference on Higher Education	- ADEA-UNESCO Task Force strengthened	Support to the revitalization of higher education in Africa	Implementation of the priority follow up actions to the 2009 WCHE + 10	30,000		30,000	Secretariat														
A 1.5: Follow-up of 2009 Ministerial Conference on "Sustaining the Education and Economic Momentum in Africa Amidst the Global Financial Crisis"	- Agreement AfDB ADEA WB on specific activities to be carried out for follow-up of Conference finalized - Support provided to Burundi and Burkina Faso in response to their specific demand made at the 2009 Conference	Increased understanding and consensus among key stakeholders on: (i) alignment of strategies for educational development with national agendas for economic growth; (ii) the need for concerted actions to prevent the current economic downturn; and (iii) a strategic use of external aid for education	i. A proposal for sustainable financing frameworks for education at the national and regional levels ii. A set of action plans for advocacy and capacity development to help countries implement the financing framework iii. A set of seminal publications on the role of education in fostering national development that will be widely disseminated across Africa iv. Consensus on increased understanding among key stakeholders reflected in report of the Conference	60,000	12,000	60,000	Secretariat											- Partnership dynamic Finance & Education at national level, possibly sub-regional level (e.g. Burkina Faso as example for dialogue between Finance and Education) - Post-Primary (e.g. Burundi vocational training, collaboration with GEFOP) - In SO4: report of conference disseminated			
A2. Follow-up to the 2008 Biennale on Post-Primary Education																					
A 2.1: Support to regional policy dialogue initiatives on Curriculum and teaching and learning materials	- Better understanding of challenges and issues related to curriculum and teaching and learning materials in African contexts	- Greater coherence in policy priorities relevant to African contexts - Ability for group of countries to work together on specific thematic issues within curriculum development, teaching and learning materials - Contribute to the improvement of understanding of conditions for successful policies and programs on curriculum, and teaching and learning materials		223,785		223,785	Secretariat											DOE SA; WGBLM, SADC Link with BRENDA initiative or CBA Conference Djibouti. Implications for EPDF Lead by WGBLM to be explored			
A 2.2: Organiser un atelier de validation du cadre stratégique sur la vision holistique diversifiée et intégrée, élaborée dans le cadre du suivi de la Biennale 2008 sur le post-primaire	Le cadre d'orientation stratégique est validé par les personnes ressources de l'Afrique lusophone, francophone, anglophone et maghrébine				60,000	60,000	WGNFE														
A3. Dialogue among African ministers of education																					
A 3.1: Hold the April and November Bureau of Ministers meetings	- Concerns of African Ministries of Education tabled at ADEA's Steering Committee - Greater clarity on issues and topics on the agenda of the Steering Committee	- "Dakar + 10" evaluation presented - Triennale follow-up objectives and activities in country policy - Work program and methods of the new Bureau discussed	- Measures taken and applied to accelerate the qualitative development of EFA - Ministers' frame of reference for Triennale follow-up developed and implemented	20,000		20,000	Secretariat														

Strategic objective 1																								
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.																								
Activities	Expected results		Indicators	Budget (US\$)			Lead responsibility	Month												Strategic partnerships	Comments			
	Outputs	Outcomes		Secretariat	WGs	Total		j	f	m	a	m	j	j	a	s	o	n	d					
A4. Inter-agency dialogue																								
A 4.1: Hold the April and November inter-agency meetings	- Themes of common concern to agencies discussed - Greater clarity on issues and topics on the agenda of the Steering Committee	Triennale follow-up objectives and activities in aid strategies	Donors' frame of reference for Triennale follow-up developed and implemented	5,000		5,000	Secretariat																	
A5. Working Groups																								
A 5.1: Organize three workshops to support the development, revision & implementation of national book policies that address gaps in book provision at all levels of the education system.	- Workshop in three regions (tentatively Southern Africa, East Africa, North Africa) of key stakeholders to discuss the findings of the book procurement study - Synthesis of workshop experiences, notes, minutes, papers, and other relevant documents - Findings shared with MOEs, NGOs, publishers and other stakeholders	National and/or regional debates leading to policy revision	- Number of countries adopting revised national book policies		95,000	95,000	WGBLM																	- Target groups: MOE, book selectors, publishers (depending on what comes out of study) in South Africa and two other regions. - See SO3 for activity on production and analysis of the book procurement study
A 5.2: Organize a half-day seminar with policy makers during the ADEA Steering Committee Meeting on the benefits of using traditional technologies alongside new technologies	- Policy briefs are shared with policy makers to advocate for the use of new and traditional technologies to support teacher development and classroom instructions - Support classroom instructions and strategies for how to diversify the learners' experience and maximize student output at all levels		Seminar is held among cluster countries		40,000	40,000	WGDEOL																	- Document to be produced to feed into workshop: stocktaking exercise under SO3 - Link seminar to ADEA Steering Committee for visibility of WGDEOL
A 5.3: Prepare and contribute Africa-specific ECD content into at least 3 high level international and regional meetings	- Summary report of each policy meeting - Materials for each meeting (e.g. PPT, policy brief)	Increased visibility of African ECD issues on the international and regional agenda	- Increased visibility and support to ECD in the region - ECD on national development agenda - ECD on the agenda of AU/EFA		15,000	15,000	WGECDC																	
A 5.4: Organise the annual SMASSE-WECSA Regional Conference on teaching MSE	- Best practices on teaching maths and science are shared and policy recommendations are identified and advocated	More INSET Activities for Maths and Science Teachers based on ASE/PDSI due to increased consensus and understanding among stakeholders	A workshop held with 30 officials from at least 20 countries			-	WGMSE																	- WGMSE activities directly funded by JICA - Target groups: - Management level officials in Ministries of Education (in charge of Teacher Education, Education Quality, Basic Education) and/or - INSET Programme Coordinators
A 5.5: Provide technical support for the implementation of policy frameworks on contractual teachers.	- 2 Policy frameworks on teacher recruitment, training and career tracks adopted; - Policy frameworks monitoring mechanism agreed and put in place	Wider partnerships and common understanding forged around contractual teachers' issues, following Bamako+5	Number of countries that have adopted and implemented contractual teachers' frameworks		37,000	37,000	WGTP																	
A 5.6: Other activities WGDEOL	See annex for details				25,000	25,000	WGDEOL																	
A 5.7: Other activities WGECDC	See annex for details				10,000	10,000	WGECDC																	
A 5.8: Other activities WGEMPS	See annex for details				30,000	30,000	WGEMPS																	
A 5.9: Other activities WGNFE	See annex for details				140,000	140,000	WGNFE																	
A 5.10: Other activities WGTP	See annex for details				35,200	35,200	WGTP																	
A6. Adjustable priority field of action: Initiation of consultations on new regional initiatives																								
A 6.1: Non-planned activities				111,757		111,757	Secretariat																	
Subtotal A Secretariat				670,542																				
Subtotal A Working Groups					499,200																			
Total A						1,169,742																		

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

Activities	Expected results		Indicators	Budget (US\$)			Lead responsibility	Month												Strategic partnerships	Comments
	Outputs	Outcomes		Secretariat	WGs	Total		j	f	m	a	m	j	j	a	s	o	n	d		
B1. Professional support for the implementation of the program of the African Union's Second Decade of Education for Africa (2006-2015)																					
B 1.1: Provide guidance and technical support to the African Union within the framework of the organization of the EFA high level group meeting based on a needs assessment	Position papers and Policy briefs on the theme of the High Level Group meeting developed based on the report from the Monitoring Group	- Participation - Take-up by ministers of information provided by the observatory - Policy dialogue concerning progress on the Education Decade and on educational development in Africa achieved by the main stakeholders	- Level of participation in policy dialogue - Decisions taken and implemented at the conclusion of this dialogue to achieve the objectives of the Decade	60,000		60,000	Secretariat														
B 1.4: To support APENF in the organization of a regional workshop on indicators to measure the impact of non-formal education pour l'organisation d'un atelier regional sur l'integration des indicateurs de l'education non formelle dans l'observatoire de l'UA	- Concept note elaborated in collaboration with APENF - Financial resources mobilized and made available to APENF	Integration in the AU Observatory of indicators to measure the impact of non-formal education			15,000	15,000	WGNFE										Collaboration avec le GTGESP, DDC, BAD, CEDEAO, l'UEMOA				
B 1.6: Assist the AU in devising its communication strategy for the Plan of Action for the Second Decade of Education in Africa	- Workshop of communication and education experts organized to start the process of developing the strategy - COMED consultant hired to work directly with the AU in designing the strategy	- A communication strategy produced - 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	- No. of countries receiving communication strategy before 1 December 2010 - No of countries accepting strategy - No of countries implementing strategy		15,000	15,000	WGCOMED														
B 1.7: Support the AU Plan of Action through the implementation of a regional capacity building survey	- AU survey is conducted within the member states through RECs - Regional EMIS assessment report shared and agreed upon with stakeholders - Regional training strategy report is available and agreed upon by member states				100,000	100,000	WGEMPS														
B2. Support for regional policy dialogue for a shared understanding of the major challenges facing educational development in Africa and appropriate strategies for tackling them																					
B 2.1: Hold a Regional conference on skills development, technical and vocational training, and socio-economic integration of young people	- Promising policies and practices for an integrated education and training system shared	- Participation of ministers from the five subregions - Effective strategies for training and integration of young people discussed	- Level of participation - Exit rates for training and integration of young people improved	150,000		150,000	Secretariat										WGs Co-organise with AfDB, UNESCO BREDIA, RECs, SDC, GTZ and others				
B 2.2: Hold a Ministerial Conference on the integration of African languages into education	- Policy guidelines discussed, revised, finalized and presented experts and endorsed by Ministers	Ministers commit themselves in majority to integrate in their policies and programs the utilization of African languages as language of instruction	- Adoption of bilingual education models integrating African languages and cultural heritages in curricula linked to endogenous potential for development	50,000		50,000	Secretariat										UIL, GTZ, AU, ACALAN Partners UIL, AUC (ACALAN), GTZ, MOE Burkina Faso, SDC				
B 2.3 : Soutien à la diffusion des expériences développées pour utiliser les langues à partir des acquis de l'ENF et de tout autre résultat d'initiatives pertinentes de l'ACALAN ou d'autres institutions spécialisées de l'Union Africaine dans le cadre de la mise en œuvre de la décennie de l'éducation de l'UA	Expériences développées en matière d'utilisation des langues à partir des acquis de l'ENF portées à la connaissance des pays				6,500	6,500	WGNFE										ACALAN				
B 2.4 : Participer aux suivis de la conférence africaine sur l'intégration des langues et des cultures africaines dans l'éducation en collaboration avec le secrétariat de l'ADEA/UIL	Les politiques éducatives des pays africains sont sensibles aux enjeux de la valorisation des langues et des cultures africaines				10,000	10,000	WGNFE										UIL				
B 2.5: Provide technical support to a regional conference organised by SADC on a SADC EMIS Assessment Framework linked to the SADC EMIS Norms and Standards (developed by WGEMPS in 2009)	Greater regional awareness among member states of the their requirements and benchmarks in maintaining effective national EMIS systems	Document endorsed by key stakeholders and Ministries			10,000	10,000	WGEMPS														

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

Activities	Expected results		Indicators	Budget (US\$)			Lead responsibility	Month												Strategic partnerships	Comments
	Outputs	Outcomes		Secretariat	WGs	Total		j	f	m	a	m	j	j	a	s	o	n	d		
B3. Working Groups																					
B 3.1: Promote better national, regional and Pan-African networking between key stakeholders in the book sector (i.e. in South Africa and with other Pan-African organisations)	Joint educational activities (eg research, workshops, exhibitions, book fairs, etc.) with regional associations (e.g. AU, APNET, PABA, SADC, ECOWAS, etc.)				5,000	5,000	WGBLM														
B 3.2: Organize 2 regional "African ECD Institutes" to explore how to insert ECD into AU Plan of Action (e.g. SADC, support sub-regional ECD networks and national networks)	2 Sub-regional meetings with part of the focus on how to contribute ECD content to AU	Increased visibility of ECD within the AU and regional networks	- No of attendees - Participation of regional economic committees and other networks in each of the 2 regions		30,000	30,000	WGECDC										RECs, ELMA, OSI, Save the Children, Plan International, UNICEF, UNESCO, ChildFund				
B 3.3: Co-organise with IPED a capacity building workshop on concepts, tools, methodologies related to finance, education sector analysis and statistics for the observatory.	- Concepts, tools and methodologies documented and shared - Capacity of IPED enhanced				30,000	30,000	WGEMPS										RECs				
B 3.4: Support the finalisation of indicators of the AU plan of action: - Organise a experts and country representatives meeting on new indicator - Organise with countries a training workshop on the methodologies for piloting the AU indicators	- Prototype of possible new indicators are presented and discussed - Selected indicators are endorsed - EMIS planners of selected countries from three language groups are trained on piloting these new indicators				45,000	45,000	WGEMPS														
B 3.5: Strengthen capacity of regional economic communities in policy, planning, budgeting and management	Three RECs are supported in coordinating and providing logistical support in EMIS related continental/regional activities				70,000	70,000	WGEMPS														
B 3.6: Support the LMD Reforms in the Indian Ocean and Central African Francophone countries: - Conduct a needs assessment - Conduct a capacity building workshop using the toolkit developed in 2007	- Capacity building needs identified and shared - Training conducted using the appropriate modules of the Toolkit	Support to ongoing higher education reforms in Africa	Needs Assessment and workshop reports indicating number of beneficiaries and stakeholders		120,000	120,000	WGHE														
B 3.7: Support the AU Initiative on promoting Teaching of MSE: - Provide INSET for teachers, teacher trainers and education managers	Teachers, teacher trainers and education managers from 20 countries trained	- More Maths and Science Teachers adopt and practice quality lessons based on ASEI/PDSI in classrooms	- Number of Teachers who conduct ASEI Lessons - The quality of the ASEI lesson				WGMSE										WGMSE activities directly funded by JICA				
B 3.8: Advance CEMASTEAs as centre of excellence for MSE in Africa - Expand training facilities to accommodate 200 participants - Develop customized training programmes	- Construction of additional facilities (5 lecture rooms, conference hall, 3 science labs, 1 ICT lab, Specialized classroom for Maths, Library, administrative block, kitchen and dining facility to be completed in 2011) - Customized training programmes developed and delivered	- More Teachers/Teacher trainers trained by CEMASTEAs on ASEI/PDSI approach for MSE	- Number of trainees from member countries				WGMSE										Directly funded by JICA and the government of Kenya				
B 3.9: Develop school leadership tools and programmes to assist countries foster school improvement	- Resource materials developed - Design of Training programmes initiated (to be completed by 2011)	Quality education strengthened through professional development of teachers and education personnel	Resource material on school leadership developed and training programme designed		42,000	42,000	WGTP														
B 3.10: Organise training workshops on multi-grade to address teacher's shortages and teaching quality	- Country teams trained to support implementation of multi-grade teaching. - Multi-grade teaching resource material adapted for ODL platforms	Quality education strengthened through professional development of teachers and education personnel	- Two training workshop reports with country action plans and recommendations - Resource material for ODL available and tested in 1 or 2 countries		65,000	65,000	WGTP														
B 3.11: Other activities WGDEOL	See annex for details				50,000	50,000	WGDEOL														
B 3.12: Other activities WGECDC	See annex for details				134,000	134,000	WGECDC														
B 3.13: Other activities WGEMPS	See annex for details				10,000	10,000	WGEMPS														
B 3.14: Other activities WGTP	See annex for details				51,000	51,000	WGTP														
B4. Adjustable priority field of action; Support, on request, for continental and/or regional initiatives for intra-African consultations or dialogue																					
B 4.1: Non-planned activities					39,000	39,000	Secretariat														
Subtotal B Secretariat					299,000																
Subtotal B Working Groups						808,500															
Total B						1,107,500															

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.

Activities	Expected results		Indicators	Budget (US\$)			Lead responsibility	Month												Strategic partnerships	Comments
	Outputs	Outcomes		Secretariat	WGs	Total		j	f	m	a	m	j	j	a	s	o	n	d		
C1. Analytical work on policies and practices used on the ground																					
C 1.1: Produce case studies, background documents and summary reports within the framework of follow-up work on post-primary education after the 2008 Biennale and in preparation of the 2011 Triennale. Identification and conduct of analytical work to follow-up on the recommendations stemming out of the Biennale	- Relevant case studies and report produced and disseminated	- More in-depth understanding of issues related to post-primary education in Africa	- Quality and relevance of the studies and documents produced for the development of the Biennale theme	300,000		300,000	Secretariat											- Including dissemination - Link with C 3.1 - Need to work with AU on policy brief on HE - Include WGs			
C 1.2: Conduct a stock-taking exercise of Special Education Programs in Africa	- Stock-taking report available and disseminated		A body of analytical work on special education in Africa available	50,000		50,000	Secretariat														
C 1.3: Hold an expert meeting to review the methodology of the pilot phase of the Peer Review Exercise in Mauritius, Nigeria and Gabon	- Greater lessons learned on the methodology used for the pilot phase of the Peer Reviews to guide future Peer Review Exercises		1. Evaluation Report available 2. Improved framework for the conduct of Peer Review Exercises developed and available	60,000		60,000	Secretariat														
C 1.4: Hold a session during the Bureau of Ministers' meeting of April 2010 to discuss the results of the assessment of the pilot phase of the Peer Review Exercise	- Recommendations from Ministers to guide future Peer Review Exercises				5,000	5,000	WGEMPS														
C 1.5: Document promising practices on HIV and AIDS mainstreaming into lifeskills and Teacher Training Programs	- Reports/case studies on HIV and AIDS mainstreaming produced and disseminated			20,000		20,000	Secretariat											See SO1 for SC			
C 1.6: Carry out additional studies on promising post-primary experiences linking basic education, training and socio-economic integration of youth	2 additional studies produced and disseminated				15,500	15,500	WGNFE											- APSS - ROPPA			
C2. Support for increased analytical research on education and strengthening of African research networks																					
C 2.1: Establish an African education research award	- The African Education Research Award established and launched at an ADEA event	- Institutionalization of a culture of high-quality, relevant research in African universities, networks and research institutes - Researchers and networks of researchers involved in analytic research on education - Improvement in the quality of African research	- Number of good-quality research works produced by African researchers - Improvement in the quality of African scientific journals as measured by references to these journals in the international literature - Project document on the African Education Research Award - Jury available - Information flyer on the African Education Research Award distributed	80,000		80,000	Secretariat											- Launch during which conference? - WGHE will make available results of UNESCO-AAU survey of existing awards			
C 2.2: Hold a panel on the Analytical work produced for the ADEA 2008 Biennale on Post-Primary Education during the 54th Annual Conference of the Comparative and International Educational Society	- Academic feedback on the analytical work carried out by ADEA for the 2008 Biennale received and recorded for further refinement of ADEA's research agenda on post-primary education			30,000		30,000	Secretariat														
C3. Support for the capitalization and pooling of generated knowledge and documented practices																					
C 3.1: To produce a case study on Communication for Education and Development with the MOE of Senegal	- Consultant(s) hired with collaborative effort from the MOE of Senegal - Discussion COMED/MOE Senegal	Improved means of tracking change and impact of WGCAMED's intervention	Research Capacity Index (ability of research to support the development of communication in the education system and meet its needs in terms of updating and modernizing the methods and means of tracking change)		15,000	15,000	WGCAMED														
C 3.2: Support the organization of a meeting of ICQN (Inter-Country Quality Node) on Literacy	- A plan of action for improving literacy programs validated and adopted by the member countries	On the basis of lessons learned on literacy, groups of countries have analyzed and identified the processes and procedures for improving literacy policies and programs	- Work plan for ICQN on literacy available - Concept note for ICQN on literacy available - MOU between lead country of ICQN and ADEA signed with roles and responsibilities spelled out	75,000		75,000	Secretariat														
C 3.3: Support the organization of a meeting of the ICQN on teachers	- An action plan to improve teacher policies and programs in their countries produced by member countries	On the basis of lessons learned on teacher issues, groups of countries have analyzed and identified the processes and procedures for improving teacher policies and programs	- Work plan for ICQN on teachers available - Concept note for ICQN on teachers available - MOU between lead country of ICQN and ADEA signed with roles and responsibilities spelled out	50,000		50,000	Secretariat														
C 3.4: Support the organization of a meeting of ICQN on languages	- An action plan to introduce or reformulate national language policies produced by member countries	On the basis of lessons learned on the use of African languages in education, groups of countries have analyzed and identified the processes and procedures for improving policies and programs for the use of African languages in education	- Work plan for ICQN on languages available - Concept note for ICQN on languages available - MOU between lead country of ICQN and ADEA signed with roles and responsibilities spelled out	5,000		5,000	Secretariat														
C 3.5: Establish an ICQN on TVET during Regional Conference on follow-up Biennale on TVET	- The structure and work plan for the functioning of the ICQN on TVET developed and submitted to interested countries	On the basis of lessons learned on TVET, groups of countries have analyzed and identified the processes and procedures for improving TVET policies and programs	- Work plan for ICQN on TVET available - Concept note for ICQN on TVET available - MOU between lead country of ICQN and ADEA signed with roles and responsibilities spelled out	5,000		5,000	Secretariat											- WGHE - CAPA - Lessons learned from GEFOP - Follow-up of Ministerial Conference on Finance and Education: Richard Walther, Burundi - Request from Senegal during Biennale for the creation of a WG on TVET			
C 3.6: Follow-up the September 2009 regional workshop of the ICQN on Peace Education	- Action plan for supporting activities in member countries developed	On the basis of lessons learned on Peace Education, groups of countries have analyzed and identified the processes and procedures for improving Peace Education policies and programs	MOU between lead country of ICQN and ADEA signed with roles and responsibilities spelled out	75,000		75,000	Secretariat														
C 3.7: To produce case studies (for example in Chad or Côte d'Ivoire) on education in post-conflict situations	Two case studies on education in post-conflict situations published and disseminated				20,000	20,000	WGNFE											FAWE			

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.

Activities	Expected results		Indicators	Budget (US\$)			Lead responsibility	Month												Strategic partnerships	Comments
	Outputs	Outcomes		Secretariat	WGs	Total		j	f	m	a	m	j	j	a	s	o	n	d		
D3. Communication and outreach strategies for ADEA																					
D3.1: Disseminate the Medium-Term Plan, publications, databases, films and other products	- Medium-Term Plan, publications, databases, films and other products available and disseminated	- Widespread use of the lessons learned from the ADEA by education stakeholders in Africa through effective dissemination of and communication concerning ADEA productions - ADEA members better aware of the ADEA's mission and medium-term strategies/activities	- Number of mailings and presentations - Easy access to ADEA productions via the website - A positive evaluation of the ADEA's dissemination strategy by members of the ADEA and the enlarged network - ADEA members better informed about, and more committed to, the ADEA's mission, strategies and activities - A positive evaluation by Steering Committee	30,000		30,000	Secretariat										Development of 2 PPTs: - Medium-Term Plan - ADEA Key achievements				
D3.2: Disseminate messages, findings, and lessons learned/accumulated by ADEA	Promote public debates – via articles and reports produced during the Forum – on the need for, and role of, education for peace-building. Online forum on two conferences in 2010 organized with the assistance of a consultant moderator - Dissemination of the toolkit to all media houses and Ministries of Education in Africa - Dissemination via mailings, 3 TOT sub-regional workshops, training workshops during ADEA conferences, TV and radio talk shows and non-commercial advertisements to TV and radio Policy brief prepared for conference of ministers and finance and education disseminated EMIS modules developed by NESIS/WGEMPS disseminated Key people trained to influence books selectors, MoEs and publishers to produce and select better texts for the schooling market - WGHE Strategic Plan - WGHE Publications - WGHE Policy Briefs	WGECED linked to global initiative Mechanisms for knowledge sharing and peer learning developed on specific education conference themes and thus enhancing commitment to communication for education and development - Enhanced professionalism in communication capacities of ministries of education and in media houses. National and sub-regional training carried out with the use of the Toolkit. - Improved media coverage of education themes, and enhanced public opinion and debate on education issues and themes.	- No of ECD focal points that report familiarity with the 4 cornerstones Active participation in electronic communication networks (No. of visitors/hits) - Journalist/Communication Officers' Index (ratio of journalists taking part in the tool kit training programs to the total of communication officers taking part in the same program and using the tool kit after training – disaggregation by gender) - Ratio of Journalists in private media using tool kit		7,500	7,500	WGECED														
					5,000	5,000	WGCOMED														
					30,000	30,000	WGCOMED														
					5,000	5,000	WGEMPS														
					10,000	10,000	WGEMPS														
					60,000	60,000	WGBLM														
					20,000	20,000	WGHE														
D 3.3: Organize Media coverage of ADEA conferences in 2010	Messages stemming out of ADEA major 2010 conferences disseminated broadly in public domain	- Greater impact of the regional conference on the main stakeholders in education and the public through good media coverage	- Number of articles and other media items covering the regional conference - A positive assessment of coverage of the Biennale and regional conference by participants	50,000		50,000	Secretariat										- With WGCOMED (include capacity building and training aspect)				
					100,000	100,000	WGCOMED														
D 3.4: Engage in outreach activities with ADEA members and existing and potential partners	- Visits to ADEA member agencies, potential partners and ministries of education organized, with a focus on northern African countries	- Better knowledge of the ADEA on the part of ministries, member agencies and partners - Increased participation of education ministries in ADEA activities - Increased involvement of agencies: Better knowledge of ADEA activities and stronger impact at ministerial/country level - An ADEA "observation post" on ministries, their organization and their requirements	- Increased number of education ministries involved in ADEA activities - Member agencies more committed - More activities pursued in partnership with other organizations	50,000		50,000	Secretariat														
D 3.5: Launch 6th edition of Africa Education Journalism Award with COMED	6th edition of Africa Education Journalism award launched during High Way Africa	- Heightened interest among African journalists in covering education - A network of African journalists specialized in covering education - More articles of good quality on education	- An enhanced AEJA competition in 2010 (launch, jury meeting, study visit, award ceremony) - A positive evaluation by AEJA winners as measured by a questionnaire	80,000		80,000	Secretariat										Launch during languages Conference in Ouagadougou (January 2010)				
D 3.6: Launch of the tool kit at Highway Africa event (Rhodes University, Grahamstown, South Africa) to be attended by African personalities and over 1000 African journalists from all major media houses on the continent	200 journalist invited to the launch	- Adequate tools for going to scale with training program established in English, French and Portuguese for African journalists and communication officers in MOEs - Improved media coverage of education themes, and enhanced public opinion and debate on education issues and themes	- No. of African decision makers attending launch - No. and percentage of journalists and communication officers taking part in the launch		55,000	55,000	WGCOMED										Maximum of 10 journalists sponsored by COMED Co-funded by sponsors such as OSISA				
D4. Working Groups																					
D 4.1: Other activities WGDEOL	See annex for details				5,000	5,000	WGDEOL														
D 4.2: Other activities WGECED	See annex for details				40,000	40,000	WGECED														
D 4.3: Other activities WGEMPS	See annex for details				9,000	9,000	WGEMPS														
D 4.4: Other activities WGNFE	See annex for details				25,000	25,000	WGNFE														
D 4.5: Other activities WGTP	See annex for details				13,000	13,000	WGTP														
D5. Adjustable priority field of action; Activities supporting new or exploratory initiatives																					
D 5.1: Publication, communication or knowledge management activities supporting new or exploratory initiatives				110,850		110,850	Secretariat														
Subtotal D Secretariat				849,850																	
Subtotal D Working Groups				453,000																	
Total D				1,302,850																	

C. CONCLUSIONS AND RESOLUTIONS

9. Conclusions

- 9.1 The 2010 program is particularly important for ADEA and its execution will bring us to the halfway point in implementation of the medium-term Strategic Plan. In this regard, the external evaluation, with its critical assessment of ADEA's added value and efficiency, will be crucial to ensuring the loyalty of current partners and might attract others.
- 9.2 The program will largely focus on preparations for the coming Triennale. The Maputo Biennale will not be neglected, however, since the follow-up to Maputo is the framework in which certain inter-country quality nodes are created and developed. These nodes are supposed to serve increasingly as indicators demonstrating that ADEA's work is useful and is taken on board by African countries.
- 9.3 The program also reflects the partnership with the African Union, and its success can make a significant contribution to the implementation of the Plan of Action of the Second Decade of Education for Africa and improve prospects for 2015.
- 9.4 Where ADEA's finances are concerned, generally speaking the financial crisis has not yet led to any announcements of drastic reductions in agencies' financial contributions toward implementation of the medium-term strategic plan in its entirety. However, we must remain very attentive to the fact that education is less and less a development priority among the member agencies of the Steering Committee and that even those agencies which regard it as a high priority are increasingly preferring to partner with major global initiatives such as EFA, FTI and the MDGs, to the detriment of meetings such as those organized by ADEA, which are concerned only with Africa. By the same token, ministers of education are increasingly called on to participate in various international meetings and thus are less available. We need to **consider how to** rethink the way ADEA's governance structure functions, without detracting from the mobilization of members and the quality of the dialogue within the Association.
- 9.5 Lastly, in 2010, the problems stemming from the establishment of the Secretariat within the African Development Bank should be settled once and for all. This means, of course, matters such as rearrangement of the workspace and improvements in administrative and financial procedures, but also, and most importantly, questions concerning ADEA staff (status, employment contracts, employee grades of Secretariat staff members and of the working group coordinators).

10. Resolutions

- 10.1 To achieve the objectives of the 2009 program, it is proposed that the Steering Committee adopt the following resolutions:

To achieve the objectives of the 2010 program, it is proposed that the Steering Committee adopt the following resolutions:

“The **Steering Committee**,

Having examined the Program and Budget for 2010, presented by the Executive Secretary in document **StCom 09/2/6**

Taking into consideration the statutes of ADEA adopted at the April 1, 1995 meeting of the Steering Committee,

Noting that the allocation among the five strategic objectives adopted for 2010 is in accordance with the statutes of ADEA,

Bearing in mind the fact that ADEA’s accounts are subject to an annual audit, pursuant to the normal procedures of the African Development Bank (AfDB),

Taking account of the decision to separate the budget for general program activities from the budget for Working Group activities,

Requests the Secretariat to take account of the observations made during the Steering Committee’s deliberations on the Program and Budget for 2010, and

Approves the annual program to be financed from the resources estimated as of November 17, 2009, in accordance with the budgetary breakdown presented in document **StCom 09/2/6.**”

and

“The **Steering Committee**,

Having examined the Program and Budget for 2010, presented in document **StCom 09/2/6**,

Hereby resolves as follows:

- (a) For the financial year extending from January 1 to 31 December 2010, a total allocation of US\$ 10,083,453 (excluding the reserve) is hereby approved for 2010 program activities, in accordance with the table of appropriations below:

Program Component / Composant de Programme	Line / Poste	Appropriation / Dotation
Strategic Objective 1 / Objectif stratégique 1	1	1,169,742
Strategic Objective 2 / Objectif stratégique 2	2	1,107,500
Strategic Objective 3 / Objectif stratégique 3	3	2,041,000
Strategic Objective 4 / Objectif stratégique 4	4	1,302,850
Strategic Objective 5 / Objectif stratégique 5	5	1,404,750
Secretariat / Secrétariat	6	2,150,000
Overhead & Reserve/ Frais généraux & Réserve	7	627,611
Support to other Working Groups / Appui aux autres Groupes de travail	8	280,000
TOTAL		10,083,453

- (b) The total appropriation of **US\$10,083,453** (2010 program activities) approved in paragraph (a) above must be financed from the funds allocated to ADEA op-

erations that will be paid into ADEA's bank accounts, hosted by the African Development Bank (AfDB), according to the signed Memorandum of Understanding.

- (c) Subject to the availability of resources, obligations may be incurred up to the amount of the total appropriation approved herein, in accordance with the resolutions adopted by the Steering Committee, it being understood that the estimated carry-over amount at US\$ 1,533,033 may cover:
- increases, occurring during the financial year, in the personnel costs included in lines 1 to 8 of the approved budget;
 - increases, occurring during the financial year, in the cost of goods and services included in lines 1 to 8 of the approved budget.
- (d) The Executive Secretary is authorized to use the estimated carry-over amount to cover these costs and, pursuant to paragraph (f) below, the cost of unplanned projects, in accordance with the approved program. Any sum used pursuant to this authorization must be transferred from this part of the budget to the appropriation lines concerned.
- (e) The Executive Secretary is authorized to receive funds from grants and special contributions for the activities approved for 2010. The Executive Secretary may increase by a proportion of up to 25% the total appropriation approved for these activities pursuant to paragraph (a) herein. Above this ceiling, he or she must obtain the authorization of the Executive Committee.
- (f) The Executive Secretary is authorized to transfer amounts between budget lines, provided that each transfer does not exceed 20% of the initial appropriation for the budget line from which the amount is to be transferred. In emergency situations and on an exceptional basis, the Executive Secretary may transfer amounts between budget lines in excess of the 20% limit, provided that he or she so informs the members of the Executive Committee in writing, giving details of the transfers and the reasons for them, and provided that he or she obtains confirmation of these transfers.”

ANNEXES

Annex 1-a

Estimated share of basket funding for the Working Group activities

Annex 1-b

Working Group 2010 Work Programs

To be distributed separately

APPENDIX 1-a: Resources & Expenditures of WGs for 2010 in US\$
Annexe 1-a : Contributions et Dépenses par GT en 2010 en EU\$
 (as of November 17, 2009 / chiffres du 17 novembre 2009)

	Carry-Over Balances 2009 / Solde en fin 2009	Resources 2010 / Contributions en 2010	Contribution from basket funds / Contribution du panier commun	Total allotment in 2010 / Allotment total en 2010	Estimated expenditures 2010 / Dépenses estimés 2010
WG BLM / GT LME	0.00	50,000.00	247,000.00	297,000.00	297,000.00
WG COMED / GT COMED	0.00	400,000.00	148,000.00	548,000.00	548,000.00
WG DEOL / GT ED/AL	0.00	0.00	175,000.00	175,000.00	175,000.00
WG ECD / GT DPE	0.00	0.00	494,000.00	494,000.00	494,000.00
WG EMPS (merger)	0.00	450,000.00	376,000.00	826,000.00	826,000.00
FAWE	0.00	270,000.00	0.00	270,000.00	270,000.00
WG HE / GT ES	0.00	450,000.00	22,000.00	472,000.00	472,000.00
WG MSE / GT EMS	0.00	0.00	10,000.00	10,000.00	10,000.00
WG NFE / GT ENF	0.00	0.00	523,500.00	523,500.00	523,500.00
WG TP / GT PE	0.00	0.00	370,200.00	370,200.00	370,200.00
TOTAL / TOTAUX	0.00	1,620,000.00	2,365,700.00	3,985,700.00	3,985,700.00