



Association for the

Development of Education in Africa

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Preparing for ADEA's 1999 Biennial Meeting

ADEA is actively preparing for its 1999 Biennial Meeting.

The event—slated for December 5-9—will take place in South Africa, in the vicinity of Johannesburg. This is the second time that ADEA will hold its Biennial Meeting in Africa. In 1997, the meeting was held in Dakar, Senegal.

The theme chosen this year is: "What Works and What's New in Education: Africa Speaks!". The main focus of the meeting is to bring to the fore policy responses, coming from within Africa, that have provided solutions to three major challenges facing education in Africa: access, quality and capacity development. All too often, reviews and analyses of education in Africa emphasize weaknesses and problems, rather than achievements. This meeting aims to break this negative approach by focusing on what works.

As an introduction to the Johannesburg meeting, this issue features several articles related to the event. An overall view of the meeting and program is given (p. 2). The rationale behind the ADEA "Prospective, Stock-Taking Review of Education in Africa" which has provided the theme and content of the meeting is explained (p.3-5). Other meetings planned during the event are highlighted—including the Education For All (EFA) Sub-Saharan Africa Conference which has been organized in close coordination with ADEA (p. 8-11). Finally, the ADEA Intra-African Exchange Program is presented as it may be of interest to countries wanting to know more about experiences revealed by the Prospective, Stock Taking exercise (p.5).

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Theme of the Johannesburg Biennale:

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

What Works and What's New in Education—Africa Speaks

Theme of the 1999 ADEA Biennial Meeting

The main objective of ADEA's Biennial Meetings is to promote frank and open discussion between African Ministers of Education, development agencies and other education professionals on matters related to educational policy. This year, successful educational policies, programs and innovations coming from Africa will be explored. The event will also be a unique opportunity for informal exchanges and networking.

The Biennial Meetings are the linchpin of the ADEA network. These are the events that ensure ADEA's cohesiveness over time. These meetings serve as forums to encourage partnership and to share information between African Ministers of Education, their development partners in the financial and technical agencies and selected professionals. Since 1991, Biennial Meetings have been held every odd year: the first meeting was held in Manchester, England in 1991; it was followed by Angers, France in 1993; Tours, France in 1995; then Dakar, Senegal in 1997. This year's Biennial Meeting will be held in South Africa, from 5 to 9 December. The venue is the Mövenpick-Indaba Hotel and Conference Center, in the suburbanizing countryside between Pretoria and Johannesburg.

Exchange and networking

The Dakar Biennial Meeting brought 115 Ministers and their senior officials together with representatives from over 40 development agencies, plus selected professionals and researchers. Discussions focused on the implications of partnerships for capacity building and quality improvement in education. Attendance at this year's meeting will be similar and, as usual, is by invitation only.

The aim of ADEA's Biennial Meetings is to promote frank and open discussion between African Ministers of Education, development agencies and other education professionals. The thematic focus is related to education policy and government/agency relations and the agenda is dominated by matters of pro-

fessional substance. At the same time, the Biennial Meetings provide ample opportunity for informal networking

Program and background documentation

The theme chosen for the Johannesburg Biennial is *What Works and What's New in Education: Africa Speaks!*. The main focus of the meeting is to demonstrate viable policy responses, coming from experience within Africa, that have provided solutions to the challenges of access, quality and capacity development. All too often, reviews and analyses of education in Africa tend to emphasize weaknesses and problems, rather than the achievements. This meeting aims to break this negative approach by focusing on what works.

The background documentation for the meeting is based on a large set of case studies produced by African professionals—most of whom work in education ministries—of successful interventions from 25 participating countries and 7 ADEA Working Groups. These studies were prepared within the framework of the *Prospective, Stock-Taking Review of Education in Africa*. The case studies generated by this process vary widely, ranging from community/school partnerships in Burkina Faso, Madagascar and Zanzibar, to mother tongue teaching in Mali and Niger, to access for girls in Tanzania and Benin, to access to higher education in South Africa, and to Management Information Systems in Côte d'Ivoire and Namibia. Common to all studies is that they present achievements.

These studies will provide the substantive basis for the Meeting. The authors of the studies will be on panels where they will be interviewed by the session Chairpersons, all of whom will be drawn from the ADEA Steering Committee. As usual, there will be ample time for discussions to explore conclusions that can be drawn from successful educational policies, programs, and innovations coming from Africa. This should make for lively sessions that provide sufficient time for plenary discussions.

Around the Biennial Meeting

As at preceding Biennial Meetings, ADEA Working Groups will organize meetings before and during the event, thereby getting the most from the presence of Ministers and senior agency staff. In Johannesburg, such meetings will take place for the Working Groups on Books and Learning Materials, Female Participation, Finance and Education, Nonformal Education, Sector Analysis and Statistics. In addition, the Caucus African Ministers of Education will meet, while the International Institute for Education Planning (IIEP) will organize a seminar on private and community education in Africa (*See pages 9-11*).

On a lighter note, instead of the standard conference bag, participants will receive a South African *Madiba* blouse or shirt. This shirt/blouse will be functional in that participants are expected to wear it at least once during the meeting, thereby promoting the informality which has always characterized such meetings. ♦

The Prospective, Stocktaking Review of Education in Sub-Saharan Africa

Bringing to the fore promising experiences in African education

Since 1998, ADEA has undertaken a major exercise referred to as the "Prospective Stock-Taking Review of Education in Africa". The results of the review so far will provide the basis of discussions at the Johannesburg meeting. A major assumption underpinning the exercise is that there is, within Africa, a wealth of knowledge and experience to guide innovative solutions and cost-effective policies required for the development of education in Africa.

The Prospective Stocktaking Review of Education in Sub-Saharan Africa is linked to the origins of the ADEA itself which date back to the publication of the 1988 World Bank report: *Education in Sub-Saharan Africa: Policies, for Adjustment, Revitalization and Expansion*. One of the specific concerns raised by the 1988 report was the inadequate coordination of international development agencies that provide technical and financial assistance to education in Sub-Saharan Africa (SSA). The report identified poor donor coordination as a problem that encouraged competition between agencies and placed high demands on the management and coordination capacities of recipient governments. It also recommended the establishment of a forum to improve the exchange of information and coordination among development agencies. In 1989, that forum was established under the name of *Donors to African Education* (DAE). It soon became clear, however, that effective coordination of agencies working for the development of education in sub-Saharan Africa would be greatly enhanced by the active participation of the leaders of African education systems. Thus, DAE was transformed into an association of agencies and African ministers of education and became the *Association for the Development of Education in Africa* (ADEA). Over time, ADEA has striven to become a partnership between ministries and development agencies for the development of education in the region.

Taking stock of progress made ten years later

In 1998, after ten years of operation, the ADEA Steering Committee decided to mark its ten years by taking stock of the progress made toward the development of the education sector since the 1988 World Bank report. At the meeting of the ADEA Steering Committee held in Uganda, a strategic decision was made to undertake a Review that would specifically focus on successful and/or promising experiences in addressing the well-documented challenges facing the development of education in the region. It was decided to focus on: (i) the expansion of equitable access to education; (ii) the improvement of the relevance and quality of education; and, (iii) the development of capacities for the effective delivery of education and training to all.

The review proceeded from a premise that while there are numerous challenges to the development of education in Sub-Saharan Africa, there are also successful and/or promising interventions for tackling those challenges. Africa's education systems aren't just full of problems and failures. They also offer a wealth of valuable experiences and lessons worthy of exposure and sharing.

Purpose and approach

Compared to its precursors, the Prospective Stocktaking Review of Education in Sub-Saharan Africa has significant and noteworthy points of departure. First and foremost, it focuses on *what works*, as defined and identified by the concerned parties. Previous reviews of education in

Africa have tended to highlight weaknesses and challenges and overlooked strengths and successes. While understandable, the tendency to focus on weaknesses has made it difficult to develop knowledge of *what works* in education in Africa. Consequently, Africa has missed out on opportunities to learn from successful experiences and to improve on them. Even within Africa, the norm has been to reflect on, investigate and study failures while taking success for granted. Under-

Because of the prior focus on failures, a tendency has evolved over time to look outward for responses to challenges facing education in Africa. This has fostered dependency on externally generated knowledge and undermined the development of Africa's indigenous capacity to propel its own development.

standable as this may be, the tendency to take successes for granted has undermined the capacity to critically analyze and understand *what works in education in Africa and why it works*. It has underdeveloped the capacity to learn from successful experiences and to continuously refine them.

The focus of this exercise is to make more visible the achievements of African

education systems, unravel the dynamic processes behind them, highlight emerging lessons, and facilitate the sharing of those lessons. The first objective of this exercise, therefore, is to bring to the fore successful and promising experiences from African education systems, identify and analyze factors that explain successes, highlight emerging lessons and facilitate the sharing of those lessons. This Review seeks to facilitate the continuous refinement of processes and strategies that lead to an effective development of education in sub-Saharan Africa. By emphasizing the sharing of lessons, it is hoped that this exercise will contribute to a culture of intra-African exchange of information, experiences and worthy lessons.

Second, is the search for viable policies and innovative responses to education challenges within Africa. Because of the prior focus on failures, a tendency has evolved over time to look outward for responses to challenges facing education in Africa. This has undermined the development of indigenous capacities to effectively redress weaknesses in the education system. It has also fostered dependency on externally generated knowledge. Indeed, a key criticism of technical assistance from within Africa is that it tends to undermine the development of Africa's indigenous capacity to propel its own development. Therefore, the second objective of this Review is the furtherance of one of the key aims of ADEA—the strengthening of Africa's capacity to effectively analyze, develop, plan for, and manage viable policies for the development of its education sector. Capacity development is an integral part of this exercise. By focusing on viable solutions, the Review also seeks to strengthen the orientation of the ADEA partners to look toward and not away from Africa for viable responses to challenges facing education in the region.

Third, is the emphasis on *process* as

a means, as well as a key result. More than just documenting achievements, this exercise emphasized the need to docu-

A central result of the exercise is the very process that has been initiated, that of getting Ministries of Education engaged in a sustained critical introspection on their successes and why they occur.

ment and critically reflect on the processes that led to those achievements. A central result of this exercise is the very process that has been initiated, that of getting Ministries of Education engaged in a sustained critical introspection on their successes and why they occur. The processes that individual countries followed in order to produce their case studies are, therefore, at least as important as the country case study reports that followed. Unlike reports, the process is expected to develop into an enduring culture of periodically stepping back to reflect on the distance covered, how and why that has happened, and the nature of the road ahead. The third objective of the review is to contribute to the institutionalization of a culture of critical and selective learning from past experiences and bringing those experiences to bear on future developments.

Fourth, is the *deliberate avoidance of the "objectification" of Ministries of Education and their efforts*. In the past, reviews of education systems have mostly been conducted by actors far-removed from the daily running of those systems.

In contrast, this Review followed a self-study approach. To this effect, the countries that participated in the Review did so through self-selection. Ministries of education identified what, in

their views, were successful or promising experiences. The critical analysis of processes that led to those successes was conducted predominantly by Ministry

officials with assistance from national experts selected by Ministries.

The self-study approach was preferred in order to engage Ministries in a process of assuming the responsibility for periodic reviews of their education systems. Ordinarily, external actors who study Ministry processes and experiences are not engaged in the implementation of their recommendations. No matter how good their analyses and reflections, the external nature of the actors often renders their efforts unsustainable. Since the objective of this exercise is to contribute to the development of a sustained culture of critical self-reflection within Ministries of Education, the stimulation of a potentially sustainable process took precedence over analytical sophistication. Another reason why this approach was selected was because it was recognized that Ministry officials have the firsthand experience of the successes reported in the Review. They possess the undocumented institutional memory of the processes that brought about the successes.

Participation

Twenty-five countries chose to participate in the Review. Twenty-one of the country case studies focused on the expansion of access, ranging from early childhood education to higher education. A good number of the cases focused on efforts to attain universal primary edu-

cation. Fifteen countries focused on their efforts to improve education quality. These efforts ranged from improving human resource capacities, especially teachers, to improving the physical infra-

structure such as classrooms and furnishings. Only eight cases presented successful stories of building system-wide capacities. These included the development

The approach chosen to conduct the *Prospective, Stock-Taking Review* is unique in many ways:

- it focuses on what works;
- it has searched for solutions developed within Africa;
- the emphasis has been on process as a means and result;
- it has avoided the "objectification" of Ministries of Education and their efforts.

of human resources for the education sector, capacities for student assessment and examinations systems, Education Management Information Systems and curriculum development systems. Six of the ADEA Working Groups also presented case studies of their experiences.

Three levels of consultation

To a large extent the Review has remained faithful to its aims and ethos. It has been a fairly critical, reflective, educative, consultative, inclusive and process-oriented endeavor. Its inclusiveness started with the definition of its character and focus, which were done

jointly by the ADEA partners. In most of the countries that chose to participate, the case studies enlisted the participation of a broad base of the education community. Critical reflection did occur at the national level, generally in the context of national seminars. This was the first level of consultation.

The second level of consultation

consisted of regional seminars/workshops held in Botswana and Benin (See page 6-7). These forums provided an opportunity for critical peer review and

intense sharing of experiences and learning from each other. The preparation of final country reports benefited from the comments made during these regional seminars. The preparation of the synthesis document has also gone through several iterations, benefiting from critical comments of the country teams and of the ADEA Steering Committee.

The 1999 Biennial meeting is the third level of consultation. Comments made on the process of this Review and on the draft synthesis report will be integrated into the final report. The dissemination of the final report itself will be yet another level of sharing of information and experiences. The Biennial meeting will also define appropriate follow-up activities to this Review.

MMANTSETSA MAROPE

ADEA LEAD SPECIALIST FOR THE PROSPECTIVE, STOCKTAKING REVIEW OF EDUCATION IN SUB-SAHARAN AFRICA

The ADEA Intra-African Exchange Program

Launched in 1996⁽¹⁾, the ADEA Intra African Exchange Program was designed to facilitate the sharing of African expertise, to encourage the development of regional capacities, and to capitalize on successful and potentially "exportable" African experiences. It is expected that the experiences brought to light by the Prospective Stock-Taking Exercise (See Pages 3-5) will spur further interest. ADEA will support requests coming from countries who want to know more about what other countries have done and how they have done it.

Intra-African exchanges are a major component of African cooperation and capacity-building. Launched in 1996, the ADEA Intra-African Exchange Program was set up to encourage African Ministries of Education to use existing regional capacities and capitalize on each other's experience and expertise. ADEA encourages this by sponsoring exchanges which enable applicants to receive advice or technical assistance from senior African education professionals.

Who has access to the Intra-Africa Exchange Program?

The program mainly serves African ministries of education. It enables interested ministries to be visited by a specialist or to send a staff member to another country. The program facilitates: (i) study visits by ministry officials; or (ii) consultation missions by an African specialist/expert to a country where he or she consults with the authorities on a specific policy issue identified by the host country.

Examples of exchanges under the program

Since its launching, ADEA's Intra-African Exchange Program has facilitated the following exchanges:

Formulating education policy in São Tomé and Príncipe

In 1996, the government of São Tomé and Príncipe initiated a nationwide consultation process geared towards the formulation of a new education policy.

(➤ Cont. on page 11)

Twenty-Five Countries f Share Promising N

Report of two Regional Seminars held in Gaborone (June 15-19, 1999) and Cotonou

One of the objectives of the Prospective-Stock Taking Review of Education in Africa is to contribute to a culture of intra-African exchange o
Prospective Stock-Taking Review. The seminars were an opportunity for country teams to share their national experiences, get feedback fr

Twenty-five countries and six ADEA Working Groups participated in two regional seminar/workshops focussed on the *Prospective, Stock-taking Review of Education in Africa*. The first one, for countries from Eastern and Southern Africa and the Indian Ocean, took place in Gaborone, Botswana from June 15-19. The second one, for countries from Central and West Africa, took place in Cotonou, Benin from June 28-July 2. Each meeting was composed of a three-day seminar, followed by a two-day workshop.

The purpose of these events was: (i) to encourage exchanges between the country teams in order to promote professional exchanges and learning between countries; (ii) to encourage peer review between the country teams in a spirit of critical reflection; and (iii) to provide a final opportunity for ADEA's Technical Team working on this exercise to provide feedback and make requests for information and analysis. As a result of the seminar portion of the meetings, the workshop portion allowed the country teams to revise their case studies. Presentations during the seminar phase were grouped thematically, according to the issues reported in the case studies. After each presentation, critical feedback was given to the teams and used as inputs for the improvement of their reports.

Country and Working Group participation

Ten countries from the Eastern, Southern and Indian Ocean regions and representatives of three ADEA Working Groups¹ attended the first seminar/workshop in Gaborone). The second meeting in Cotonou, Benin assembled participants

from seventeen countries (including two that did not submit case studies) from the West and Central African regions plus five ADEA Working Groups.² At both meetings, participants included high level policy-makers (including 4 permanent secretaries and 3 ministers/deputy ministers). Also, three members of ADEA's Steering Committee's sub-committee for the *Review* attended the Cotonou meeting.

Official openings by Ministers of Education of the host countries

The Ministers of Education of the host countries officially opened both meetings (*See Box, page 7. Excerpts from the speech given by Hon. Dr. G.K.T Chiepe, Minister of Education, Botswana*). In their opening speeches, each stressed the psychological importance of dwelling on success rather than the failures. They also indicated that one of the most significant outcomes of this exercise is the opportunity given to ministry officials to look back and reflect critically on their actions.

An opportunity for country comparison and collaboration

To break the language barrier between Anglophone and Francophone countries, interpretation services were provided. This was highly appreciated by participants who realized that beyond the historical differences, there are many similar educational challenges throughout the continent. Areas of comparison and collaboration were identified between countries sharing similar experiences; in some cases, plans for an exchange of experiences ensued.

Each seminar/workshop included a session devoted to understanding the participants' perceptions of the process of this *Review* and how it may have affected their day-to-day professional lives. Several participants pointed out that the initial Terms of the Reference seemed overwhelming and unclear as to what was exactly expected of them. However, subsequent communications and face-to-face interactions with the Secretariat and members of the Technical Team cleared things up. This explained why in some countries the process took off slowly but later gained momentum.

Another problem faced by some countries was the realization that they did not have the capacity at the ministry level to carry out the case studies. This led to the involvement of university researchers in the national teams which, in "normal" times rarely occurs. For other countries, the *Review* coincided with other competing projects and the problem of over-extension of the existing capacities became an issue. This was resolved by identifying affiliated national institutes or, in one case (South Africa), outsourcing the undertaking of the study to a private educational institution.

Lessons learned

When asked about what they have learned from this process, the participants identified the following positive outcomes of this exercise: (i) better understanding of educational issues in their own countries; (ii) how to carry out an in-depth analysis of what an achievement really is; (iii) opportunity for critical introspection on policies and outcomes assumed to be positive; (iv) awareness for the need for

From Sub-Saharan Africa Institutional Experiences

June 28-July 2, 1999) for the Prospective-Stock-Taking Review of Education in Africa

information, experiences and worthy lessons. Last summer, ADEA organized two regional seminars inviting all countries participating in the 1998 ADEA Biennial Meeting to share their experiences with their colleagues and receive guidelines for the improvement of their reports.

sustainability of educational programs; and (v) importance of documenting information in a systematic manner.

Sustaining the process

With respect to how to sustain this process, participants suggested the institutionalization of several strategies and policies: (i) adoption of the critical introspection mode by senior officers within the ministries; (ii) identifying the key actors within a ministry who will keep the process going; (iii) publicizing and disseminating the reports that have come out of this process nationwide, particularly with the main stakeholders (the public at large, funding agency partners, etc.); and (iv) systematic collaboration with other countries by comparing achievements and responses to challenges. ♦

1. Countries attending the seminar in Gaborone were the following: Botswana, Lesotho, Madagascar, Namibia, Seychelles, South Africa, Tanzania, Uganda, Zanzibar, Zimbabwe. Working Groups attending the seminar were: Female Participation, Higher Education and the Anglophone section of the Teaching Profession.

2. Countries attending the seminar in Cotonou were the following: Benin, Burkina Faso, Burundi, Cameroon, Chad, Côte d'Ivoire, Equatorial Guinea, Gambia, Guinea, Liberia, Mali, Niger, Nigeria, Senegal, Togo, Ghana and Sao Tome and Principe also attended even though they did not submit a case study. Ghana was represented by the Deputy Minister of Education and a high ranking official. Working Groups attending the seminar were: Female Participation, Sector Analysis, Statistics, and the Anglophone and Francophone sections of the Teaching Profession.

Excerpts from the Opening Speech delivered by Hon. Dr. G.K.T. Chiepe, Minister of Education, Botswana

Regional Seminar/Workshop for the Prospective Stock-Taking Review of Education in Africa (Gaborone, Botswana, June 14, 1999)

...I would like to take this opportunity to thank ADEA for initiating this Prospective Stock-taking Review of education which has given us an opportunity to reflect on our operations, processes and practices as ministries of education in Africa. It has allowed us to examine critically the challenges facing us as African Ministries of Education.

...It is time that we as Africans take the leadership role in running our affairs in education. In my language, ladies and gentlemen we have a saying «semonate se ingwaelwa» which means it is most exciting if you do something for yourself. Let us take the challenge and work towards doing things for ourselves, initiating our own thing and only seeking assistance in executing our programmes.

I am happy to observe that the exercise that we have been undertaking is aimed at promoting identification and generation of solutions and strategies that come from Africa. Strategies and solutions that come from experimentation, experience, research, our specific needs and conditions and above all, from our hard work.

As we venture into identifying and generating strategies and solutions to problems in our education systems, let us not reinvent the wheel. Let us tap on our own resources, share as countries what we have achieved and avoid repeating what we have done wrong so that the solutions we adopt and adapt are effective, relevant and suitable to our situations. Remember, our resources also include the interventions that the developed countries have assisted us to put in place.

...Let this gathering be one to remember, let it be a benchmark in the process of empowering Africa to handle and solve its problems. Let this be a forum for all of us gathered here today to exchange ideas, compare notes, share experiences and if possible let this be a creative forum. Let us create together solutions to our problems.

HON. DR. G.K.T. CHIEPE,
MINISTER OF EDUCATION, BOTSWANA
GABORONE, JUNE 14, 1999

Education for All Sub-Saharan Africa Conference

(Johannesburg, 6-10 December 1999)

The five convenors of the Education for All (EFA) Forum (UNESCO, UNICEF, UNDP, UNFPA and the World Bank) have initiated the most ambitious assessment exercise ever undertaken in basic education: the Education for All (EFA) 2000 Assessment. Over 160 participating countries around the world are assessing progress made since 1990 with regard to the provision of education for all. Forty-nine countries in Sub-Saharan Africa are participating. A major event for the EFA-2000 assessment exercise in Africa is the conference of all Sub-Saharan African countries that will take place December 5-10, 1999. The conference will take place in conjunction with ADEA's Biennial meeting at the Mövenpick-Indaba Hotel and Conference Center.

Building new visions for African education

The theme of the Conference is *Education for African Renaissance in the Globalized Economy, Communication and Culture*. The EFA discussions will aim at: (i) building new visions within the broader context of promoting learning for development; (ii) reviewing progress made over the past decade towards the goals and national targets; and (iii) identifying emerging priorities, based on national and regional assessments and recommendations.

Friday, December 10th will be devoted to the agenda for the 21st Century and Africa's message to the Global Summit Meeting (Dakar, April 2000) to ensure that Africa's specific problems are taken into consideration.

According to Dr. Ko-Chih Tung, chairman of the EFA Regional Technical Advisory Group in Eastern and Southern Africa, "Some of the key issues are finding a cost-effective alternative to the traditional formal education and integrating formal and non-formal education for lifelong learning."

The participants

To ensure partnerships between government, international and non-governmental organizations and civil society, country teams will be invited as well as NGO repre-

sentatives. The NGO representation will come for an EFA/NGO meeting that will take place prior to the Sub-Saharan Africa Conference, December 2-4, 1999. People invited to this meeting from each country include: the minister and his/her senior official; the national EFA coordinator; a representative of civil society.

Key concerns identified at Harare workshop

The national EFA coordinators were brought together in Harare September 27-October 5, 1999. The meeting identified key concerns that will provide input into the Sub-Saharan Africa Conference. These concerns are summarized as follows:

- **Before and beyond Jomtien:** Most countries have been committed to national education policies long before the EFA movement. Southern African countries are referring to the SADC Protocol that corresponds to the EFA goals.
- **Economic and social changes affect countries' ability to deliver education:** The education policies of many countries have been adversely affected by macro-economic and other changes that have had a devastating consequence on their ability to deliver education. Some countries are affected by civil strife, with accom-

panying destruction of social life, disease and debt. Many are suffering under heavy debt burdens. In many countries, HIV/AIDS is a scourge with far reaching consequences for educational policy-makers.

- **Access and quality:** Most African countries have not reached their targets for access to education. An overriding concern is how to improve quality and the relevance of education. A key question relates to the sustainability of education in terms of its affordability and its relevance to society.
- **International and national partnerships:** Many countries are critical of their partnerships with donors who sometimes seem to pursue their own agendas rather than those of the countries in which they work. Also, it appears that few links have yet been forged with partners in civil society.
- **The role of government:** A distinction needs to be made between the functions of financing, regulation and provision of education. Strategies should involve different partners in terms of their resources and capabilities. The central role for government lies in standard setting and regulation. This is needed to encourage and facilitate the participation of other partners, including those in the private sector. ♦

Other Meetings during the Biennale (December 1-7, 1999)

As was the case at preceding Biennial Meetings, a number of adjunct meetings will take place in Johannesburg, either immediately before the Biennial Meeting or during early morning or late afternoon sessions. ADEA Working Groups will take advantage of the presence of Ministers and senior agency staff to present their work and discuss future activities.

Working Group on Non-Formal Education (WGNFE)

WGNFE will organize a *Symposium on The Dynamics of Non-Formal Education* from **December 1-4**. The Symposium aims to stimulate debate and analysis around issues and challenges raised by the National Working Groups and their partners. The meeting will focus on five sub-themes:

- From literacy to lifelong learning to the creation of learning societies;
- Creating a reading environment and literate cultures;
- Using literacy and NFE for community

empowerment

- Alternative learning opportunities: the role of NFE;
- Linking formal education and NFE for integrated diversity.

Presentations will be made on innovative methods and approaches in literacy and community involvement. Experiences from Uganda, Burkina Faso, Zambia, India and Bangladesh will be shared.

In the morning of **December 4**, WGNFE will hold its *Steering Committee Meeting*.

On **December 1**, the WG will organize a *field visit to Nonformal Education programs* in South Africa.

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Working Group on Education Sector Analysis (WGESA)

WGESA will organize two meetings in Johannesburg. **December 2-3**, WGESA will hold its *Steering Committee Meeting*. This meeting will focus on on-going activities, which include the National Reviews of Education Sector Analysis in Burkina Faso, Ghana, Lesotho and Mozambique. As these activities are either underway or nearing completion, the meeting will also discuss whether to continue them in other countries, or to initiate

new initiatives. One such initiative is the development of training modules in education sector analysis.

The Steering Committee Meeting will be followed by a Comparative Seminar, **December 4-5**. National teams involved in the above-mentioned National Reviews of Education Sector Analysis will share their experiences and findings. In addition, it is expected to present the results of a study undertaken by WGESA on partner-

ships between Ministries of Education and international development agencies.

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Working Group on Finance and Education (WGFE)

Economic and financial problems have forced governments to apply policies of budget austerity, leading to reduced public funds for the education sector. As a consequence, families and communities are expected to contribute towards educational expenditures. Furthermore, the situation has led Ministries to pay more attention to financial management, and to increase their knowledge in the areas of education finance and financial manage-

ment. Against this background, the WGFE will organize, **December 3-4** a *Regional Workshop* on the theme *Can Africa Finance its Education System?* The seminar will be attended by decision-makers and experts who will present the outcomes of recent studies on strategies and mechanisms of education finance and budgetary management. It is expected that conclusions will be drawn from this exchange on problems faced and solutions devel-

oped in various countries.

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Working Group on Female Participation (WGFP)

The Forum for African Women Educationists (FAWE) has assumed the leadership of the ADEA Working Group on Female Participation. Up to now, the Working Group was led by the Rockefeller Foundation.

Saturday, **December 4**, FAWE will host a *meeting to report on WGFP activities* since the last Biennial Meeting in Dakar in 1997. FAWE will present its activities in 31 countries where it has national chapters and an overview of the

five-year strategic plan (2000-2004). FEMSA (Female Education in Mathematics and Science) will describe its activities for improving the school environment for girls in science in the 12 countries where it is operational. ACADE (Alliance for Community Action on Female Education) will provide information on the small grants that have been provided to NGOs at the grassroots level to involve communities in the promotion of female education. SRP (Strategic Resource Planning for Girls'

Education in Africa) activities that have provided policy options for the expansion of educational opportunities in six countries will be reported on.

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Forum for African Women Educationists (FAWE)

During the Meeting of the Working Group on Female Participation (WGFP) on **4 December**, the Forum for African Women Educationists (FAWE) will report on the progress made since 1997 to stimulate broad policy reform and create an environment conducive to educating women and girls. FAWE national chapters (established in 31 countries) will have the opportunity to share their experience at grassroots level. FAWE will also organize a *thematic workshop* highlighting pertinent is-

ssues in girls' education such as the safety and security of girls and culture, reproductive health and their impact on girls' education.

On **December 3**, FAWE will present its Five-Year Strategic Plan to donors and partners during a *roundtable consultation*. FAWE will present its strategic objectives for the next five years and will discuss possible new areas of collaboration with its partners.

Furthermore, the newly elected

FAWE Executive Committee will meet in Johannesburg on **December 2** to approve the Five-Year Strategic Plan and Three-Year Work Program and to review implementation of FAWE's program in 1999.

For further information, please contact:

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International Institute for Education Planning (IIEP)

The IIEP, which is ADEA's host agency, will organize a *Pan-African Seminar on Private and Community Schools in Sub-Saharan Africa* on **December 5**. In response to the difficulties faced in meeting the demand for education, local communities in many countries have responded by setting up their own schools. Often, this process has even been encouraged by Ministries of Education. The African

continent has seen a sharp increase in the number of community schools, alongside existing networks of private schools, often with religious background. The aim of this one-day seminar is to reflect on the current situation of community and private schools. Findings of research projects in Chad, Mali, Senegal, Togo, South Africa and Tanzania will be presented, leading to discussions on legal,

pedagogical, financial and managerial issues, as well as relationships with State authorities.

For further information, please contact:

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Working Group on Books and Learning Materials (WGBLM)

During the Biennial Meeting, the Books Group will hold an early-morning meeting on **December 7**. At this meeting a study of fiscal policies will be launched under the title: *Expanding the Book Trade across Africa. A Study of Current Barriers and Future Potential*. This study, undertaken in conjunction with the African Publishers' Network (APNET), clearly shows that import, sales and export taxes

on books, paper and printing equipment, undermine the creation of an environment that is conducive to fostering greater interest in reading. The meeting tries to enlist support for a campaign focusing on removing fiscal barriers to the development of the book sector. This meeting will complement the meeting that the Working Group on Nonformal Education is organizing the week before the Biennial

Meeting on Creating a Literate Environment.

For further information, please contact:

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Working Group on Education Statistics (WGES)

The Working Group on Education Statistics will organize a *"show-and-tell"* session and cocktail in the Indaba on **December 7**. There will be a short introduction by the NESIS Program (National Education Statistics Information Systems) coordinator and team-members on present and planned activities, including the setting up of training programs and the cre-

ation of a regional network. Representatives from six NESIS countries from the region will present and demonstrate activities and products ranging from school records management to Geographical Information Systems. After a short introduction by each country, the audience will have the opportunity to visit the different country-stands and discuss further with

the national experts.

**For further information,
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UNESCO, Harare, Zimbabwe.

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The ADEA Intra-African Exchange Program

(➤ *Cont. from page 5*)

The government contacted ADEA for help in identifying a consultant that could assist them in the process. The ADEA designated Mr. Djibril Débourou, who is the author of a study on formulating education policy in Benin published by ADEA in 1995⁽²⁾. Mr. Débourou is a professor at the National University of Benin and a Member of Parliament in Benin. In 1995, he served as a resource person during ADEA's Biennial Meeting which focused on the formulation of education policies in Sub-Saharan Africa.

Upon the invitation of the government of São Tomé and Príncipe, Mr. Débourou attended a National Forum held to reflect on the problems afflicting the country's education system. He returned to São Tomé several times and was later on invited to support the National Commission in charge of implementing the Forum's recommendations and developing an education policy.

**Developing an approach for the
redeployment of teachers in Togo**

In April 1997, Togo's Ministry of Education received a visit from Mr. Alamah Condé, Assistant Inspector-General at the Ministry of Pre-University and Civic Education in Guinea. Mr. Condé is the author of *The Redeployment of Teachers in Guinea*⁽³⁾. His mission was to lead a seminar on the redeployment of teachers. Guinea's hands-on experience with redeploying teachers was studied as a start-

ing point for developing a Togolese approach. The advantages of redeploying personnel were presented and emphasis was put on key considerations in managing the redeployment process, identifying the prerequisites that must be in place before the process begins.

**Developing national book policies—
participation of experts in the Zim-
babwe International Book Fair**

Through the ADEA Working Group on Books and Learning Materials, the Intra-African Exchange Program was used to bring two African experts to participate in the 1996 «Indaba» at the Zimbabwe International Book Fair (ZIBF) in Harare, Zimbabwe. The two experts were Mr. Ndoye, then Minister of Basic Education and National Languages of Senegal, and Mr. N'Golo Coulibaly, Technical Adviser for the Ministry of Basic Education of Mali. The experts shared their views and experiences on the role of the education sector in the development of a national book policy.

Elaboration of a book policy in Botswana

Subsequent to the Indaba Book Fair, the government of Botswana invited two experts on book policy formulation to support the Ministry of Education of Botswana in developing a national book policy. Mr. Kalugula (Tanzania) and Mr. Ngombe (Malawi) worked closely with the Botswana Task Force set up to plan

for the national consultation on the development of a national book policy.

Planned activities

Two requests, one from Benin and the other from Rwanda, are expected by the end of the year. The Ministry of Education of Benin is planning to send a group of five senior officials to Guinea to study a successful teacher incentive program. The Ministry of Higher Education of Rwanda will hire an African consultant to carry out a needs assessment for the reform of the University of Rwanda.

**How does a Ministry access
the Intra-African Exchange
Program?**

To take advantage of the ADEA Intra-African Exchange Program, Ministries of Education should forward requests directly to the ADEA Secretariat in Paris. Requests should be as detailed as possible in terms of the specific activity to be undertaken and the budget needed to implement it. ♦

(1) See ADEA Newsletter, Vol. 9 - No. 1, p.5 "ADEA's Intra-African Exchange Program".

(2) This study is available in a book published by ADEA in 1996 entitled "Formulating Education Policy: Lessons and Experiences from Sub-Saharan Africa".

(3) "The Redeployment of Teachers in Guinea" by Alamah Condé, DAE, 1995.

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18 Mon	
19 Tue	ADEA Steering Committee Paris, France 25 October
20 Wed	
21 Thu	
22 Fri	
23 Sat	
24 Sun	UNESCO General Conference Paris, France 26 October - 17 November
25 Mon	
26 Tue	
27 Wed	
28 Thu	
29 Fri	WGESA National Seminar Mozambique, Maputo
30 Sat	
31 Sun	

N O V E M B E R	
1 Mon	WGESA Seminar
2 Tue	Lesotho, Maseru
3 Wed	
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8 Mon	
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27 Sat	
28 Sun	
29 Mon	WGFE Seminar
30 Tue	Nairobi, Kenya

D E C E M B E R	
1 Wed	WGHE Meeting
2 Thu	Abuja, Nigeria
3 Fri	ADEA Biennial Meeting Johannesburg, South Africa 5-9 December
4 Sat	
5 Sun	
6 Mon	The following Working Groups will hold meetings during the Biennial Meeting: WGNFE, WGESA, WGFP, WGNFE, WGFE, WGBLM, WGES
7 Tue	
8 Wed	
9 Thu	
10 Fri	IIEP Pan African Seminar Johannesburg, South Africa 5 December
11 Sat	
12 Sun	
13 Mon	EFA Sub-Saharan Africa Conference Johannesburg, South Africa 6-10 December
14 Tue	
15 Wed	
16 Thu	
17 Fri	
18 Sat	
19 Sun	
20 Mon	
21 Tue	WGFE Launching seminar
22 Wed	Burkina Faso, Ouagadougou
23 Thu	
24 Fri	
25 Sat	
26 Sun	
27 Mon	
28 Tue	
29 Wed	
30 Thu	
31 Fri	

ADEA Activities

ADEA Biennial Meeting

Theme: *What Works and What's New in Education: Africa Speaks!* Johannesburg, South Africa, 5-9 December.

ADEA Steering Committee

- Meeting of the ADEA Steering Committee. Paris, 25 October.
- Meeting of the ADEA Steering Committee. Johannesburg, 5 December.

Working Group on Books and Learning Materials (WGBLM)

- Presentation on the study: *Expanding the Book trade across Africa*. A study of Current Barriers and Future Potential. Johannesburg, 7 December.

Working Group on Education Sector Analysis (WGESA)

- National Seminar. Review of education sector analysis in Mozambique. Maputo, Mozambique, 29-30 October.
- Seminar. National review of education sector analysis in Lesotho, Maseru, 1-2 November.
- WGESA Steering Committee. Johannesburg, 2-3 December.
- Seminar. National Reviews of Education Sector Analysis and Study of Partnerships between Ministries of Education and International Agencies. Johannesburg, 4-5 December.

Working Group on Higher Education (WGHE)

Meeting to discuss the assessment report on the Working Group and future activities. Abuja, Nigeria, 1-3 December.

Working Group on Education Statistics (WGES)

- Presentation on the NESIS program. Johannesburg, 7 December.

Working Group on Finance and Education (WGFE)

- Launching seminar for the Kenya case studies. Nairobi, Kenya, 29 November.
- Regional seminar. *Will Africa be able to finance its education system beyond the 21st century?* Johannesburg, 3-4 December.
- Launching seminar for the Burkina Faso case studies. Ouagadougou, Burkina Faso, 21 December.

Working Group on Female Participation (WGFP)

- FAWE Executive Committee. Johannesburg, 2-3 December.
- Forum on Female Participation. Johannesburg, 4 December.

Working Group on Non-Formal Education (WGNFE)

- Symposium on the dynamics of Non-Formal Education. Johannesburg, 1-4 December.
- WGNFE Steering Committee. Johannesburg, 4 December.

Other Meetings

International Institute for Educational Planning, IIEP

Pan African Seminar on Private and Community Schools in Sub-Saharan Africa. Johannesburg, 5 December.

EFA Sub-Saharan Africa Conference

Johannesburg, 5 December.

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



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