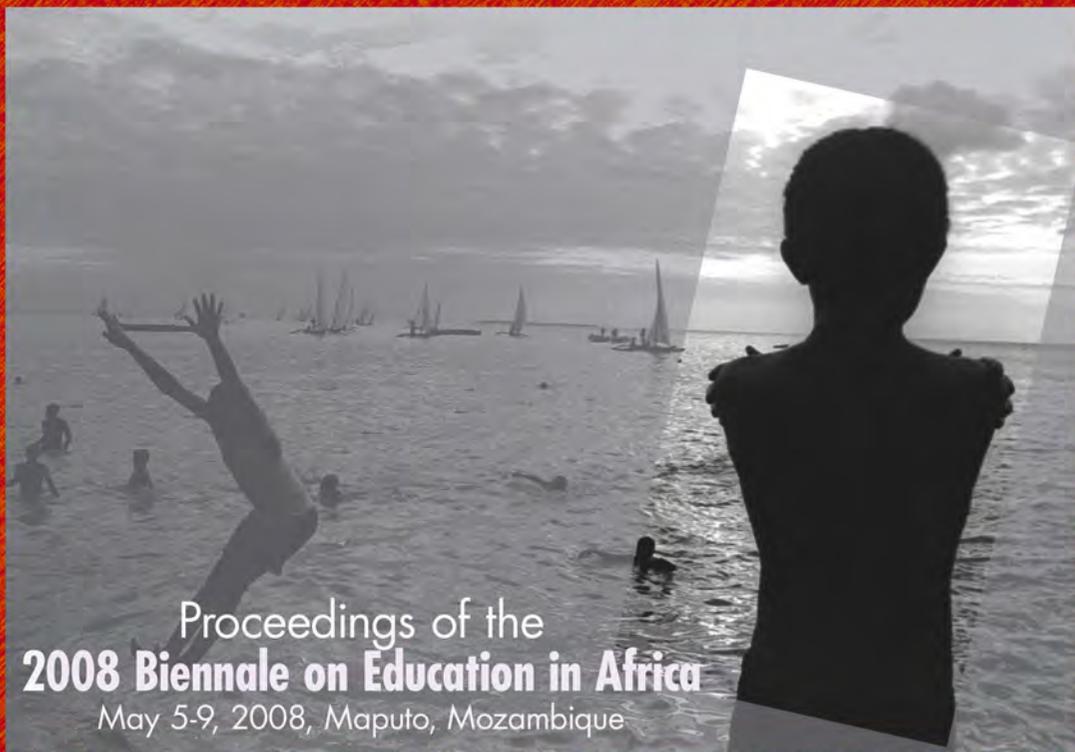


Beyond Primary Education

Challenges and Approaches to
Expanding Learning Opportunities



Proceedings of the
2008 Biennale on Education in Africa
May 5-9, 2008, Maputo, Mozambique

Photo: "Sonno de criança", 1998 por Luis Basto, Mozambique



Association for the
Development of
Education in
Africa

Beyond Primary Education

Challenges and Approaches
to Expanding Learning Opportunities

Proceedings of the 2008 ADEA Biennale on Education in Africa

Maputo, Mozambique, May 5-9, 2008

Beyond Primary Education

Challenges and Approaches to Expanding Learning Opportunities

Proceedings of the 2008 ADEA Biennale on Education in Africa

Maputo, Mozambique, May 5-9, 2008



Association for the
Development of
Education in
Africa

This document is an account of the proceedings of 2008 ADEA Biennale on Education in Africa. The Biennale was held in Maputo, Mozambique, May 5-9, 2008. The views and opinions expressed in this report are those of the authors and should not be attributed to ADEA, to its members or affiliated organizations or to any individual acting on behalf of ADEA. The report was prepared by Anna Obura, education specialist and rapporteur for the Biennale.

Published by the Association for the Development of Education in Africa (ADEA). ISBN 10: 92-9178-093-6, ISBN 13: 978-92-9178-093-8

© Association for the Development of Education in Africa (ADEA) 2009

First print: May 2010.

A French edition of this book entitled *Compte rendu de la Biennale 2008 de l'éducation en Afrique, Au-delà de l'éducation primaire. Défis et approches pour étendre les opportunités d'apprentissage* is available: ISBN 10: 92-9178-095-2, ISBN : 978-92-9178-095-2

Photograph on cover page: « *Sonno de criança* », 1998 by Luís Basto, Mozambique

Cover design and layout: Marie Moncet

Financial support for this publication is provided from ADEA core funds to which the following organizations contributed at the time of the Biennale: African Development Bank (AfDB), European Commission, United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations International Children's Fund (UNICEF), The World Bank, Federal Ministry for Foreign Affairs, Department of Development Cooperation, Austria, Canadian International Development Agency (CIDA), Ministry for Foreign Affairs, Finland, Ministry of Foreign Affairs, Department of International Cooperation and Development, France, German Cooperation, Department of Foreign Affairs, Ireland, Japan International Cooperation Agency (JICA), Ministry of Foreign Affairs, Netherlands, Norwegian Agency for Development Cooperation (Norad), Fondation Calouste Gulbenkian, Portugal, United Kingdom, Swiss Agency for Development and Cooperation (SDC), Department for International Development (DFID), Switzerland, United States Agency for International Development (USAID).

Association for the Development of Education in Africa (ADEA)

African Development Bank (AfDB) – Temporary Relocation Agency

13 avenue du Ghana – BP 323 – 1002 Tunis Belvédère – Tunisia

tel: +216/ 71 10 39 86 – fax: +216/ 71 25 26 69

e-mail: adea@afdb.org – web site: www.adeanet.org

CONTENTS

ABBREVIATIONS AND ACRONYMS.....	XI
INTRODUCTION	I
OPENING SESSION.....	5
KEYNOTE SPEECHES.....	15
Education as a driver of development approaches, experience and prospects for expanded learning opportunities.....	18
Genomes and climate change in Africa	19
HIV and AIDS: Finding effective approaches in post-primary education and training in Africa.....	20
SESSION ONE – INTRODUCTORY PRESENTATIONS	25
<i>World Development Report 2007: Development and the next generation</i>	27
EFA Global Monitoring Report 2008: Education for All by 2015: Will we make it?	29
The challenges and stakes facing EFA in Africa: Top priorities for integrated sector-wide policies.....	32
An african exploration of the east asian education experience.....	34
SESSION TWO – DEVELOPMENT OF POST-PRIMARY EDUCATION.....	41
SEIA: At the crossroads: Choices for secondary education in sub-Saharan Africa	43
Kigali call for action: An expanded vision of basic education for Africa	45
Dynamics of partnerships for local governance in education.....	46
Technical and vocational skills development in Africa.....	47
SESSION THREE – PRESENTATION OF THE ANALYTICAL WORK ON POST-PRIMARY EDUCATION	51
Challenges and approaches to expanding learning opportunities in sub-Saharan Africa: Post-primary education	53
Towards 9-10 years of Education for All: Promising practices and strategies.....	55
Skills development and the world of work: Challenges for education and training.....	57
Preparing knowledge workers for africa's development: Articulating upper secondary with higher education.....	60

SESSION FOUR – POLICY AND GOVERNANCE, COST AND FINANCING..... 65

ROUND TABLE

Post primary education: The experience of Mozambique 67
Financial sustainability as a reference for the development of post primary education in sub-Saharan Africa..... 68
Seeking secondary schooling in sub-Saharan Africa: Strategies for sustainable financing..... 70

PARALLEL SESSIONS

Extending basic education, expanding secondary education: Governance and policy issues.....75
Extending basic education to include lower secondary while maintaining the quality imperative: Case study of The Gambia 75
Accelerating the expansion of access to secondary education: The 1980-1990 experience of Zimbabwe..... 75
Post-independence reforms to attain UPE in Benin, Cameroon, Guinea and Tanzania and their effects on post-primary education 76
Madagascar: The challenge of expanding secondary education and training 76

Public / Private partnerships.....77
Public/Private partnerships at lower secondary level in west Africa: The case of Burkina Faso and Senegal..... 77
The power of public-private partnership: Coming together for secondary education in Africa..... 78
The provision and financing of quality secondary education through public-private partnerships in Mauritius – A success story 78
Enhancing equitable access to TVET through coherent governance, public-private partnerships and multimedia campaigns development 78

Transitions between upper secondary and higher education: Policy and governance80
The interface between further and higher education in south Africa: Factors affecting the higher education sector's capacity to meet national needs 80
Better articulation between upper secondary and higher education in Mauritania..... 80
Better articulation between upper secondary and higher education: The case of Mozambique 80

Financing trends and challenges..... 81
The challenges of private supplementary tutoring: global patterns and their implications for Africa..... 81
Financing vocational training in Africa: Case study of five vocational training funds..... 82

Financing of higher education in a context of rapid expansion: Anglophone (Kenya) and francophone (Senegal) african cases.....	82
SESSION FIVE — ACCESS AND EQUITY	87
ROUND TABLE	
Education for rural people.....	87
Educational training for out-of-school girls in conflict situations.....	88
Achieving universal post-primary education in Africa: Innovative modalities and cost implications.....	90
PARALLEL SESSIONS	
Gender issues in post-primary education.....	93
Gender issues in post-primary education in Africa.....	93
Gender issues in technical and vocational education and training.....	93
Negotiating the interface between upper secondary and higher education in sub-Saharan Africa: Gender dimensions	93
Transition to post-primary education with a special focus on girls	94
Distance education and open learning.....	94
The potential of open schooling in Africa: A case study of india’s national institute of open schooling	99
Review of the use of ODL systems in the provision of post-primary education in Africa.....	94
Case study on the articulation of the Namibia College of Open Learning (NAMCOL) and the formal system in Namibia	95
Non-formal education	96
Transitions from primary to post-primary education: Using nonformal learning opportunities to increase access and relevance.....	96
Vocational training centers in Mali and integration of graduates into the workplace	96
Training programs for disadvantaged youth in Latin America: Balance of public strategies in the last decade and recent trends Claudia JACINTO, redEtis.....	96
Mapping nonformal education at post-primary educational level in Uganda.....	97
Innovations for equitable access.....	98

Community schools and alternative structures for post-primary education: Strategies for extension of basic education in Burundi.....	98
Social reintegration through community apprenticeship: The Community Reintegration Program (RAC) in Congo	98
Nonformal education and training opportunities for youth living in the rural areas of South Africa.....	99
SESSION SIX – QUALITY AND RELEVANCE OF POST-PRIMARY EDUCATION: DEMAND AND SUPPLY OF TEACHERS, CURRICULUM AND SKILLS DEVELOPMENT	101
ROUND TABLE	
Lifelong learning connections: The nodal role of diversified post-primary and post-basic approaches.....	103
Provision of teachers and education management personnel: The impact on quality of education delivery in post-primary education.....	105
Contribution of school principals to the improvement of post-primary education in Africa.....	106
PARALLEL SESSIONS	
Curriculum for post-primary education.....	109
Processes of curriculum change and competency based approaches in basic education within an interregional perspective.....	109
Localization of curricula and decentralization of curriculum development.....	109
Relevance of selected african lower secondary education curricula for pupils' future life and work.....	110
Skills development in education	110
Institutional strengthening in technological matters: The PRIMTAF program in francophone Africa.....	110
Capitalization of action research on pathways between general education and vocational training.....	110
School enterprises and sustainability: Challenges for secondary and vocational education.....	111
Skills development in technical and vocational education and training.....	112
From traditional to restructured apprenticeships in west Africa: Towards the establishment of a post-primary vocational training system.....	118
Entrepreneurship education in post-primary education and training: Case study from Botswana.....	119

The challenge of technical and vocational education and training reform in Mozambique: Goals, options and constraints	113
Vocationalization of secondary education revisited.....	113
Teacher issues in post-primary education.....	113
Recruiting, retaining and retraining secondary school teachers and principals in sub-Saharan Africa	113
The expansion of secondary education and the need for teachers: How big is the gap?	114
Staff retention in African Universities and links with the diaspora	114
SESSION SEVEN – VALIDATION, ASSESSMENT, ARTICULATION, AND THE ROLE OF NATIONAL QUALIFICATION FRAMEWORKS	115
ROUND TABLE	
A critical reflection on the south african national qualifications framework.....	117
Differentiation and articulation in tertiary education systems: A study of twelve african countries.....	119
Transition / Articulation between nonformal, primary, secondary and tertiary education: Lessons from Gabon, Mauritius and Nigeria peer reviews.....	121
PARALLEL SESSIONS	
Assessment.....	125
1. Review of the state of the art on Post-primary Education and Training (PPET) in Eastern and Southern Africa	125
2. Uganda secondary education and training curriculum, assessment and examination (CURASSE): Roadmap for reform.....	125
3. Improving the efficacy of curriculum, assessment and certification at the pre-secondary education level in african education	125
National qualifications frameworks, recognition of prior learning and competencies	128
Identification of basic skills and knowledge required for access of literates to lower secondary education in five west african countries	128
Integration and articulation of post-primary education and training in Africa. Contribution of NQF and recognition of nonformal and informal learning.....	128

Validation of non-formal and informal learning outcomes in Norway.....	128
Transition between upper secondary and higher education: Similarities, pathways and orientations	130
Pathways for post-secondary education: The Singapore system.....	130
Articulation between upper secondary and higher education in Côte d'Ivoire.....	130
National and cross border articulation between secondary and higher education in Kenya	130
Mathematics, science, technology, and ICT in post-primary education	131
Identification of basic skills and knowledge required for access of literates to lower secondary education in five west african countries	131
Practice of INSET for mathematics and science teachers and its impact on quality in basic education in Kenya.....	131
ICTs as instruments for development, sustainable policies and efficient practices for education in Africa.....	132
SESSION EIGHT – MAIN CONCLUSIONS DRAWN FROM THE DISCUSSIONS OF THE BIENNALE	133
SESSION NINE – REFLECTIONS ON NEW PERSPECTIVES AND FOLLOW-UP TO THE BIENNALE	143
OFFICIAL CLOSING CEREMONY	147
Closing address of the outgoing Executive Secretary of ADEA.....	149
Closing address of Chair of the ADEA Caucus of Ministers.....	150
Closing address of the Chair of ADEA.....	151
Closing address of the Minister of Education and Culture of Mozambique	151
APPENDICES	153
Appendix 1. Overview of the agenda of the 2008 biennale.....	165
Appendix 2. List of Papers prepared for the biennale.....	159
Appendix 3. List of participants	167

ABBREVIATIONS AND ACRONYMS

ACALAN	African Institute of Languages, Mali (<i>Académie Africaine des Langues</i>)
ADEA	Association for the Development of Education in Africa
AED	Academy for Educational Development
AFD	French Cooperation (<i>Agence Française de Développement</i>)
AfDB	African Development Bank
AFIDES	International Francophone Association of School Heads (<i>Association Francophone internationale des directeurs d'établissements scolaires</i>)
AGETIP	State Implementing Agency, Senegal (<i>Agence d'Exécution des Travaux d'Intérêt Public</i>)
AMI	Association Montessori International
ANCEFA	Africa Network Campaign on Education for All
AU	The African Union
BMZ	Ministry for Economic Cooperation and Development, Germany
BOCODOL	Botswana College of Distance and Open Learning
BREDA	Bureau Régional de l'Éducation en Afrique, UNESCO, Dakar
BTEP	Botswana Technical Education Program
BTVET	Business Technical and Vocational Education and Training
CAPEF	Cabinet d'Appui en Éducation et en Formation, Senegal (<i>Association for Education and Training</i>)
CAR	Central African Republic
CBA	Competency based approach
CBO	Community based organization
CIDA	Canadian International Development Agency
COMEDAF	Conference of Ministers of Education of the African Union
CONFEMEN	Conference of Francophone Ministers of Education (<i>Conférence des Ministres de l'Éducation des Pays ayant le français en partage</i>)
CSO	Civil Society Organization
DANIDA	Danish International Development Agency
DRC	Democratic Republic of Congo
DSS	Direct Support (financing) to Schools
ECD	Early Childhood Development
EFA	Education for All

ERNESA	Education Research Network for Eastern and Southern Africa
ERNWACA	Education Research Network for West and Central Africa
EU	European Union
FAO	Food and Agriculture Organization
FAWE	Forum of African Women Educationalists
FONAENF	National Fund for Literacy and Nonformal Education, Burkina Faso <i>(Fonds national pour l'alphabétisation et l'éducation non formelle)</i>
FTI	Fast Track Initiative
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GMR	Global Monitoring Report on EFA, UNESCO
GNP	Gross National Product
GTZ	German Cooperation (<i>Deutsche Gesellschaft fuer Technische Zusammenarbeit</i>)
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome
IBE	International Bureau of Education, UNESCO
ICT	Information and communication technology
IICBA	International Institute for Capacity Building in Africa, UNESCO
IIEP	International Institute for Educational Planning, UNESCO
ILO	International Labour Organization
INSET	In-Service Education and Training
IS	Informal Sector of the economy
IT	Information Technology
LLL	Lifelong Learning
MDGs	Millennium Development Goals
MINEDAF	Conferences of the Ministers of Education of African Member States, UNESCO
NAMCOL	Namibia College of Open Learning
NEPAD	New Partnership for African Development
NER	Net Enrolment Ratio
NFE	Nonformal Education
NGO	Nongovernmental organization
NQF	National Qualification Framework
ODL	Open and Distance Learning

OECD	Organisation for Economic Cooperation and Development
PASEC	Programme d'analyse des systèmes éducatifs de la CONFEMEN
PBE	Post-Basic Education
PPE	Post-Primary Education
PPET	Post-Primary Education and Training
PRIMTAF	Institutional Strengthening for Technological Development in Francophone Africa (<i>Programme de renforcement institutionnel en matière technologique en Afrique Francophone</i>)
PRSP	Poverty Reduction Strategy Papers
PTA	Parent/Teacher Association
PTR	Pupil/Teacher Ratio
RAC	Community Apprenticeship Reintegration Programme, Congo (<i>Réinsertion par apprentissage communautaire</i>)
redEtis	Network for Education, Labour and Social Insertion, IIEP, Buenos Aires
SACMEQ	Southern and Eastern Africa Consortium for Monitoring the Quality of Education
SAQA	South African Qualifications Authority
SEIA	Secondary Education in Africa Initiative
SMASSE	Strengthening of Mathematics and Science in Secondary Education
SSA	Sub-Saharan Africa
SWAp	Sector-wide Approach
TVET	Technical and Vocational Education and Training
UIL	Institute of Lifelong Learning, UNESCO, Hamburg
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	United Nations International Centre for Technical and Vocational Education and Training
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USE	Universal Secondary Education
VTC	Vocational Training Centre, Namibia
WCAR	West and Central Africa Region
WDR	World Development Report, World Bank
WG	Working Group

WGES	ADEA Working Group on Education Statistics
WGESA	ADEA Working Group on Education Sector Analysis
WGHE	ADEA Working Group on Higher Education
WGMSE	ADEA Working Group on Mathematics and Science Education
WGNFE	ADEA Working Group on Nonformal Education
WGPPE	ADEA Ad Hoc Working Group on Post-Primary Education

INTRODUCTION

The Association for the Development of Education in Africa (ADEA) held its 2008 Biennale on Education in Africa at the Joaquim Chissano Conference Center in Maputo, Mozambique, May 5-9, 2008.

The meeting, organized in conjunction with Mozambique's Ministry of Education and Culture, was officially opened by the President of Mozambique, the Prime Minister of Tanzania and the Minister of Education of Algeria, representing the President of Algeria.

The Biennale brought together 647 participants and recorded a ministerial level participation of 66 ministers, 21 ADEA Steering Committee agency members and 100 other technical and funding agencies and NGOs/ CSOs. This was by far the largest turnout ever for an ADEA Biennale. Members of the ADEA working groups, researchers, academics and resource persons from countries in Africa and elsewhere also participated in the proceedings. The list of participants appears in *Appendix I*.

The Biennale, a major regional event and an exceptional meeting point for the main stakeholders in educational cooperation in Africa, is first and foremost a key moment for policy dialogue on education. The aim of the meeting is

to promote reflection based on the exchange of knowledge and experience with regards to themes that are vital to the future of education in Africa. For ADEA, the meetings also represent a high point in the life of the Association and a unique opportunity to enhance and broaden its thinking and guide its future activities.

Issues, themes and objectives of the 2008 Biennale

The main purpose of the 2008 Biennale was to encourage and foster frank, open dialogue on post-primary education. This policy dialogue was informed by 123 case studies and papers contributed by African ministries of education, their technical and financial partners, education experts and research networks in Africa and other regions of the world, including the ADEA Working Groups.

For nearly two decades, efforts in education have focused on the EFA goals or universal primary education. The progress made in Africa, though differing from one country to another, has been remarkable on the whole, particularly since the Dakar World Education Forum in 2000: a boom in the number of children in school, strong growth in gross admission and enrollment rates, and improvement in the gender parity index and completion rates, leading to a substantial increase in school system capacity in Africa.

However, as great masses of pupils reach the end of primary education, at least three major problems have risen: the difficulty of managing flows efficiently and equitably, congestion at the end of primary school and the beginning of secondary education, and lack of learning opportunities for children leaving primary school at the age of 12 or 13. Furthermore, the aspiration to raise the general level of education in Africa, particularly that of young people, as a fundamental human right and as an investment for development, is pushing countries to cater for learning opportunities going beyond primary education.

Based on a working definition and a detailed concept document elaborated with a large spectrum of stakeholders, ADEA's approach towards post-primary education was holistic, integrated and diversified. Within the overall theme of post-primary education, three sub-themes were identified and explored in greater detail:

- Towards 9-10 years Education For All: Promising Policies and Strategies
- Skills Development and the World of Work: Challenges for Education and Training
- Preparing Knowledge Workers for Africa's Development: Articulating Upper Secondary with Higher Education

Furthermore, a set of cross-cutting issues was identified and addressed in each of the sub-themes: policy and governance; financing (resources, needs and sustainability); access and equity; education and training personnel; curriculum and skills development; articulation and assessment.

A Maputo Consensus for a paradigm shift in post-primary education emerged from the Biennale discussions, which are reported in the present proceedings of the Biennale and the final synthesis report. At the core of this paradigm shift is the large and diversified demand for education opportunities which calls for the need to develop holistic, integrated and diversified education systems with different pathways, in order to be able to reach all, irrespective of background and circumstances, and to respond to the demands of all learners in terms of different forms of knowledge and skills, relevant in social and economic terms (for life, society, and work), and to be translated in curricular terms, that should lead to the achievement of successful and relevant outcomes for all.

Organization of the Biennale

The proceedings of the Biennale were divided into several parts, combining plenary and parallel sessions and round-tables.

The official opening session allowed participants to hear the addresses of the President of Mozambique, the President of Algeria – read by the Minister of Education of Algeria – and the Prime Minister of Tanzania, representing the President of Tanzania and AU Chair. Speeches by the ADEA Chair, the Chair of the ADEA Bureau of Ministers, the Director General of UNESCO, the Chair of the Forum for African Women Educationalists (FAWE), the Vice-President, Operations, of the African Development Bank (ADB) and the representative of the World Bank were also heard.

The deliberations began with four introductory plenary sessions:

- Keynote speeches on three themes: education as driver for development, genomes and climate change in Africa, and HIV and AIDS – finding effective approaches in post-primary education;
- Introductory presentations on the 2007 World development Report, the 2008 EFA Global Monitoring Report, the challenges facing EFA, and an African exploration of the East Asian education experience.
- Presentations on the development of post-primary education in Africa: these included a synthesis report of the SEIA Initiative, a presentation of the Kigali call for action for an expanded vision of basic education for Africa and a presentation of the 2008 African Economic Outlook Report published by the OECD and the AfDB on Technical and Vocational Skills.
- Presentations on the analytical work carried out by ADEA on the overall theme of Post-Primary Education

and on the three sub-themes: Towards 9-10 years of Education for All – Promising practices and strategies; Skills development and the world of work: Challenges for education and training; Preparing knowledge workers for Africa's development: Articulating upper secondary with higher education.

After the opening and introductory sessions, a combination of plenary and parallel sessions were held to examine in depth the three main themes and cross-cutting issues.

The Biennale ended with two plenary sessions: one to present the main conclusions of the Biennale and the other to present perspectives for follow-up work to the Biennale. The last session also provided participants with the opportunity to hear the report of the meeting of the Caucus of Ministers, which was held just prior to the opening of the Biennale.



OPENING SESSION

OPENING SESSION

Speakers:

- H.E. the President of Mozambique
 - Chair of the Caucus of Ministers of ADEA
 - Minister of Education of Algeria, Chair of the Cluster on Education, the African Union, who read the address of H.E. the President of Algeria
 - Minister of Education of Tanzania, who read the address of the Chair of the African Union, H.E. the President of Tanzania
 - Minister of Education and Culture of Mozambique
 - Chair of ADEA
 - Director General of UNESCO
 - World Bank Representative
 - Chair of the Forum of African Women Educationalists
 - Vice President, Operations, African Development Bank
-

Opening Address of his Excellency, the President of Mozambique

His Excellency the President of Mozambique, Armando Emilio Guebuza, expressed the gratification and honor felt by Mozambique in welcoming the Biennale of ADEA to Maputo and the importance of scientific exchange afforded by the forum of ADEA, the opportunity for dialogue among Africans, and between Africa and other continents.

He expressed his sincere hope that the outcomes of the Biennale would meet the challenges facing the children of Africa and develop a consensus on the way forward. He congratulated ADEA on its twenty years of activities and

great achievements and warmly welcomed the diversity of actors brought together by ADEA to identify and analyze the problems of education in Africa, and to develop strategies for overcoming obstacles.

He noted the importance of vocational training for stimulating employment; the new reforms in this field being undertaken in Mozambique; the plans for increasing applied research at the tertiary level; and links already strengthened between students and the community through the *férias nos distritos* (district focus days program). The President appealed for 'African solutions to African problems' and urged universities to focus on this challenge. He cited

Mozambique's *Escola Verde*, the Green Schools Project, which involves children in annual fruit tree planting, to improve local dietary intake; to change attitudes and behavior regarding manual work, farming and the physical environment; and to involve children in modest activities which can nevertheless have an impact on global warming.

The President urged education planners to take cognizance of contemporary issues such as ICTs and of the need for Africa to use its vast resources to advantage. He expressed gratitude to the international partners. The President declared the Biennale open.

Address of the Chair of the Caucus of Ministers of ADEA

The Chair of the Caucus of Ministers of ADEA, the Honorable Madame Rosalie Kama-Niamayoua, thanked the President, the Government and the people of Mozambique for their gracious welcome to the ADEA participants, stating that since 1975 and the struggle for liberation Mozambique has symbolized great courage for Africa. As Chair of the ADEA Ministers' Caucus, she welcomed the delegates to the Biennale and highlighted the aims of ADEA to develop a more effective partnership between ministers of education in Africa and development partners. Education is the driving force of knowledge production, of skills development and of enlightenment. She appealed for a holistic approach to education planning, for new attention to secondary, tertiary and post-primary vocational education, in the spirit of the Second Decade for Education in Africa, launched in Maputo in 2006.

Address of H.E. the President of Algeria, read by the Minister of Education of Algeria

Education is everything in life. ...We must have our own education plans to achieve the goals.

Chair of the African Union

The Minister of Education for Algeria, the Honorable Boubekeur Benbouzid, brought greetings to the Biennale from the President of Algeria, His Excellency Abdelaziz Bouteflika, who was unable to attend the Biennale. The Minister read

the speech of the President of Algeria, who welcomed the inclusion for the first time of Northern African countries in ADEA. He noted the enormous sacrifices made by the peoples of Africa to support the education sector. Demographic pressure had created its own challenges. CONFEMEN's second meeting in April 2005 in Algeria had noted the achievements of the First Decade for Education in Africa and spurred the development of further goals. The United Nations' 2007 mid-term analysis of gains made in reaching MDGs acknowledged the rise of enrolments across the continent, from 57 percent in 1999 to 70 percent in 2005. Nevertheless, the 30 percent of children still out of school were a matter of urgent concern.

The United Nations steering group on MDGs for Africa had noted the importance of following-up on pledges made for achieving MDG plans; of ensuring predictable financing from international development partners; and strengthening of joint efforts towards promoting MDGs. NEPAD had been set up to confront the problems of political instability and conflict, poor governance and waste. At

the same time NEPAD was a strong advocate of education as a priority for development.

Address of the Chair of the African Union to the Biennale

The Prime Minister of Tanzania, the Honorable Mizengo Peter Pinda, representing the current African Union Chair, His Excellency the President of the United Republic of Tanzania, Jakya Mrisho Kikwete, brought a message of support to the Biennale. It was hoped that the Biennale would recommend implementable outcomes derived from African experience to further strengthen education systems in Africa. Science subjects, 'practical education', ICTs would need more emphasis in the future to generate scientific and technological innovation.

Due to the urgent problems facing Africa, such as poverty, disease, environmental degradation, war and conflict, political instability and bad governance, education would need renewed emphasis if the continent was to achieve the education goals of the Second Decade for Education in Africa and the MDGs. Tanzania had met the gender equality goals, the net enrolment rate (NER) reached 97.3 percent in 2007, while secondary NER rose from 6.3 percent in 2003 to 20.6 percent in 2007. Classrooms were being built at an unprecedented rate through government and community partnership and private sector provision was expanding, but lack of teachers remained the major challenge for the Government.

The Chair of the African Union reminded international partners of their 2005 pledge at the World Summit: "We commit ourselves to continuing to support the efforts of

Lack of finance... and stringent conditionalities on the transfer of technological and scientific knowledge to Africa really hinders what we want to achieve in our education plans.

Chair of the African Union

the developing countries in the implementation of Education for All Initiative, including with enhanced resources of all types through the Education for All Fast Track Initiative in support of country-led national education plans". Education system growth was seen as dependent

on economic growth, which needs to provide sufficient resources for the development of the sector. President Kikwete noted that a growth rate of 8 to 10 percent would be required in order to guarantee the security of the sector. He concluded by recommending that an AU Report on Education be prepared annually, highlighting achievements and shortfalls, and examples of good practice in Africa to be recommended to fellow nations.

Address of the Minister of Education and Culture of Mozambique

The Minister of Education and Culture of Mozambique, the Honorable Aires Bonifacio Baptista Ali, expressed the appreciation of the conference for the presence of the President of Mozambique at the Biennale who had been

The aim of education is to build a modern nation where improved quality of life and well-being will no longer be a dream but will become a reality for every Mozambican citizen.

Minister of Education and Culture, Mozambique



a distinguished educator during the liberation of the country, a teacher, an inspector and a regional director of education. He contributed significantly to transforming the colonial institution of the school system into a national and Mozambican concept. He warmly welcomed ADEA delegates to Maputo.

The Minister described the efforts of Mozambique in working for the goals of EFA, notably in school construction, the building of teachers' houses and training of teachers, in order to provide quality education. He pledged the commitment of the Ministry of Education in Mozambique to address post-primary education, with a view to producing skilled workers for the future and eliminating poverty. In the future, there would be a focus on science and technology programs to strengthen the several ongoing education reforms which included the vocationalization of secondary education. The education sector aimed to respond to societal needs. Mozambique was ready to share with the Biennale the nation's experiences in the education sector and to learn from colleagues.

Address of the Chair of ADEA

The Chair of ADEA, Mr. Dzingai Mutumbuka, welcomed delegates to the Eighth ADEA Biennale on Education in Africa, reflecting on the first Biennale in 1993 and the others that have followed every two years since that date.

Africans need to redesign curricula that will ensure that every African citizen can compete and contribute to the economic and social renaissance of Africa in the world.

Chair, ADEA

The current Biennale was welcoming over 600 participants and, among them, 60 ministers of education. The meeting marks a number of firsts: the first hosting of an ADEA Biennale by a Lusophone country and the first time participation of northern African countries, who were particularly welcomed. Mr. Mutumbuka said ADEA was gratified that Biennale meetings not only provided an opportunity for exchange but had become a useful forum for building contacts and partnerships.

Acknowledging the challenges facing Africa he underlined the importance for education systems to address youth unemployment, post-conflict reconstruction in many countries, the production of skills and high level expertise from post-primary education subsectors, to reduce continuing illiteracy (running at 40 percent in Africa as compared with the global rate of 18 percent) and increase the average number of school years from 6.8 years in Africa (2001) to a level commensurate with 12.8 years of average schooling in developed countries.

Speech of the Director General of UNESCO

The Director General of UNESCO, Koichiro Matsuura, expressed his satisfaction to ADEA on the occasion of the Eighth Biennale, noting that Mozambique was an example of national achievements in education resulting from good

EFA is vital to reaching other development objectives. Evidence shows that basic education has the greatest impact in terms of social equity and pro-poor economic growth... Africa and Education are, and will remain, the Organization's top strategic priorities.

Director General of UNESCO

leadership and firm political commitment to education. He thanked the Executive Secretary of ADEA, Mamadou Ndoye, for having been a longtime friend to UNESCO and a tireless champion of the right to education, particularly for vulnerable and marginalized children.

He hoped that UNESCO's support to ADEA – in hosting ADEA at UNESCO's International Institute of Education Planning and in other ways – had contributed in some way to ADEA's significant achievements in furthering education in Africa. He lauded ADEA's move to Africa, to be hosted by the African Development Bank, and the collaborative, recent work that ADEA had embarked on with the African Union. He was happy to announce the posting of Madame Ann Thérèse N'dong-Jatta as Director of BREDA (Bureau régional de l'UNESCO pour l'éducation en Afrique), UNESCO's Regional Office in Africa.

...a number of countries have cut spending on basic education including some of those furthest from achieving the EFA goals. This disturbing trend must be reversed.

Director General of UNESCO

ADEA had no doubt selected the theme of post-primary education for the current Biennale as a consequence of achievements in primary level expansion. Africa's success in this domain had been rapid and globally acknowledged, rising by 36 percent, to the current figure of about 29 million children enrolled in school. The second significant gain was the expansion of basic education to include junior secondary school, with a focus on preparation for the world of work, as defined by the 2007 Kigali Call to Action. Third, enrolments at secondary level had risen by about

55 percent between 1999 and 2005, an unprecedented global phenomenon, and higher education enrolments by about two thirds. Gender parity had increased at the primary level over this same period.

Recent trends in overseas development assistance are deeply worrying... UNESCO will continue to advocate for donors to meet the promise made at the 2000 World Education Forum in Dakar; that no developing country seriously committed to EFA would be thwarted in its achievement of this goal by a lack of resources.

Director General of UNESCO

Challenges remain, however, since Africa has the highest global drop-out rate and 45 percent of the children (33 million) still out of school, of which 54 percent are girls. The quality of education is a matter of concern due to lack of qualified teachers. To reach the 2015 MDGs it is estimated that 3.8 million more qualified teachers will be required in Sub-Saharan Africa. Other EFA goals remain elusive, for example, adult literacy and early childhood education. Secondary enrolments, despite massive expansion, had reached only 32 percent and those enrolled in higher education constitute only 5 percent, while gender disparity had, in some cases, widened. Other major concerns include the under-five mortality rates and maternal mortality ratios, which remain the highest in the world. HIV prevalence and the current food crisis present new challenges.

UNESCO is working to strengthen assistance to Africa, particularly through the education cluster of the UN Secretary General's MDG Africa Initiative and ahead of the



G8 meeting in July [2008]. UNESCO advocates for new and innovative delivery of education at post-primary levels and increased quality and relevance, such as the expansion of TVET, and curricula which foster responsible lives and the values of sustainability, respect and dialogue.

We must... foster skills that lead not just to productive but also to responsible lives ... let us teach also the values of sustainability, respect and dialogue

Director General of UNESCO

Address of the World Bank representative

The Sector Director, Mr. Yaw Ansu, Human Development Department, Africa Region, of the World Bank, transmitted to the Biennale the warm greetings from the World Bank Africa Region Vice President, Oby Ezekwesili. ADEA is appreciated for the substantive dialogue that characterizes its meetings, as a powerful marketplace of ideas and experience. The Biennales are seen as an unparalleled occasion for cross-country sharing and learning, and frank exchange.

The current continental average economic annual growth rate of 5.5 percent was noted, as compared with a mere

Looking beyond primary education resonates indeed with the aspirations of Africans. Creating multiple avenues, including non-formal options and creative use of technology for delivery of education, for these young citizens to obtain the skills and experience for a successful transition into the world of work is not only a policy priority but also a moral obligation...

Sector Director, Human Development Department, World Bank

2 percent in the 1990s. The new Asian investment partners in Africa, India and China, were acknowledged. Strategic choices for post-basic education expansion need to reflect budgets, human resources and institutional capacity and to respond to youth employment needs. The 200 million people between 12 and 24 years have quadrupled since 1950 and will double by 2050.

Address of the Chair of FAWE (Forum for African Women Educationalists)

The Chair of FAWE, Madame Simone Comarmond, thanked the Government of Mozambique, the Ministers of Education present at the Biennale and development partners for support given to FAWE over the years. FAWE is now working in 35 countries and is known across the continent. Girls' enrolments have increased significantly at the primary level, to 94 percent of children enrolled in schools. However, Sub-Saharan Africa education indicators remain below that of other regions in the world.

FAWE's five-year strategic plan for 2008-2012 has chosen new avenues for action. Given that the lack of women teachers in rural areas hampers girls' participation in education, FAWE aims to increase the number of women applying for teaching posts. In FAWE's national centers of excellence graduates will be oriented towards teaching ca-

Governments will need to count on the goodwill of organizations such as ours to lend support and to provide alliances to win what we know is a 'winnable' war.

Chair, FAWE

reers, in collaboration with teacher education institutions. A second innovative approach consists of targeting never-schooled girls and girls who have dropped out of school in post-conflict countries, which includes (a) encouraging increased school access and (b) providing skills training with a view to increasing income generating activities, especially in nontraditional jobs. Initiatives have started in Burundi, Liberia and Sierra Leone.

Address of the Vice President, Operations, African Development Bank

The African Development Bank, through the Vice President of Operations, Dr. Zeinab El Bakri, thanked ADEA for the invitation to the Biennale and lauded the choice of theme for the Eighth Biennale since Africa is in need of a more comprehensive and systematic approach to skills development.

Innovative approaches to combining agriculture research with entrepreneurship will accelerate the application of modern technology to local agricultural systems...

*Vice President, Operations,
African Development Bank*

She noted that, in addition to the EFA goals still unattained, as listed by a previous speaker, the broad learning needs of young people and adults were still inadequately addressed by education sector programs. Given the upturn in many African economies, due to growing peace and stability,

improved governance and economic reforms, foreign direct investment flows have more than tripled. More skilled and highly competent workers are needed to sustain this growth. It will be vital for our universities to develop

capacities among the youth for regional integration and trade, and for ensuring that Africa benefits from bilateral and international trade agreements in order to build sustainable financial systems. Well focused support to post-conflict countries will enable them to reconstruct the state.

The African Development Bank (AfDB) has developed two strategies relevant to the theme of the Biennale: the development of a Higher Education, Science and Technology Strategy for reforming and transforming higher education systems in Africa, which includes support to secondary education as a vital foundation for higher education; and the establishment of a High Level Panel on the future of the AfDB, which has already concluded that AfDB should increase assistance to vocational training, higher education, science and technology. The exodus of Africa's trained health workers to Europe was noted.

The African Development Bank congratulated ADEA on moving to Africa, on strengthening links with the Bank and warmly welcomed the organization to its new location, housed by the Bank in Tunis. Dr. El Bakri said that over and above the mere geographical location of ADEA under the same roof as the AfDB, it was hoped that the presence of ADEA would provide increased opportunity for the Bank to communicate with educationists in Africa.



KEYNOTE SPEECHES

KEYNOTE SPEECHES

INTRODUCTION

It's clear that we're no longer debating whether children should have the right to post primary education. It is self-evident. In discussion, it doesn't help to be posing questions about whether or not we can provide post-primary education for all. The issue is we **must**. And the question is **how**, how best to do it.

Hon. Naledi Pandor, Minister of Education, South Africa

The Executive Secretary of the Association for the Development of Education in Africa, Mamadou Ndoye, welcomed participants warmly. He explained that the primary objective of the Biennale was exchange, an exchange of ideas, research findings and experiences, which should propel the continent into action.

He noted that fruitful dialogue had been created across the continent to achieve universal primary education; consensus had emerged; financial and resource mobilization had taken place; and the result was real progress. The challenge facing Africa today is how to expand post-primary education. ADEA has invited diverse stakeholders to Maputo to explore new horizons, to achieve a new consensus and to mobilize funds and resources yet again. The Biennale will present findings and lessons learned from many recent studies commissioned on post-primary education, will urge ministries to develop new holistic policies for the education sector, and provide articulation and flexibility of access. The aim of the Biennale is to promote a new approach to education planning at the post-primary level. At the end of the Biennale, ADEA wished to hear from participants what they had learned and how they would move into action.

Chair:

Hon. Rosalie Kama-Niamayoua, President of the Caucus of Ministers, ADEA, and Minister of Education, Republic of Congo

Keynote Speakers:

Karin Jahr de Guerrero, Ministry for Economic Cooperation and Development (BMZ), Germany; Wilmot James, Executive Director of the Africa Genome Education Institute, South Africa; Fr. Michael Kelly, researcher on HIV and AIDS in the education sector, Zambia



Three keynote addresses on the first day of the meeting set the tone of the Biennale, encouraged participants to think broadly in terms of Africa's developmental needs, to choose wisely among the strategies for achieving them and to keep in mind the continent's social challenges and the rapidly evolving context of global technology. Vital issues were spotlighted, such as the expansion of post-basic and high quality university education in Africa, the critical need for more scientists to boost evidence-based decision making at the highest political levels, and the continuing challenges to the health and well-being of the peoples of Africa, all of which need to be addressed by education sector planning. The speakers included voices from international partners in African education, and the African community of scientists and social science research.

Education as a Driver of Development-Approaches, Experience and Prospects for Expanded Learning Opportunities

The demand for post-basic education in Africa is high, requiring intensified and collaborative assistance from international partners

Uneducated, unemployed, unskilled and disillusioned youth are a significant danger to peace and stability

Karin Jahr de Guerrero gave the first keynote address. She noted the well documented impact of Education for All and the Fast Track Initiative with regard to primary education; and the 20 percent expansion of secondary school enrolments between 1999 and 2004. She called for synergy in action to address the education needs of the 1.3 billion

young people between 12 and 24 years in developing countries, most of whom have been excluded from post-basic education. She pointed out that when millions of teenagers have no hope of continuing their education, no hope of employment and are without prospects for the future, this constitutes a threat to peace. It is youth who are most prone to violence and conflict, and whose actions can endanger other development actions and security itself. This reminds us of the importance of viewing education as a force for crisis prevention and for peace building.

She emphasized the value of general education at lower secondary (or upper basic) levels, of 'high quality and modern education', the need for flexible systems at post-basic levels and for high quality tertiary education. The issue of relevance of education and of making young people fit for life demands review of curricula, specialist teachers and flexible post-basic programs tailored to changing markets and to social demands.

You need to have capacity to run the education sector and you need the education sector for building capacity.

Capacity Development Forum, Bonn, Oct 2007

There was insufficient appreciation of the fact that investment in education does not produce an immediate result, that it is a long-term process. Demonstration of impact was vital, to spur continuing commitment to education. This would require the development of reliable instruments

for monitoring and measurement of change at the individual and social level, and of the economy.

For the German Government, capacity building remained one of the most important challenges in its assistance to developing countries, strengthening individual and institutional capacities. Jahr de Guerrero quoted one of the most memorable statements of the recent Capacity Development Forum in Germany, which underlined the interdependency of capacity building and the education sector. Innovative successful practices on the continent needed to be disseminated through existing networks, including the ADEA network. To conclude, she noted that the tools and techniques of education management had been identified; and that partnerships between governments, civil society and the private sector were critical for the expansion and improvement of post-basic education, as well as listening to the voices of youth.

Genomes and Climate Change in Africa

The future of Africa depends on the production of African scientists and the production of knowledge relevant to Africa's development

Evidence-based decision making at political levels is critically lacking at present in Africa

The message to the ADEA forum from Wilmot James of the Africa Genome Education Institute was, in a nutshell,

It will take unprecedented human cooperation to anticipate and protect the future.

Wilmot James, Africa Genome Education Institute, South Africa

the need for increasing the role of science-based decision making in Africa. He stressed that African researchers were critical to the production of more knowledge, knowledge relevant to Africa, which would enhance evidence-based policy making on the continent. The future of Africa depended on it.

As examples of areas critical to development planning across the continent, James cited the science of genomics

We have the brain power to understand the nature and scale of the problem as regards climate change but Africa has been poorly mapped.

Wilmot James, Africa Genome Education Institute, South Africa

and the study of climate change. Genomics is the application of modern genetics and molecular biology. Genomes are the packets of information that direct the development of any reproducing organism from bacteria to modern human beings. Genomic applications require inputs from

philosophy and bio-ethics to prevent possible negative intrusion into the lives of individuals. Understanding climate change depends on the disciplines of earth sciences, climatology and biogeography.

Genomics is now applied to medicine, forensic genetics, used in justice systems and police forensic laboratories, and has potential for expanded applications in biology and the social sciences. Molecular biology has already provided tools to predict health outcomes and is revolutionizing clinical practice. The most likely first impact to be felt in Africa will be preventive medicine. Bacterial genomes have several significant industrial and environmental



applications yet very few African countries are currently involved in biotechnology research. The key to protecting the environment, to preventing more loss of plant, animal and human life – removing carbon dioxide from the atmosphere, treatment of wastewater, production of

We do not understand how changing rainfall patterns will alter the epidemiology of infectious disease where water is the vector, like cholera... There is the issue of the effect of climate change on agriculture and food security in Africa.

Wilmot James, Africa Genome Education Institute, South Africa

new sources of renewable energy, stemming ocean level rise and desertification, halting the correlation of rising temperatures and increased mosquito infestation, ensuring food security – lies in these fields of research. An understanding of climatology and genomics is critical for the development of sound policies on land use but is little appreciated at present in Africa.

James called for heightened investment in human resources. He said that the production of African scientists at the highest levels and the establishment of scientific centers of excellence were critical in order to research into a wide range of development issues including land use, and the prevention and treatment of the diseases that continue to decimate the population of Africa, such as malaria, TB and HIV/AIDS, which have not yet received the global research attention required. His vision was the creation of well-resourced scientific institutions linked to universities across Africa.

HIV and AIDS: Finding Effective Approaches in Post-primary Education and Training in Africa

Post-primary education targets the very group most infected by HIV and is a proven deterrent of the infection

Secondary school and university HIV prevention program need more support; they are rare in TVET contexts; and grossly inadequate for out-of-school children and youth

Post-primary education addresses the very target group, adolescents and youth, that are most at risk from HIV. They are sexually active, mainly unmarried, and three quarters of those infected in the 15-24 years age bracket are female. Well documented physiological and

Everything the sector can do to prevent the epidemic or to help those affected by it is something that will lead to a better functioning, more comprehensive and more developed education sector.

*Michael Kelly,
ADEA Biennale (2008)*

sociocultural factors constitute specific threats to girls and young women. However, comparatively few children access secondary education in Africa, which could be expected to teach them healthy lifestyles. Transition rates from primary to secondary are reported between 67 and 52 percent in West/Central

and East/Southern Africa, but as many as 22 countries have less than 20 percent of the age group in secondary school. While female net enrolment at the secondary level is as low as 23 percent (28 percent males).

According to Michael Kelly, an authoritative researcher on HIV and AIDS in the education sector, based in Zambia, a recent study conducted by the ADEA Working Group on HIV and AIDS reports an encouraging change of behavior in some countries and evident signs of change in others (Allemano and Nzioka, ADEA 2008). 'Education works' was the heartening message to the ADEA meeting. Research now demonstrates a correlation, since the mid 1990s, between longer years of schooling, particularly with secondary schooling, and lesser rates of HIV prevalence. It points to the general cognitive and social skills acquired through schooling that appear to help young people internalize messages coming from a variety of sources (the media, peers, traditional and religious leaders, etc.) and to develop values, attitudes, skills and knowledge necessary for making informed choices, lowering personal risk. Second, education contributes to poverty eradication and to the reduction of gender inequalities and female disempowerment, contexts in which HIV and AIDS thrive. Third, while education in general reduces HIV risk, designed and well designed HIV programs are considered the most effective tool of prevention.

Little research has been done on the response of TVET to HIV prevention programs, or those of nonformal education programs, although the latter claim to give them some attention. Unfortunately, universities tend to rely on student driven programs and, with the exception of the National University of Rwanda, fail to institutionalize programs at this level.

The dilemma is stark: Africa has the highest proportion and highest number of people living with HIV and AIDS

in the world yet fewer youth in Africa access post-basic education than in any other region. Unless the education sector opens its doors to increased numbers of students at the PBE level, only a minority of youth – and a still smaller proportion of girls – will benefit from the protective instrument that formal education represents. Second, girls have the highest rate of HIV infection, and are very poorly represented at secondary and tertiary levels. To turn around the HIV epidemic, female participation needs to be increased at the post-basic level and up to the highest levels of university education. The corollary of such a policy is steps to improve learning efficiency, which will ensure that the curriculum offered is effectively learned, and that skills for avoiding risks will indeed be assimilated.

Kelly threw the challenge to ministries coping with already overburdened curricula to continue to concentrate on academic subjects or to devote some of that curriculum time to HIV prevention programs in order to ensure that young people will *live and live more healthily*. He acknowledged that this is a hard choice to make but insisted that *education managers must make the choice*.

Taking account of lessons learned across the continent, Kelly argued for embedding HIV prevention programs into a broad framework which encompasses not only sexual and reproductive health but a wide health, social and developmental curriculum. He reminded participants that there is a certain amount of fatigue among the young with regard to HIV messages. 'HIV is not the only problem', he said. He proposed broad ranging curriculum renewal to ensure that the UNESCO's four pillars of learning, particularly the concept of Learning to Live Together, become the



true foundation of curricula, and in order to provide an appropriate context for HIV prevention programs.

The characteristics of good leadership in the field of HIV and AIDS are: awareness, vision, risk taking and concern. It must be the boldest, most persistent, most insightful, compassionate, forceful, cooperative and imaginative.

Leadership at All Levels to Overcome HIV/AIDS. African Development Forum ECA (2001)

do not feel competent to teach life skills and have not benefitted from sufficient training in this field. Sometimes they are given books but without training. They are often called on, not only to teach HIV prevention, but to counsel affected and infected learners.

Inadequate support from ministries of education for HIV infected teachers has repercussions on the teaching force in general and on learners. But ministries of education lack support from other arms of government which are meant to partner in this exercise, that is, almost all ministries, together with civil society, the private sector and development partners. The instrument which has demonstrably turned this situation around is dynamic leadership from the top, and leadership that penetrates

The need for well trained educators in AIDS related issues is critical, as is a conducive learning environment. Current classroom overcrowding at post-basic level is a major obstacle to effective teaching and learning. Life skills as a subject area require special methodology, which can only be acquired through designated training. Many teachers

every level of society. It has to be combined with vision and effective program planning, of which there are now viable models on the continent; and more and improved program evaluation. The aim was to provide more education, more education for girls, and education that would provide effective learning.

Discussion

Curriculum issues

The Minister of Education for South Africa, the Hon. Naledi Pandor, appreciated the importance of integrating the findings of modern science into the curriculum but noted the cost constraints and appealed for suggestions as to how this could be achieved. She also acknowledged the call for curriculum diversification, in order to meet the

The only way Africa will wake up is to use science as a tool for development, in particular biotechnology.

Hon. Sam Ogeri, Minister of Education, Kenya

diverse learning needs of post-primary children. However, she pointed out that curriculum diversification was an expensive way to go in resource-poor contexts such as the one she was faced with and appealed to colleagues for suggestions.

Wilmot James listed some of the science topics that needed to be incorporated into modern school curricula. He said that teachers should keep up to date on scientific findings and teacher education had to respond to the times, providing trainees with resource materials and giving them access to the internet. Adama Samassekou from the Malian African Academy of Languages (ACALAN) recommended that tra-



ditional African wisdom, technologies and knowledge be integrated into the curriculum together with more emphasis on African languages. Michael Kelly agreed that support to teachers needs to be continuous and long term, and that other gatekeepers of society could be reached by the media and the entertainment industry. Whether science education or behavioral change, the objectives of education were to change deeply held cultural norms. Change would take time. One principal driver of change, in the view of many participants, would be increasing education for girls, keeping them in school, and targeting female empowerment.

Karin Jahr de Guerrero responded to the discussion by supporting increased awareness of international partners to support curriculum renewal, while appealing to ministries to effect curriculum policy change. The Minister of Education for Kenya, the Hon. Prof. Sam Ongeri, explained that Kenya had recently introduced Peace Education as a new subject on the curriculum. He attributed Kenya's decreasing HIV prevalence rates over the last decade to education. He then listed the many elements that would need increased investment in an expanded post-primary subsector, such as infrastructure. The Minister of Technical Education & Training of the Republic of Congo, the Hon. Pierre Michel Nguimbi, considered unemployment as the major crisis facing youth and firmly supported policies to expand education for this age group.

HIV and the education sector

South Africa had already taken note of local research findings on HIV which indicated the most effective approach and time allocation for HIV prevention programs, and the fact that the total intended program had to be taught and

explicit discussion with pupils was critical in order to effect behavior change. While the Minister felt encouraged by the correlation between length of education and HIV prevalence, she wondered how teachers, with tertiary education, turned out to have comparatively high risk lifestyles, as indicated in a recent South African study. Eric Allemanno, a consultant to ADEA, said it was vital to ensure support for teachers to effectively teach HIV prevention programs and to teachers with HIV/AIDS, in order to help them and the education sector as a whole. South Africa was reported to be the only country, world-wide, which has measured HIV rates among teachers, by providing voluntary testing. Kenya has an active teachers-with-AIDS association.

The Minister of State for Education in Nigeria agreed that girls are most affected by HIV since they are pulled out of school to look after sick relatives, and they are the most disadvantaged by poverty, since they are the first to be taken out of school in such a situation.

References

Eric ALLEMANO and Charles NZIOKA. 2008. *HIV and AIDS in Formal and Non-Formal Post-Primary Education and Training in Africa: A Review of Selected Initiatives and Interventions*



SESSION ONE
INTRODUCTORY PRESENTATIONS

– SESSION ONE –

INTRODUCTORY PRESENTATIONS

Chair:

Anne Banwell, Canadian International Development Agency (CIDA)

Panelists:

Oscar Picazo, Pretoria Office, World Bank on behalf of Emmanuel Jiménez; Nicholas Burnett, UNESCO; Jean-Pierre Jarousse, UNESCO BREDA Pôle de Dakar; Birger Fredriksen and Jee Peng Tan, World Bank

The session provided a wealth of recent analysis and insight into education sector development in Africa. Lessons learned from EFA experience were listed, comparing the impact of the 1990 Jomtien summit meeting with Dakar in 2000. The session proved catalytic during the Biennale in terms of well focused messages and the palpable effect on listeners. The wide range of data presented from Africa and East Asia and in-depth interpretation of outcomes was accepted as critical to evidence-based decision making in the future and, in particular, to post-basic education planning. Four presentations were made during this session on the 2007 World Development Report, the 2008 EFA Global Monitoring Report, the Challenges facing EFA in Africa and on the East Asian Education experience?

World Development Report 2007: Development and the Next Generation

There has never been a better time than now to invest in young people in Africa.

Youth participation, program coordination and evaluation are key factors in overcoming obstacles to action focused on youth.

The *World Development Report 2007* (WDR) focuses on youth, aged 12 to 24 years. Picazo explained that the time

was ripe for investing in youth, since this segment of the population is larger than ever before – it is being called the ‘youth bulge’ – and constitutes a potential demographic dividend or human capital that economies need to deploy and use to advantage. Significantly, this generation of youth is predicted to enter the work force at a time in Africa when there will be relatively few non-working dependents, due to falling fertility rates, and fewer old people. It makes sense to view this as a demographic window of opportunity and to act now to optimize on the youth demographic peak predicted for twenty years ahead. East Asia and



Challenges for youth

They are inexperienced decision-makers... still forming values... lack resources, and they suffer from misconceptions and risk-taking.

Emmanuel Jimenez/ Oscar Picazo, World Bank (2008)

Latin America's youth population peaked between 1965 and 1990. East Asia set out purposively to gain from the demographic challenge but opportunities were missed in Latin America and elsewhere. Significant lessons can be learned from these experiences in terms of policy formulation, institution building and developmental outcomes.

Failure to invest in youth, in this key population group who number over 200 million in Africa, would jeopardize recent gains in the expansion of primary education and from the reduction of childhood diseases. It would spell neglect of new diseases threatening youthful populations and endanger growth in regional economic indices.

Five transitions or challenges of youth are identified:

1. Continuing to learn
2. Starting to work

Students informed on future income potential at secondary level become motivated to stay longer in school.

Paraphrased from Emmanuel Jiménez/ Oscar Picazo, World Bank (2008)

3. Developing a healthy lifestyle
4. Beginning a family
5. Exercising citizenship.

Picazo makes two important points:

- decisions and events during youth often lead to *irreversibility*, that is, it is very difficult and costly to change things later
- the transitions mostly happen *at the same time*.

For example, youth who drop out of school find it almost impossible to continue learning at a later stage. Prolonged unemployment discourages young people and can color their remaining work life experience. Making unwise lifestyle decisions and setting up a family effect a person's whole life. A great many things are happening all at once in the lives of youth.

Each youth transition and new stage of life endeavor needs encouragement and state support in the form of investment, and the creation of opportunity and choice. This can be encapsulated into three broad strategies or 'pathways':

1. Expansion of opportunity
2. Enhancing youth capacity for choice
3. Providing second chances

These strategies are to be applied to each of the five challenges mentioned above. Analysis has shown that investments in education have to ensure quality and relevance, responding to everyday realities. This calls for more relevant and age-appropriate curriculum such as the introduction of life skills, problem solving, team work, decision making, and more efficient education delivery. Lessons learned from experience so far indicates that knowledge oriented programs are

Half of Malawian 19 year olds are in primary school.

not sufficient for producing creative thinkers or behavior change. Further, youth respond well to appropriate incentives to extend their education or training.

Less than 60 percent of young women in Ghana and Zambia can read a sentence in their own language or know that HIV/AIDS can be prevented by condom use.

Emmanuel Jiménez/ Oscar Picazo, World Bank (2008)

Investment in employment will need to focus more on mechanisms to facilitate entry into the workplace, such as supporting traditional apprenticeships, non-farm rural employment, creating structured

work experiences, reviewing labor market regulations, attracting private investment and supporting mobility. Again, there are marked discrepancies between youth facilitating mechanisms in different regions in the world, with Sub-Saharan Africa recording the highest gap.

Creative and broad based mechanisms such as taxation can influence health related behavior, such as smoking. Youth crime requires special understanding and a focus on restorative justice rather than retribution.

The point was made that creating second chance opportunities for youth are a cheaper option for governments than supporting impoverished and vulnerable adults. Without recuperative chances during youth, disadvantage can cripple the future lives of youth and discourage investment from external sources. Basic education programs, bridging programs to re-enter mainstream education, and a diversity of skills programs, all tailored for youth learning levels, are needed, such as Latin America's Jóven programs and

Challenges for youth

They are inexperienced decision-makers... still forming values... lack resources, and they suffer from misconceptions and risk-taking.

Emmanuel Jiménez / Oscar Picazo, World Bank (2008)

Senegal's AGETIP social action funds.

The issue of cross-border migration was addressed, since late teens and youth are the prime mobile section of the population. Policies to stem migration would need to focus on this

same age segment, particularly as regards education and entry into the workplace.

The merit of the WDR framework is the conceptual clarity of the approach and the generic nature of the recommendations, thereby maximizing the opportunity for governments to choose their own specific path to investment and action.

Enrolment Rates in Sub-Saharan Africa and the World

	sub-Saharan Africa	World
GER	97%	107%
NER	70%	87%
GPI	0.92	0.96
Survival rate	63%	86%
N illiterate adults	150 million	774 million

GMR EFA 2008



EFA Global Monitoring Report 2008: Education for All by 2015: Will We Make It?

Action on EFA is demonstrated in formal systems of education but little is being done on the other equally important goals. The Dakar 2000 Education Compact needs to be honored by all parties in order to meet EFA goals.

Nicholas Burnett from UNESCO presented some critical statistics on education in the Africa region from the 2008 *Global Monitoring Report*. In order to provide a useful background for discussion of post-primary education at the Biennale, he highlighted the achievements made up to 2008, which is the midpoint to the target date of 2015, with regard to: primary education, gender parity and equality in education, early childhood learning programs, education quality and adult literacy.

Access to primary education had accelerated more rapidly in Africa than in other regions, putting nine million more children into school between 1999 and 2005. Survival rates were only marginally improved, from 62 percent in 1999 to 63 percent in 2004. There are no data on completion rates.

According to the 30 country data sets available for Africa, only 5 countries were on course for achieving UPE by

Worldwide the number of out-of-school children declined, particularly... after 2000.

2015; 8 were at risk of not achieving the goal; 13 had little chance; and 4 were unlikely to reach it. In several cases, school fee abolition had driven sharp enrolment increases. Significantly, no predictions could be made for the missing data sets of 15 other countries representing one third of all SSA countries. This is perhaps the most critical factor, the fact that a high proportion of countries are not submitting adequate data for analysis. In terms of gender parity, 35 percent of the countries had achieved the goal, while two thirds had not. Early childhood care and education programs are rare for children under three years of age, as are national policy frameworks. Africa records a 61 percent enrolment rise in programs for 3-5 year olds, attaining a GER of 14 percent for the region. Programs for young children need to go hand in hand with literacy programs for parents and parenting programs.

Increased practice of assessing learning outcomes during the same period had facilitated analysis of trends in the quality in education. Both gains and problems at national and subnational levels had been identified as a result of these monitoring exercises, as well as the factors correlating with learning levels, which are:

However, as above, too few countries were benefitting from scientific learning assessment exercises, making it impossible to gauge their progress or current needs. Strategies for improving learning have focused on: more training for teachers, teacher motivation, innovative contracts; programs to support effective teaching and learning; increased learning time, materials and textbooks; and safer, healthier school environments.

Low levels of learning achievement are related to:

- Socio-economic background
- Rural residence
- Lack of access to textbooks in school, books at home
- Insufficient and inefficient instructional time
- Indadeqate physical infrastructure and material resources

Challenges Remain

Despite the very real progress made, the *Global Monitoring Report* concluded that the pace of improvement is too slow. Thirty-three million (29 percent) primary school age children remain out of school in Sub-Saharan Africa. Africa represents approximately one tenth of the global population but 45 percent of the global total of out-of-school children are in Africa and, unfortunately, the number is rising.

Survival rates at primary level need to be improved and data on completion rates collected. Gender parity is progressing but gender equality remains a challenge. The quality of learning requires urgent attention, particularly the curriculum and learning outcomes of core subjects and relevant skills for living and livelihoods, and more countries would benefit from scientific and regular measurement of learning outcomes.

In 20 of the 28 countries surveyed, it was reported that less than 1 percent of the people had benefitted from non-formal or nonstandard programs of education. EFA's Goal 3 remains the least defined and the least monitored. In sum,

little is known and little continues to be done on second chance programs for children, youth and adults outside formal systems of education, 18 years after Jomtien.

Burnett described attention to adult literacy in the world as 'minimal' noting that the number of illiterate adults had risen to 150 million in Africa, the only region to mark a rise (5 percent). Currently, 59 percent of people 15 years and older in Africa cannot read or write. And, the quality of adult education programs remains problematic.

Teaching staff has not kept pace with enrolment increases in Sub-Saharan Africa and in South and West Asia. Africa needs 3.8 million new primary teachers by 2015 to meet MDG goals. The challenge to teacher education but also to fund mobilization for teacher salaries is daunting. Successful models responding to this crisis within Africa include contract teachers at lower salaries and with less training, who can nevertheless join the civil servant cadres in time.

African countries have in general increased national spending on education by five percent since 1999, which seems to be a necessary prerequisite for reaching UPE.

The EFA agenda calls for a comprehensive approach to learning in which non-formal education is an essential and integrated part... the extent to which this supply corresponds to demand is largely unknown. Improved monitoring of the supply and demand for non-formal education is urgently needed at the national and international levels.

GMR (2008: 61)



International aid, on the other hand, has slowed since 2004 and only only 40 percent of total aid to global basic education reaches Africa. Education programs have devised strategies to promote UPE by specifically targeting disadvantaged regions and low-income populations; abolishing school fees (10 countries since 2000); setting up cash-transfer programs; and providing scholarships for girls in countries where fees are still paid. There is some progress also in targeting disadvantaged and excluded children in the form of flexible schooling for working children, enforced child labor legislation, mainstreaming disabled children in schools, and multilingual education programs.

Illiteracy is receiving minimal political attention and remains a global disgrace, keeping one in five adults (one in four women) on the margins of society.

The 2008 *Global Monitoring Report* concludes that all the components of the international compact agreed in Dakar in 2000 must be honored if education goals are to be reached: the formulation of effective national policies, higher domestic spending and predictable external aid, particularly to low income countries and to those countries demonstrating progress towards EFA. Attention must now be given to accelerated expansion of lower secondary schooling – over and above the commendable rate of progress made over the last decade – since the Africa region has enrolment rates far below other regions at this level of education.

The Challenges and Stakes Facing EFA in Africa: Top Priorities for Integrated Sector-wide Policies

The experience of driving EFA in Africa has vital lessons for planning post-basic education expansion that we neglect at our peril.

At present pace and cost, growth in post-primary education will be unsustainable.

Jarousse stated the evidence-based lessons gleaned from global and African efforts in working towards EFA for

Much has been accomplished in terms of real progress towards the EFA set goals. The march towards UPE has become a reality in Africa, even if, for many countries, this may not be achieved by 2015. This goes hand-in-hand with a reduction in gender inequalities in primary education and, to a lesser extent, a reduction in geographical disparities.

Jarousse, Pôle de Dakar (2008)

post-basic education expansion analysis and planning. The presentation was organized around the following questions, relating to the themes of the Biennale: Are the current rates of secondary enrolment expansion appropriate, considering the state of development of education systems as a whole and the conditions in which pupils are learning? Are they desirable, considering the few job opportunities available in the market and national development priorities? And are they financially sustainable?



Today, the financing of non-formal education programs for illiterate adults and for young people, with poor or non-existent schooling, has become an even more acute issue... they seem to be further marginalized... Advocacy developing today around the issue of non-formal education has indeed little chance of being heard, if it does not also promote the implementation of reliable program evaluations allowing the foundations to be laid for efficient management of the sub-sector...

Jarousse, Pôle de Dakar (2008)

Ministry and international partners have changed their practices since the 2000 Dakar forum and achieved measurable progress in the education sector. Drawing on experience since the 1990 Jomtien summit, political, technical and analytical mechanisms for achieving EFA goals were formulated in Dakar, giving a more prominent role to monitoring instruments. The role of advocacy and vigilance of civil society in driving EFA was recognized and exploited. Major challenges remain such as addressing the quality of education, early childhood programs, alternative and second chance programs, adult literacy and expanded post-primary education, which need to be integrated into holistic planning for the sector.

Several countries have not implemented their EFA plan due, in the main, to the fact that macroeconomic and financial constraints and the feasibility of planned action in the field in specific national contexts have not been fully taken into account. Success at post-basic level would be premised on a holistic approach to sector planning, that is: attention to inclusivity, to equity and to the education needs of the total population; the formulation of new

institutional responses to the post-primary expansion challenge; the creation of a new and broad consensus on the expansion of the post-primary subsector which will lead to dialogue and to the development of new tools of intervention.

Jarousse reiterated Burnett's overview of dwindling aid to education in Africa and to primary education as a proportion of aid to the sector. He noted the upsurge of aid immediately after major summits, such as Jomtien and Dakar, and the falling off of aid some years later. However, the Fast Track Initiative and its various organs such as the Catalytic Fund had effectively supported countries which most needed aid in their planning and start-up processes along the EFA road. Bilateral donors were singled out as needing to look into the intensity and predictability of their financial support for education in Africa, as a result of new analyses that mapped the unpredictability of

Post-primary expansion plans should not be based on a single model; this would be totally unfounded in view of the variety of country situations, both in terms of structure and enrolment dynamics, as well as economic situations and financing modalities. They must firstly be guided by the systematic promotion of the interests of society.

*Jarousse,
Pôle de Dakar (2008)*

bilateral support which led inevitably to uneven implementation of reform and progress on the ground.

Statistical and comparative global analysis of education systems has revealed some specifically African system characteristics. First, learning outcomes vary greatly between schools, pointing to a correlation between



Average gross enrolment rates in Africa were 49% for lower and 24% for upper general secondary in 2004/05. But five countries have less than one in five children in lower secondary school.

national learning outcomes and the quality of sector management. To put it another way, inequitable distribution of state resources is widespread, with negative effects on learning. Second, the number of contact teaching/learning hours is the lowest in the world, due to absenteeism of teachers and pupils, and to the lack of adaptation of central school calendars to local contexts. As regards learning, the findings shatter the myth that expansion in enrolments necessarily leads to poorer learning outcomes.

On the contrary, they indicate that improved sector management, focus on equity, and targeting currently disadvantaged areas, populations and schools will improve national performance. Success models of simultaneous school expansion and quality outcomes in the Sub-Saharan Africa region are now available for emulation and replication.

Rates of expansion at secondary level result from three factors: access to primary, survival in primary and transition between primary and secondary education. The external effectiveness of post-primary education is an area of concern, requiring more analysis. The relevance of curricula and institutional modes of delivery need to be revisited, as well as low enrolment in technical and vocational education, and second chance education opportunities. Unlike the significant gains in narrowing the gender gap at primary level, the proportion of girls in secondary school has hardly changed since Dakar, declining gradually from

secondary to tertiary levels. To curtail current imbalances in post-primary provision, undifferentiated support such as free secondary schooling should be replaced by targeted support for vulnerable social groups and disadvantaged regions and institutions, in order to boost the participation of low-income students in education and to make most efficient use of scarce public resources.

Jarousse sounded a word of caution regarding exceptionally high and therefore unsustainable rates of growth in secondary enrolments in some countries – as much as 20 percent annual growth – which nevertheless have a poorly developed education sector. This scenario pointed to the urgent need for planning and flow regulation as compared with a *laissez-faire* approach. It was a call that was to be taken up again and again at the Biennale by African researchers and international observers.

In conclusion, it is vital to grasp the full implications of expanding secondary enrolments. Universal (lower) secondary schooling by 2020 implies increasing enrolments six-fold in 29 African countries surveyed, multiplying by three in some countries and by a factor of ten in others. Simulations of secondary expansion have been carried out for 30 countries. The conclusion is that either (a) alternative methods of financing need to be considered, (b) other models of expansion are needed, or (c) both are necessary. These points were further developed by Cream Wright, Adama Ouane, Keith Lewin, Alain Mingat and others. It has to be remembered, meanwhile, that 11 billion US dollars per year are needed to achieve UPE by 2015, that is, almost twice the total aid received in 2005. In addition, the EFA goals other than UPE will need further funding.

The drive to mobilize funding and resources for expanded post-basic education has not yet started.

An African Exploration of the East Asian Education Experience

Development in the education sector is closely dependent on economic productivity to provide sustained and increasing resources for the sector.

Nothing was left to chance in East Asia. Thorough planning and meticulous implementation steps were followed.

In their quest for educational development, African leaders are keen to examine the experience of other countries for possible adaptation to their own contexts. The story of East Asian countries holds special appeal in this regard.

Yaw Ansu, World Bank (2008)

The presentation summarized accounts of African Ministers of Education and senior ministry officials on the growth of East Asia education systems. Critical insights in policy choices were derived from a two-week study tour of Singapore and Vietnam, organized

for 30 senior education policy makers from 6 African countries, followed by a two-week workshop. The objective was to determine the critical factors which had propelled East Asian economies and education sectors to their present status. Four decades ago these countries had been in a situation similar to many African countries. Insights from East Asian economic ‘tigers’ included analysis on Singapore, Vietnam, Thailand, the Republic of Korea, China (mainland) and Hong Kong (China); as well as the ‘Celtic tiger’, Ireland, whose problems and options a

few decades ago resembled those facing Africa today and whose skill development strategy shares similarities with Asia. In Africa, school enrolment rates have mirrored the state of the economy, declining in the 1980s, and recovering and increasing since around 2000. A new point of opportunity has been reached in Africa due to the upturn in economic growth.

African education planners noted the central role that the education sector had played in national building and development in East Asia to the extent that ministers had been purposively allocated to the ministry of education. There had been rapid scale up of good quality basic education for all, management of the pressures on post-primary education concurrent with universalizing primary education, and alignment of education with the employment market, particularly at the post-basic level.

Economic growth in Africa has marked a turning point, from the stagnation and decline of the mid-1970s to mid-1990s to a 5 percent annual growth level. Yet this rate of growth is still too low (and fragile) to reduce mass poverty. Fredriksen and Tan noted that faster and more sustained economic growth in Africa is required alongside simultaneous new, strategic, proactive and systemic approaches to skills development in the education and training sector.

Comparison of the distribution of public expenditures per quintile of the population over the two regions is instructive. Asia’s policies have been pro-poor for decades.



Contrasting Macroeconomic and Demographic Factors and Policies Impacting on the Education Sector

East Asia	Africa
<p>Growing economies</p> <ul style="list-style-type: none"> • increased income equality within countries • more national income to share 	<p>Declining economies until 2000</p> <ul style="list-style-type: none"> • world's highest in country income inequality • less to share
Increased relative and absolute education budget	Increased commitment to education but stagnating or lesser real budgets
<p>Shrinking population growth</p>	<p>High, sustained population growth</p>
Reducing PTR	Increasing PTR
Capacity to pay teachers' increasing wage bill; regulation of teaching staff & the wage bill; enhanced subsidies for education	Inability to & continued crises in paying teachers' increasing wage bill; inability to recruit sufficient numbers of teachers; dwindling budget share to individual learners
Policy of <i>shared growth</i> led to societal support mechanisms for the poor (e.g., land reforms, housing programs, targeting low-income earners and women)	Failure to distribute national resources equitably and to target the poor; continuing weak public support, leaves women disempowered & unemployable in modern sector
Pro-poor education policies universalized adult literacy and primary education; private funding favored for tertiary	Education policies favoring tertiary education at the expense of primary education and adult literacy
Reduction of private costs of education to poor households – sustained increase of public financing of education	Increasing private costs of education, penalizing the poor most
Growing capacity to include disadvantaged students in the education sector	Inability to focus on educational needs of the rural poor
Growth of employment opportunities and demand for skilled workers, particularly in the formal sector	Slow-growing employment opportunities; restricted modern sector jobs; low demand for skilled workers
Increasing skill base provided through TVET	Low skill base, no TVET expansion
Weak unions, strong power of state over teachers	Strong unions block reform
Active and increasing participation in the knowledge-based global economy through strong higher education institutions	Weak higher education provision results in low participation in the knowledge-based global economy

Africa in the 1990s	Malaysia
<p>The richest quintile received 34% of public education expenditures</p> <p>The poorest received 12%</p>	<p>The richest quintile received 11% of public education expenditures</p> <p>The poorest received 28%</p>

East Asian education sector development was characterized by:

- Creation of a virtuous circle: economic growth, employment and education
- Visionary education policies and strategies formulated and executed
- Development of a general enabling public policy context outside the sector

The latter comprised enabling conditions for education development: (a) high rates of economic growth; (b) emphasis on “shared growth” and equitable resource distribution; (c) population decline; and (d) strong public institutions. Four critical attributes were identified in the East Asia experience by African observers:

- Strong, strategic and pragmatic political leadership
- Ability to prioritize and to foster a culture of learning by doing
- Establishment of responsive technical and vocational education and training systems
- Decentralization of decision making to school heads and teachers

Approaches adopted in Asia included adaptability, pragmatism, institutional capacity building, proceeding by public consensus, strategic use of external aid, prioritization of adult literacy and universal primary education and the development of TVET.

Strong political will, the oft quoted phrase, is manifested in a government’s overall policies, including not only the volume of resources devoted to education but, critically, a willingness to implement politically sensitive education reforms, efforts to build consensus for general reforms, and ensuring that education remains relevant to national needs.

As primary age populations declined in Asia, increased budgets could be allocated to individual primary learners and to the post-basic subsector. At the same time, relatively modest budget allocations were needed to sustain the growth of the education sector in East Asia (2 percent in Singapore and 2.6 percent in Thailand), as compared with the size of investments which are made

Four or five decades ago many of these countries started from conditions quite similar to those of African countries, and since have managed to turn their colonial-era systems into highly effective instruments for national development.

*Yaw Ansu,
World Bank (2008)*

in Africa (4.6 percent), with its high population growth rates estimated currently at 2.7 percent growth in primary age population per year. Declining availability of family planning services in Africa and low contraceptive prevalence limits efforts to stem population growth rates, with the result that the benefits of an early and rapid demographic transi-

The East Asian Virtuous Cycle of Mutually Reinforcing Interactions

Rapid economic growth generated the domestic resources necessary to finance a scaling up of education development, which in turn boosted economic growth by providing the skilled labor required to raise productivity. These enabling conditions did not materialize by chance. Creating and sustaining these conditions was the result of deliberate and persistent effort guided by visionary and determined political leadership, an effort that was arguably even more strenuous than that required for success in the education sector.

Fredriksen and Tan, World Bank (2008)

tion have not been available to Sub-Saharan African education systems.

The evolution of technical and vocational education and training (TVET) in East Asia was of particular interest to the African observers. TVET is perhaps the most complex of all the challenges facing industrial and developing countries alike. East Asian countries had created dialogue between industry, employers and the education sector which ensured the relevance of curriculum and skills taught and enhanced the image of TVET graduates. In Singapore students regularly worked on projects commissioned by the private sector.

Discussion

The low level of external aid to education in Africa was noted by many participants, Ministers, NGOs and researchers, and this was contrasted with the high allocation

of Africa's national budgets to the education sector over several decades. Eleven billion dollars was still needed to reach EFA goals. Current analyses of the source, destination and trends of external aid held many lessons for the meeting, not least for the need for continued pressure on partners to meet their pledges to African education.

Targeting versus general subsidies

The Minister of Education from Botswana, the Hon. Nkate, described the ongoing dilemma of whether and how much parents should be asked to contribute to schooling expenses. His experience was that when schooling was free parents tend to withdraw from participating in the education process. Gorgui Sow of ANCEFA decried the lack of implementation of pro-poor targeting. Jee Peng Tan reminded the meeting that the East Asian 'tigers' had reduced the cost of schooling, and costs to parents, through well planned measures – for example, Vietnamese textbooks were reduced to 30-60 cents USD whereas textbooks in Africa still cost USD 2-4. Second, school fees were abolished for the rural poor in some of these countries, but not for everyone, so as to maintain an appropriate level of household contributions while relieving the burden on the poor. She stressed the need for each African country to design its own appropriate solution to costs and to subsidies and to devise its own pro-poor targeting mechanisms.

Girls' education, demographic challenges and HIV prevention

A cross-section of speakers pointed to the negative consequences of high population growth rates, among them the Minister of Literacy and National Languages of Mali,

There is this dramatic problem which really needs much more attention: how are sufficient numbers of teachers going to be trained in Africa by 2015 given that 1.8 million new primary teachers are needed to add to the current stock of 2.4 million, that is, 150% when you take natural attrition rates into account.

Nicholas Burnett

the Hon. Aminata Diallo Sidibe, and Amadou Diagne from Senegal, the delegate of CAPEF (Association for Education and Training, Cabinet d'Appui en Education et en Formation). A correlation was noted between the spread of HIV and dwindling child spacing practices and family planning. Fertility rates of 5-7 children per mother in West Africa were contrasted with the 2-3 children in East Asia, noting that an average of 5-7 children meant that some mothers were having 8-10 children. Also, despite the plethora of HIV prevention education programs, sexual debut continues to be in the early teens in Africa, as compared with late teens or early 20s in Asia. Oscar Picazo emphasized that countries with high girls' enrolment and strong family planning programs are effective in reducing fertility rates and in delaying sexual debut. He suggested that the onus for the education sector is to concentrate on female access and retention in schools.

Importance of monitoring learning outcomes

Researchers reinforced the presenters' calls for increased monitoring of learning outcomes. Nicholas Burnett reminded the Biennale that only one third of African countries had participated so far in national, regional or global monitoring exercises since 2000, a modest few. Progress

has been slow since 1995-1999 when one quarter of African countries were listed as participants in monitoring exercises. Jean-Pierre Jarousse informed the Biennale that in some of these countries the quality of learning was improving despite the expansion of enrolments. This belies the myth that expansion necessarily leads to reduced quality of education.

It was noted by André Roberfroid of Association Montessori International-AMI and others, that testing is limited to traditional, cognitive skills at present. Ministries are still far from monitoring the range of vocational skills needed by the African economies, and by individual children, such as creativity and life skills, which are receiving increased attention in the curriculum. In this sense, Africa still lacks

critical information for policy making on the fundamental and critical skills children need to learn in schools and on the success or failure of existing programs in schools. As Grace Bunyi from Kenyatta University pointed out, there is also a lack of data on the quality of trained teachers for guiding teacher education policy development.

How can we reverse the elitist tendencies of African education systems? At present, access to quality education depends on household income levels.

Gorgui Sow, Regional Director, ANCEFA

Equity produces benefits for all

During the four days of the Biennale, participants returned repeatedly to the quantity/quality debate, asking whether quality needed to be sacrificed for the sake of school expansion. Adding to the point made above by Jean-Pierre Jarousse, answers came from two fronts, from research



commissioned by ADEA for the Biennale. First, since individual schools are, in the main, the determinants of learning outcomes in Africa, this points to unequal distribution of resources, human and material, and to the potential and feasibility of more equitable sharing of resources in the future. This will depend on high level political will to target disadvantaged schools. Second, lessons from East Asian ‘tigers’ indicated that carefully planned interim phases,

using short term pro-poor and low cost strategies, can focus on quality issues at chosen stages of development. The key to this is (a) commitment to resource sharing; (b) visionary and thorough sector planning which is taken on board by a whole government; and (c) implementation. A growing number of participants began to focus on equity, among them the Regional Director of ANCEFA.

SESSION TWO

DEVELOPMENT OF POST-PRIMARY EDUCATION

– SESSION TWO –
DEVELOPMENT OF POST-PRIMARY EDUCATION

Chair:

The Hon. Naledi Pandor, Minister of Education, South Africa

Panelists:

Michel, Welmond, Africa Region, World Bank; Ann-Thérèse Ndong-Jatta, Director of Basic Education, UNESCO; the Hon. Ousmane Mamadou Samba, Chair of CONFEMEN and Minister of National Education, Niger; Lucia Wegner, OECD and André Komenan, African Development Bank

The second session of the Biennale produced appeals for the reconceptualization of post-basic education, given the diversity of target groups, and education and training needs. Discussion focused repeatedly on the central issue of determining the respective roles of general and of vocational education in national education systems; on the need to develop a holistic approach to post-basic education planning; and the pressing issue of cost for both formal and informal sector post-basic programs which would dictate the development of innovative delivery mechanisms. Four presentations were made during this session.

SEIA: At the Crossroads: Choices for Secondary Education in Sub-Saharan Africa

Given the impossibility of expanding the present secondary schooling system, the Biennale concentrated on new initiatives. Uganda, Madagascar, and other experiences, indicate promising practical strategies to consider.

Evidence-based policy options for the sustainable development of secondary education were presented for discussion by Michel Welmond. The presentation was based on a syn-

thesis report of the SEIA (Secondary Education in Africa) Initiative, *At the Crossroads: Choices for Secondary Education in Sub-Saharan Africa*, authored by Adriaan Verspoor with Jacob Bregman, using inputs from a copious literature review, research spanning several years, discussion from regional conferences, and the collaboration of partners in Africa and in the North. The aim was to provide material for discussion and examples of practical and well-tested options for planning secondary education in Africa.

There was consensus on the need for reframing basic education in Africa within a 9 to 10 years framework, to



...secondary school enrolment in African countries averages only about 30%, compared to 65% for developing countries worldwide, and close to 100% in East Asia. And quality in most cases is not where it needs to be. In all middle-income economies quality and quantity of secondary and tertiary graduates are among the driving factors behind economic and social performance.

Adriaan Verspoor (2008)

support economic take-off in the region, followed by selective entry to a range of skills training and further education options. Primary school completion rates had risen from 49 percent to 65 percent over the period 1990 to 2006, pointing to increased demand for secondary education. The now familiar components of sector planning were listed, as applied to post-basic education development, starting with the first and arguably the most challenging parameter: the need to design post-basic education within a resource context consistent with the available means. In other words, the success of post-basic planning in each country would depend on the degree to which plans reflected resources available. It would be critical to integrate lessons learned from the region and elsewhere into the planning process rather than to simply go into action.

Accelerated expansion of access to a basic education cycle of 9 or 10 years is a priority for establishing national competitive advantage.

Adriaan Verspoor (2008)

The first lesson learned from extensive research on the topic was that linear expansion of current secondary education was simply not an option, due to the costs involved, the elitist and exclusive nature of supply and the

inadequate outcomes of the system. A litany of challenges included: low enrolment and completion rates; inequity of access; outdated and inappropriate curricula; poor performance; lack of sufficient public resources; high cost to households; and inefficient use of existing resources. Currently the cost of lower secondary education in Africa is 3-4 times that of primary while senior secondary education costs 6 times that of primary. TVET is more than 12 times that of primary unit costs. These cost ratios are not carved in stone, and can be reduced, through a number of strategies presented in the report.

In Africa the GNI per capita in many countries is less than US \$500, yet secondary education costs are \$200-300.

Adriaan Verspoor (2008)

Resources for education come from three sources: improved management of existing resources – or savings through increased efficiency; additional internal resources, from private/public partnerships, for example, and possibly from external assistance; and growth of the national economy. The proportion of national budgets devoted to education are similar in East Asia and in Africa, around 4.6 percent, but the outcomes of this expenditure are very different, due to sector management practices and to the absolute amounts provided by different economies.

Solutions that have been successfully implemented in Africa include:

- Targeted fee waivers, scholarships or vouchers, extending to private schools
- Targeted provision of free textbooks

- Loans and subsidies to private providers to construct additional classrooms
- Grants-in-aid or provision of teachers' salaries in private schools
- Public-private partnerships for technical education and training
- National training authorities benefitting from public resources, allocating funds to public and private TVET institutions
- Monitoring and regulation of public and private secondary and TVET institutions

The World Bank was well placed to provide information and technical support for:

- Curriculum development and assessment in science and technology
- Teacher management and development
- Public/private partnerships
- Balancing general versus technical education

Through the IDA lending program in education, technical assistance teams could be mobilized to support government programs and in the formulation of secondary education policy frameworks. Regional workshops focused on specific themes of interest with the possibility for arranging technical follow-up.

Kigali Call for Action: An Expanded Vision of Basic Education for Africa

Relevance and coherence should be the hallmark of planning for expanded basic education.

The Director of Basic Education, UNESCO, Ann-Thérèse Ndong-Jatta appealed for a holistic approach to education sector planning to achieve inclusive, coherent and seamless systems of education in African countries and, more specifically, to attain the EFA goals and the Millennium Development Goals.

The quality of education in whatever way it is defined and understood seems to elude most countries.

Ndong-Jatta (2008)

A policy dialogue meeting on Basic Education in Africa took place in September 2007 in Kigali, drawing on many inputs from the previous four years on the same topic, with the objective of strengthening and accelerating efforts to expand basic education through both formal and nonformal modalities, to nine or ten years. The Kigali Call for Action produced an instrument for expanded basic education planning.

Preparation for the world of work was considered a high priority in recent regional conferences on basic education involving ADEA, the African Union, the World Bank, UNESCO and other partners. Links must be created between school learning

The question though is why have previous plans not resulted... into actions for the desired or expected outcomes? What has not been done right or is not being done right?

Ndong-Jatta (2008)



The education system continues to build on that which has ceased to be relevant for the education needed for the 21st century. The present situation can be likened to revellers at a ball who continue the movement of a dance long after the music has ceased.

Ndong-Jatta (2008)

and the realities of the labor market and sociocultural needs, in order to address curriculum areas neglected in the past. The panelist challenged the current orientation of the system of education in Africa which is contributing to youth unemployment, conflict, civil unrest and migration. She felt that it was imperative to rethink the purpose of the education provided for children and youth in Africa so that the phenomenon of youth disenchantment especially at the secondary level can be addressed. The relevance of schooling poses a serious challenge in attracting young people to stay in school, complete school and perform well.

Dynamics of Partnerships for Local Governance in Education

Increased attention must be given to strengthening local participation in education.

The Chair of CONFEMEN and Minister of Education of Niger, the Hon. Ousmane Samba Mamadou, informed the Biennale that the 50th meeting of CONFEMEN in 2002 in Ouagadougou had reaffirmed the importance of secondary and further education in Africa, and of technical and vocational education and training, as previously outlined in Liège in 1996.

Developing the strategy of partnerships formulated at the Yamassoukro conference in 1998, CONFEMEN envisaged increasing access and strengthening the quality of education at all levels. The holistic approach to education planning has always been the vision of CONFEMEN.

The CONFEMEN Dakar seminar in 2007 identified decentralization as an effective mechanism for giving renewed emphasis to partnerships between government

Partnerships should be as a lever to evaluate the quality and relevance of education content as well as the performance of the subsectors... drawing from the expertise of ... programs such as PASEC.

Samba Mamadou (2008: 2)

officers, teachers and parents. At every level of the sector, partners would be mobilized to play carefully defined roles. Extended training of school managers would enhance a culture of consultation and dialogue between local partners, leading to shared decision making. Support to parent/teachers' associations would result in better information dissemination to communities on education issues and more willingness on their part to participate in decision making on education matters. Strengthening adult education programs is a critical instrument for empowering grassroots communities. Monitoring instruments such as PASEC (Program d'Analyse des Systèmes Educatifs des Pays de la CONFEMEN), developed under the auspices of CONFEMEN, can be used more extensively in the future to assess the success of system reforms.

Technical and Vocational Skills Development in Africa

Inclusion of TVET in national education and training policies is critical for revitalizing the sector and for attracting increased multiple-source funding.

Traditional and informal sector training have constituted the main source of TVET to date but require financial and technical support to enhance the quality of their services.

This year [2008] the *African Economic Outlook*, published annually by the Organisation for Economic Co-operation and Development and the African Development Bank, focuses on technical and vocational skills development. Lucia Wegner and André Komenan noted that the report

Key Negative Factors

- Africa has the world's lowest productivity (25% of world average, 1/12th of the average of industrialized countries, slow progress) partly due to limited technical skills
- Its role in world trade is decreasing (less than 2%)
- Youth unemployment is increasing (20% on average)
- The informal sector is increasing (on average, more than 80% of total employment)

is based on a study of 35 African countries in late 2007. The term 'skills development' refers to the acquisition of practical competencies, know-how and attitudes necessary to perform a trade or occupation in the labor market.

Technical and vocational education and training (TVET) is viewed as a prerequisite for economic growth, for facilitat-

ing private sector development, as critical for ensuring economic competitiveness, and for contributing significantly to social cohesion, decent employment and income, and poverty reduction. This overview of vocational training takes place in a context of new patterns of sustained economic growth in Africa, over 5 percent during the past 5 years. However, the key negative factors external to and relevant to the education sector must be taken into account in planning TVET (listed in the above box).

Currently, the main provider of vocational training on the continent is the informal sector, through traditional apprenticeships. There is a decline in the number of students enrolled in formal technical and vocational programs in Africa, currently standing at about two percent of secondary school enrolment, and it addresses only formal sector training needs. In several countries, traditional agriculture and the informal sector employ up to 90 percent of the labor force.

Significantly, TVET has been absent from the international agenda until recently. There is now consensus that a holistic, integrated and inter-sectoral approach to education is critical, including TVET, on the part of all actors in education. A comprehensive approach which increases investment incentives, addresses macroeconomic conditions, provides a more favorable business climate, and enhances TVET, is the necessary mechanism for creating more jobs.

Education and training need to become more responsive to development and to individual education needs. In Sub-Saharan Africa 65 percent of the population is below 25 years old as compared with 30 percent in Europe,



and unemployment rates are high, as noted above. This demographic profile coupled with the shortage of middle to high skills calls for new emphasis on education and training.

Research has shown that prolonging general education, introducing labor market orientation in schools but delaying vocational education, and providing dual education at the end of the secondary cycle, works well, together with substantial support to and reform of informal sector training. A multi-sectoral approach to policy development and planning is essential, as is the capacity to learn from African countries which embarked on this path some years ago (Tunisia, Morocco, Egypt and Senegal). Monitoring the quality of current private sector training could provide more cost-effective solutions in the future in terms of increasing TVET opportunities. States need to provide regulatory frameworks including accreditation processes, and to work in partnership with a multiplicity of partners and providers in the field, including the all-important regional and local partners.

TVET is seriously underfunded. Diversification of funding mechanisms, fiscal incentives to private enterprises, and performance-based budgetary allocations could rectify the situation, while providing incentives for program alignment with the labor market. It will be important to ensure that levies and funds collected are effectively transferred to training programs and that vulnerable groups, who are excluded from TVET at present, benefit from targeted subsidies and scholarships.

Discussion

Extension of general education versus provision of early vocational training

The ages of children are diverse at the upper end of expanded basic education and at the post-basic level. The issue of age appropriate and age-diverse curricula and methodology would need to be addressed. Renato Opperti, of the International Bureau of Education, UNESCO, considered that post-basic education was not to be simply an add-on level to basic education but was to be reconceptualized as a totally different type of education, responding to the education and training needs of a very different target group. It was recognized that expanding basic education called for innovative forms of delivery, including those prevalent in informal sector training and dual programs.

Ann-Thérèse Ndong-Jatta pointed to the new skills that teachers at the post-basic level would require in the future to meet these demanding expectations and the implications for revitalizing post-basic teacher education. In the same vein, the Hon. Mamadou Samba raised the issue of heads and institution director training at this level.

The Minister of Education of Kenya proposed that youth polytechnics be strengthened and that schools develop an entrepreneurial culture. Michel Welmond advised that, in addition, entry to the market place requires a set of practical skills, which should be learned immediately before and during employment, given the precarious nature of informal sector enterprise. Lewis Durango of the Namibia Training Authority cautioned on the need for balancing



general with vocational education and commended the Kigali Call for Action with regard to emphasizing the teaching of entrepreneurial skills at school, including those general life and workplace skills of ‘employability’ and social skills.

‘If we only go for market issues vocational training we will become very self-centered’. We need to focus on the four pillars of learning.

Anne-Théèse Ndong-Jatta, UNESCO

Adriaan Verspoor of the World Bank recalled that employers call for generic skills rather than specific technical ones and that the concept of vocational education today has expanded far beyond the purely technical. Richard Sack, a former Executive Secretary of ADEA, noted the dilemma between the need to prolong general education and to pinpoint the best time to introduce vocational education in any national education system. He recommended learning from the East Asia experience on this. He also suggested increased monitoring of TVET graduates, to document the rate of graduate employment by training and produce evidence about which training programs work, so as to provide planners with useful information for ongoing policy reformulation.

Post-basic training outside formal programs

A second dilemma became evident during the discussion regarding the multiplicity of training institutions and centers that would be encompassed in the wide net of

education and training at the post-basic level. While one constituency in the meeting was preoccupied with the neglected needs of formal TVET, another focused on the huge demands of planning TVET in informal settings. The latter would occupy a major part of the parallel meetings as well as the need for articulating informal with formal training subsystems and providing functional accreditation.

Partnerships

Several participants, including donors, and regional NGOs representing parents and teachers and pupils – Martin Itoua, Chair of the Africa Federation of PTAs and Assibi Napoe, Education International, Africa Bureau – echoed the presenters’ call for increased and well-structured partnerships to deliver market-responsive TVET and post-basic education in general. They lauded, for example, the closer links between ADEA and the CONFEMEN. Many spoke of creating new mechanisms to support post-basic education, learning the lessons from the many instruments and structures which had been set up to enhance primary education expansion. The cost of vocational education as compared with general post-basic education was noted by participants. Some concluded that to significantly expand post-basic education it would be necessary to focus on general secondary education – but with considerably reduced costs – rather than high cost vocational education.



SESSION THREE
PRESENTATION OF THE ANALYTICAL WORK
ON POST-PRIMARY EDUCATION

– SESSION THREE –
PRESENTATION OF THE ANALYTICAL WORK
ON POST-PRIMARY EDUCATION

Chair:

Yaw Ansu, Human Development Department, Africa Region, of the World Bank

Panelists:

- Steven Obeegadoo, General Coordinator, Biennale and Coordinator, ADEA Ad Hoc Working Group on Post-Primary Education
 - Wim Hoppers, General Coordinator, Biennale, and Stockholm University
 - Jacob Bregman, World Bank
 - Hans Krönner, ADEA Ad Hoc Working Group on Post-Primary Education, INTERVOC, Germany
 - Richard Walther, GEFOP/Agence Française de Développement, France
 - Kabiru Kinyanjui, Public Universities Inspection Board, Kenya
 - George Afeti, Commonwealth Association of Polytechnics in Africa
-

The purpose of Session 3 was to present the three subthemes of the Biennale. This was preceded by an overview synthesis as an introduction to the in-depth discussions of the meeting. The three subthemes were:

- The expansion of basic education to 9-10 years of education
- Skills development and the world of work
- The articulation of upper secondary and higher education.

Post-primary Education: Challenges and Approaches to Expanding Learning Opportunities in Sub-Saharan Africa:

Presentation of the Overview Synthesis paper

There is a need for a sustainable, integrated, comprehensive and holistic approach to planning post-basic education.

Wim Hoppers and Steven Obeegadoo presented a general synthesis paper reviewing all the documents, background papers and themes prepared for the Biennale. They noted the concepts and issues relating to post-primary education with the aim of developing a preliminary conceptual framework for the discussion and planning of post-primary education in Africa. The four-part paper described the nature and extent



A First Definition

Post-primary education provision encompasses education and training opportunities made available to children and young people having completed primary schooling or equivalent.

Hoppers and Obeegadoo (2008)

of post-primary education on the continent. Issues regarding learning and teaching were highlighted as was the diversity of institutional responses. General emerging conclusions were identified and, finally, policy questions were raised alongside options and possible directions for the future.

The presenters listed some of the more salient features of post-primary education (PPE):

- PPE includes a multiplicity of learning opportunities: lower and upper secondary education, technical and vocational education and training (TVET), nonformal education, nonformal skills development and tertiary education
- It encompasses conventional and innovative delivery modes such as school-based and institution-based education, distance education, e-learning, faith-based education, informal sector apprenticeships and work-based training
- The hallmark of post-primary education is diversity, taking into account both the several vertical levels between early secondary and higher degrees and the many horizontal learning opportunities, ranging from formal schooling/university to nonformal and informal learning settings
- There is no upper age limit to PPE due to the diverse types and durations of PPE programs and, as a result

of several discussions during the meeting, no lower age limit was posited for PPE.

It is important to take a holistic and comprehensive view of PPE in order to open up pathways between these many types of learning for the benefit of learners. Articulation and equivalencies amongst them need tightening and comprehensive accreditation and certification systems need to be developed.

The many dichotomies in the PPE landscape need to be fused, among them the divide between general academic education and technical and vocational education; between formal and nonformal education; between the massification of basic education and the elitist tendencies of PPE; between the traditional pedagogical regimes of PPE and the urgent need for innovative delivery including ICTs; between the theoretical substance of much of secondary and university education and the reality of the workplace; between the traditional focus on transmitting knowledge and skills to the new task of facilitating the acquisition of competencies; between fragmented accreditation boards and the need for overall national qualification frameworks; between isolated institutions of PPE learning and the need for integrating PPE into one coherent, multi-point accessible system.

When planning PPE it will be important to keep in mind the unfinished business of EFA and on the many children of post-primary age still without access to primary education or with an incomplete primary education level. It is still the case in Africa that only a minority of children is currently ready to benefit from PPE.



In sum, the Biennale was faced with the challenge of expanding basic education from 6-7 years of primary to an 8-9 year¹ program of basic education, considered as a new essential minimum learning package for all, combining primary education and lower secondary education or what might now be called lower and upper basic education. A second challenge was the conceptualization of a coherent and integrated post-basic education and training system. The reconceptualization of post-basic education would affect the definition of current secondary education provision, in particular the classical concepts of lower and upper secondary education.

The presenters reported that the many studies commissioned by ADEA emphasized that the financial sustainability of PPE was critical to the success of expanding the subsector. Comparison between costs in different country contexts revealed that 'student unit costs at all levels of post-primary learning in Sub-Saharan Africa are significantly above that of other regions even allowing for differences in levels of economic development.' It was concluded that the choice for ministries was no longer one between accepting private initiatives or not, but rather 'between inaction leading to anarchy or facing up to reality and creatively structuring a public-private partnership for African education'. The subject was to be discussed in more detail in Session 4 by Lewin and Mingat, in Session 5 by Wright and Session

1. At the start of the Biennale basic education was described as 8-9 years. By the end of the Biennale, the most common reference had become 9-10 years. Each country is expected to formulate its own specific concept of basic education which may cover between eight and ten years of schooling.

6 by Ouane and Schuh Moore, and others throughout the Biennale, echoing the introduction of the issue in Session 1 by Burnett, Jarousse, Fredriksen and Tan.

On the basis of this useful introductory overview at the start of the meeting, the Biennale moved from the original paradigm of post-primary education towards the more functional concept of post-basic education. From this

The Paradigm Shift of the Biennale

The concept of post-basic education (PBE) refers to the diverse educational opportunities offered to children and young people who have completed a full 8-9 years basic education program.

Hoppers and Obeegadoo (2008)

point on, for the sake of clarity in the report, reference will be made to **post-basic** education (PBE) in order to highlight the conceptual paradigm shift developed during the Biennale.

Towards 9-10 Years of Education for All: Promising Practices and Strategies

Presentation of the Technical Overview Paper for Theme 1 of the Biennale

To rationalize costs and increase the quality of education, subject overload needs to be addressed by the development of core and relevant curricula at the upper basic education level.

Jacob Bregman listed a summary of the issues pertaining to Theme 1 of the Biennale, the transition to a 9-10 year



basic education for all in Africa, and presented some of Africa's best practices in achieving this goal as reported by the 2008 Biennale.

He explained that demand for post-primary education had grown as a result of continued demographic pressure and the considerable recent growth in primary enrolments as a consequence of the adoption of the Millennium Development Goals and the prioritization of universal primary education. There is a growing consensus in Africa that to meet the challenges of Africa's labor force in the twenty-first century, school graduates need additional competencies to those gained in primary school.

The public and private returns for extending education for all to the junior secondary level or to the new 'basic education' level are many. At the same time only a good quality education can guarantee the returns. The question now is how to expand basic education while ensuring increased quality of provision. Few African countries participate in international assessment exercises and the results so far have been disappointing. However, it was noted that participation by Asian countries led to significant improvements in attainment within those countries over the years.

African countries face the pressure of a growing number of primary education graduates with higher expectations for further learning and insufficient opportunities.

Bregman (2008)

To catch up with global trends and expand basic education, Africa needs to resolve the dilemma of selection versus certification whereby entrance to upper basic education (formerly junior second-

... providing Africa's youth with basic knowledge and skills is as much an economic investment as a social imperative.

Bregman (2008)

ary school) is regulated by selective academic-oriented examinations and creates a bottleneck at the post-primary level, excluding many children who need skills for the workplace. Access to secondary school is more inequitable than access to primary school, particularly as regards children from low-income families, rural dwellers and girls. Targeted subsidies together with an improvement in the quality and relevance of education will be required to increase enrolments in post-primary education.

In terms of the physical expansion of junior secondary or upper basic level of education, the private sector, and communities in particular, are making major contributions to the creation of new institutions in several African countries. These institutions need more support in the form of targeted subsidies and tax incentives. Private provision of education is expanding rapidly at the post-primary level, including 'for profit' and non-profit groups, religious organizations, specific programs run by teachers after school hours, private tutoring institutions, and community schools run by parents or community associations. Sometimes parents pay considerable levies and informal charges to subsidize and enhance the education of their children in government schools while NGOs also contribute to the expansion of schooling or provide supplementary support for textbooks or other vital inputs. Burkina Faso has adopted a structured approach to subsidizing private initiatives and also sponsors students in selected private schools. The schools are regularly inspected

and staff are included in government-backed upgrading exercises for all schools, thereby increasing the quality of education provision. The result is that increasing numbers of students from low-income families have gained access to post-primary education at relatively low cost to the state.

It has been recognized by several countries that to increase quality and to cut costs at the secondary level, it is necessary to offer an essential or limited core curriculum, in order to reduce subject overload and to improve on teaching competencies. Countries which provide interesting examples of reform at the secondary level include the Gambia, Uganda and Burundi (and Zimbabwe of the 1980s-1990s). Botswana, Namibia, Zambia and Mozambique run promising open and distance learning institutions at the post-primary level, while several countries provide teacher education through distance modes, for example, Malawi and Mauritius. India's National Institute of Open Schooling (NIOS) is the largest open schooling system in the world with over 13.5 million students. The demand for teachers at upper and post-basic levels is already acute across the continent and requires careful policy decisions to meet the challenge of both teacher education and review of teacher financing mechanisms.

Skills Development and the World of Work: Challenges for Education and Training

Presentation of the Technical Overview Paper for Theme 2 of the Biennale

A fundamental revision of resource allocation to TVET is needed to include informal sector training and rural population needs.

Some countries in Africa have already integrated traditional training practices, such as apprenticeships, into a modern holistic concept of TVET.

Hans Krönner and Richard Walther analyzed current reforms in post-primary technical and vocational education and training (TVET) in Africa and suggested directions and strategies for the future. They first analyzed the realities and challenges of the economic, social and education scene across the continent in order to derive meaningful statements on the workplace, on dynamic employment development in the future, and on current promising training innovations. Research shows that, while modern sector employment remains important, the tremendous growth in the informal economy indicates unmet challenges for TVET with regard to that vital sector. It is significant that the rural economy continues to dominate employment opportunities in Africa.

The speakers joined others at the Biennale in arguing for the inclusion not only of primary education completers

To talk about skills development is... to take into account the situation... of numerous young people of school age... outside of school and of the formal **TVET** system and to design mechanisms for alternative education and training.

Hans Krönner and Richard Walther (2008)

in PPE/PBE planning but also for the *noncompleters of primary education*, children and youth *now of post-primary age*. They cited efforts in Namibia, Uganda and Ethiopia, among others, which address primary non-completers, illiterate and rural learners in innovative program pathways



It is not possible to leave out-of-school youth to itself or to let young people live in the street.

*Hans Krönner and
Richard Walther (2008)*

through TVET. This means an additional large number of target groups to be addressed comprehensively by post-primary age TVET programs. However, the advantage is that conceptual planning of TVET benefits in this way from a seamless series of programs, addressing skills training for illiterate and un-schooled youth up to the tertiary level, with linkages at every point to formal education.

Researchers focusing on TVET seem to be at the forefront of those pressing for alternative modes of education delivery not only at the PBE level but at the basic education level since they are convinced by the statistics and by nearly 5 decades of experience that show classical and conventional primary education and PBE in Africa will not manage to respond to the education needs of all children.

At present, almost all training for the workplace (95 percent) takes place in the informal sector, comprising on-the-job training, self-training and traditional apprenticeships. The informal economy accounts for between 30 and 60 percent of Africa's GDP, with informal economy national employment ranging between 69 percent in South Africa and 5 percent in Benin. Formal sector training accounts for only 5 percent of training opportunities. It remains poorly funded, ill-equipped, run by under qualified/experienced trainers, characterized by rigid curricula, and has low impact on skills development. Nevertheless, the recent

upturn in economic growth rates indicates an increasing need for quality entrepreneurship training.

The report describes good practice in at least 14 countries, singling out those which are already working on integrating apprenticeships into a recognized and certified sector of TVET, thus relying on the strength of traditional training mechanisms and capitalizing on partnerships between government authorities and artisans/trade organizations. This has resulted, in Mali, Benin, Togo and Senegal, in better quality theoretical and practical learning for apprentices, their access to recognized national certification and improving the skills level of master crafts people and trainers in the workplace. Countries which have extended the boundaries of TVET to include a wide range of economic and social training needs, including those of both the urban and rural informal sectors, received special citation in the report, signaling useful lessons relevant for national systems which have not yet embarked on this path of action.

A holistic approach to the organization of TVET includes a plurality of partners: central authorities, several ministries, local communities, social partners, private providers, nongovernmental organizations and regional and local stakeholders. The central government can facilitate the development of new TVET policies together with rules, structures and processes which will enhance and promote action between partners at decentralized levels. Increased coordination and coherence can go hand in hand with decentralization, which requires reinforcement of institutional and human (management and skills) capacities at

local levels and the implementation of an effective central monitoring system. The benefits of decentralization for TVET include the development of more locally relevant programs, increased involvement of local communities, more effective insertion of TVET graduates into the local labor market and even the creation of new employment opportunities.

At present, families and artisans bear most of the cost of TVET in Africa while formal TVET, comprising less than 2 percent of trainees in countries such as Kenya, Senegal, Ghana, Zambia, Namibia and Guinea, attracts almost all public funding. In an attempt to trigger financing for TVET, some West African countries and South Africa apply a training levy to formal sector companies, which is redistributed to informal and formal training schemes, and sometimes supplemented by donors. Careful monitoring of unit costs and quality is maintained, leading to the potential for directing financing to the most marginalized trainees (the least educated youth, rural youth, girls and conflict affected youth) in programs which have proved their effectiveness with regard to employment outcomes, contribution to the dynamic growth of the economy and financial sustainability.

Lessons learned from the field were formulated as recommendations that included:

- A fundamental revision of practice in the allocation of resources, to include informal sector training and specifically rural population needs.
- The inclusion of all multiple, current modes of TVET delivery in a unified concept of post-primary vocational education.

- The adoption of a coherent decentralized and coordinated approach to the organization of TVET.
- Devising new operational modes and finding increased financial resources to provide more equitable access to TVET.
- The development of all-encompassing accreditation and national qualification frameworks to confer legitimacy on multiple modes of TVET models.

Preparing Knowledge Workers for Africa's Development: Articulating Upper Secondary with Higher Education

Presentation of the Technical Overview Paper for Theme 3 of the Biennale

The quality and provision of higher education governs Africa's capacity for participating in global competitiveness.

Fundamental review of national qualification frameworks will facilitate entry to and mobility across higher education programs, prioritizing improved access for traditionally excluded social groups.

The future global competitiveness of African countries depends on competent leadership and knowledge workers who are products of higher education. Kabiru Kinyanjui and George Afeti report that universities and other post-secondary institutions are under great pressure to produce human resources to match rapid changes in market demand for knowledge, skills and competences.

Despite an annual tertiary expansion rate of 17.2 percent, the Africa region has a lower proportion of the population



African countries recognize the potential of higher education as a key driver for economic growth, the creation of livelihoods, overall improvement in living standards, cultural renaissance and global competitiveness. It has become a highly demanded and valued commodity.

Kinyanjui and Afeti (2008)

at that level of education, approximately 5 percent of the relevant age cohort, than other regions (advanced industrial countries have 50 percent) and continues to face challenges in equitable access, diversity and relevance of curriculum. The response to the limited number of places available in public universities has been the very rapid expansion of private universities together with the opening up of fee-paying programs in public universities, to support their general operations. Uganda's enrolment of 17,000 students in higher education institutions in 1990 increased to over 121,000 in 2006 and the one public university in 1987 was complemented by 24 new public and private universities by 2007. In addition, a growing number of overseas educational institutions are opening campuses in African cities while cross-border solutions are increasing.

Measures to spread access to higher education institutions to traditionally disadvantaged social groups include, in Ghana, for instance, bridging courses in public universities for borderline students to qualify them to pursue science courses at the university. Uganda has successfully run mature entry programs for decades which interface with non-formal and lifelong education programs. Concessionary admission mechanisms operate for deprived secondary students and female applicants through lowering entry

requirements by one or two points. Interestingly, this has led to high performance levels among female students. Additionally, one well-endowed senior secondary school will be established in each district of the country in order to spread opportunity more equitably around the country.

Across Africa, the intense competition for highly marketable university courses affects upper secondary education curriculum, in terms of demand for fewer subjects, repetition and private tutoring, which impacts in the long term on the quality and relevance of secondary curriculum.

Higher education is... perceived as an instrument through which various groups in society access political, economic and social capital, power and status for participation in the democratic space, inclusion and overall development.

Kinyanjui and Afeti (2008)

The absorptive capacity of the workplace is another area of concern; this is critically manifest in Mauritania where more than 30 percent of doctoral graduates and many first degree holders are unemployed. Put another way, the match of education and training to the realities of the workplace is a critical need in many countries. The attractiveness of non-university tertiary programs needs to be increased in order to lessen pressure on universities and to produce the right mix of knowledge workers for the economy. At present, lack of dialogue between university and non-university institutions of higher education – and between higher secondary institutions – hampers student mobility, transfer and accreditation at the post-secondary level.

Universities in Africa have already embarked on a wide range of reforms to address this issue but secondary programs have yet to face the dual challenge of preparing the majority of students for the workplace and supporting, more coherently, the minority who will enter higher education. NAMCOL (Namibia College of Open Learning) is unique on the continent. It offers opportunities for learners from informal or nonformal backgrounds to re-enter

Equitable allocation of these opportunities is a matter of grave political concern. Educational routes other than formal are far from being given the recognition they deserve in the rapidly changing circumstances of acquisition of knowledge and skills.

the formal higher education system through an alternative mode of participation in secondary education. Research has indicated the need for education systems to give appropriate attention to the needs of historically disadvantaged groups right through the secondary cycle rather than leave these

students to flounder at higher education level.

In sum, the preparedness of upper secondary school students for further education and the many factors governing transition from secondary to tertiary determine the effectiveness of higher education, among them: national educational policies and norms; institutional management and governance structures; teacher preparation and curriculum delivery; upper secondary examinations and assessment; tertiary admission requirements; class and socioeconomic inequalities; regional, ethnic and gender considerations; limited options in the provision of tertiary education; and inadequate public financing of higher education.

Proper credit accumulation and transfer systems need to be developed by the regulatory agencies and professional bodies in each country as a way of integrating and popularizing the non-university institutions.

It is predicted that increased contribution from households will be required in the future to finance higher education and that supportive measures for ensuring equitable access to students from low-income families, minorities and women students, will be needed, such as selectively targeted loans. Universities have become involved in income generating activities, including business ventures and partnerships with commercial enterprises. The University of Technology in Mauritius manages to generate as much as 70 percent of its recurrent budget through tuition fees. Policy instruments to provide incentives for the expanded participation of private entrepreneurs in higher education are a fundamental and urgent requirement, such as tax exemptions, provision of government land, infrastructure provision such as roads and internet connectivity and scholarships for staff development.

Discussion

The challenges of TVET

Faced with the daunting challenge of redefining and re-organizing TVET, the Minister of Education from the Republic of Congo noted that Africa could let events take their course or it could plan and direct the educational response to development needs by firmly taking control of TVET planning. She recognized the importance of informal sector training and urged her fellow Ministers to



take control, to take action, and to ensure that youth in Africa were well prepared for the world of work and for changing global realities. This was seconded by one of the panelists, Jacob Bregman, who urged Ministers to be a force for change in ministries and among civil servants. He congratulated South Africa on having taken some difficult and courageous decisions on curriculum in recent years, reducing subjects on the curriculum and content overload, responding to popular demand and to unmanageable costs.

Are we going to just wait for things to happen once more? Is Africa going to passively wait for things to happen?

*Minister of Education,
Republic of Congo*

too early. She stressed the diversity of national needs and learning contexts across the continent and cautioned speakers on over-generalization regarding education in Africa. South Africa was focused on producing high quality and well-skilled youth, to shape a future 'learning society', and 'knowledge workers' for the increasingly competitive global employment market and would not opt for increasing vocational education for secondary age children.

The Kenya Minister of Education, on the other hand, was ready to plan for TVET as a viable alternative to secondary education for some students. Aisha Bah of UNESCO,

The Minister of Education from South Africa voiced her firm commitment to providing all children with general academic education right through the secondary level, as a response to lessons learned from introducing vocational education

asked how ministries were going to approach their task of transforming technical institutes given the challenges thrown up by the Biennale. The Ministers of Education from Mauritius and Kenya turned to the importance of narrowing the digital and skills gap between Africa and the industrialized world through the development of responsive and innovative curricula, and through expanded general secondary education alongside increased investment in TVET. Steven Obeegadoo responded that there was no necessary contradiction in addressing TVET expansion at the same time as general secondary expansion, given that significant numbers of secondary learners would not access university and needed skills for gainful employment. He argued for balanced development of both types of post-basic education.

A senior African UNESCO expert concurred, saying that technical institutes in Africa needed renovation and support. Richard Walther underlined the importance of accreditation for vocational programs at all levels and a cultural sea change in attitudes which would lead to re-valuing TVET diplomas. Hans Krönner noted the growing need for information and guidance for students across the TVET domain.

Africa is a very big animal – it's like an elephant. If you try to eat us whole, you'll get indigestion. I'm a bit worried about the generalizations voiced by the presenters which are not very useful. Case studies or a regional approach would be more helpful to us.

*Minister of Education,
South Africa*

Quality education at the post-basic levels

One of the Central African Ministers pledged to ensure quality education in basic and post-basic education levels, noting that it was a prerequisite for the proper preparation of youth for the workplace. University participants from the floor emphasized the importance of continued focus on teaching/learning processes at the secondary level and the quality of learning materials which would be enhanced by research carried out in the universities. This was an instance of desirable and necessary interface between university and other education levels and institutions.

Dilemmas at the university level

The Ghana Deputy Minister of Education, Science and Sports noted the disconnect of the universities from secondary education, particularly in terms of subjects studied by secondary school children and the subject combinations required by universities. George Afeti noted that Francophone universities had some interaction with the secondary level through their involvement in senior secondary examinations but that Anglophone universities were characterized by lack of dialogue and interaction with schools. However, Maguette Kane Diop from Cheik Anta Diop University, Dakar, observed that Francophone university lecturers took little interest in schools. Alain Dhersigny, French Cooperation, identified the tension between aiming at international competitiveness and satisfying national development objectives.

Financing and the issue of equity

Universities were urged to play their part in achieving social equity by Kabiru Kinyanjui through mechanisms

designed to increase the number of students from rural areas. Mechanisms cited included targeted bursaries and loans at university and secondary levels, in preference to generalized availability of loans or unselective subsidies or free education, for example, which inevitably end up supporting upper- and middle-income families rather than low-income students. Second, increased provision of secondary education in rural areas will open up opportunity.

'We have to make history rather than let history make us'. Steven Obeegadoo was quoting a Malagasy saying, urging ministers of education to be proactive, to regulate, organize, plan and manage runaway secondary and higher education enrolments, in the interests of quality outcomes, rather than submit to the undesirable consequences of failing to take control.

The Kenya Minister of Education expressed the dilemma of governments faced with what he termed the increasing commercialization of education, that is, the current rapid expansion of education access for middle-income families without parallel opportunities for lower-income families, thereby comprising equity. Yet there

were obvious gains to be made in providing incentives for private provision while redirecting public subsidies in a more targeted manner to education for the poor. The challenge lay in managing and balancing these elements and, as pointed out by the panelists, in policy formulation by the state followed by the creation of regulatory mechanisms. The issue of equity was also addressed by Alice Lamptey, of the Association of African Universities,



We Ministers need practical suggestions for action from ADEA.

Minister of Education, Mauritius

who urged researchers to identify successful mechanisms for the inclusion of people with disabilities in the mainstream education sector.

Learning from inside national borders

Wim Hoppers said that ministries of education were not always informed about interesting pilot or innovative programs within their own national boundaries. This pointed to a specific and significant role that universities and researchers could play in regularly documenting and analyzing such programs and disseminating information for the benefit of ministries of education.

SESSION FOUR

POLICY AND GOVERNANCE, COST AND FINANCING

– ROUND TABLE –
POLICY AND GOVERNANCE, COST AND FINANCING

Chair:

The Hon. Prof. Jumanne Abdallah Maghembe, Minister of Education and Vocational Training, Tanzania

Panelists:

- Hon. Aires Bonifacio Baptista Ali, Minister of Education and Culture, Mozambique;
 - Alain Mingat, Institut de Recherche sur l'Education (IREDU), France, and AFD/World Bank;
 - Keith Lewin, University of Sussex, UK
-

The round table plenary introduction to Session 4 focused on a vital theme which has received increasing prominence in Biennales over the years, namely the management, costs and financing of education, in recognition of the fact that only affordable, achievable sector plans that incorporate human resources capacity building have a chance of developing systems relevant to each country.

**Post Primary Education:
The Experience of Mozambique**

Mozambique includes both SMT and life skills in its reformed post-basic curriculum, to respond to wide ranging educational need.

Rapid secondary expansion was achieved through the introduction of night classes in 2004.

The case of post-primary education in Mozambique presented examples of policy decisions made in line with poverty eradication and the development of human

resources. The Hon. Aires Bonifacio Baptista Ali, Minister of Education and Culture of Mozambique, explained that sector planning had adopted a holistic vision of the education sector which aimed at inclusion. Science and technology curriculum was prioritized.

After Independence in 1975, major education reforms were implemented in 1977, to nationalize education, breaking away from colonial structures; and again in 1983 (updated in 1992), establishing a seven-year basic education cycle. The year 2004 saw further curriculum revision in primary



schools, increased free provision of textbooks, strengthening of parents' school committees, and the introduction of night classes in secondary schools.

Enrolments have risen in primary schools and the age of primary intake has reduced considerably, with the result that primary leavers are far too young to enter the work force. Secondary enrolments, including evening classes, have increased rapidly from 8 to 35 percent net enrolment rate from 2000 to 2007 but the budget for secondary schooling has not kept pace.

Future reforms of post-basic education will emphasize ten years of quality education; will increase the internal efficiency of the system which is characterized at present by high rates of repetition and low performance; give more emphasis to distance modes of education; and will develop well-rounded curricula, focusing on *learning to be* as well as *learning to do*, in order to prepare school leavers to face the wide ranging challenges of adult life. New social and economic realities as well as the country's intention of closer integration into the subregion, demand ongoing adaptation of Mozambique's educational institutions and curricula.

Investment in TVET represents a strategic choice for Mozambique. The Government is fully aware that balanced and sustainable development depends in large measure on the technical competencies of our citizens, to ensure the implementation of our stated development policies and strategies.

Minister of Education, Mozambique

New focus has been given to TVET in Mozambique, with the start of an EU-supported program in 2006 which will span 15 years. It is a demand-driven and competency-oriented program, with particular emphasis on the inclusion of female learners, given women's vital role in agriculture and in the prevention of HIV and other diseases. Wide and diverse partnerships will ensure participation and ownership by civil society. A Vocational Education Reform Commission has been established to oversee these developments. National standards for technical education will be developed. At the same time, ongoing research will guide the development of the program; and mechanisms to increase TVET funding will be formulated.

Financial Sustainability as a Reference for the Development of Post Primary Education in Sub-Saharan Africa

Realistic costing of expanded post-primary education in Africa is only just beginning.

Critical policy decisions are needed by all countries to kick-start a viable process of costed planning.

Significantly higher enrolment and completion rates at the primary education level are putting pressure on governments to formulate policies for post-primary education – and for a nine-year basic education model – in the knowledge that high unemployment rates among youth, even among tertiary education graduates, call for well adapted responses. Alain Mingat reported on the simulations that had been carried out on 33 African countries to indicate the financial and logistic sustainability of options involving the management of student flows between

Schooling in rural areas tends to be more costly than in urban areas... In lower secondary education, the structure of economies of scale is more pronounced than for primary schools, with unit cost in a 120-student school around 70% higher than in a 400-student school.

Mingat et al. (2008: 21)

lower and upper secondary cycles, the unit costs of various delivery models and funding possibilities, in a variety of development contexts.

These scenarios could be classified into quantitative and qualitative variables. Continuity of student flow implies massive future enrolment at upper secondary level as current expanded primary enrolments move up to lower and then upper secondary levels. Discontinuity means

reducing flow to upper secondary school, both to manage education costs and to respond to the demand of the labor market. The second set of variables relates to qualitative aspects or organization of the subsector where (a) preferred, then (b) acceptable but more cost-conscious parameters, are compared. Next, varying national contexts are factored into the simulations, taking account of GDP variation across countries, rural/urban national profiles (at present 85 percent of lower secondary age children out of school are rural), and the need to address vulnerable populations and remote areas.

Analysis of different scenarios indicated that costs of expanded secondary education will widely exceed the availability of domestic funding, in every case, even when discontinuity and cost-conscious parameters are factored into the model. If the present 20 percent sectoral budget

limit is maintained, the goal of universal lower coverage for secondary will need to be abandoned and transition rates from primary to secondary will have to remain below 65 percent. Mobilizing supplementary public domestic funding for expanded post-primary education is an option: education sector allocation would need to rise to a minimum of 23 percent of the national budget while still using acceptable rather than preferred costing parameters, and discontinuity. Raising sectoral dependency on external financing to over 35 percent is another option.

Conclusions pointed to the need for management, and in most cases, discontinuity of student flow to upper secondary level, commensurate with the level of development of a country, current GDP per capita levels, access to funding, and other factors such as the rural/urban national demographic profile. Increased sources of finance, both domestic and external, will be needed to meet the challenge of

expanding post-primary, post-basic education and a nine-year model of basic education.

Recent country workshops – which used the year 2020 as their point of reference – indicate that draft plans for expanding post-primary education will need substantial reformulation in all countries if they are to respond to the sustainability criterion. They may

'The share of urban population (a regional average of 30%) is very variable from one country to another (under 20% in Burundi and Burkina Faso, compared to around 50% in Republic of the Congo and Gambia' (Mingat et al. (2008: 21). Consequently, countries face different magnitudes of challenge as regards achieving coverage of secondary education.



need to take a longer term perspective for reaching the goals envisaged. Countries vary enormously. The targets of Ghana and Mauritania may be attainable, whereas those of Burkina Faso and Burundi would be extremely difficult to achieve. Between these two poles, the aspirations of countries such as Tanzania and Zambia remain a difficult challenge. External partners should start to anticipate the considerable increased financing that will be needed by all countries to implement their post-primary expansion plans.

Seeking Secondary Schooling in Sub-Saharan Africa: Strategies for Sustainable Financing

Tools are available for decision making which can be responsive to the resource base of each country.

Strict cost controls will be important for post-primary expansion which will put severe strain on public and private resources.

Keith Lewin examined the options available for universalizing lower and expanding upper secondary education in Africa. The costs and financing issues arising were reviewed. A number of strategies for generating sustainable expansion were analyzed in terms of organizational modes and financing options. Country-specific economic growth rates will in large part determine pace and mode of expansion. Important factors governing outcomes will include increased public financing for the secondary sector, improved efficiency and effectiveness, support to students from low income households and firm commitment to quality. Lewin echoed the view that lessons learned from UPE and EFA experiences can and should be applied to

There are many possible patterns of evolution, some of which are likely to be more efficient and effective than others. This analysis highlights the fact that different strategies will be needed in different countries.

Lewin (2008: 107)

post-basic expansion. He noted that MDGs were now largely out of date and therefore not relevant to the current debate.

The current high cost – and inefficiently managed costs – of secondary education excludes universalization. Enrolments

closely reflect income disparity and, to a lesser degree, gender disparity. Costs need to match a country's GDP per capita, so exceeding 20 percent of the GDP per capita for lower secondary costs and 40 percent for upper secondary costs immediately results in inequitable and selective participation. Secondary costs should not rise higher than twice the cost of primary schooling. Expansion needs to be gradual, to maintain quality.

Lewin proposed a number of reforms, which have only rarely been implemented on the ground and which require very difficult policy decisions. He then listed indicators and benchmarks for planning secondary expansion within affordable limits, affordable only for selected countries, given the range of GDP across the continent. For example, one benchmark concerned the unit cost of secondary level TVET, proposed at 25 percent of GDP per capita for lower and 50 percent for upper secondary, while keeping TVET costs to a ceiling of 1.5 times that of general secondary education. To illustrate the risks involved in TVET design, he cited research showing that TVET can cost as much as 14 times that of general education. He concluded that

Expansion Options

Resource generating

Increase % GDP to Education
Benefits from economic growth
Increase budget for secondary education
Increased external support

Cost Saving

Reduce repetition
Increase PRTs
More time on task
Cost sensitive curriculum
Lower cost materials
Cost ceiling for TVET
Efficient teacher deployment
Lower cost teacher training
School management & accountability
Lower construction costs
Less subsidized boarding

Cost Transference

Greater cost recovery

- households pay more
- community subsidizes

Non government providers
More private schooling

Lewin (2008: Slide 19)

'technologizing' some subjects and/or the provision of few well chosen technical subjects in selected upper secondary programs would be the least costly solution, with the proviso that tight cost monitoring would be necessary. This conclusion needs to be compared with that of the AFDB and the OECD on TVET in Session 2, and the Biennale themes led by Krönner and Walther. The arguments are similar: to retain general education at lower secondary;

and to tread warily in introducing TVET at upper secondary levels.

For the majority of countries, decisions need to be taken on the degree of enrolment selectivity at the lower and upper secondary level or 'discontinuity', to use Mingat's terminology, at least in the immediate future. Lewin's models do not skirt around totaling costs and naming timetables for universalization, at lower and upper secondary levels. On the contrary, the simulations, models, calculations and multiple options examined, clearly demonstrate the impossibility of universalizing lower secondary schooling by 2015 and, for most countries, by 2020. As other presenters had stressed, country contexts differ. Countries with already relatively high secondary enrolment rates and sustainable economic growth will meet targets before others.

Every proposal put forward was accompanied by figures and costing. It was recommended that secondary schooling unit costs be kept at a level not exceeding two to three percent of GDP. This means lowering allocations to other subsectors of the overall education budget; or raising the general education budget; and/or severe cost cutting in schools. The aim to 'ensure efficient teacher deployment' covers the most politically sensitive area of all, namely posting teachers to

Secondary enrolment rates will also be constrained by nonfinancial constraints on growth, such as teacher supply, new building capacity, and the rate at which repetition can be decreased and achievement increased.

Lewin (2008: 98)



the least desirable areas, to ensure equity. In other words, secondary expansion will test the will of ministries and governments to plan – using evidence-based information and analytical tools – to forgo *laissez-faire* attitudes and to take hard decisions.

Discussion

The discussant, Michael Okech from the University of London, challenged panelists on some of their approaches to planning but the discussion ended on a note closer to consensus as speakers illustrated their terminology with examples on the ground. Oketch recommended learning from the history of secondary school development, for example, Tanzania and Kenya in the 1970s, one restricting growth and the other accepting demand-driven unplanned expansion.

Oketch did not recommend TVET as an alternative to general education, given current reward systems but the Chair, the Minister of Education for Tanzania, reminded the meeting of contrary examples from the East Asia tigers cited in Session 2. The value of constant reference to examples on the ground enhances Biennale discussion and, due to the many concrete examples presented to the meeting, the approach adopted by ADEA biennial meetings proves to be a useful and grounded one.

Ministers and NGOs pointed out that cost-cutting measures such as distance education and ICTs were available for post-basic development and had been insufficiently addressed during the presentations. Some Ministers and former Ministers expressed their discomfort with what they

What seemed to be impossible in the past is now possible due to ICTs.

*Hon. Dharambeer Gokhool,
Minister of Education,
Mauritius*

Those who say 'I can', will the mountain climb, and will succeed. We have experience of great challenges, and we have made it.

*Ann-Thérèse Ndong-Jatta,
UNESCO, Former Minister of
Education of the Gambia*

termed the pessimistic tone taken by some presenters since the role of national leaders was to face challenges, to assert their assurance and to confidently plan for the future, come what may. The Minister of Mozambique assured the meeting that his country had carefully calculated costs before embarking on the present expansion of secondary education and had already secured half of the funds required.

Alice Lamptey, of the Association of African Universities, asked whether decentralization had been taken into account in the models presented. The Minister of Education of Mozambique pointed to the role of local councils and communities in the management and resources contributed to secondary expansion in his country. The Minister of Education in Kenya also described the ongoing decentralization processes in his country. The panelists noted that management capacities had to be assured at every level and that the use and management of resources from top to bottom was the key to success. Correlations had not been found between amount of funding available and efficient education systems, but between good management and efficiency. Achieving balance in budgetary allocations was also critical.

The meeting was fully conscious of the dilemma to be faced: the social and economic imperative of expanding post-primary education while planning realistic expansion scenarios. This would play itself out in, for example, calculating a minimally sufficient number of qualified teachers, and paying them, and the constraint this would necessarily place on enrolment figures. There seemed to be growing consensus in the room that the trade-off between pupil/teacher ratios, quality and cost would indeed need to be carefully managed. The accumulation of data and simulations during the presentations had brought ADEA participants face-to-face with the startling numbers of children, and the costs to be addressed at the post-primary level, the need for growth of economies, and fiscal reforms, such as efficient collection of taxes.

There was discussion on whether GDP was a useful benchmark for calculating costs and teacher salary levels. Lewin and Mingat pointed to differentiated scenarios in their papers based on (a) countries with very low GDP and (b) those with higher levels of GDP. Again, the discussion started to converge with the recognition that country planning needed to be based both on national productivity levels and on a minimally desirable level of inputs, for teacher salaries and schooling costs, for example.

NGOs reminded the meeting that noncompleters of basic education (and of primary education) were not taken into consideration in the simulations presented during the session and that budgets would need to be found to address the needs of this large secondary age population who remain out of school.



PARALLEL SESSIONS

ISSUES OF POLICY AND GOVERNANCE, AND COSTS AND FINANCING

The following reports provide brief overviews of four parallel sessions exploring issues of policy governance and costs and financing. They highlight significant points in the advancement of concepts and planning of post-primary education. The sessions were designed to focus on case studies and provide opportunities for discussion of specificities, in contrast with plenary sessions which attempted to identify commonalities and patterns across education in Africa. These sessions, running in four parallel meetings across four sessions, provided participants with time to elucidate issues arising from the plenary and parallel presentations and to ground discussion in practical examples from across the many countries represented at the meeting. Short summaries of the papers presented can be accessed in the annotated conference Program. The full papers, in addition to background papers, are available on CD and on the ADEA website.

Extending Basic Education, Expanding Secondary Education: Governance and Policy Issues

Extending Basic Education to include Lower Secondary while Maintaining the Quality Imperative: Case Study of The Gambia

Pap Sey, The Gambia

Highlights of the presentation were:

- The Gambian public perceives the curriculum to be overloaded but responsive to the needs of stakeholders, preparing children for life in or beyond The Gambia.
- Reluctance for automatic promotion through grades 1 to 9 is reflected in preference for a 6-3-3 system rather than a 9-3 system.

- The Gambia has integrated *madrassa* schools into its education system, as community schools, in interesting and practical ways.
- Early childhood education is no longer considered a luxury and needs to be integrated into the education system.

Accelerating the Expansion of Access to Secondary Education: The 1980-1990 Experience of Zimbabwe

Fay Chung, Consultant, Zimbabwe

The Zimbabwe case study demonstrated innovative policy implementation:

- Unit costs for secondary education were reduced by 2/3 between 1980 and 1990



Foreign Examinations

Cambridge examinations oriented Zimbabweans to the UK. School leavers could not survive or cope with Zimbabwean problems; and went to the UK, where they are now.

Fay Chung, Zimbabwe

- A government secondary school was established in each district, however, private schools accounted for 98 percent of primary and 87 percent of secondary schools
- Day schools replaced boarding schools.
- Open access permitted to O-level examinations

Innovative approaches to teaching included:

- Distance learning methodologies, technical training (radio/cassettes).
- Zimsci kits, allowing weekly experiments
- Tree planting and tree care programs linked to environmental education
- Shortened teacher training courses (ZimTec).

Community involvement was prioritized: communities and students actively participated in constructing schools.

The Zimbabwe Foundation for Education with Production (FEP) educated 15,000 war veterans in ZimFEP schools.

Post-Independence Reforms to attain UPE in Benin, Cameroon, Guinea and Tanzania and their Effects on Post-primary Education

Ibrahima Bah-lalya and Tidjane Diallo, WGESA

- In the four countries, several reforms were launched between the 1960s and 1990s which represented a

rupture with colonialism, focusing on: the affirmation of national sovereignty, expanded access, ensuring that schools reflected the rural realities of daily life and reformed curricula.

- However, education systems experienced financing difficulties and struggled to maintain quality as enrolments rose sharply. Pressure was felt most severely at the post-primary levels.
- Curriculum revision lagged behind social and economic change.
- The main lessons learned included the importance of strong, stable political leadership, policies with objectives and goals that are clearly defined from the outset.

Madagascar: The Challenge of Expanding Secondary Education and Training

Patrick Ramanantoanina, World Bank

Current challenges include the following:

- Madagascar needs to grow its economy to match other countries in the region
- Distance to school remain considerable (10-30 hours)
- The objective of schools is to prepare for tertiary education, leading to high repetition and drop-out rates
- Post-primary vocational programs are too long
- Rigid secondary and vocational programs fail to provide opportunities for youth to learn skills through apprenticeships
- Only 20 percent are qualified at the primary level and 33 percent at the secondary level

Ad hoc reforms in the past created problems A holistic approach to reform will be adopted starting with the resources already available

- New structure 7+3+2 (previously 5+4+3), expanding primary cycle from five to seven years
- Curricula to be revised, introducing integrated subjects.
- Teacher deployment efficiency to increase through polyvalent teachers and increased teaching hours.

Discussion

The issue of external monitoring of quality was raised, as regards those countries continuing to use Cambridge O and A-level examinations. Participants questioned the validity of examinations purporting to measure the quality of learning outcomes but remote from the context and reality of the country. Language of instruction issues were discussed, calling for more dissemination of experience across the continent, the results and best practices. In The Gambia, state schools use English, while the *madrassas* use Arabic.

Minister of Education of the Republic of Congo noted that school structure remains linked to the traditional system and asked if there is any way to “de-link” from the traditional system.

No Learning from the Past

Madagascar's disastrous introduction of Malagasy in the 1970s as language of instruction was due to total lack of preparation of the teachers. The same mistake was repeated in 1992 when it was decided to re-introduce French, again without preparing the teachers. This proved to be a second disaster.

Patrick Ramanantoanina, World Bank

Public / Private Partnerships

Public/Private Partnerships at Lower Secondary Level in West Africa: The Case of Burkina Faso and Senegal

Ignace Sanwidi, Burkina Faso

- Both countries are making deliberate efforts to create enabling environments for private sector provision, in general, and for the promotion of private secondary education, in particular.
- Private secondary schooling accounts for 25 to 35 percent of students, and a higher quota in secondary TVET (technical and vocational education and training).
- Burkina Faso: Public-private partnerships range from co-financing, which also includes development partners, to budget allocations granted by government to private providers (in particular for TVET), and contractual arrangements between government and private providers within and outside the education sector.
- Senegal: partnership goes one step further, to include partnership in policy formulation in TVET.
- Both governments have committed themselves to public-private partnerships, and developed relevant legal frameworks. Committees have been established for consultation, and plan support for disadvantaged students. Senegal has established a development fund for TVET, after consultation with social and development partners.
- Monitoring still needs to be improved and involvement of private actors is seen as essential for its success.



The Power of Public-Private Partnership: Coming Together for Secondary Education in Africa

Adriaan Verspoor, World Bank

The presentation focused on secondary education in schools, with emphasis on financing and provision, two distinctly different dimensions of public-private partnerships.

- Private provision is driven primarily by limited accessibility and poor performance of public schools.
- As regards financing, data are readily available on the public financing of private provision, e.g. through government schools or public subsidies to private providers. Data are lacking, however, on the expenditure of households, which can reach 80 percent and more of total expenditure on secondary education.
- Currently, public funding tends to target students from higher-income families.
- Policy agendas need separate focus on financing and on provision.
- Private provision should be promoted through an enabling environment and capacity building. Parents should be acknowledged as partners.
- Public financing should facilitate access to education for the poor, whether publicly or privately provided.

The Provision and Financing of Quality Secondary Education through Public-Private Partnerships in Mauritius – A Success Story

Mr. Praveen MOHADEB, Mauritius

- At the time of independence, private provision covered more than 90 percent of secondary education in Mauritius.

- Today, the rate of private provision has declined, but includes more than half.
- Private secondary schools cater mainly for lower-income families. Government makes efforts to improve the quality of provision.
- Private tutoring is widespread and represents considerable private investment in education.
- Government considers private secondary schooling as an important element of education in Mauritius. The Private Secondary Schools Authority promotes, regulates and monitors private secondary education, and channels government grants.

Enhancing Equitable Access to TVET through Coherent Governance, Public-Private Partnerships & Multimedia Campaigns Development

Joseph EILOR, Uganda

The presentation focused on Business Technical and Vocational Education and Training (BTJET).

- Government understood the need to develop a strong political will, and an adequate policy and institutional framework.
- A multi-sectoral approach was considered necessary, to also include the beneficiaries of training as partners.
- Uganda has developed a streamlined and coherent BTJET policy framework across sector ministries.
- The government acknowledged not only the role of the private sector in BTJET but the greater comparative advantage and capacities of the private sector in BTJET provision. Ministry of Education and Sports focus has shifted from day-to-day BTJET administration to policy formulation, regulation and monitoring.



- To enhance the status of vocational training, the government engaged in social marketing of BTJET, partnering with the mass media.

Discussion

The discussant, Halfdan Farstad of the Norwegian Ministry of Education, recommended an analysis of the public-private partnership models presented at each programmatic stage from planning, through implementation to monitoring. In response, participants noted the potential for partnership at various stages of program development, from policy and strategy planning to financing and implementation; and preferred modes for engaging in consultation and interaction with private sector stakeholders. The challenge was for governments to involve unwilling private sponsors, donors and development partners in collaborative support for post-primary education, including the several relevant sector ministries and agencies; and the need to encompass a wide range of potential partners for TVET, including both for-profit or non-profit providers as long as essential standards are met at reasonable cost. They pointed to the vital role of the mass media for career/training guidance, for open and distance learning, and as actors in carrying out social marketing of education and training.

The apparent comparative advantages of private providers included:

- More efficient management and use of teachers
- Flexible and rapid curricular response to market needs
- Access to relevant equipment.

Strategies for encouraging expanded private provision included consideration of microcredit schemes for informal sector business trainers. In future, governments would need to:

- Determine the necessary standards for private provision in terms of curricula (ensuring adaptation of curricula to local needs), examinations, certification, articulation within the education system.
- Effectively monitor private providers, guarding against deregulation of the sector; to devise mechanisms for ensuring quality in private provision and enforce minimal standards as regards the employment conditions of teaching and other personnel employed by private providers.
- Ensure equity of access in private establishments by directly subsidizing specific target groups. Learning lessons from different country contexts where in one case, private provision attracts lower-income students, while in other countries, it attracts upper-income students; both systems segregate and polarize learners by income levels.
- Determine levels of household investment in post-primary education.

The dilemma of definition was raised: a possible distinction was proposed between *compulsory* and *post-compulsory* in preference to *primary* and *post-primary* education. *Compulsory* education would constitute a public good and be provided free of charge while household investment would be retained as a mechanism to fund *non compulsory* education.



Capacity building for governments' new roles would focus on: developing incentives, facilitation, standard setting, monitoring, ensuring transparency, quality, access, equity; skills for drawing up legal frameworks for partnerships; and planning relevant personnel training schemes.

Transitions between Upper Secondary and Higher Education: Policy and Governance

The Interface between Further and Higher Education in South Africa: Factors Affecting the Higher Education Sector's Capacity to meet National Needs

Nan Yeld and Ian Scott, South Africa

- Innovative assessment mechanisms that identify student potential are being introduced in addition to school leaving examination results as criteria for admission into higher education institutions.
- Talented but disadvantaged students are guided for placement into appropriate programs and disciplines not only to facilitate access but also success in higher education.
- Under 5 percent of black students are enrolled in higher education compared with a national participation rate of 15–16 percent.
- There is need to improve the effectiveness of teaching and learning; success rate is only about 44 percent.
- There is improved equitable access but insufficient equity of outcome.
- Curriculum reforms are needed to accommodate the diversity of intake.

- Reform of higher education curriculum structure and delivery is an essential condition for effectiveness and efficiency in meeting national needs.

Better Articulation between Upper Secondary and Higher Education in Mauritania

Oumar Soumare, Mauritania

- The rising GDP growth rate in recent years is driving increased demand for skills in the employment sector.
- Only 5 percent of those employed have a technical or tertiary diploma,
- Increased enrolments at all levels have led to lowering quality and producing student flow problems.
- Diversification and professionalization of courses is the approach being adopted to ensure greater relevance of provision and to better regulate student flows in order to translate inputs into useful outputs for economic development.
- Student flow regulation is organized by specialization through guidance and counseling and through selective examinations.

Better Articulation between Upper Secondary and Higher Education: The Case of Mozambique

Arlindo Chilundo, Mozambique

- This case study addressed articulation between upper secondary and higher education in the context of a post-conflict situation whereby the illiteracy rate was 93 percent at Independence in 1975.
- Entry into higher education is open exclusively to students who have completed 12 years of schooling.



- One explanation for decreasing quality at the upper secondary level is that schools open without a full complement of teachers, especially science teachers in the provinces and rural areas, exacerbating regional disparities as regards access to higher education.
- There is need to replace the current multiple system of examinations and criteria for admission into higher education institutions by a single national examination.

Discussion

Françoise Caillods of the International Institute for Education Planning focused on the role of examinations at the secondary level. Participants questioned the capacity of current examination systems to address the issue of equity and inequalities, and to satisfactorily regulate student flows. In Mauritania a new examination has been introduced in grade ten, at the end of junior secondary school, to orientate students into the upper secondary cycle or to vocational studies. At the end of the second secondary cycle, one examination is used to measure achievement and a second examination is used for selection to university. Both Latin American and Asian experience confirms the benefit of separating out certification from selection exercises. Alongside assessment of achievement, certification and selection, entry mechanisms to institutions of higher education have to build in measures to enhance equity, to ensure places for rural students, low-income students, women students, and other historically disadvantaged students. It was pointed out that reform should not only target access but also success in higher education. Better design of assessment and selection instruments was needed. Although participation rates are increasing,

there are too few strong candidates for higher education in science, mathematics and technology. Language skills are also important. In all cases reported, the quality of secondary graduates was declining. There was also a call for curriculum reform at the higher education level.

Further, adequate teacher education and training at the upper secondary level was needed, to avoid wastage of talent (human cost); and a reduction of material costs.

Financing Trends and Challenges

The session examined three issues at three different levels of education:

- Expansion of private tutoring.
- Financing secondary level TVET through private sector funding.
- Financing higher education mechanisms in Senegal and Kenya.

The Challenges of Private Supplementary Tutoring: Global Patterns and their Implications for Africa

Mark Bray, Director IIEP UNESCO

- Private tutoring is on the increase in Asia (Japan and Hong Kong), in Mauritius, more recently in Europe and across the world, due to increased competition for places in formal education institutions.
- Tutoring is expensive for households in Africa and reinforces existing inequity in education provision; benefitting high-income students and disadvantaging still further the poor and girls.
- Teachers benefit from additional income to augment low salaries and are known to abuse their positions by



teaching only half of the curriculum in class, as a method to compel attendance in tutoring periods.

- It is time to arrest proliferation of tutoring in Africa before it is too late.
- Measures need to be taken, for instance, to forbid teachers to tutor their own pupils, in order to stop the practice of paid tutoring.

Financing Vocational Training in Africa: Case Study of Five Vocational Training Funds

Alain Dhersigny, Ministry of Foreign Affairs, France

Financing mechanisms for vocational training developed by South Africa, Burkina Faso, Mali, Benin, and Tunisia target three objectives:

1. To boost economic and social development (South Africa).
2. To support education provision (Tunisia).
3. To encourage both the formal and informal sectors of the economy (Sahelian Africa).

- Funds have been set up in the 1990s in many African countries, sourced from levies in training institutions and private enterprise, and are managed jointly by government, employers and trades unions.
- Business can in turn benefit from these funds through their training programs, in particular informal sector enterprises, as a boost to small business development.
- Challenges currently include the practice of governments in retaining a significant proportion of the training levies; and lack of funding for informal sector training (Tunisia) despite the sector's major contribution to the fund.
- In future, support to enhance financing vocational training should simultaneously address the overall de-

velopment of TVET and issues of accreditation as South Africa has done; focus more on the needs of small and microbusiness development; and increasingly engage social partners.

Financing of Higher Education in a Context of Rapid Expansion: Anglophone (Kenya) and Francophone (Senegal) African Cases

Mohamed Chérif Diarra, UNESCO

High population growth and increased numbers of school leavers has exacerbated enrolments at university level, which requires policy reformulation.

Mechanisms for financing higher education are very different in Senegal and in Kenya. Senegal has a policy of free tuition and scholarships, subsidizing 25 percent of costs and providing USD 2,000 per year per student. Kenya's student loans result in an annual state subsidy of USD 700 per student. Kenya also has several private universities, dating from the 1970s. Senegalese parents will have to understand the importance of investing in their children's university education within Senegal, in preference to sending students abroad to study at enormous cost.

Problems in the universities include lack of infrastructure, lecturers and teaching/learning materials. In addition, there is high unemployment rate of graduates, while regular student strikes in response to reforms disrupt teaching.

Discussion

The discussion centered on private tuition. Participants agreed that it was already rampant in Africa. Many con-



sidered it as inevitable while teacher salaries remained low, recognizing it as a method of augmenting salaries, while other speakers regarded it as an unfortunate but unavoidable result of the critical importance of examinations and certification for individual learners. Participants who ad-

dressed the financing of secondary and higher education noted the enormous disparity between high-income families who paid for foreign education and the vast majority who find it difficult to finance local education.



SESSION FIVE
ACCESS AND EQUITY

– ROUND TABLE –

ACCESS AND EQUITY

Chair:

- Maire Matthews, Irish Aid

Panelists:

- Lavinia Gasperini, FAO; Codou Diaw, FAWA; Cream Wright, UNICEF New York
-

The fifth session discussed the main factors contributing to the exclusion of children from the basic and post-basic levels. Currently, secondary schooling focuses on higher income and urban students. More data were presented on system wastage at all levels, highlighting the need for system transformation at the post-primary level. Good practice from Mozambique and from other countries provided lessons learned for future program innovation. Three presentations were made during this session on: education for rural people; education and training for out-of-school girls in conflict situations; and innovative modalities for, and cost implications of, achieving UPE.

Education for Rural People

National policies require focus on the education needs of rural populations, which include diverse social groups, and agro-ecological and geographic areas.

Agricultural and survival skills may be most in demand in some rural areas.

In 2002, most of the 130 million children still out of school and most of the 880 million illiterate youth and adults lived in rural areas. The majority of Africa's population is rural. The FAO led initiative, Education for Rural People (ERP), launched in 2002 at the World Summit on

Sustainable Development In Johannesburg, with the aim of increasing access to education in rural areas, and to prepare rural citizens to engage successfully in knowledge based economies, an objective which is central to achieving the MDGs. Education is seen as a key contribution to improving food security, to eradicating extreme poverty and hunger, and to promoting gender equity in rural ar-

Schools in rural areas are often viewed as impenetrable institutions belonging to central government.

Lavinia Gasperini, FAO



eas. Lavinia Gasperini of the FAO looked back at lessons learned from the program.

One challenge was the absence of powerful political forces advocating for rural people. Second, rural dwellers are not homogenous and need locally-tailored programs. Third, they live in a diversity of agro-ecological and geographic areas and are characterized by multiple socioeconomic and cultural differences. Many ministries are involved in providing education for this population but primary responsibility lies with ministries of education and agriculture, which need to develop rural education policies, such as the one recently drawn up in Kosovo². Rural extension officers need to team up with rural teachers who, in turn, need special training for effectively responding to the local, rural educational needs of learners (as in Colombia), ensuring flexible responses to local needs in terms of the school calendar, daily timetables and curriculum relevance. Forty percent of the Thai curriculum and 20 percent of Mozambique's curriculum is localized. Effective decentralization and community involvement in local education planning is critical.

There lack of school provision in rural areas, problems of distance to school, in addition to lower quality of education than in urban areas continues throughout much of the rural areas of the continent. Dispersed populations in rural areas are also, generally, much poorer than urban dwellers and need additional support due to forgoing the

opportunity costs of child labor in the rural economy (such as food rations for children pulled out of work the fields and the homes). Significantly, rural populations often perceive the school as some alien creature of the central government, removed from their lives. To attract rural girls to school, a set of incentives needs to be planned for each locality. Support to rural teachers should include decent salaries, housing, attention to the needs of rural women trainees and teachers, other incentives (such as Malaysia's and Lao PDR's incentive package for rural teachers), redefined posting practices – such as posting newly qualified staff in pairs – and attractive career structures.

In addition to increased provision of schooling, rural people need centers for training in livelihood skills, food production skills and life skills. Mozambique's Junior Farmer Field and Life Schools have filled this gap successfully. Redefinition of agricultural education now includes entrepreneurial and civic skills, human values and environmental education.

Improved donor coordination at the national and international level for promoting and investing in ERP will be important for increasing education provision for rural people.

Education and Training for Out-of-School Girls in Conflict Situations

TVET continues to sideline girls and women, even in post-conflict countries, yet it is a potential force for rebuilding society and positively transforming gender relations.

² See: A Strategy for Education for Rural People in Kosovo (2004 – 2009) at <http://www.fao.org/SD/ERP/ERPkosovoenglish.PDF>



The experience of Liberia shows the impact of top political interest in promoting girls and women through TVET.

Codou Diaw of FAWE noted that TVET was firmly back on the agenda and that a convincing case had been made to re-invest in the sector by many speakers. Data shared already at the Biennale had demonstrated the low participation of girls and women in TVET and their preponderance in traditionally female training programs. In post-conflict countries, the gender gap in TVET was even more marked in a context where countries suffered from high numbers of children out of school. The FAWE Regional Office had included a program addressing the

Unlike primary education the cost of universal post-primary education is likely to be extremely high and probably prohibitive for most countries, based on existing models of provision. However, much systematic work is yet to be done on such a costing exercise. African countries would therefore be “shooting in the dark” if they were simply to adopt a policy of universalizing post-primary education.

Cream Wright, UNICEF (2008)

education of girls in post-conflict countries in its five-year 2008-12 Strategic Plan.

FAWE had conducted a study in three post-conflict countries, Burundi, Liberia and Sierra Leone. The report reviewed TVET policies through a gender perspective, documented TVET on the ground and produced recommendations to government for increased participation of females in TVET. A three-year FAWE program, designed as demonstrative TVET activities, was now being rolled out in these countries.

The study concluded that girls and women were insufficiently targeted by post-conflict skills training programs and, more disturbingly, TVET policies were unresponsive to gender issues, with the exception of Liberia which has benefitted from the President’s direct interest in girls’ education. Observation in the field confirmed the concentration of females in ‘domestic’ oriented and traditionally female TVET programs. FAWE aims to transform TVET policies and provision into gender-responsive instruments at the national level, specifically targeting females through partnerships with the MOE and other ministries, agencies, CSOs and communities. At the same time, FAWE will demonstrate the important con-



tribution of females to social and economic reconstruction and highlight the potential of TVET in positively transforming gender relations in post-conflict countries.

Achieving Universal Post-primary Education in Africa: Innovative Modalities and Cost Implications

A proactive position on universal secondary education (USE) would involve serious costing and the adoption of serious cost reducing strategies.

Fundamental transformation of current post-primary education is vital for attaining USE.

There are complex considerations relating to what are the most appropriate, cost effective and equitable ways of providing access to post-primary education opportunities for all the eligible age group, given their attendant diversity in talent, motivation and aspirations.

Cream Wright, UNICEF (2008)

Cream Wright, Head of the Education Section, UNICEF New York, stressed that post-primary education is far more costly than primary education and will require new approaches. The enormous progress made at the primary level, due to national policies, national investment in education and sustained external support by partners, already provides lessons for post-primary expansion and indicates that the planning process at this level will need to be radically different. It will require fundamental transformation of existing models of provision given the resource base of most countries in Africa.

To provide data for future evidence based decision making, the presenter reviewed the already mapped determinants of success of existing post-primary models in a variety of countries. Second, data on current financing of post-primary education was used to predict the cost of universalizing post-primary education using current, global models. Third, innovative provision was discussed with a view to finding feasible, costed models for universalizing lower secondary schooling in Africa. In the past analyses existed only for selected countries. The wealth of data now available makes it possible to conduct realistic simulations for all countries.

It is estimated that 185 million children of secondary age are out of school; more than two thirds (127 million) of these are still in primary school. At present, more than two thirds of children aged 12-14 years in upper primary are overage by two or more years. The inefficiencies existing at the primary level must be dealt with before planning meaningful expansion at the secondary level. Disparities in access at the primary level are exacerbated at the secondary level, resulting in difficult to access post-primary education for poor rural children and girls. Wright argued for an inclusive system with alternative patterns of provision and the need to lower unit costs at this level, which include raising pupil/teacher ratios and providing overage children currently in primary school with accelerated programs outside or alongside the primary system. Instead of adopting a pessimistic approach to post-primary expansion, the presentation argued for serious attention to cost reducing and innovative strategies which would make universal post-primary education feasible.

Discussion

Reacting to the accumulation of numbers of children involved, the diversity of needs and programs and the costs presented in the previous four sessions, participants expressed their concern, and even perplexity and anxiety, over the magnitude of the task ahead in planning post-primary education. The combined and focused messages of the plenary speakers were being acknowledged by the meeting. At the same time, participants clung to the important notion of education being a right of all children. The Minister of Education from South Africa proposed that all countries should ensure that legislative systems reflected the fact that education is a right. Cream Wright noted that although this would be a positive step it had not assisted countries like India to press forward on EFA, since civil suits are not commonly used in that country as a method for increasing access.

Increasing the efficiency of the education system

Participants were increasingly vocal on primary level wastage which was jeopardizing expansion at higher levels of the system, echoing an important point made in Cream Wright's presentation. Statistics presented to the Biennale had confirmed the unnecessarily and costly low PTRs (pupil/teacher ratios). There was increased recognition that PTRs should be increased at the post-primary level, not pupils per class but pupils per teacher, to take account of teaching patterns across classes.

A representative of Association Montessori International recommended that UNICEF includes early childhood education within its definition of basic education, not only because children have a right to Early Childhood

Development (ECD) but to increase children's readiness for learning and to enhance the efficiency of primary schooling. A previous panelist, Adriaan Vespoor, observed that until universal primary education is attained, this may not be a priority for many countries.

Gender and TVET

In response to questions from the Deputy Minister of Education, Science and Sports of Ghana, and others, Codou Diaw gave more details on the TVET program in three post-conflict countries, targeting 1,000 girls in each country, and working with partners. FAWE had produced instruments for ensuring gender responsive pedagogy and learning environments. The most excluded of all social groups were rural, poor girls, as confirmed by the statistics presented by Cream Wright on several countries.

Degrees of marginalization

The need for increased attention to the rural poor drew support from the floor. The Minister of Education from South Africa and Lavinia Gasperini noted that education systems needed to focus more explicitly on the 'silent and often invisible' children with disabilities and specifically on poor, disabled children who were doubly marginalized. It was concluded by the meeting that poverty, geographical location (rural and slum dwellers), ethnic minority status, disability and gender were the major factors keeping children out of basic and post-basic levels of education. While gender was a contributory factor it was not the most significant determinant of school enrolment. Orphaned children were particularly vulnerable, in danger not only of exclusion from school, but of not learning agricultural and survival skills from absent parents.



PARALLEL SESSIONS

ACCESS AND EQUITY

The parallel sessions examined, in some detail, the ‘unreached’ populations and target groups which are at risk from being excluded from post-primary education, namely rural populations, the poor, girls and other historically disadvantaged groups; and the need for diversification of curriculum through competency oriented and innovative TVET models. A strong appeal for ‘business unusual’ (i.e., unconventional/innovative strategies) was made for the post-primary level, such as the adoption of alternative and cost-responsive delivery modes, such as distance and nonformal education. Failed strategies of the 1970s were revisited to derive lessons learned. A wealth of African experience was presented for critical appraisal and reappraisal.

Gender Issues in Post-primary Education

Gender Issues in Post-primary Education in Africa

Maguette Diop, Senegal

- Sexual violence in schools affects both boys and girls.
- Teachers must be the key agents for eliminating inequities and therefore need better training on gender issues.
- Curriculum reform must eliminate gender stereotypes.
- Interest exists for system enhancement of gender equity, but lack of resources remains a problem. Schools could generate their own supplementary funds.

Gender Issues in Technical and Vocational Education and Training

Rudo Barbra Gaidzanwa, Zimbabwe

- Early marriage, pregnancy and drop-out prevent many girls in Africa from survival in school beyond 15 years.

- Girls often underperform, failing to achieve the level required to enter secondary education. TVET is a viable alternative for many.
- Opportunities for entry into the labor market are very different for girls and boys, due to differences in educational attainment and social factors.

Negotiating the Interface between Upper Secondary and Higher Education in Sub-Saharan Africa: Gender Dimensions

Grace Bunyi, Kenya

- Girls tend to go to rural secondary schools and poor quality urban ones; female students are more numerous in private universities than in public ones.
- Inequalities affect girls at every level of the education system.



- Most programs targeting gender inequities in secondary education have been implemented by NGOs, generally only on a pilot basis, with little enduring and no systemic impact.

Transition to Post-Primary Education with a Special Focus on Girls

Aster Haregot, UNICEF

- More countries are adopting a sector-wide gender perspective in education policies. Policies on affirmative action are generally in place including the re-entry of teenage mothers to school.
- However in the poorest 40 percent of households the ratio of girls to boys is 4:1 in the ninth grade.
- For UNICEF, post-primary education includes education provision for secondary age children who have not completed basic education.

Discussion

Jackie Kirk, the discussant, noted the success of the concept “the girl child” at primary education but suggested that it would be important to transition to a new concept of the older girl and/or the young woman, in regards to post-basic education. There are new issues, opportunities and priorities to consider in this context, and new actors and stakeholders.

Multiple and well-known barriers limit girls’ access to post-primary education; these have persisted despite efforts over decades to eliminate them. These include cultural barriers as well as school, household and community barriers. Post-basic education systems continue to undermine

the status of women. Psychological, verbal and emotional violence can sometimes be more damaging than physical violence. Fathers were accused of favoring sons and failing to encourage their daughters to pursue traditionally male disciplines. More girls than boys are oriented to post-primary skills training yet these diplomas were seen as an inferior qualification, condemning girls to the least valuable qualifications for the market place.

In regards to the apparent slow implementation of gender-oriented policies and interventions, NGOs, churches and civil society need to partner with governments. Gender-sensitive policies require gender-sensitive strategies, and gender mainstreaming must be accompanied by gender budgeting. The continuing lack of gender desegregated information was deplored. Databases on adolescents and the labor market should be developed and disaggregated by age, sex, socioeconomic variables, etc., for policy development, planning and training purposes. In conclusion, the participants agreed that gender is about both boys and girls. Program focus is rightly on inequitable female access to education but it is essential to involve males in female-oriented affirmative action.

Distance Education and Open Learning

The Potential of Open Schooling in Africa: A Case Study of India’s National Institute of Open Schooling

James Stanfield, University of Newcastle, UK

- Exciting opportunities to remodel and expand post-basic education now exist for governments willing to embrace the full potential of open and distance learning.

- India's National Institute of Open Schooling is the biggest open schooling system in the world. It provides open entry and free choice of subjects. It is autonomous, benefits from partnerships, and is financially self-sustaining. Other centers can, on application, become accredited institutions of the Institute. However, its non-profit status limits its ability to expand.
- Vast experience and expertise exist for capacity building and quality control within the private sector.
- Africa can select between several models: (a) government monopoly; (b) public-private partnerships (non-profit) at little/no cost to government; or (c) private for profit. By combining the profit motive, ODL and IT, diverse models are possible.

Review of the Use of ODL systems in the Provision of Post-primary Education in Africa

Ephraim Mhlanga, South African Institute for Distance Education

- Programs in Namibia and Botswana enroll large numbers of students: 25,000 in NAMCOL (Namibia College of Open Learning); 21,000 in BOCODOL (Botswana College of Distance and Open Learning) (2005 figures).
- NAMCOL and BOCODOL now include junior secondary certification. Many of those studying for junior secondary certification are in their 20s and 30s. More females are enrolled than males.
- Programs have demonstrated high pass rates, curriculum articulation and good governance.
- ODL is a proven opportunity for overage learners and marginalized groups.

Case Study on the articulation of the Namibia College of Open Learning (NAMCOL) and the Formal System in Namibia

Alfred Ilukena, Namibia

- NAMCOL, established in 1998, has almost 29,000 students, attracting students who failed the secondary leaving examination. Vocational Training Centre (VTC) students can upgrade their qualifications to senior secondary level in “after-school” hours.
- In the future, NAMCOL will diversify its courses in order to offer skill/competency focused courses in addition to academic programs.
- Namibia options for students of 16 years and above include NAMCOL; VTC (modular-based), colleges of education; University of Namibia (4 years); polytechnics (3-4 yrs).
- Pregnant girls can continue learning during pregnancy and return to school after childbirth.

Discussion

The Minister of Education from Mauritius expressed strong support for ODL and appealed for the dissemination of more models. The Minister of South Africa requested information on quality assurance measures in the private ODL sector, costs to students, student profiles and bursaries available for poor students, noting that the experience in South Africa was that for-profit ventures always turn out to be expensive, inhibiting equitable access.

Burkina Faso reported that investments in ODL are quickly overtaken by new advances in technology. James Stanfield explained that the Indian model uses a great deal of print



material since the national technology infrastructure is not well advanced. Participants reported that some teachers are resistant to the spread of ODL.

Non-Formal Education

Transitions from Primary to Post-primary Education: Using Nonformal Learning Opportunities to increase Access and Relevance

Deborah Glassman, ADEA Working Group on Nonformal Education

- Specific categories of children (e.g., drop-outs, over-age children, never-schooled children and marginalized populations) will continue to be excluded from formal primary education in 2015 due to the reluctance of ministries to incorporate them into alternative programs: They will miss out on post-basic education programs, too.
- The mainly NGO driven nonformal programs have served the needs of these children but need attention and support from governments to expand their reach both at primary and post-primary levels in order to bring them into the fold of national education systems, of national assessment and qualifications frameworks, and into the ambit of a life-long learning framework.

Exciting opportunities exist for those national governments prepared to think the unthinkable and blaze new trails by creating a regulatory environment which encourages and attracts world class for-profit companies to come and invest in their ODL sectors.

James Stanfield, University of Newcastle, UK

Vocational Training Centers in Mali and Integration of Graduates into the Workplace

Bonaventure Maïga, Mali

- Development Training Centers (DTCs) in Mali, started in 1993 for basic education for 9-15 year olds, now combine 4 years of basic education followed by a 2-year vocational training program. Graduates benefit from kits and assistance in finding employment, but no follow-up. Almost 1,000 young people have benefited from the latter program out of nearly 30,000 literacy graduates.
- A recent analysis of the program found that graduates find the two-year program too short and recommended that DTCs increase the involvement of communities, link the basic and vocational programs more closely, train the mainly illiterate master crafts people in mentoring skills and increase the relevance of training to local needs.

Training programs for Disadvantaged Youth in Latin America: Balance of public strategies in the last decade and recent trends

Claudia JACINTO, redEtis

- Since the 1990s, Latin America's innovative vocational education programs, for disadvantaged youth who have not obtained a secondary school certificate, are located in ministries of labor. They have produced effective low cost, short term courses through private providers. Training can include exposure to work in the formal sector.
- Ministries of social services tend to work with NGOs, which offer a broader training package including life skills and civic education. They target informal sector employment and self-employment. Placement services and follow-up in the workplace is lacking or weak.

- New and promising program approaches combine technical training with life skills and job-seeking skills; and interesting models linking vocational training with alternative secondary education. A lifelong approach to training still needs to be developed.
- Graduates secure better jobs than before and higher wages, but studies indicate the continuing precariousness of the informal sector with few enterprises surviving beyond their first year.
- Broad range vocational programs that include life skills and other basic skills, within a national qualifications framework, and placement services designed at the planning stage of the program have been the most successful. Embedding training programs in placement services, providing tutoring and counseling, and ongoing support for self-employment and entrepreneurship is essential. Public-private partnerships at the local level which include training centers and social partners are a promising strategy. Linkages between different education paths and learning/work environments are important.
- The advantages of the nonformal sector include: flexibility in delivery, lower cost and the higher potential for job creation.
- Wide and diverse partnerships are critical to its success.
- the Ministry of Education has only recently recognized the contribution of nonformal education in reaching out to unreached children and youth and is aiming to encompass nonformal education within the Ugandan Qualifications Framework.

Discussion

The respondent, Klaus Jahn of GTZ, noted the widespread negative image of nonformal education and the critical role of governments in enhancing the quality of the sector through capacity building of instructors and trainers, follow-up and monitoring. Specific groups such as women, people with disabilities, rural and poor urban dwellers and learners without international language competence needed more attention from planners. Participants noted the continuing low capacity of nonformal opportunities compared with the vast numbers of unreached learners. A donor representative decried the lack of clarity on a vision for nonformal education objectives and policy which results in donor hesitancy to support nonformal education. Participants agreed that it would be useful to learn from countries such as Namibia and Uganda which already have a policy framework which includes nonformal education; to review the potential of free, subsidized and fee-paying evening school for post-basic level students; and to increase tracer studies on lessons learned regarding the integration of formal and nonformal graduates into the workplace.

Mapping Nonformal Education at Post-primary Educational Level in Uganda

*Twine BANANUKA, ADEA Working Group
on Nonformal Education*

- Non-formal education covers general education, business, TVET and company-based training. It suffers from low prestige due to the high degree of fragmentation of the sector, lack of clear articulation with formal education and lack of gateways for progression to higher levels, with the exception of community colleges.



Principal recommendations included advocacy for and social marketing of nonformal education at the ministry level and inclusion of nonformal advocates within policy formulation committees, as well as advocacy initiatives addressed to potential donors once a vision and clear non-formal education policy has been defined. Other related points included:

- Raising NFE to the status of a recognized, alternative delivery mechanism at each level of the system; integrating NFE into mainstream education, within an NQF policy; providing links and pathways across the system to open up access to both formal and NFE opportunities for all; and integrating NFE methodological approaches into mainstream teacher training.
- Acknowledgement of the enormous and increasing urban populations in need of NFE, often neglected due to the more prevalent discourse on rural population needs.
- More information on the cost of NFE in NFE reports and evaluations, as one way of preparing policy to attract donor funds.
- Ensuring the inclusion of NFE in sector statistics; in costing reports and planning documents; in programs such as the Fast Track Initiative plans; and earmarking a portion of national education budgets for NFE.
- Establishment of an African Observatory for Nonformal Education.

Nonformal education is not only an alternative to formal education but is a viable avenue in its own right to further educational opportunity.

Twine Bananuka, Uganda

Innovations for Equitable Access

Community Schools and Alternative Structures for Post-primary Education: Strategies for Extension of Basic Education in Burundi

Pascal MUKENE, Burundi

Burundi has an atypical low enrolment rate of 15 percent at the secondary level. Focus is on extending basic education to nine years. Community schools at the lower secondary level are having a positive socioeconomic impact on the immediate locality and they have brought post-primary education closer to home. But problems such as precarious community financing, inadequate teaching skills and poor transition rates continue. Alternative structures are scarce and face more daunting problems but are more in tune with local realities. These issues are addressed in the sector action plan 2006-2015.

Links must be created in future between educational institutions and the employment sector which would permit the development of relevant TVET programs to prepare students for the world of work.

Social Reintegration through Community Apprenticeship: The Community Reintegration Program (RAC) in Congo

Maurice BANOUKOUTA, Congo

Congo's post-conflict context called for rebuilding the social fabric of society to give new hope to youth, address poverty, health issues, education needs and the need to focus on the social reintegration of ex-combatant youth.

Increasing employment opportunities and income-generating skills is one way of reintegrating youth into



society. The RAC program designed for 16-23 year olds with a minimum of eighth grade education, which leads to a diploma (CQP), includes theory and practical skills, IT initiation and business management skills. Beneficiaries are allocated to master artisans and provided toolkits.

Communities were involved in selection processes in both urban and rural settings, and took account of youth preferences in trade skills. Completion rates were 84 percent and 78 percent in urban and rural settings, respectively.

Fund disbursements were delayed and lack of relevant facilitation skills by master artisans proved problematic. In future it is hoped to take the program to a greater scale.

Nonformal Education and Training Opportunities for Youth Living in the Rural Areas of South Africa

Kathy WATTERS, South Africa

- Limited educational opportunities are available for rural youth 15-28 years in South Africa, noncompleters of secondary education are common, despite NQF which aim to narrow disparities since apartheid.
- Arduous bureaucratic demands on private providers limits spread of provision.

- A holistic approach to skills training is vital for the sustainable development of the individual.

Discussion

With regard to community schools, the experience of Botswana was discussed, where communities had tired of managing schools built by the state. The Ministry took over management again, charging 5 percent of costs to parents through the reintroduction of school fees. Questions were asked about the level of capacity building that communities had received and the level of participation they had been allowed in decision making.

Vocational training had not been accepted wholeheartedly by communities in many countries due to the perceived lack of funding for the subsector and concern over the employability of graduates. Participants concluded that long, intense and continuing consultation with communities was necessary to secure their confidence and support. They also noted that follow-up in the workplace is vital for the success of vocational training.



SESSION SIX

**QUALITY AND RELEVANCE OF POST-PRIMARY EDUCATION:
DEMAND AND SUPPLY OF TEACHERS,
CURRICULUM AND SKILLS DEVELOPMENT**

– ROUND TABLE –
QUALITY AND RELEVANCE OF
POST-PRIMARY EDUCATION

Chair:

- Hon. Jacques Fame Ndongo, Minister of Education, Cameroon

Panelists:

- Adama Ouane, UNESCO Institute for Lifelong Learning;
 - Virgilio Juvane, ADEA Working Group on the Teaching Profession;
 - Denise Bergeron, AFIDES, International Francophone Association of Head Teachers)
-

The first presentation proposed an organizing principle for post-basic education while incorporating the critical role of basic education as a foundation for lifelong learning. The second and third presentations focused attention on the need to consider teachers and school/institution principals as key in ensuring effective education for all, even in the most disadvantaged learning environments.

**Lifelong Learning Connections:
The Nodal Role of Diversified Post-
primary and Post-basic Approaches**

Lifelong learning approaches offer an appropriate framework for the development of post-basic learning.

Lifelong learning is, in a nutshell, 'learning to learn' – and is life itself. LLL perspective provides at the outset the necessary frame-work to connect and integrate all these approaches in an anticipatory way, avoiding fragmentation and the need for crash solutions and emergency remedies.

Extracts from Adama Ouane, UNESCO ILL

Africa already has some blueprints to provide inspiration to other countries, incorporating a broad spectrum of post-basic programs and multiple learning channels.

Lifelong learning (LLL) provides an ideal framework for planning the range of post-primary education options due to the holistic and integrated approach that it espouses. Adama Ouane noted that LLL offers the conditions and capacities for empowerment and inclusion by reason of its principal attributes, which are: integration, flexibility and continuing and purposeful application of learning. Post-primary education in the future can learn from the processes used in LLL to integrate broad LLL curriculum concerns which span an array of subjects and competencies and learner groups; and from the development of comprehensive systems of qualification and accreditation.

LLL works through the three education channels, formal,

Informal learning is the main modality through which most people acquire knowledge and competencies. Nevertheless, there is a widespread lack of awareness of the importance, the real contribution and the pervasive nature of informal education.

*Adama Ouane,
UIL, UNESCO*

nonformal and informal; it uses the organizing principle of the learning continuum, which spans vertical learning (lifelong) from birth to death and horizontal learning (life-wide) across all life experiences and contexts; and links different types of learning.

To dispel common misconceptions about LLL: the relevance of the concept is not restricted to industrialized countries; it is not limited to adult learning, but spans all learning at all ages; and

is not confined to the areas of academic and/or vocational education or the world of work. LLL addresses learning in all countries, by all people, across life, and encompasses active citizenship, social participation, leisure and self-fulfillment and learning for enlightenment.

Adama Ouane stated that: *Some countries are currently spending massive amounts of resources on low achievers at initial education levels without any great success... They are, however, not necessarily of lower ability. This merely indicates that traditional types of instruction are inappropriate for them. There are two possible lines of attack: first, by seriously trying out new pedagogical tools; second, by shifting to forms of education for young adults that incorporate part of the foundation. One possible overall remedy for the problematic of low achievers is the broad implementation of LLL offering suitably diversified alternatives, different and complementary routes and opportunities to catch up, to improve skills and competencies and to acquire new knowledge and capabilities.*

To move from formulating LLL slogans to action, the following steps are suggested: (a) serious efforts to provide basic LLL programs, which provide entry to further learning at a later stage; (b) curriculum integration; (c) creation of pathways between diverse learning opportunities; (d) insistence on mastery of each completed learning level; and (e) provision of further learning opportunities at every stage through different and complementary routes.

Namibia and South Africa have gone a long way to developing LLL frameworks and structures over the last decade, as detailed in Parallel Sessions 5 and 6, which can serve as an inspiration to other countries in the region.



Provision of Teachers and Education Management Personnel: The Impact on Quality of Education Delivery in Post-primary Education

Teacher education is, at last, under scrutiny since it is seen as the key to ensuring quality in schools.

Teachers' unions are developing positive new roles.

Virgilio Juvane from the ADEA Working Group on the Teaching Profession presented the findings of a study on five countries (Ghana, Mozambique, Togo, Uganda and Zambia) on the provision of teachers for secondary schools and TVET institutions. Despite the rhetoric, TVET remains undervalued and under resourced. Inequity in teacher provision within countries is translated mainly into regional disparities and subject specific shortages. Female teachers are still in short supply at the post-basic levels. The high demand for secondary teachers has seen some of the best primary teachers redeployed to the secondary level to the potential detriment of quality in primary schools. Steps to respond to crises in teacher supply have been taken but, as in the case of Mozambique's new one year training for both primary and secondary teachers, need careful monitoring to ensure quality outcomes. Further, there is little capacity at local or regional levels to advise teachers on career planning, few upgrading opportunities for teachers or for the initial training of head teachers, inspectors and other education personnel.

Management and funding of teacher education institutions needs review. Reconceptualization and adjustment

of preservice, inservice, initial and continuing professional development models is required.

Countries are now starting to turn their attention to defining the required profile of the teacher educators, who are seen as key to the provision of quality in education delivery, but often there remains a mismatch between method-ologies being promoted as part of national policies and those which are practiced in teacher education institutions.

Virgilio Juvane, ADEA WGTP

Successful strategies to address these areas of concern include: increasing student/teacher ratios and introducing double shifts, with the proviso of close monitoring of the quality implications of the interventions; reporting gender disaggregated data, which has increased the proportion of female teachers (from 28 to 39 percent in Zambia, over the last six years); provision of incentives to attract good candidates into the teaching profession and to retain them; preparing teachers to teach multiple subjects at the upper basic or post-primary level; compulsory study of maths and science for all trainees in Uganda's teacher education programs; support to the private sector to extend teacher education; and need for regulation of the private teacher education sector. Radical change of the role of teacher unions is evident in Ghana, Uganda and Zambia where unions have become involved in teacher education and the career development of their members.



Contribution of School Principals to the Improvement of Post-primary Education in Africa

School leadership is key to good quality education outcomes – it can overcome the disadvantage of low-resourced schools. More support is needed to provide capacity building for head teachers in programs focusing on factors identified as fundamental for school success.

Improving leadership of secondary schools is now considered to be one of the most promising means of enhancing the quality of secondary education in Africa. Currently, one of CONFEMEN's top priorities is to establish networks of education managers. Denise Bergeron of AFIDES (Association Francophone internationale des directeurs d'établissements scolaires, International Francophone Association of School Heads) reported that management training of head teachers was still rare in Francophone Africa. Four countries had participated in a recent study (Central African Republic, Mali, Guinea and Senegal) investigating the factors explaining high performance in disadvantaged schools and good practices identified with this positive outcome.

Despite very different settings, the successful schools had common characteristics. The management of these

Decentralization has been a welcome boost to the role of PTAs and local school committees which are, in many localities, more than ever involved in the life of the school.

Paraphrased from Denise Bergeron, AFIDES

schools was structured. Official regulations were readily available. They were used as guidelines with regard to interaction with different local players, for defining the roles of different actors, and as a source of authority in their dealings. The school principals were effective communicators, disseminated information widely in the locality and followed-up regularly on action initiated. They sought consensus on school policies and practices and worked well with diverse partners through the parents'/teachers' association, local and central government authorities, local entities and organizations, and international partners. Ministries have not yet fully defined the specific and complementary roles of PTAs and the new school management committees set up in many countries.

The heads themselves closely monitored and encouraged effective teaching and learning, encouraged regular learning assessment and provided nonfinancial incentives and rewards for both children and teachers. Teachers formed collegial teams with their head and were given opportunities for professional exchange and for upgrading their skills.

Discussion

The discussant, Martial Dembélé of the University of Montreal and the ADEA Working Group on the Teaching Profession, suggested that a holistic, integrated and cost-effective approach to education and training planning would require one single ministry of education rather than the common practice of dividing ministries of education into two or even four separate ministries.

The issue of upgrading primary teachers to secondary schools initiated lively discussion among Ministers, NGOs and African researchers in the meeting, ranging from acceptance, through mixed reaction, to concern for negative repercussions on both primary and secondary schools, given the concerted recent efforts on improving quality of delivery. It was clear that the data generated by ADEA were beginning to change Ministers' attitudes to policy formulation, as was the promotion of a sector wide perspective. The result was a series of pointed questions on the repercussions of policies in one subsector which could affect another subsector.

There was marked interest in the meeting in the idea of teacher skill development focusing on improved practice rather than primarily for career advancement. The new proactive role of some teachers' unions in promoting and organizing teacher development was noted with satisfaction. Some countries continued to suffer, however, from

the combative attitude of the unions, as reported by at least one Minister, which pointed to the benefit of cross-country sharing on the issue to foster cooperative relationships between unions and ministries. An NGO delegate reminded planners of the potential of IT in teacher education and other distance modes. Several speakers noted the lack of gender disaggregated data as regards school leadership and the low proportion of women school principals. Many participants, from Ministers to field workers, called for special focus on promoting women teachers and raising the number of women school heads.

Participants appreciated the point made by presenters on the lack of information available on the management and financing of teacher education and recommended further research on these issues. Ministers expressed interest in incentive packages cited from several countries to attract teachers to remote and disadvantaged schools.



PARALLEL SESSIONS

QUALITY AND RELEVANCE OF POST-PRIMARY EDUCATION

The most interesting examples of curriculum innovation have occurred in countries which have espoused a competency based curriculum and developed a national qualifications framework. Detailed discussion revisited TVET development but from a rights-based and quality in education approach. TVET experiences of the 1970s and the notion of schools for production were revisited. The old lessons learned were filtered through new theoretical approaches derived from the EFA perspective and from the need to develop more flexible, adaptive but cost responsive policies in the future. Four parallel meetings addressed the following issues: curriculum for post-primary education; skills development in education; skills development in TVET; and teacher issues

Curriculum for Post-primary Education

Processes of Curriculum Change and Competency Based Approaches in Basic Education within an Interregional Perspective

Renato Operti, UNESCO IBE

- Globally, curricular transition between primary and post-primary levels tends to reflect an incoherent and deficient system instead of a logical and integrated one.
- Competency based approaches (CBA) to curricular reform are proposed for consideration in Africa, particularly for basic education extending to nine or ten years, using lessons learned from global experience (Uruguay, Guatemala, Canada, China) in order to strengthen system expansion mechanisms. Emphasis is placed on new processes of curriculum change. This results in a more integrated curriculum, with less subject

compartmentalization than before, and situation-based learning. Children become learning actors rather than teaching targets.

- CBAs addresses local and diverse curricular concerns through democratizing the reform process, reducing social disparity, producing child-centered curricular frameworks and students with employable skills, reducing drop-out and failure, promoting pedagogical practices responding to learner needs and strengthening teachers' professional development.

Localization of Curricula and Decentralization of Curriculum Development

Lewis Durango, Namibia

- The Namibia Training Authority was established to respond to lifelong skills training among populations excluded from opportunities under apartheid.



- The NFQ provided guidelines and criteria, promoted flexibility of curricular outputs and has increased articulation between formal and nonformal curricula and qualifications. Many short term course programs now exist; and industry has been involved in program development.
- Challenges include the reluctance of many to accept equivalency of local and national curricula; and lack of capacity at local levels for developing curricula. Emphasis on preparation for further education provides further impetus for centralization contrary to the spirit of decentralization.

Relevance of Selected African Lower Secondary Education Curricula for Pupils' Future Life and Work

Dakmara Georgescu, UNESCO IBE

- Basic education curricula of ten African countries and two western industrialized countries were examined to identify successful linking of curricular objectives, content, processes and immediate learning outcomes to the acquisition of competencies relevant to life and work. In Africa, only South Africa, Botswana (and partially Mali) have reorganized curricula to target learning competencies and utilized innovative curriculum organizers for the purpose.
- Different approaches to CBA transformation are noted: separate subjects, crosscutting approaches and flexibility; and the ongoing challenge of effectively redesigning assessment of competencies.
- Lack of curriculum reform in other countries could be address by upgrading curriculum development capacity. The role of professional curriculum developers alongside multiple stakeholder participation is stressed.

Discussion

Many participants were skeptical about CBA results over the last 15 years. Some regarded it as more appropriate for TVET than for general education curricula, for example, mathematics. Others emphasized its importance for stemming failure and drop-out. It was said that the successful integration of CBA requires overall transformation of the school. Misgivings were voiced on the competence and integrity of decentralized assessment mechanisms.

Skills Development in Education

Institutional Strengthening in Technological Matters: The PRIMTAF Program in Francophone Africa

Vivianne Massengo, Congo

- PRIMTAF is a vocational training pilot project in food processing technology in Congo targeting skills needed in agro-based economies. It provides training in entrepreneurship skills and addresses transition to and follow-up in the workplace. Business start-ups receive special attention (15 so far).
- PRIMTAF provides innovative opportunities for women entrepreneurs and has potential in terms of generating new types of enterprises.
- The project is not self-sustaining due to the limitations of its production unit and depends on external support. Of 86 trainees since 2000, 18 are active in the workplace. Others continued their studies in university at home and abroad. The profile of trainees needs to be examined.

Capitalization of Action Research on Pathways between General Education and Vocational Training

Joseph Sarr, Senegal

- Targeting poverty reduction and supporting the transition from school to the workplace, the program teaches entrepreneurship skills at two formal junior secondary schools and one *daara* (Islamic school) with the objective of introducing TVET studies into these institutions.
- The aim is to create bridges between formal, alternative general education and vocational education.
- Challenges included inadequate equipment, lack of provision for lunch, distance between project locations.
- The program was much lower in cost (USD 750 over three years) than formal TVET programs. Public-private partnership worked well between relevant ministries, NGOs, parents, students and schools. The vocational curriculum component provided both school and *daara* students with more relevant work-related skills than current curricula in both these types of institutions.

School Enterprises and Sustainability: Challenges for Secondary and Vocational Education

Mahdu Singh, UNESCO UIL

Neither secondary nor vocational education prepares learners efficiently for self-employment. MDGs have sidelined skills development, while EFA pays little attention to articulation between general education, skills development and the labor market. School enterprises manage to bridge the divide. Generally they do not teach entrepreneurship but provide a hands-on learning environment for the acquisition of market-oriented skills.

Characteristics of school enterprises, derived from the typology of school enterprises presented, include a diversity of structures (classrooms, production units, information services, marketing and consultancy units, etc.); organiza-

tion of learning around core entrepreneurial competencies; an appropriate regulatory framework; and integration with the community.

Funding is often provided from both public and private sources. Cost recovery methods are emphasized. Although the aim is not to make profit, monetary values are attached to learning outcomes. Learning outputs include income from sales of goods and services, competencies and qualifications as skilled workers, earnings from tuition fees, canteen services, etc.

Discussion

Vocationalization of lower secondary education in the pilot program in Senegal was critiqued greatly by the participants. Questions asked included: those concerning the demographic characteristics of the learners, as some believed the program targeted only poor, rural and vulnerable groups; the status of tracer studies and current occupations of graduates; and the reluctance of governments to support training provided by the private sector. Vocationalizing the curriculum gives the impression that secondary education is terminal, whereas it should aim at raising the quality of basic education and imparting basic competencies and life skills before anything else. It was, however, noted that there were different approaches to vocationalization at the lower secondary school level within different contexts and cultures that could lead to different results and learning outcomes.

Regarding school enterprises, questions were raised about the profile of teachers in enterprise schools, whether the

schools will be required to pay taxes like all businesses, and the nature of the legal and regulatory frameworks under which schools operate. No easy, clear-cut answers were forthcoming.

Skills Development in Technical and Vocational Education and Training

From Traditional to Restructured Apprenticeships in West Africa: Towards the Establishment of a Post-primary Vocational Training System

Richard Walther,

Agence Française de Développement, France

- As primary enrolments increase there is growing need to meet the ongoing educational needs of 11-12 year old primary school leavers who do not access formal secondary education, whether general or vocational. In addition the unfinished business of basic education results in a significantly high number of early adolescents without education provision. Together, this constitutes a critical and high population of youngsters, the former needing prevocational education and the latter poised to benefit from newly designed dual vocational training programs.
- A study on vocational training in the informal sector (IS) in four West African countries (Benin, Togo, Senegal, Mali) indicated that IS apprenticeship education trains about 90 percent of workers, has evolved over time and is now being incorporated into national qualifications and certification frameworks which have been established through public-private partnerships. Wide participation has been successfully achieved at planning and provision stages, and has attracted broad national and external support.

- There is tremendous potential for this restructured dual-training system to absorb thousands of adolescents and youth outside formal education institutions, since it responds closely to market and trainee needs, and has proved its relevance.
- Employers prefer graduates from the dual system to those from classical TVET.
- Major breakthroughs in some countries to develop frameworks for restructured, dual TVET, working in tandem with the IS have occurred, but several fundamental problems remain for ensuring the sustainability of programs implemented so far. These include: cost analysis, mainstream budgeting, staff profiles, monitoring, expansion, the need for more attention to programs for primary noncompleters, and long-term backing by external partners.

Entrepreneurship Education in Post-primary Education and Training: Case Study from Botswana

Jakes Swartland, Botswana

- Lessons learned through an analysis of the Botswana Technical Education Program (BTEP) indicate mechanisms for successful partnerships between governments and other stakeholders in providing entrepreneurship education in both post-primary general education and TVET institutions. Technical education has been integrated into the education sector through well articulated policy frameworks since 1994. Girls represent 54 percent of students.
- Despite active participation from industry in the curriculum of BTEP, 50 percent of the graduates are economically inactive or unemployed (some in further education); and find it difficult to initiate business without access

to capital. BTEP needs to market itself continuously to employers. Tutors need adequate qualifications. The courses could be shorter and give more emphasis to practical skills.

The Challenge of Technical and Vocational Education and Training Reform in Mozambique:

Goals, Options and Constraints

Gilberto Botas, Mozambique

- Slow response of TVET, which is almost entirely state financed, to the evolving labor market, has led to the ongoing radical reform of vocational education in Mozambique where GDP growth has averaged 9.4 percent 1997-2004. Yet 70 percent of workers are employed in agriculture.
- High demand for short skills-training programs, responsive to both local and to newly emerging needs, as well as stimulation of productivity in the provinces are now prioritized while still providing training for the emerging but small formal employment sector comprising mining, transport, tourism, construction and services.
- The government has not underestimated the challenges in developing a new institutional framework, an NQF and training system, quality improvement in TVET institutions and a skills development fund to sustain the sector in the long term.

Vocationalization of Secondary Education Revisited

Efison Munjanganja, UNESCO UNEVOC

- Laughlo and Maclean's book *Vocationalisation of Secondary Education Revisited* provides an overview of the 40 year debate on the issue and suggests reconcep-

tualization of secondary education to prepare for life, work and further education and training.

- The old problems and lessons learned are listed; they will not disappear. The old recommendations stand, such as the need for better trained TVET teachers. However, given the largely negative experience of the past, only achievable and acceptable new goals should be envisaged.
- New strategies would incorporate a balanced curriculum in general secondary schools, imparting key competencies or skills and knowledge values for the world of work, cost responsive curricula, review of assessment systems, recognition that weak students are more interested in TVET, and that only growing economies provide positive employment outcomes.

Teacher Issues in Post-primary Education

Recruiting, Retaining and Retraining Secondary School Teachers and Principals in Sub-Saharan Africa

Aidan Mulkeen, World Bank

- Six country case studies (Ethiopia, Ghana, Guinea, Madagascar, Tanzania, Uganda) and an extensive desk review confirmed the high demand for secondary teachers, who are in extremely short supply due to bottlenecks in teacher education, attrition rates and unattractive conditions of service. Most countries need strong policies, strategies and programs to attract able candidates into secondary teaching.
- Workable new strategies to deploy qualified teachers more effectively include: acceptance that university



graduates will not teach in rural areas therefore it is necessary to recruit qualified secondary school leavers and upgrading their skills for teaching upper secondary classes; upgrading the skills of primary teachers for teaching at secondary level; providing family-friendly incentives such as housing for less attractive posts; designing rewarding career structures to retain teachers; providing special attention to science and mathematics teachers; and the importance of equipping head teachers with a range of management skills.

The Expansion of Secondary Education and the Need for Teachers: How Big is the Gap?

Audrey-Marie Schuh Moore, AED EQUIP2, USA

- Data on six countries in Sub-Saharan Africa (Ghana, Kenya, Malawi, Senegal, Uganda, Zambia) demonstrate how current rates of primary completion, transition to secondary, secondary completion and entry to further education determine and limit the potential numbers of secondary teachers; and, in contrast, the likely numbers of teachers needed for the expansion of secondary education in each of these countries.
- Models were developed to indicate teacher stock and flow into primary and secondary sectors; and to calculate the funding gap for the expansion of the secondary subsector taking six key factors into account (teachers, books, materials, equipment, furniture, schools) without which quality cannot be assured.
- Options for the future to increase teacher supply to secondary schools include evidence-based policies and initiatives on restructuring lower secondary education; efficient and cost saving deployment of existing teachers; rationalizing teachers' workloads; multiple recruitment

points in the system for recruiting/training teachers; review of teacher education, reducing and shortening pre-service and expanding in-service training.

Staff Retention in African Universities and Links with the Diaspora

*Paschal Mihyo, presented by Alice Lamptey,
ADEA Working Group on Higher Education*

- Decision making in African universities on staff recruitment, retention and promotion are slow, uncompetitive and unresponsive to the dynamics of the local and global context. Poor salaries and lack of integration of higher education into strategic development planning have increased the unattractiveness of university careers for academic and technical personnel.
- Review of higher institutions in Ghana, Nigeria, Rwanda and Zambia indicated that working with global knowledge networks including the diaspora would inject new life into universities, give them more autonomy from government, produce clear policies on staff development and research, reduce burdensome regulation, solve the issue of precarious funding and accelerate decision making.

Discussion

There was reluctance by participants to consider upgrading primary teachers for secondary teaching in view of the loss to the primary school sector. Such an option would deprive primary schools of the best teachers when schools are already struggling with quality issues.

SESSION SEVEN
VALIDATION, ASSESSMENT, ARTICULATION, AND THE ROLE
OF NATIONAL QUALIFICATION FRAMEWORKS

ROUND TABLE

VALIDATION, ASSESSMENT, ARTICULATION, AND THE ROLE OF NATIONAL QUALIFICATION FRAMEWORKS

Chair:

Sibry Tapsoba, African Development Bank

Panelists:

- Joe Samuels, South African Qualifications Authority;
 - Njuguna Ng'ethe, ADEA Working Group on Higher Education;
 - Joel Samoff and Ibrahima Bah-Lalya, ADEA Working Group on Education Sector Analysis
-

This last plenary session of the Biennale gathered evidence from numerous and continent-wide studies commissioned by ADEA, confirming points made earlier about the difficulty in managing transitions from one vertical or horizontal cycle to another. The message was clear: Africa has to break the current rigidity and fragmentation of its separate education subsectors and the compartmentalization of programs in order to upgrade, mainstream and award status to the many vocationally oriented post-primary programs available, and promote the innovations which certainly exist in the region. One critical instrument is the development of national qualifications frameworks, which, nevertheless, need careful handling, as African and global experience already indicates. There presentations addressed national qualification frameworks, differentiation and articulation in tertiary education systems and transition/articulation between nonformal, primary, secondary and tertiary education.

A Critical Reflection on the South African National Qualifications Framework

NFQ development is profoundly challenging to the education and training sector. Ten years of fascinating experience developing the South African NQF is now available for sharing across the continent.

Incremental development of linked, subsector-driven NFQs is recommended.

Globally, there is a recent move towards the development of national qualifications frameworks (NQFs). Africa has its examples, such as those in Namibia, Mauritius and South Africa, while the Seychelles and Ethiopia, among others, are at various stages of development, with inputs from

A qualifications framework sets boundaries... it is a set of principles and guidelines which provide a vision, a philosophical base and an organizational structure for construction of a qualifications system which aims at integrating education and training into a unified structure.

Joe Samuels, SAQA (2008)

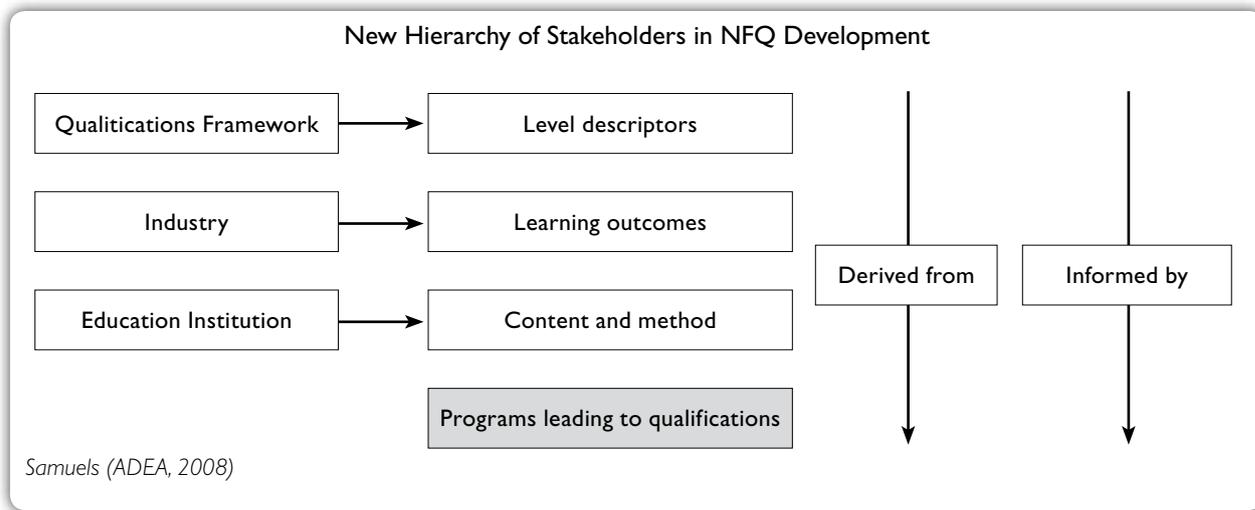
international organizations such as the ILO, UNDP, EU, the World Bank and UNESCO. An NFQ can be a driver of change over an entire education system. The aim is to “establish a basis for improving the quality, accessibility, linkages and public or labor market recognition of qualifications

within a country or internationally” (OECD, 2007: 179). The OECD has listed four main purposes for setting up NQFs which match almost exactly the views expressed by the Biennale on post-primary education with regard to achieving a more coherent, good quality, holistically

planned education and training sector; one that espouses the spirit of lifelong learning to prepare learners better for life and the world of work, through the participation of diverse stakeholders.

NQF discourse ranges over at least eight issues common to most NQFs: the purpose, scope, incrementalism, policy breadth, governance, prescriptiveness, architecture and guiding philosophy. The first point to make is that there are many types of NQFs. They may be primarily facilitative, linking existing education programs and qualifications or they may be regulatory. They could be unified, linked or tracked, that is, aiming at comprehensive coverage or permitting degrees of sector differentiation.

The benefits of QFs are widely appreciated. They can be used as instruments of communication, create flexible pathways, provide benchmarking standards and enhance



accountability. However, implementation has often been difficult in the face of strong resistance due to the profoundly challenging nature of NQF with regard to established systems, assumptions and practice. Joe Samuels of the South African Qualifications Authority reported that a review of the South African NQF has been completed. The findings are useful for exchange with other countries in the region who are planning their own NQFs.

Frameworks that have had the fewest implementation problems are those which, in their specification of outcomes, criteria and assessment requirements, have taken teaching programs into account, as the frame below suggests.

Experience suggests that NFQs should be designed loosely but tightly managed. Expectations must be realistic. NQFs do not provide a quick fix. It takes time, effort and patience to develop a satisfactory NQF; and the most successful experiences seem to have started with a tracked or sub-sector series of frameworks. Overly complex, comprehensive, top-down NQF initiatives have been problematic. Implementation should be based on simplicity of design and incremental vision and should encourage local initiatives. They should:

- Allow for sectoral differences and build on existing practice, while challenging outmoded practice.

It would seem that frameworks that are judged to be most successful are those which succeed in transforming very little.

David Raffe (1994)

- Promote trust, credibility and communication by valuing traditional domains and expertise and balancing the interests of stakeholders.
- Create enabling quality assurance systems that recognize and share good practice, and that are focused on targets, yet realistic.

Differentiation and Articulation in Tertiary Education Systems: A Study of Twelve African Countries

Both differentiation and articulation will fuel the quality, relevance and expansion of much needed higher education in Africa. Policy change will be driven by widening and informing the discourse on higher education development.

A recent study across 12 African countries examined five dimensions of articulation and 12 dimensions of differentiation in higher education institutions. Njuguna Ng'ethe, of the ADEA Working Group on Higher Education, noted that little research has been carried out in this domain. In addition to universities and polytechnic-type institutions, there exist tertiary teacher training colleges and some research oriented institutions. The latter two were not the focus of this study but due to their recent expansion, pose significant regulatory challenges to the system. A phenomenon of note is the explosion of domestic private universities which have increased seven-fold since 1990 (but with low enrolments), in comparison to the public university expansion of 66 percent. University education is held in high esteem by the public which perceives non-university further education as of lower status. Expanded private university provision has, however, not



Existing research... on higher education... is often not disseminated beyond academic audiences. This means the corpus of knowledge has not reached the critical mass necessary to fuel popular discourse. Because of this, the role and benefits of higher education in producing both scientific knowledge and practical skills remains poorly understood by the general public... The political solution of 'uncontrolled' expansion of higher education might be popular, but is likely to fail the development test of producing differentiated knowledge and skills.

Njuguna Ng'ethe, ADEA Working Group on Higher Education

led to differentiation. A second new phenomenon, the decentralization of universities, has been characterized by replication of programs but has also led in some cases to new methodologies and approaches, such as community-oriented medicine. Cross-border provision is a further new dimension of university education in Africa, but there is no evidence of it driving knowledge diversity in either the host or the originating country.

A binary system still dominates in higher education with universities on the one hand and polytechnics on the other, exhibiting marked polarization. Many universities are yet to recognize polytechnic qualifications as entry points to universities, and there is little mobility across and within tertiary institutions. It was found that while differentiation among African universities is evident to some extent – notably the horizontal differentiation of university programs in Tanzania – articulation is still to be developed, particularly in Anglophone Africa. The structure of higher education is governed, still, by colonial heritage and also

by the sheer size of the population, South Africa and Nigeria exhibiting the most differentiated higher education programs. Interestingly, some hybrid institutions have been established, blurring the lines between university/polytechnic practice in, for example, South Africa, Rwanda and Malawi. At the same time, an academic/vocational contrary drift is noticeable in polytechnics and universities, respectively. The vocational drift of the universities is seemingly absent from academic justification of these programs.

Change mechanisms to date include the labor market, industry, national policies, internal institutional reform, and regional policies. Inhibitors were listed as resource constraints, isomorphism or imitative practices, undifferentiated governance, funding structures and lack of debate on the role of higher education institutions. Institutional differentiation is an acute need, together with the creation

Each of the eight Tanzanian public universities is intended to specialize in specific aspects of development: agriculture, architecture and physical planning, distance education, teacher education, medical sciences, post-graduate programs, technology, and wildlife management.

Njuguna Ng'ethe, ADEA Working Group on Higher Education

of more non-university institutions that will interface effectively with universities. Pathways between different programs are required and programs which, at content and organization level, meet the needs of an increasingly diverse type of nontraditional student, such as late starters, second chancers, working students, disabled students, parents with child dependents.

Experience across the continent indicates that tertiary institutions need external stimulus in order to initiate change. Government needs to initiate discussion on the role of higher education in the national development process. Africa can learn from Latin America, Asia and Europe, and from national provision documented in this study, namely Chile, Korea and Singapore, where quality assurance has been one of the key factors promoting articulation.

Transition / Articulation between Nonformal, Primary, Secondary and Tertiary Education: Lessons from Gabon, Mauritius and Nigeria Peer Reviews

The peer process produced a participatory experience culminating in national ownership of the exercise and the outputs.

Africa is challenged to reshape post-primary education to cater for the diversity and mass of learners previously excluded

Three pilot peer review exercises were conducted in Gabon, Mauritius and Nigeria by ADEA (not to be confused with NEPAD peer reviews) to develop effective mechanisms for African-owned and country-driven assessments. Joel Samoff and Ibrahima Bah-Lalya reported that the studies aimed to gain acceptance as sound analyses and to secure political recognition, with a view to promoting national driven sectoral reform. The significant elements of the research included: knowledge development oriented towards policy formulation; and dissemination of this knowledge and the inherent policy implications, so that

they should be understood and owned by national planners and implementers.

The subject of the study was transitions, from primary to secondary, from secondary to tertiary and between formal and nonformal education, in the three countries respectively. Echoing the Biennale's focus on holistic sector planning, each of these transition phases were analyzed within the total education sector. The prime interest was the process used for the study. National teams in each country were backed up by international experts. This

Far too often, however, "national ownership" has been understood as "government direction." The experiences reviewed indicate clearly that where teachers, communities and students are involved in all dimensions of the education system, initiatives and reforms are generally better adapted to specific settings, more likely to be implemented, and more often able to overcome the obstacles they encounter. This argues for a wider use of the ADEA peer review approach as a means for involving all stakeholders in reviewing educational achievements and setting agendas for the systems.

Joe Samoff and Ibrahima Bah-Lalya, ADEA WGESA

approach has the benefit of capacity transfer and potential for strengthening networks. It encourages local and national understanding, internalization and ownership of the process and the outcome, thereby promoting follow up and sustainability of the subsequent action. The exercise is, however, time consuming and presents challenges in terms



of compliance with shared methodology and outputs, and synchronization of the stages of the research.

In terms of new information, the result of comparative analysis of nonformal education systems concluded that the Nigerian education program for nomads was not only firmly established and sustainable but that it had succeeded in motivating the teachers in the program, a rare success in this type of alternative education provision and a lesson learned for sharing across the continent. Nigeria was highly commended for the successful development and expansion of this innovative program.

Teacher education may be the least well managed dimension of the campaign for education for all.

Joe Samoff and Ibrahima Bah-Lalya, ADEA WGESA

With regard to transitions the study found that:

- Education for All implies reshaping the education pyramid into a rectangle, exploding the colonial legacy of education for the few, and providing child-responsive schooling. Effective monitoring of multifaceted learning outcomes will provide sound data for ongoing policy formulation.
- To succeed in expanding post-primary education, alternative pathways need to be strengthened and developed for the diversity of primary graduates; nonformal programs must be mainstreamed effectively and quality assured, so as to attract students and preserve the credibility of their diplomas

- The quality of teacher education is the key to effective learning outcomes in schools, to successful cycle completion and to effecting smooth transition from one cycle, or horizontal program, to the next.
- In order to increase successful completion of tertiary education, new ways have to be found to retain students (particularly in Francophone systems), addressing curriculum design, pedagogy and equity of provision throughout the education sector.

Discussion

There was enthusiastic acceptance from the floor of the studies presented and the conclusions since, as the Minister of the Republic of Congo declared, they were examples of research on African experience and had been carried out by African specialists. She called for increased analysis from the research community in Africa. She concurred that African education systems push children out rather than pull them in, and noted the importance of making schools more flexible and child responsive.

With regard to NQFs, a spirited critique from a TVET specialist working in southern Africa produced a detailed response from the Minister of Education of South Africa. She explained that the recent review of the South African NQF was not the result of the failure of the framework but proof of the determination of the nation to develop a fully functional and nationally relevant one. After the review, South Africa resolved to build a subsector linked structure rather than a monolithic one. SAQA would now constitute an 'apex organization' for the enterprise, overseeing three

quality assurance councils. Quality assurance is a critical issue in South Africa, particularly in the trades, which had suffered under apartheid from lack of recognition and sound accreditation schemes. The NQF development process had strengthened private provision of skills training and supported the spread of apprenticeships, giving access to thousands more trainees. At this point in time, trades qualifications will be dealt with separately from professional qualifications, which are considered to be the domain of professional associations and tertiary institutions. Nevertheless, SAQA will constitute a unifying force for ongoing development and collaboration between all sectors. Today, the work of SAQA has the support of parties who were reluctant at first to become involved. These explanations proved useful for TVET participants working in Uganda and for university planners in Zimbabwe.

An NGO delegate from Mali reflected that Africa generally aims to find the best solutions instead of feasible and achievable ones. This leads to decision making inertia and action paralysis. The approach to developing NQFs was going to challenge Africa's education planners in a very fundamental way. Njuguna Ng'ethe remarked that unfortunately Sub-Saharan Africa was not engaging in the type of discourse, not even raising the issues in public debate that would lead to transformational policy reform.

Turning the discussion back to tertiary issues, he said that the same four to six courses were so highly in demand that they are offered in every university, to the detriment of dynamic evolution in these institutions; and that the

consequences were not being addressed or causing alarm. The proliferating three to six months short vocational courses now organized in universities are the proper domain of nonuniversity institutions. This indicates that universities have lost their vision. A veteran researcher on higher education from East Africa concurred, pointing to the uncharted effects that increasing commercialization will have on the universities, including the likely reduction of research and the devaluation of university degrees. A delegate from UNESCO noted the importance of extending in-depth analysis of higher education in Africa to the private sector and to the institutions so far not covered by the study presented.

Sibry Tapsoba, the Chair of the session, concluded that qualifications frameworks are here to stay, that higher education development was at a critical crossroads and that Africa must decide which direction it wishes to take, and design the roadmaps to get there.

References

- Organisation for Economic Co-operation and Development (OECD). 2007. *Qualifications systems: Bridges to lifelong learning*. Paris: OECD
- Raffe, D. 1994. The new flexibility in vocational education. In NIJHOF, J.W.Streumer J.N. (eds) 1994). *Flexibility in Training and Vocational Education*. Utrecht: Lemma



PARALLEL SESSIONS

VALIDATION, ASSESSMENT, ARTICULATION, AND THE ROLE OF NATIONAL QUALIFICATION FRAMEWORKS

The twelve presentations made in the four parallel meetings covered four subthemes: assessment; national qualifications frameworks (NQFs); transitions between secondary and higher education institutions; and mathematics and science teaching and ICT in education. The familiar challenges of maintaining quality in education through supporting teacher development and establishing reliable and useful assessment practices remained. The take-up of IT in education is new and will depend on many forces external to the sector. NQFs had provided a powerful tool for countries to rearrange and reconceptualize education and training systems. However, too few countries outside southern Africa had yet opted for this exciting new organizational sector mechanism.

Assessment

Given the similar themes and conclusions running through them, the three presentations made in the parallel meeting focusing on assessment reported together.

1. Review of the State of the Art on Post-primary Education and Training (PPET) in Eastern and Southern Africa

Pulane Lefoka, ERNESA, Lesotho

2. Uganda Secondary Education and Training Curriculum, Assessment and Examination (CURASSE): Roadmap for Reform

Harriet Nannyonjo, World Bank Uganda

3. Improving the Efficacy of Curriculum, Assessment and Certification at the Pre-secondary Education Level in African Education

Peliwe Lolwana, Umalusi – Council for Quality Assurance in General and Further Education and Training, South Africa

- *Both curricula and assessment had been slow to respond to the implications of EFA in terms of addressing new learners and the enormously expanded number of learners at the primary level yet the same issues were now facing post-primary levels.*
- *Serious lack of capacity at individual and institutional level has dogged curricular and assessment development in the region, with rare exceptions.*



A broader ability range of students can be assessed in two ways, either through an examination system that is capable of discriminating over the range, or by several sets of examinations each addressed to a different part of the range. Examples of the latter can be found in... Singapore, the Netherlands and France. The former system is operated in the USA, England, Scotland... Namibia, Botswana and South Africa.

Clegg, Nyannyonjo et al. (2008)

The three presentations reviewed curricula and assessment in Eastern and Southern Africa, benefitting from inputs on the region from the 3rd Regional SEIA Conference in Accra, 2007. Researchers examined the evolution of curricula and assessment practices and the extent to which research had been utilized by policy makers to reform the post-primary subsector. Contrary to ADEA's and ERNESA's expectations, it proved impossible to find relevant documentation or research on the web. It was simply not there. ADEA/ERNESA researchers had to contact ministries of education direct for information which was not research based and supplemented the data with some research documentation.

Peliwe Lolwana referred to points made at the start of the Biennale, namely the unique demographic profile of African countries, 'the record number of young people to educate', the fact that populations remain largely rural, and to the hybrid economies functioning concurrently which, she pointed out, had implications for curriculum relevance – and not only cost implications. Learners are diverse. The Education for All movement, which implies providing learning programs for all types of learners and equal opportunity for access to meaningful learning programs has not responded significantly in curricular terms to this

challenge due to lack of capacity in curriculum development institutions and at the level of teachers. Moreover, curriculum evolution, when it occurs, is slow. Assessment methods, too, have yet to change to reflect the diversity of learners and of testing purposes. Several countries in southern Africa continue to use examining bodies external to Africa which are unlikely to provide monitoring systems specifically relevant to the needs of the region.

Challenges encountered at the post-primary level in regard to curriculum and assessment include:

- Overloaded, outdated, irrelevant curricula; and new topics/subjects are regularly added without accompanying reduction of topics/subjects.
- In many countries, centralized, uniform curricula designed for the masses lacks depth and breadth.
- School-based capacity in curriculum and assessment reform is limited.
- Cost at every level needs to be taken into account at the outset of a reform process.
- Education systems are characterized by many high stakes examinations (at the end of primary, junior secondary and senior secondary).
- Assessment of achievement continues to be confused with tests used as selection mechanisms, to the detriment of school syllabuses.
- Assessment continues to focus on knowledge acquisition while skills are generally not assessed.
- National and international assessments or monitoring of systemic learning outcomes – insufficient participation in the former and negligible participation in the latter – indicate poor performance in the Africa region;

and a widening in-country gap determined by learners' income status.

Tension was reported between aligning curricula and assessment with international benchmarks and the need for local relevance. Another tension is the need for diversification of curricula, responding to diverse learner needs, while ensuring that essential curricula form the core of the upper basic cycle of education. Moreover, it is important to reduce the curriculum to a manageable package for all learner groups.

There has, however, been noticeable change in some countries and an effort to base policy making on available research findings:

- Uganda is following the example of South Africa, the sole country identified by the presenters with a radically reformed curriculum since the 1990s.
- SACMEQ (Southern African Consortium for Monitoring Educational Quality) findings on primary level learning are available for policy making across ten countries but not always utilized. Capacity in assessment needs to be extended to all the countries in the region and utilized at the secondary level.
- NQF development in southern Africa and Uganda has had beneficial effects on curriculum evolution.

Pulane Lefoka of ERNESA lauded the formulation of the Southern African Development Community protocol as a policy instrument intended for harmonizing education systems. It serves as a guide for the whole region on curriculum reform and has given each country the task of

developing a national qualifications framework, which will, in time, form the basis for a regional framework.

Review of the global literature indicated that middle- and high-income countries have the following characteristics: they have opted to develop a core curriculum, have extended basic education to a statutory school leaving age (15-16 yrs.), and moved high stakes examinations up to the end of secondary school. The capacity of teachers is key for the success of curricula reform, as is institutional capacity. Harriet Nannyonjo noted that while the key characteristics of a 21st century curriculum are missing in most African countries which continue to use curricula developed in the 1970s, the challenge is to design curricula which build meta cognitive abilities and skills to prepare individuals to adapt to changing societies.

Discussion

On the issue of diversity of learners, David Johnson from the University of Oxford observed that regular and continuous review of learning outcomes is key for policy planning and particularly with regard to developing increased and well-tailored opportunities for second chance learners. With the aid of information derived from well-designed monitoring tools, the system would need to respond with flexibility to the identified education needs still unmet for post-primary age children.

As regards curriculum, it was acknowledged that fashionable topics come and go, and that curricula will need to respond regularly to changing and unexpected demands due to rapidly emerging internal and external influences,



described as the ‘uncertainties’ of the 21st century. One participant floated the notion of an Africa regional curriculum framework. Colleagues responded by noting that it is feasible to imagine a core curriculum framework, to be used as a guideline.

Others noted that longitudinal studies are lacking and that this research gap can be expected to be addressed in the future by the accumulating evidence produced by ongoing subregional assessment bodies.

National Qualifications Frameworks, Recognition of Prior Learning and Competencies

Identification of Basic Skills and Knowledge Required for Access of Literates to Lower Secondary Education in Five West African Countries

Amadou Wade Diagne, ADEA Working Group on Nonformal Education

- A five country study (Burkina Faso, Mali, Mauritania, Niger and Senegal) carried out by national WGNFE teams had compared the corpus of basic skills and knowledge required for entry into secondary school with the learning profiles of nonformal basic education graduates. The essential skills for success in post-primary education were listed.
- One of the principal objectives of nonformal basic education is mainstreaming graduates into formal secondary schools. Yet the required recognition and frameworks for determining equivalencies between primary level and nonformal basic education are inexistent or inadequate. Subregional cooperation across West Africa to

develop such frameworks could be a useful next step to properly articulate nonformal with formal education in West Africa.

Integration and Articulation of Post-primary Education and Training in Africa. Contribution of NQF and Recognition of Nonformal and Informal Learning: A Key to Lifelong Learning

Madhu Singh, UNESCO Institute of Lifelong Learning

- Emphasis was placed by UNESCO on the importance of providing basic education through alternative and supplementary pathways for effective planning and expansion at the post-basic level in order to reflect EFA goals at both the basic and post-basic levels.
- Qualifications frameworks and serious capacity building are required to develop policies and capacities for the recognition of a wide range of prior knowledge and skills, so as to open up access at the post-basic level to a diversity of applicants and in a manner consonant with equity. Inspiring NQF examples and lessons learned were cited from South Africa, Namibia Mauritius and six European countries.
- Opening up to learner needs and diverse profiles is a particularly challenging task for TVET due to the variety of providers and the current fragmentation of the subsector. Significant structural and institutional reform needs to accompany NQF development.

Validation of non-formal and informal learning outcomes in Norway

Torhild Nilsen Mohn, Vox – Norwegian Institute for Adult Learning, Norway



Validation of learning outcomes is the confirmation by a competent body that knowledge, skills and/or competences acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.

*Torhild Nilsen Mohn, Vox –
Norwegian Institute for Adult Learning*

- The Norwegian Government has had experience of validating nonformal and informal learning for a decade, alongside partners, as a facet of a national policy on lifelong learning. The driving motivation was to upgrade the skills of the national workforce and to reflect EFA inclusion principles.
- Norway's methods and instruments for validating and assessing nonformal and informal learning are distinct from those assessing formal learning. Particular attention is being paid to learning at the workplace. Close linkages have been forged between validation, career guidance and training.
- The focus has moved from system inputs to learning outcomes in reshaping the education sector. This facilitates validation of nonformal and informal learning. Norwegian experience is now feeding into the ongoing development of a European regional framework. The challenge for Norway remains more extensive mapping and documenting of the range of nonformal and informal learning competences and skills.

Discussion

Participants discussed the problems posed by continually using formal education as the standard reference for developing national qualifications frameworks for the validation of nonformal and informal learning. A competency-oriented validation system divorced from learning delivery processes would give recognition to, for example, the large numbers of children in alternative education, such as Islamic schools.

It was noted that knowledge of African languages is always excluded from validation and certification. Another contentious issue was to choose the appropriate point in any program for introducing an international language. The move to validate prior knowledge could be an opportunity for restoring the status of and giving recognition to indigenous African knowledge, in the domains of science and technology, for example. There was lively discussion from the floor on the NQF models presented during the session from a variety of countries which validated nonformal and informal learning, and eager acceptance of and interest in learning more about current good practice, so as to improve the links between the formal and nonformal subsectors. The benefits would include enhancing the self-esteem of a wide range of learners, increasing the proportion of accredited women achievers and motivating them into further education programs, involving local communities in determining competencies and standards, and catering for the accreditation needs of displaced persons and refugees in the region.

With regard to examinations, some participants questioned the need for examinations at the end of the primary cycle



as compared with continuous assessment, and wondered if the rigidity of examinations led to violence in schools. It was recommended that other ministries such as ministries of labor should join education ministries in giving credit to learning derived from nonformal and informal sources.

Transition between Upper Secondary and Higher Education: Similarities, Pathways and Orientations

Pathways for Post-secondary Education: The Singapore System

Song Seng Law, ADEA Working Group on Post-primary Education, Singapore

- The presentation benefitted from Singapore's inclusion in some recent comparative research programs across three continents and participation in mapping vocational education and training across four countries which aimed at policy development across borders.
- A specific characteristic of Singapore's education system is its close alignment with professional, technical and skilled labor needs over the last four decades, to respond to Singapore's evolving factor-driven economy in the 1960s and 1970s, through the investment-driven and then innovation-driven economy of 2000, producing an annual GDP per capita of nearly USD 34,000.
- Children are streamed according to ability as early as fourth grade on English, mother tongue (known as Second Language) and mathematics, and provided with differentiated curriculum and pace from that point on, 'so that students can better cope with their studies'.
- Singapore has designed many programs and pathways at the post-secondary level, after ten years of general

education, addressed to the full range of students and workers. The 25 percent least academically gifted students are offered training at the Institute of Technical Education – a multi-campus institution offering over 50 vocational programs – from where they can access the polytechnic system and even university.

Articulation between Upper Secondary and Higher Education in Côte d'Ivoire

Bernadette Avo Bile Ehui, Côte d'Ivoire

- Despite efforts over recent years in Côte d'Ivoire, linkages between general academic and vocational training, between secondary and higher education, and between education and the world of work, are still to be developed, as are competency-based curricula and assessment at secondary and higher education levels. Significant demographic growth has not been matched by increased access to education and training.
- It was recommended in a recent study on the subject that policy development units in the Ministry of Education be set up to examine policy options, for capacity building efforts; to create bridging courses between various programs in order to facilitate access and mobility between different types and levels of courses.

National and Cross Border Articulation between Secondary and Higher Education in Kenya

Raphael M. Munavu, Kenya

- Kenya is aware of the policy options available to harness education and training for social and economic development. Higher education plays a strategic role in this process.

- Recent initiatives to revise secondary education in Kenya to augment university enrolments through fee paying, tracks students (over 110,000 students in 2006) to reconfigure student financing and to encourage the spread of private universities have had positive impact and are sustainable.
- Between 1995 and 2005, university enrolments declined from 7 to 4 percent, the average for Sub-Saharan Africa being 5 percent. Affirmative action to promote female participation resulted in an additional 2,000 students over the decade. A high number of Kenya students, however, opt to study in Uganda, where fees are lower. Regional university initiatives to produce a regional qualifications framework will facilitate cross-border mobility. Currently more than 20,000 Kenya students study abroad (13 percent of the entire university student population), mainly outside the Africa region.
- The strategy of converting tertiary institutions into universities may be detrimental in the long run to the production of middle-level technical cadres. The development of an NQF, of distance learning and of an open university such as the Tanzania model are recommended for the future.
- InfoDev's *Survey of ICT and Education in Africa* gathers information from all 53 African countries on ICT in education. It identifies new trends and old challenges.
- The *Survey* contains individual country reports noting current policies, activities, developments and challenges.
- It is part of a larger, on-going, systematic, coordinated initiative to track developments in technology use in the education sector and is targeted at a range of stakeholders

Practice of INSET for Mathematics and Science Teachers and its Impact on Quality in Basic Education in Kenya

Samuel Kibe and John Odhiambo, ADEA Working Group on Mathematics and Science Education

- In a context of rapidly expanding enrolments at primary and secondary levels, the SMASSE program has focused on maintaining quality in the sector by upgrading teaching skills through an in-service program.
- One main aim has been to strengthen training and advisory services at district levels by creating INSET management systems and training 1,200 district trainers and advisors, and sensitizing head teachers. To date, 110 INSET centers have been set up in secondary schools with basic equipment.
- The training of 20,000 teachers has resulted in improved learner performance.
- Essential program features include the existence of government policy on INSET, political will, sustainable funding, regular monitoring and evaluation of INSET and classroom practice, ongoing capacity develop-

Mathematics, Science, Technology, and ICT in Post-primary Education

Identification of Basic Skills and Knowledge Required for Access of Literates to Lower Secondary Education in Five West African Countries

Michael Trucano, InfoDev, World Bank

ment of managers and stakeholders, the deployment of core full-time trainers, and collaboration with pre-service teacher education and curriculum development institutions.

ICTs as Instruments for Development, Sustainable Policies and Efficient Practices for Education in Africa

Felix Anoma-Kanie, Research, Innovation and Development in Engineering Sciences, INNOTECH, France

- To add to information exchange at the Biennale, a feasibility study of innovative ICT uses in post-primary education was carried out. It was found that teleconferencing

is rarely used in Africa. A report on the planning of a teleconferencing project was described: telemedical and teletraining services will be established between Africa and the rest of the world.

- Through the National Centre for Distance Learning in Paris there is a proposal to set up a network for information exchange and research, and as a health-care training strategy, to access the most remote areas in Francophone Africa and the poorest populations. A biomedical training and reporting module will be included for health professionals to record data. They will be paid by quantity of data submitted. The data will also be used for epidemiological mapping. Other local actors will participate.



SESSION EIGHT
MAIN CONCLUSIONS DRAWN FROM
THE DISCUSSIONS OF THE BIENNALE

– SESSION EIGHT –

MAIN CONCLUSIONS DRAWN FROM THE DISCUSSIONS OF THE BIENNALE

Chair:

Dzingai Mutumbuka, World Bank

Panelists:

Wim Hoppers and Steven Obeegadoo; Jacob Bregman; Hans Krönner and Richard Walther; Kabiru Kinyanjui and George Afeti

Overall Conclusions

Only if education can respond to learners will learners respond to education.

Wim Hoppers and Steven Obeegadoo, the General Co-Coordiators of the Biennale, presented the main conclusions of the Biennale, drawing from the presentations and discussions of the four days. The first point made was that participants repeatedly identified lack of appropriate or speedy action by governments on education reform and wondered why it was so difficult to get the desired action when so much was now known about system development, so much data were available and so many lessons learned were now available from the Africa region and beyond largely as a result of ADEA information dissemination through biennial meetings and other activities. The Eighth Biennale appealed for a paradigm shift on post-basic education to provide a solid and rational foundation for future planning. Indeed, the perspective of the Biennale had moved from describing post-primary education to post-basic education (PBE)

The conference envisioned a PBE subsector with the following general characteristics:

- Redesigned subsector framework developed through a holistic vision of education and of the subsector.
- Diverse and integrated system.
- Reduced sector inefficiency; maximization of existing resources.
- Pathways linked horizontally and vertically (bridges and ladders).
- Provision of several types of education opportunity.



- Integration of formal and nonformal learning across the subsector.
- Provision for many, discarding the past paradigm of provision for the few.
- Aiming at equity of access and equity of outcome, a true democratization of education.
- Gender mainstreaming and budgeting; and recognition that gender focus is about both girls and boys.
- Restructured, localized and modernized curricula, focusing on the future work environment, and responding to the immediate vicinity.
- Capitalizing on ICT innovations.
- Contextualizing PBE within a lifelong learning framework.

Partnerships:

- To achieve wide and diverse stakeholder consensus and involvement.
- To involve participation from the planning stage onwards.
- To contribute in a significant manner to provision and funding.

The Role of Government:

- To become the lead designer, facilitator, regulator and monitor of education and training, which will be piloted and delivered through a variety of partners.
- To build an enabling environment for public-private partnerships to flourish.
- To ensure sustainable, equitable, needs-driven and outcome-focused PBE.
- To seek out and support the entry and retention of disadvantaged students in PBE: girls and young women,

rural students, students from low-income families, minorities, orphans, students with disabilities, students most affected by conflict.

- To provide a healthy and inspiring learning environment.
- To design an affordable and achievable plan for PBE – not more of the same, not an expanded current subsector.
- To encourage uptake of new technologies (e-learning, ODL, networking).
- To reposition TVET, formal and nonformal, within the mainstream of education.
- To continue support or leverage support for the poor and underprivileged at post-basic and higher education levels.
- To plan and manage efficiently.
- To effectively monitor education and training provision.
- To develop national qualifications frameworks, reviewing assessment and certification in order to respond to the market; recognizing that reform in this area is political and sensitive.
- To aim to validate skills and knowledge acquired from any and all educational experiences.
- To plan for PBE teacher supply and quality; and to give ongoing support in order to retain them.
- To emphasize in-country institutional capacity development, which remains key – higher education is to address this need.

The Biennale had noted the several lessons learned during the drive for EFA which were directly applicable to PBE, especially since the costs of PBE would be considerably higher than basic education and would dictate a creative approach to planning. Partnerships will be a pivotal mechanism in providing PBE, in terms of design, planning,

Global trends but country-specific realities – Countries would have to determine their own unique planning configuration to challenges facing them, their own balance of strategies, drawn from the African and global wisdom shared at the Biennale.

provision, financing and monitoring; and governments will depend on a wide spectrum of resources to ensure viable planning of the subsector.

In view of the high proportion of youth in Africa's population, this section of the population was viewed as an opportunity in terms of human capital development, an asset rather than a negative, to be invested in and harnessed.

In recognition of the challenge ahead, the Biennale took note of economic growth patterns, demographic trends, the quality of leadership and the commitment of governments, which will all impinge on the capacity of countries to respond to the need for expanding PBE. An overriding voice of optimism and determination was the tone which concluded the deliberations of the Biennale, grounded in the experience of African development.

Coordinator Jacob Bregman captured the more specific attributes that the Biennale had defined for an effective and responsive PBE subsector, while Coordinators Richard Walther and Hans Krönner reviewed the conclusions on TVET. The Biennale had noted the richness of existing

For a Renovated System of Post-Basic Education (PBE)

**Partner-driven
Public-private partnership
National qualifications framework**

Integrated post-primary vocational training system

- TVET
- Apprenticeship/Intermittent education (work-learn cycle)
- Nonformal pre-vocational education

In response to need for equity:

- Local
- Sector-wide
- Rural
- Global

In response to need for equity:

- Out-of-school (drop outs)
- Girls
- Rural population
- Ex-soldiers

Walther and Krönner (2008)

TVET experiences and that diversity of training paths and vocational learning, and a broad range of actors at national and local levels are already a reality in Africa.

More of the same won't do. We have to change the way we do things.

However, they need recognition. Partners would be particularly helpful in identifying current and future skills needs. The Biennale had stressed the importance of reflecting current employment prospects in addition to socio-economic development goals. The educative role of TVET and that of general education within TVET still need to be clarified. There also needs to be further discussion on the role of skills learning within general secondary education. A planning schema was produced to capture the Biennale's perspective on the subsector.

The Biennale produced some examples of the growing coherence in education and training systems in at least four countries in Africa, as an inspiration to sister nations.

Concluding remarks on the articulation of higher education with lower levels of the sector and on redesign of the subsector included the following insights of the Biennale, presented by Coordinators Kabiru Kinyanjui and George Afeti.

Higher Education:

- Flow regulation requires a holistic appraisal of sector goals and trends, principles and country-specific circumstances; encompassing not only equitable access but also equity of outcomes at all levels.

- Review and strengthening of assessment mechanisms at upper secondary level is necessary for better articulation and fair allocation of the limited number of higher education places; and strengthened institutions and quality assurance mechanisms at all levels.
- Diversified pathways to higher education are key to building the knowledgeable, competent, skilled, and diverse human resources that Africa needs.
- ICT and ODL should be incorporated as viable, massification and cost-saving strategies in higher education provision.
- Tertiary education has to fully commit to the education of competent and committed teachers.

Consensus on Cost and Financing of PBE:

- PBE has to be affordable and sustainable.
- More efficient use of existing resources is required, through improved management practices and innovative system reform.
- New technologies will provide economies of scale and expanded opportunity.
- State funding, especially for higher education, will decline, while the contribution and participation of the private sector and households will increase, with safety nets designed for low-income families.
- Wide and collaborative in-country partnerships will tap into the range of national resources available.
- Increased external funding should be sought.

UBE as a right; PBE as an education or training of choice.

Discussion

The Minister of Education of South Africa, the Hon. Naledi Pandor, observing the all-male thematic leaders of the conference, advised ADEA to invite women specialists of education in future onto the principal thematic organizing committees of the Biennale: 'I probably would have listened better if there had been some women on the Panel', she said to a round of applause. She added that that she did not mean one token woman but several women. Further,

It is difficult to navigate the education ship if there is no wind in the economy.

the Minister considered that more emphasis should have been accorded to gender issues from the start of the meeting, and to equity in general.

Speaking for many, she reiterated the point that expanding post-basic provision would not mean extending current secondary or other post-primary provision, not thinking in a linear fashion, or incrementally pushing up enrolments, level by level. It would mean planning holistically, in a new way, and with new aims in mind, for the entire post-basic subsector and for the education system. She cautioned, however, that while ministers might go home and take up innovations suggested by the Biennale, they should not stop building secondary schools, or continuing to work at proven strategies, as some speakers had intimated, but continue with their work within the newly proposed context of providing diverse post-basic educational opportunities. She congratulated ADEA for having brought discussion on higher education back onto the agenda after many years of

silence. There had been a great deal of talk about secondary schools not adequately preparing children for university but she felt that universities needed to ready themselves for their learners, and to reach out to communities. The other role that universities had to play – one which they had not excelled in so far – was initiating links between research, teaching and the community.

Kabiru Kinyanjui agreed that an incremental approach to reforming the education sector (starting with primary, moving on to secondary, etc.) would not work and that all subsectors must be addressed simultaneously and holistically. One of the senior education planners of Mozambique was concerned at the lack of reference to nonformal education in the conclusions presented during the synthesis session and urged ADEA to ensure that alternative provision was entrenched in recommendations regarding education sector development to provide all-round and compre-

Curriculum development is a technical and a political exercise. It is all about defining the type of society that we want to achieve in the future.

Renato Operti, IBE UNESCO

hensive planning for the sector. Wim Hoppers said that nonformal education had been thoroughly discussed in plenaries and during the parallel sessions during the week and that the term emerging was *diverse post-basic education*, thereby mainstreaming nonformal education and giving it equal status with formal education.

Renato Operti of UNESCO noted that the Biennale had appreciated the central role curriculum plays in revitalizing education systems, in this case the post-basic subsector,



and that countries would not be tempted to limit their action to peripheral symptoms of malfunctioning systems but would now start planning post-basic education by reshaping fundamentals, starting with reconceptualizing the concept of curriculum and the concept of schooling, for instance. Redefining curriculum does not mean adding or subtracting content but reconstructing the notion of the curriculum.

In the same radical vein, panelist Richard Walther underlined the importance of keeping the element of *education* alive within TVET, that is, of recognizing the *educative role* that life skills and diverse competencies should play within the vocational education curriculum. Hans Krönner noted that some of the major actors for developing TVET had not been present at the Biennale, the entrepreneurs, informal sector workers, ministries of labor, workers' associations, and that partnerships for planning should include them. George Afeti reminded participants of the potential of TVET to play a significant role in growing the economy. Jacob Bregman expressed his concern over stagnation in current curricula and the present form of education systems. He reiterated that change has to take place at the country level, in each and every country, in order to respond meaningfully to the post-basic education challenge and that fundamental institutional capacity building is needed. Steven Obeegadoo reminded participants that post-basic education planning would necessarily have to include the unfinished business of EFA, and to address noncompleters of basic education who were reaching the age of post-basic education.

Mohamed Bougroum of the University of Marrakech echoed the concerns of the Biennale regarding inequities inherent in national education systems, a time bomb in sociopolitical terms, as he put it, which can be avoided by developing sound education policies based on planning and a philosophy of social justice. He quoted situations where national planners produce an education policy and then neatly avoid it themselves by putting their children into private schools. He recommended the establishment of an ADEA working group on Equity in Education and a call from ADEA for countries to produce qualitative research findings for input into education policies in future. Lavinia Gasperini from the FAO reiterated her proposal for the establishment of an ADEA working group on Rural Education with a view to ensuring the inclusion of rural populations in education.

The Deputy Minister of Education of Ghana, the Hon. Angelina Baiden-Amisshah, stated that the policies and plans discussed in the Biennale had already been formulated by African ministries of education but are not fully implemented due to delayed or reduced funding from international partners. She urged them to act. Martin Itoua from the Federation of PTAs in Africa seconded this and declared that parents appealed for advance and action. It was plain that the voices of civil society at the Biennale were urging on ministries, specialists and partners to deliver on their plans and promises of increasing access to quality post-basic education. Joseph Ngu of IICBA UNESCO in Addis Ababa, worried about the relatively advanced age of most Biennale participants and education decision makers

in Africa and wondered if such an assembly could initiate change. He called for an injection of youth and new ideas into the debate.

'I am not sure we understand the target of attack' of the Biennale, that is, the new targets and goals we ought to be setting ourselves, country by country. We know the frameworks, we know the models, but we don't know if any group of countries have advanced since the last Biennale on the action proposed at that time. This is what I would call the heart of the problem.

*Summary of the contribution of
the Hon. Minister of Education of South Africa*

Ann-Thérèse Ndong-Jatta of UNESCO and a former Minister of Education, reviewed the several conceptual and policy tensions highlighted by the Biennale, between universal or selective access, between post-primary or post-basic education, and between business as usual and system reform. As an indefatigable activist and optimist in education progress, she called for clarification from the panelists. Steven Obeegadoo, as one of the General Coordinators of the meeting, assured participants that the revised synthesis papers would incorporate new issues and perspectives discussed at the Biennale and would set out clearly the emerging concerns of the Biennale.

The Minister of Education for South Africa expressed the dilemma facing Ministers of Education present at the Biennale, which had been voiced several times during

the meeting. Ministers of Education are pressed for time, in order to effect meaningful change in their education systems. They look to the Biennale meetings for guidance and for practical solutions. The Biennale is, as described by the Executive Secretary of ADEA, Mamadou Ndoye, at the start of the meeting, a forum for exchange which aims to facilitate ministries of education move towards a practice of evidence-based decision making. To this end, the Biennales present many African case studies, successes, and lessons learned from a variety of experiences. In addition, in order not to re-invent the wheel, Asian and Latin American experiences are critically examined from an African perspective, to draw out relevance for African development, together with an eye for lessons learned from industrialized countries. The Biennale synthesis studies aid in the quest for identifying trends and pointers for Africa. They distil the evidence of practical experience into knowledge which becomes an instrument for decision makers and planners which are critically examined at the time of the Biennale.



SESSION NINE
REFLECTIONS ON NEW PERSPECTIVES AND
FOLLOW-UP TO THE BIENNALE

– SESSION NINE –

**REFLECTIONS ON NEW PERSPECTIVES AND
FOLLOW-UP TO THE BIENNALE**

Chair:

Dzingai Mutumbuka, World Bank

Speakers:

- Representative from a development agency, Fabienne Lagier, Swiss Cooperation
 - Representative researcher, Moses Oketch, Institute of Education, London
 - Representative of teachers, Assibi Napoe, of Education International
 - Representative of civil society organisations
 - Representative of students, Olivio Maral
 - Representative of Ministers, Minister of Higher Education of the Democratic Republic of Congo, Hon. Léonard Masu-Ga-Rugamika
-

The session was devoted to the final observations of the participants on the Biennale, representatives of the development agencies, of researchers, civil society organizations, students, teachers and Ministers of Education.

Fabienne Lagier, from the Swiss Agency for Development and Cooperation, representing participants from **development agencies**, congratulated ADEA on taking a broad perspective in its approach to post-basic education – including the needs of adolescent noncompleters of basic education – focusing on children’s right to education, on equity in its varied forms, and for the first time, incorporating nonformal education into the mainstream. There had been plenty of new insights presented during the

meeting which development agencies could extract and use as guidelines for modifying their support to education in Africa in each country. She welcomed the strategy presented during the Biennale of working towards the accreditation of skills and knowledge acquired instead of the classical system of continually failing and penalizing learners. She was particularly glad that her organization was being given the opportunity of supporting the ADEA Working Group on Nonformal Education and urged countries to work with Swiss Cooperation agents in each country and to remain in contact with the WGNFE coordinator in Africa. She felt that ADEA had collected very interesting case studies and had prepared high quality and useful synthesis papers.



Representing **researchers**, Moses Oketch of the Institute of Education, London, agreed with the consensus of the Biennale that affordable ways of expanding post-basic education should be found. New future policies needed to be carefully communicated to the parties concerned, to stimulate and maintain partnerships in education. He welcomed the idea of increasing the prestige of TVET and other modes of post-basic education to give youth the skills they required for becoming successful entrepreneurs but noted the need for governments to create enabling environments for economic development. He urged governments to listen to their national researchers and to learn lessons from the past.

Assibi Napoe, of Education International, representing **teachers**, expressed her satisfaction that teachers had been one of the central topics of the Biennale this time. She confirmed that teachers' unions wish to work collaboratively with ministries of education and partners in the private sector and to maintain permanent dialogue with them. Developing post-basic education would mean ensuring adequate remuneration and good working conditions for teachers, increased status and appreciation from society. She called for more support to the ongoing HIV prevention programs in education institutions and particularly for teachers living with AIDS. She seconded the call in Session 8 for ADEA to follow up on each Biennale set of recommendations.

The representative for **civil society organizations** commended ADEA for giving them the opportunity to dialogue with development partners and to learn about their attitudes and approaches. The concern of civil society was to provide more support to teachers, to ensure they have access to ongoing training. The immense challenge of developing post-basic

education was understood now by all participants at the Biennale, particularly the aspects of financing the expansion. The proposals on enhancing the quality of education, and on using distance education and IT were appreciated. One of the most stark issues raised by the Biennale was equity, and the situation of girls' education should become one of the priorities in the future.

The **student** representative, Olivio Maral, noted that education was indeed costly. One of the best ways forward would be to increase dialogue between ministries, ministers and students. In future, he hoped that every country would include a student representative in their delegation. He urged ADEA to disseminate the findings of the Biennale among students in Africa.

The Minister of Higher Education of the Democratic Republic of Congo, the Hon. Léonard Masu-Ga-Rugamika, representing the **Ministers**, expressed his satisfaction for the many case studies presented which enabled discussion of specific cases and debate on general issues. New insights into non-formal and informal education had been useful, as well as those on creating linkages and pathways between formal and nonformal education. The repeated assertion of the fundamental importance of the curriculum was significant in the debate of the Biennale. He echoed the call for effective follow-up of the meeting's conclusions.

The Chair of the session emphasized the interdependence of different levels of the education sector for the production of a quality outcome, be it teachers trained or learning outcomes from schools. For this reason, the new holistic perspective of the sector was most welcome.

OFFICIAL CLOSING CEREMONY

OFFICIAL CLOSING CEREMONY

Chairs:

Hon. Hon. Rosalie Kama-Niamayoua, Minister of Education of the Republic of Congo; then Hon. Mr. Dharambeer Gokhool, Minister of Education and Human Resources, Mauritius

Speakers:

- Outgoing Executive Secretary of ADEA, Mamadou Ndoye
 - Incoming Chair of the ADEA Caucus of African Ministers of Education, Hon. Naledi Pandor, Minister of Education for South Africa
 - Chair of ADEA, Dzingai Mutumbuka, World Bank
 - Minister of Education and Culture of Mozambique, Hon. Aires Bonifacio Baptista Ali
-

Closing address of the outgoing Executive Secretary of ADEA

The outgoing Executive Secretary of ADEA, Mamadou Ndoye, gave a succinct overview of the Biennale. The specific objectives of the meeting on post-primary education had been:

- To open up new fields of debate.
- To examine a wide range of potential policies and strategies.
- To extend basic and post-basic educational opportunities to all, whatever the age or level of education.

To this end, the Biennale had looked at four critical areas: planning, evaluation, certification and linkages. It was the intention of ADEA to learn from others, Asia, for example,

and Latin America, in addition to mapping African successes, promising developments and lessons learned. The Executive Secretary explained that ADEA had challenged a large team of researchers to review a wide spectrum of issues, including the vital subject of the financing of education, and to assist ADEA in developing instruments for supporting ministers of education in decision making.

There is nothing worse than certainty. In Africa we must continue to interrogate what we are doing, to listen to others. We must not remain deaf to others and to the world. If the Biennale has helped us advance in this endeavour it will have succeeded.

ADEA Executive Secretary, Mamadou Ndoye



The target was to intensify evidence-based decision making across African ministries of education.

Closing address of Chair of the ADEA Caucus of Ministers

The incoming Chair of the ADEA Caucus of African Ministers of Education, Hon. Naledi Pandor, Minister of Education for South Africa, presented the report of the meeting of the ADEA Caucus of African Ministers of Education, held on May 5 2008 just before the Biennale. The Ministers heartily thanked the Government and the people of Mozambique for their very warm welcome to ADEA, for the hospitality they had provided and the culinary delights of the week. They applauded the Executive Secretary and the ADEA Secretariat for the high quality of the content and the excellent organization of the meeting. They paid tribute to the outgoing and hardworking Chair of the Caucus of Ministers, Hon. Rosalie Kama-Niamayoua, Minister of Education of the Republic of Congo.

The Caucus of Ministers welcomed the ADEA voluntary peer reviews that had been carried out over the last two years, in Nigeria, Gabon and Mauritius, and the wealth of learning achieved through that process for the countries concerned but also for the Africa region. They also noted the potential interest of the Asia peer review process for future Africa action.

The Ministers were gratified by the strengthening ties between the African Union and ADEA. The potential role of ADEA vis-à-vis the African Union was now being

discussed, its potential integration into the African Union or some form of structured institutional status within the African Union. The intention is to increase dialogue between the two institutions which both have a regional or continent-wide character. The unique characteristic of ministers is that once they have the political will or the determination to carry out action, they have the capacity to act speedily. This attribute can be harnessed for regional education development in Africa. ADEA had produced a strategic framework for the next two years which would focus on increasing interaction with the African Union.

The Caucus was currently engaged in a discussion on its role of advocacy and the potential for making a more concrete contribution to high-level global meetings on EFA which receive no political input at the moment and which concentrate on measuring progress towards achieving EFA. In future, ministers would like to identify core issues to be presented to these meetings.

Another area of interest for the Caucus was developing policy on country level capacity building in education planning and management for achieving EFA goals.

African Ministers of Education noted the existence of entities similar to the ADEA Caucus of Ministers, such as MINEDAF and COMEDAF (which is to be reshaped in 2009). This was the time to review the structure and objectives of such institutions, organizations and structures, in order to streamline the action of African Ministers of Education and to increase the efficiency of ministers' participation.

Closing address of the Chair of ADEA

The Chair of ADEA, Dzingai Mutumbuka of the World Bank, congratulated the Biennale on adopting a holistic approach to education sector planning. He reiterated one of the major areas of agreement of the meeting, namely the importance of growing the economy of each country in order to reduce poverty, and to provide more investment for education. He emphasized the fact that external aid accounted for a relatively low proportion of the resources available to most countries in Africa. Countries were therefore urged to increase the capacity of domestic economies. He ended by thanking the many members of the Mozambique country team and the ADEA officials for all the work they had done to organize the Biennale.

Closing address of the Minister of Education and Culture of Mozambique

The Minister of Education of Mozambique reminded participants that African countries considered education as a most valuable instrument for development and were investing a significant proportion of national resources in education. He acknowledged the many problems facing the continent but was convinced that Africa would rise to the challenge and would succeed in reforming the education sector. It was vital to extend education opportunities to all, to build African societies on the foundation of newly acquired skills to face increasingly complex challenges

and to deal with changing situations. Education was a right. It must facilitate the acquisition of problem solving and decision making skills. It must provide well trained teachers for the multiple, new and exciting tasks ahead. Post-basic subsector plans should be affordable, feasible, robust and sustainable in order to cope with the diversity of the subsector. The complex task of developing post-basic education would test planners as never before in their attempt to expand access to more learners and to guarantee the quality of education. The Biennale had shed light on the magnitude and the nature of the task ahead and made a vital contribution to taking the continent forward.

The Minister hoped that participants would be able to enjoy the city of Maputo after the Biennale. He thanked ADEA most warmly for having chosen Mozambique as the venue of the eighth Biennale and gladly welcomed the incoming Executive Secretary of ADEA, Ahlin Byll-Cataria, whose experience and capacities are well known to the ADEA fraternity.

About the ADEA Biennales: ADEA Biennales have no desire to or intention of being prescriptive. They remain an African regional forum. ADEA provides a platform, a safe place for open discussion, as well as up-to-date research through their Working Groups and commissioned papers on the themes of each Biennale. It also offers instruments for Biennale follow up to countries, such as the ADEA voluntary peer reviews, and participation in the specialized working groups on specific themes.



APPENDICES

Appendix 1. Overview of the Agenda of the 2008 Biennale

Appendix 2. Papers prepared for the Biennale

Appendix 3. List of participants

APPENDIX 1. OVERVIEW OF THE AGENDA OF THE 2008 BIENNALE

Monday 5 May	
8:30–15:30	Caucus of Ministers
17:00–18:30	Official Opening Ceremony – Participation of Heads of State of Mozambique and Algeria, Chair of the African Union, first lady of Puerto Rico, Director-General of UNESCO and other guests of honor Press Conference with Heads of State
Tuesday 6 May	
9:00–10:30	Keynote Speeches
9:00–10:00	1. Education as a Driver Of Development – Approaches, Experience and Prospects for Expanded Learning Opportunities 2. Science, Development & Education in Africa 3. HIV and AIDS: Finding Effective Approaches in Post-Primary Education
10:00–10:30	Discussion
10:30–11:00	<i>Coffee break</i>
11:00–13:00	SESSION 1 – Introductory Presentations
11:00–11:45	1. World Development Report 2007: Development and the Next Generation 2. EFA Global Monitoring Report 2008 – Education For All by 2015: Will we Make it? 3. The challenges and Stakes Facing EFA in Africa: Top Priority for Integrated Sector-wide Policies 4. An African Exploration of the East Asian Education Experience
11:45–13:00	Discussion
13:00–14:00	<i>Lunch break</i>
14:00–15:30	SESSION 2 – Presentations on the Development of Post-Primary Education
14:00–14:45	1. SEIA: At the Crossroads: Choices for Secondary Education in sub-Saharan Africa 2. Kigali Call for Action: An Expanded Vision of Basic Education for Africa 3. Dynamics Of Partnerships for Local Governance in Education 4. Technical and Vocational Skills Development in Africa
14:45–15:30	Discussion
15:30–16:00	<i>Coffee break</i>
16:00–18:00	SESSION 3 – Presentations of the Analytical Work on Post-primary Education
16:00–17:00	1. General Synthesis Report: Beyond Primary Education: Challenges and Approaches to Expanding Learning Opportunities in Africa 2. Thematic Synthesis Report (sub-theme 1): Towards 9-10 years Education For All: Promising Policies and Strategies 3. Thematic Synthesis Report (sub-theme 2): Skills Development and the World of Work: Challenges for Education and Training 4. Thematic Synthesis Report (sub-theme 3): Preparing Knowledge Workers for Africa's Development: Articulating Upper Secondary with Higher Education
17:00–18:00	Discussion



Wednesday 7 May	
9:00–10:30	SESSION 4 – Round Table in Plenary Session: Issues of Policy & Governance and Costs & Financing
9:00–9:45	1. Post-Primary Education: The Experience of Mozambique 2. Financial Sustainability as a Reference for the Development of Post-Primary Education in sub-Saharan Africa 3. Seeking Secondary Schooling in sub-Saharan Africa: Strategies for Sustainable Financing
9:45–10:30	Discussion
10:30–11:00	<i>Coffee break</i>
11:00–13:00	Parallel session 4A: Extending Basic Education, Expanding Secondary Education: Governance and Policy issues
	Parallel session 4B: Public-Private Partnerships
	Parallel session 4C: Transitions Between Upper Secondary and Higher Education: Policy and Governance
	Parallel session 4D: Financing: Trends and Challenges
13:00–14:00	<i>Lunch break</i>
14:00–15:30	SESSION 5 – Round Table in Plenary Session: Issues of Access & Equity
14:00–15:30	1. Education for Rural People 2. Vocational Training for Out-of-School Girls in Conflict Situations 3. Achieving Universal Post-Primary Education in Africa: Innovative Modalities and Cost Implications
14:00–15:30	Discussion
15:30–16:00	<i>Coffee break</i>
16:00–18:00	Parallel session 5A: Gender Issues in Post-Primary Education
	Parallel session 5B: Distance Education and Open Learning
	Parallel session 5C: Non-Formal Education
	Parallel session 5D: Innovations for Equitable Access
Thursday 8 May	
9:00–10:30	SESSION 6 – Round Table in Plenary Session: Issues of Quality and Relevance of Post-Primary Education: Demand & Supply of Teachers for Post-Primary Education, Curriculum and Skills Development
9:00–9:45	1. Lifelong Learning Connections: The Nodal Role of Diversified Post-Primary and Post-Basic Approaches 2. Provision of Teachers and Education Management Personnel: The Impact on The Quality of Education Delivery in Post-Primary Education 3. Contribution of School Principals to the Improvement of Post-Primary Education in Africa
9:45–10:30	Discussion
10:30–11:00	<i>Coffee break</i>
11:00–13:00	Parallel session 6A: Curriculum for Post-Primary Education
	Parallel session 6B: Skills Development in General Education
	Parallel session 6C: Skills Development in Technical and Vocational Education and Training
	Parallel session 6D: Teacher Issues in Post-Primary Education
13:00–14:00	<i>Lunch break / pause déjeuner</i>
14:00–15:30	SESSION 7 – Round Table in Plenary Session: Issues of Validation, Assessment, Articulation, and the Role of National Qualification Frameworks

14:00–15:30	1. A Critical Reflection on the South African National Qualification Framework 2. Differentiation and Articulation in Tertiary Education Systems: A Study of Twelve African Countries 3. Transition / Articulation among Non-Formal, Primary, Secondary and Tertiary Education: Lessons from the Gabon, Mauritius and Nigeria Peer Reviews
14:00–15:30	Discussion
15:30–16:00	<i>Coffee break</i>
16:00–18:00	Parallel session 7A: Assessment
	Parallel session 7B: National Qualification Frameworks, Recognition of Prior Learning and Competencies
	Parallel session 7C: Transitions Between Upper Secondary and Higher Education: Similarities, Pathways and Orientations
	Parallel session 7D: Mathematics, Science, Technologies and Information and Communications Technologies in Post-Primary Education

Friday 9 May

9:00–10:30	SESSION 8 – Round Table in plenary session: Main Conclusions Drawn from the Discussions of the Biennale
9:00–10:00	1. Conclusions sub-theme 1: Towards 9-10 years Education For All: Promising Policies and Strategies 2. Conclusions sub-theme 2: Skills Development and the World of Work: Challenges for Education and Training 3. Conclusions sub-theme 3: Preparing Knowledge Workers for Africa's Development: Articulating Upper Secondary with Higher Education 4. Overall conclusions: Beyond Primary Education: Challenges and Approaches to Expanding Learning Opportunities in Africa
10:00–10:30	Discussion
10:30–11:00	<i>Coffee break</i>
11:00–12:30	SESSION 9 – Reflections on New Perspectives and Follow-up to the Biennale
	1. Main Lessons Learned by Different Groups of Stakeholders Round table with participation of 1 Minister, 1 representative from a development agency, 1 researcher, 1 representative from a civil society organization, 1 student, 1 teacher and 1 representative from a sector other than education
12:30–13:00	Official Closing Ceremony
	1. Presentation of the Report of the Caucus of Ministers 2. Closing Address
13:00–14:00	Closing Press Conference
14:00–18:00	ADEA Steering Committee Meeting



APPENDIX 2. PAPERS PREPARED FOR THE BIENNALE

General synthesis paper

Papers on subject areas operating beyond the confines of separate themes

- *Beyond Primary Education: Challenges of and Approaches to Expanding Learning Opportunities in Africa. Pulling the Pieces... Together* (Wim HOPPERS and Steven OBEEGADOO)
- *HIV and AIDS in Formal and Non-Formal Post-Primary Education and Training in Africa: A Review of some Innovative Interventions* (Eric ALLEMANO and Charles NZIOKA: ADEA ad hoc Working Group on HIV and AIDS)
- *Administrative Competence for Reforms in Post-Primary Education in Sub-Saharan Africa* (Steinar ASKVIK: Ministry of Education and Research, Norway)
- *A Study of Selected Development Partners' Strategies for the Support of Post-Primary Education with Special Focus on Lower Secondary Education in Southern Saharan Africa* (Karen Brit FELDBERG, Roald SKØELY, Robert SMITH and Titus TENGA: LINS □ Centre for International Education at the University of Oslo (commissioned by GTZ on behalf of BMZ))
- *The Partnership Dynamic for Local Governance in Education* (Adiza M. HIMA: CONFEMEN)
- *Transition / Articulation among Non-Formal, Primary, Secondary and Tertiary Education: Lessons from the Gabon, Mauritius and Nigeria Peer Reviews* (Ibrahima BAH-LALYA, Joel SAMOFF, J.P. LEFOKA and K.S. SUKON: ADEA Working Group on Education Sector Analysis)

Documents related to sub-theme 1: Towards 9-10 years Education For All – Promising Policies and Strategies

- *Thematic synthesis paper sub-theme 1:*
- *Towards 9-10 years of Education For All: Promising Policies and Strategies* (Jacob BREGMAN)
- *Policy and Governance*
- *Educational Reforms Undertaken during the Post-independence Period in Benin, Cameroon, Guinea and Tanzania and their effects on Post-Primary Education* (Thierry Hountondji, Ibrahima Bah-Lalya, Joel Samoff and Pulane Lefoka: ADEA Working Group on Education Sector Analysis)
- *Extending Basic Education to Include Lower Secondary Education, while simultaneously addressing the quality imperative within the context of scarce resources* (Pap SEY: Department of State for Basic and Secondary Education, The Gambia)
- *Diagnosing the progress of reform at primary and lower secondary education in Tanzania* (Amos G. MWAKALINGA, Cyprian M. MIYEDU and Joviter KATABARO: Ministry of Education and Vocational Training, United Republic of Tanzania)
- *The case of locating expansion of Post Primary Education and Training (PPET) within Holistic and Integrated Policy Framework in Uganda* (Joseph EILOR: Ministry of Education and Sports, Uganda)
- *The Potential of Open Schooling in Africa: A Case Study of India's National Institute of Open Schooling* (Sushmita MITRA and James STANFIELD)



- At the Crossroads: Choices for Secondary Education in Sub-Saharan Africa (Adriaan M.VERSPOOR and Jacob BREGMAN: World Bank)
- Transitions in Secondary Education in Sub-Saharan Africa: Equity and Efficiency Issues (Secondary Education in Africa (SEIA) team,Africa Region Human Development Department,World Bank)
- Governance, Management, and Accountability in Secondary Education in Sub-Saharan Africa (Deborah Glassman and Pat Sullivan:World Bank)
- An African Exploration of the East Asian Education Experience (Birger FREDRIKSEN and Jee Peng TAN:World Bank)
- The Kigali Call for Action.An expanded vision of basic education for Africa. High level seminar on basic education. Kigali – September 25th to 28th 2007 (UNESCO)
- Fit for Life? Non-formal Post-Primary Initiatives in Yemen, Malawi and Namibia (Katharina OCHSE: GTZ, commissioned by BMZ)
- Transitions from Primary to Post-Primary Education: Using Non-Formal Learning Opportunities to Increase Access and Relevance (Deborah GLASSMAN,Wim HOPPERS, Joe DESTEFANO:ADEA Working Group on Non-Formal Education)
- Madagascar:The challenge of expanding secondary education and training (Patrick Philippe Ramanantoanina:World Bank Madagascar)
- Open Schooling for Secondary & Higher Secondary Education: Costs and Effectiveness in India and Namibia (Greville Rumble and Badri N. Koul: Commonwealth of Learning)
- Financing: Resources, Needs and Sustainability
- Financial Sustainability as a Reference for the Development of Post-Primary Education in Sub-Saharan Africa (Blandine Ledoux and Alain Mingat: IREDU and AFD/World Bank)
- Strategies for Sustainable Financing of Secondary Education in Sub-Saharan Africa (Keith M. LEWIN:World Bank)
- Public-Private Partnerships in Lower Secondary Education:The case of Burkina Faso and Senegal (Amadou Wade Diagne and Ignace Sanwidi)
- The Power of Public-Private Partnership: Coming together for secondary education in Africa (Adriaan M.VERSPOOR:World Bank)
- The Provision and Financing of Quality Secondary Education through Public Private Partnerships in Mauritius □ a success story (Praveen MOHADEB and D. KULPOO)
- Achieving Universal Post-Primary Education in Africa: Innovative modalities and cost implications (Cream WRIGHT: UNICEF)
- Access and Equity
- The contribution of private educational institutions to the post-primary education system (Thierry Claver Hountondji,Agnès Boco Ali, Sylviane B. E. K. Ajavon Bailey and Noughoun Yaya Nadjo: Ministry of Primary and Secondary Education, Benin)
- Community Schools and Post-Primary Education Alternative Structures: Strategies for extending basic education in Burundi (Pascal Mukene, Edouard Ntamatungiro, Rehema Sefu et Edouard Juma: Ministry of National Education and Culture of Burundi)
- The rural dimension of schooling in sub-Saharan African countries: current situation and challenges for the development of lower secondary coverage (Alain Mingat et Francis Ndem :AFD)
- Extension of lower secondary education to basic education (Oumar Soumare and Djibi Thiam: Ministry of Fundamental and Secondary Education of Mauritania)
- The Challenges of Private Supplementary Tutoring: Global Patterns and their Implications for Africa (Mark BRAY and Emmanuelle SUSO: UNESCO International Institute of Educational Planning)
- Nine years of basic education for all in Africa: the challenges of access and equity (Françoise CAILLODS : UNESCO International Institute of Educational Planning)
- Survey on ICT and Education in Sub-Saharan Africa (Glen Farrell and Shafika Isaacs: InfoDev)

- Gender equity in junior and senior secondary education in sub-Saharan Africa (Esi Sutherland-Addy:FAWE / World Bank)
- Review of the Use of ODL Systems in the Provision of Post-Primary Education in Africa (Ephraim MHLANGA: South African Institute for Distance Education)
- Accelerating the Expansion of Access to Secondary Education.The 1980-1990 Experience of Zimbabwe (Fay King CHUNG)
- Gender Issues in Post-Primary Education in Africa (Maguette DIOP KANE, Daniel LINCOLN and Christina N'TCHOUGAN-SONOU)
- Transition to Post-Primary Education with a Special Focus on Girls: Medium-Term Strategies for Developing Post-Primary Education in Eastern and Southern Africa (Aster HAREGOT: UNICEF Eastern and Southern Africa Regional Office Education Section)
- Education and Training Personnel
- The Provision of Teachers and Education Personnel for Post-Primary Education (David WEBB: ADEA Working Group on the Teaching Profession)
- Practice of INSET in Mathematics and Science Teachers and its Impact on Quality in Basic Education in Kenya (Samuel KIBE, John Otieno Odhiambo and Joseph Carilus Ateng' Ogwel: ADEA Working Group on Mathematics and Science Education)
- Recruiting, Retaining, and Retraining Secondary School Teachers and Principals in Sub-Saharan Africa (Aidan Mulkeen, David W. Chapman, Joan G. DeJaeghere, Elizabeth Leu: World Bank)
- The contribution of school principals to the improvement of post-primary education in Africa (Richard Charron: AFIDES)
- Expanding Secondary Education for Sub-Saharan Africa: Where are the Teachers? (Audrey-marie Schuh Moore, Joseph DeStefano, Arushi Terway and David Balwanz: EQUIP2 / Academy for Educational Development)
- Curriculum and Skills Development
- Competency-based Curriculum Development: Some lessons from other regions (Renato OPERTTI: UNESCO International Bureau of Education)
- Uganda Secondary Education & Training Curriculum, Assessment & Examination (CURASSE): Roadmap for Reform (Andrew Clegg, Jacob Bregman and Wout Ottevanger: World Bank)
- Curricula, Examinations, and Assessment in Secondary Education in Sub-Saharan Africa (Ramon Leyendecker, Wout Ottevanger and Jan van den Akker: World Bank)
- The Link between Health, Social Issues and secondary education: life skills, health and civic education (Robert Smith, Guro Nesbakken, Anders Wirak and Brenda Sonn: World Bank)
- Developing Science, Mathematics and ICT in Secondary Education: Patterns and Promising Practices (Wout Ottevanger, Jan van den Akker and Leo de Feiter: World Bank)
- ICT in education toolkit for policy makers, planners and practitioners (UNESCO, Japanese Funds-In-Trust, infoDev, AED, Knowledge Enterprise)
- Expanding and Democratizing Basic Education in Africa: Educational policy and curriculum perspectives (Teeluck BHUWANEE, Ann Thérèse NDONG JATTA, Renato OPERTTI and Philip STABBACK: UNESCO BREDIA)
- Nigeria Science and Technology Education at Post-Basic level (STEPB) Review of S&T education in federally-funded institutions (Africa Human Development Department (AFTH3) Nigeria Country Office, World Bank)
- Preparation for Life and Work: Comparative Study with a focus on Basic and Lower Secondary Education in Developing African Countries (Philip STABBACK, Dakmara GEORGESCU, Klaus Jahn, Elmehdi Ag-Muphtah, Philippe de Castro: GTZ)
- Strengthening the Relevance of Learning □ Options for including basic life and work skills in upper primary / lower secondary education in Sub-Saharan Africa (Gerald A. Straka: GTZ)
- Identification of the basic skills and knowledge required for literate pupils to enter junior secondary education in five West African countries (Amadou Wade DIAGNE: ADEA Working Group on Non-Formal Education)
- Review of the State of the Art on Post-Primary Education and Training (PPET) in Eastern and Southern Africa (Pulane LEFOKA and Mary Kitula: ERNESA)



- Extension of basic education to lower secondary, the case of Mali: the study programs (Bonaventure Maiga, Youssouf Konandji and Moussa Batchily: Ministry of Basic Education, Literacy and National Languages, Republic of Mali)
- Articulation and Assessment
- Improving the efficacy of assessment, certification and curriculum in the African education systems (Peliwe LOLWANA, UMALUSI)

Documents related to sub-theme 2:

Skills development and the world of work – challenges for education and training

- Thematic synthesis paper sub-theme 2:
- Skills Development and the World of Work: Challenges for education and training (Richard Walther and Hans Krönner)
- Policy and Governance
- Enhancing Equitable Access to BTVET Through Coherent Governance, Public-Private Partnerships & Multimedia Campaigns Development (Joseph EILOR: Ministry of Education and Sports, Uganda)
- TVET and Public Policy: Revisiting TVET's role in four policy domains in sub-Saharan Africa (Hulya Kosar Altinyelken: Ministry of Foreign Affairs, the Netherlands)
- Vocational training in the informal sector: how to dynamize the economy of developing countries. Conclusions of a field survey in seven African countries (Richard Walther and Ewa Filipiak: AFD)
- The Reintegration through Community Apprenticeship Project in the Republic of the Congo (Gaston Dzondhault, Maurice Banoukouta, Emile Mboukou and Gilbert Ndimina: Ministry of Technical and Vocational Education, Republic of the Congo)
- Developing a training market for the informal micro-enterprise sector: A response to the training deficit in TVET (Madhu SINGH: UNESCO Institute for Lifelong Learning)
- Non-formal Education and Training Opportunities for Youth living in the rural areas of South Africa (Kathy WATTERS: ADEA Working Group on Non-Formal Education / UNESCO UIL)
- Mapping the Non-Formal Education at Post Primary Education and Training Level in Ethiopia (Tilahun WORKINEH: ADEA Working Group on Non-Formal Education / UNESCO UIL)
- Vocational Training and Transition to Work of Trainees Leaving Development Education Centres (DECs) in Mali (Bonaventure MAÏGA, Nouhoum DIAKITE, Soumana KANE and Amadou Mamou KONE: Ministry of Basic Education, Literacy and National Languages, Republic of Mali)
- Mapping Non-formal Education at Post-Primary Educational Level in Uganda (Twine BANANUKA and Anne Ruhweza Katahoire: ADEA Working Group on Non-Formal Education / UNESCO UIL)
- Support for the Involvement of Social Partners with a View to Improving Technical and Vocational Education and Training (André GAURON et Michel VERNIERES: Ministry of Foreign Affairs, France)
- From Traditional Apprenticeship to Restructured Apprenticeship: Toward the modeling of a post-primary vocational training system (Richard WALTHER: AFD)
- *Financing: Resources, Needs and Sustainability*
- Production systems, income and schooling practices of farmers: Case studies in three regions of Senegal (Ibrahima HATHIE et Isabelle Touzard : Ministry of Foreign Affairs, France)
- Institutional Strengthening in Technological Educational Matters in the Democratic Republic of Congo (Gaston DZONDHAULT, Jacques MABIALA, Vivianne MASSENGO, Marc MANKOUSSOU, Monique MANTSOUAKA: Ministry of Technical and Vocational Education, Republic of the Congo)

- Summary of the report by Aurélie Venot on Costs and Resources for agricultural training policies: The Case of Cotton Farming in Burkina Faso (Aurélie VENOT : Ministry of Foreign Affairs, France)
- Vocational training financing mechanisms: A Europe-Africa comparison (Richard Walther: AFD)
- Finance Mechanisms of Vocational Training in 5 Sub-Saharan African Countries (Richard Walther et André Gauron : Ministry of Foreign Affairs, France)
- Public-Private Partnership Models in TVET and their Impact on the Role of Government (Edda GRUNWALD: GTZ)
- Access and Equity
- Training Policies for Disadvantaged Youth in Latin America: Trends in institutional and learning approaches (Claudia JACINTO: redEtis)
- Increasing female participation in TVET particularly in male-dominated trade areas (Grace OTU-BOATENG, Asamoah DUODU, Isaac Koku ASIEGBOR and Seth Odame BAIDEN: Ghana)
- Insertion of young people trained at a learning and production unit in Senegal (Mbaye MBENGUE, Pape FALL and Sidy BA: Ministry of Technical and Vocational Education and Training, Senegal)
- Results of Action Research on Links between General Education and Vocational Training in Senegal (Cheikhou TOURE, Joseph SARR, Aïssatou TOURE, Papa SENE, Mouhamed GUEYE and Daouda DIOP: Ministry of Education (Senegal) and UNESCO BREDA)
- Gender Issues in Post-Primary Education (PPE) (Rudo B GAIDZANWA)
- Professional Agricultural Teaching, A Tool for an Economic Policy: The example of “200 hour” work placements (Alain MARAGNANI : Ministry of Foreign Affairs, France)
- Education and Training Personnel
- Reform of Vocational Training in Benin: a rationale of joint development of a national dual-type apprenticeship mechanism (André GAURON : Ministry of Foreign Affairs, France)
- Curriculum and Skills Development
- Vocational and Technical training issues in the agricultural sector and in the rural milieu: the case of West Africa (Alain MARAGNANI: Ministry of Foreign Affairs, France)
- Public-Private Cooperation in Vocational Education and Training: Framework, Implementation and Experiences – The Norwegian Case (Halfdan FARSTAD: Ministry of Education and Research, Norway)
- The skills-based approach in technical education and vocational training □ Benin □ Burkina Faso – Mali (Teeluck Bhuwanee: UNESCO BREDA)
- Localisation of Technical and Vocational Education and Training (TVET): The case of Namibia (Joshua MUSHURI and Lewis DURANGO: The Project Management Unit for the Establishment of the Namibia Training Authority)
- Towards an Entrepreneurial Culture for the Twenty-first Century (Edited by Sonia Bahri and Klaus Haftendorn, Author: Carmela Salzano: UNESCO)
- See the Opportunities and Make them Work! Strategies for entrepreneurship in education and training 2004-2008 (Ministry of Education and Research, Norway)
- A Study of Entrepreneurship Education in Botswana and the Significance of Institutional Preparation (Jacob R. SWARTLAND: Botswana, commissioned by the Ministry of Education and Research, Norway)
- School Enterprises and Sustainability: Challenges for secondary and vocational education (Madhu SINGH: UNESCO Institute for Lifelong Learning)
- Vocationalisation of Secondary Education Revisited (Efison MUNJANGANJA: UNESCO UNEVOC)
- Investigation of factors that influence the attractiveness of a TVET institution: A case study of Kaiboi Technical Training Institute (John W. SIMIYU: UNESCO UNEVOC)



- The Challenge of TVET Reform in Mozambique: Goals, Options and Constraints (Gilberto Botas: Ministry of Education and Culture, Mozambique)
- Articulation and Assessment
- Creating Flexible and Inclusive Learning Paths in Post-Primary Education and Training in Africa: NQFs and Recognition of non-formal and informal learning – The Key to Lifelong Learning (Madhu SINGH: UNESCO Institute for Lifelong Learning)
- Validation of Non-formal and Informal Learning Outcomes in Norway (Torild Nilsen Mohn: Ministry of Education and Research, Norway)

Documents related to sub-theme 3: Preparing knowledge workers for Africa's development – articulating upper secondary with higher education

- Thematic synthesis paper sub-theme 2:
- Preparing Knowledge Workers for Africa's Development: Articulating upper secondary with higher education (Kabiru KINYANJUI and George AFETI)
- Policy and Governance
- Selected interventions for promoting access to Higher Education in Ghana (Paul EFFAH, Frank O. KWAMI, Ebenezer OWUSU, Paul Y. DZANDU: National Council for Tertiary Education, Ghana)
- Sustainable Articulation Pathways and Linkages between Upper Secondary and Higher Education in Africa: the Kenya case study (R.M. MUNAVU, D.M. OGUTU and P.M. WASANGA: Kenya)
- Articulation between Secondary and Higher Education in Côte d'Ivoire (Bernadette AVO BILE EHUI: Côte d'Ivoire)
- Better Articulation between Upper Secondary and Higher Education in Mauritania (Oumar Soumaré and Djibi Thiam: Ministry of Higher Education and Scientific Research, Mauritania)
- The Articulation between Upper-secondary and Higher Education in a war-torn society: The Mozambican case study (Arlindo Chilundo, Manuel Lobo, Augusta Maita, Ernesto Navohola: Mozambique)
- Articulation of the Namibian College of Open Learning (NAMCOL) and the formal education system in Namibia: a case study (Chuma Mayumbelo, Alfred Ilukena, Jerry Beukes, Cavin Nyambe, Hertha Pomuti: Ministry of Education, Namibia)
- Pathways for Post-secondary Education □ The Singapore system (Dr. LAW Song Seng)
- State, markets, faith and proliferation of private higher education in Africa (N.V.VARGHESE: UNESCO International Institute of Educational Planning)
- Educational reforms in Africa: report on the case of the Bachelor's – Master's – Doctorate reform at the UCAD (Abdou Karim Ndoye)
- Diversification of Post-Secondary Education and Training: The Mauritian experience (Surendra Bissoondoyal, Raj S. Lutchmeah and Dhurumbeer Kulpoo)
- Pathways and their impact on the demand for higher education in Uganda (Richard BOGERE SSENKAABA, Patrick George OKAE, Joseph OKUMU and Stephen EMURWON OLUPOT: Uganda)
- Financing: Resources, Needs and Sustainability
- Financing of Higher Education in a Context of Rapid Expansion: Cases in Anglophone (Kenya) and Francophone (Senegal) Africa (Mohamed Chérif DIARRA, Michael N. NYAMUTE and Dr Mamadou Dansokho :ADEA Working Group on Finance and Education)
- Access and Equity
- Being ready for the university: the role of ICTs in secondary education (Mohamed Maiga, Moses Mbangwana, Thierry Karsenti, Kathryn Toure, Mamadou Lamine Diarra: Educational Research Network for West and Central Africa □ ERNWACA)



- The effects of Massification on Higher Education in Africa (Goolam Mohamedbhai:ADEA Working Group on Higher Education)
- Higher Education and Research to Meet Education For All (EFA) Goals. Pilot Project Report (Isabelle Turmaine and Nadja Kymlicka:ADEA Working Group on Higher Education)
- Negotiating the Interface between Upper Secondary and Higher Education in Sub-Saharan Africa: the gender dimensions (Grace BUNYI)
- The NICTs as a tool for development, policy sustainability and effective practices for education in Africa (Félix G.Anoma-Kanie: IRCD)
- Education and Training Personnel
- Staff retention in African universities and links with diaspora (Paschal B. Mihyo:ADEA Working Group on Higher Education)
- Curriculum and Skills Development
- Higher Education and Human Development in Africa Today: The Challenge of Systemic Responsiveness and Socio-Cultural Accountability (Catherine ODORA HOPPERS)
- Articulation and Assessment
- Differentiation and articulation in tertiary education systems: A Study of Twelve African Countries (Njuguna Ng'ethe, George Subotzky, George Afeti:ADEA Working Group on Higher Education)
- The challenges of access and quality in higher education in East Africa: National challenges; promising regional responses (Raphael M MUNAVU and M. KITHUKA)
- The Interface Between Further and Higher Education in South Africa: Factors affecting the higher education sector's capacity to meet national needs (Ian SCOTT and Nan YELD: Council on Higher Education (CHE), South Africa)
- The Role and Contribution of Higher Education to Improving the Quality of Basic Education: A Case Study of the Centre for Research on Improving Quality of Primary Education in Ghana (CRIQPEG) (Joseph GHARTEY AMPIAH:ADEA Working Group on Higher Education)



APPENDIX 3. LIST OF PARTICIPANTS

African Ministers of Education/Ministres africains de l'Education

ALGERIE

S.E. M. Boubekeur BENBOUZID

Ministre de l'Education Nationale
8, Avenue de Pékin
Le Golf
16000 Alger
Tél. : +213-21 60 57 82/60 55 60
Fax : +213-21 69 42 05

ANGOLA

S.E. M. Antonio BURITY DA SILVA NETO

Ministre de l'Education
Rua Lango Antonio Jacinto
C.P. 1281
Luanda
Tél. : +244 2 22 32 05 82 Fax : +244 2 22 32 05 82
Mél : buritydasilva@ebonet.net

Mme Graça COSTA

Conseillère du Ministre de l'Education
Ministère de l'Education
Luanda
Tél. : +244 222 87 44 44 Fax : +244 2 22 32 32 77
Fax : +244 2 22 32 05 82
Mél : gcosta@snet.co.ao.

M. Antonio COMPOS NETO

Ministère de l'Education
Rua Lango Antonio Jacinto
C.P. 1281
Luanda
Tél. : +244 222 34 47 7

M. Emilio LEONCIO

Directeur chargé de l'Enseignement professionnel
Ministère de l'Education
Rua Lango Antonio Jacinto
C.P. 1281
Luanda
Tél. : +244 222 32 06 53

M. Francisco DOMINGOS

Conseiller du Ministre chargé de l'Education pour Tous
Rua Lango Antonio Jacinto
C.P. 1281
Luanda
Tél. : +244 222 87 40 442 Fax : +244 2 22 32 05 82
Mél : frandomingos@hotmail.com

Mr. Filipe ZAU

Ministère de l'Education
Rua Lango Antonio Jacinto
C.P. 1281
Luanda
Tél. : +244 222 87 40 442

Mrs. Luisa GRILO

Ministère de l'Education
Rua Lango Antonio Jacinto
C.P. 1281
Luanda
Tél. : +244 222 32 50 91

M. Thierry Claver HOUTONDJI

Point Focal ADEA
Ministère de l'Enseignement maternel et Primaire
01 B.P. 10
Porto-Novo
Tél. : +229 20 21 33 27/21 21 42 88



Fax : +229 20 21 50 48

Mél : hthotel@yahoo.fr

M. Abdoulaye DARAH-SOULE

Directeur de la Programmation et de la Prospective au
Ministère de l'Enseignement maternel et Primaire

01 B.P. 10

Porto-Novo

Tél. : +229 20 21 50 48

Mél : asdarah@yahoo.fr

BOTSWANA

Hon. Mr. Lebonaamang T. MOKALAKE

Assistant Minister

Ministry of Education and Skill Development

Private Bag 005

Gaborone

Tel: +267 365 5492

Fax: +267 390 7035

E-mail: ltmokalake@gov.bw

BURKINA FASO

S.E. Dr. Maxime Z. SOMÉ

Ministre délégué chargé de l'Enseignement technique et de la
Formation professionnelle

Ministère des Enseignements secondaire, supérieur et de la
Recherche scientifique

03 B.P. 7130

Ouagadougou 01

Tél. : +226 50 30 28 98 Fax : +226 50 30 28 98

Mél : maxsome@club-internet.fr

M. Robert FORO

Conseiller technique

Ministère des Enseignements secondaire, supérieur et de la
Recherche scientifique

03 B.P. 7047

Ouagadougou

Tél. : +226 50 32 45 52/+226 50 32 48 67

Fax : +226 50 30 02 32

Mél : robert@messrs.gov.bf

M. Lucien BONOU

Directeur de l'Institut des sciences

Ministère des Enseignements secondaire, supérieur et de la
Recherche scientifique

03 B.P. 7047

Ouagadougou 03

Tél. : +226 50 30 12 45

Fax : +226 50 33 26 26

Mél : bonou@univ-orange.bf

M. Bouma Jean-Paul BAZIE

Conseiller technique

Ministère de l'Enseignement de base et de l'Alphabétisation

03 B.P. 7032

Ouagadougou

Tél. : +226 50 30 66 00/+226 70 19 14 91

Fax : +226 50 31 42 76

Mél : jpbazie@yahoo.fr

M. Winson Emmanuel GOABAGA

Directeur général Alphabétisation et de l'Education Non
Formelle

03 B.P. 3072

Ouagadougou 03

Tél. : +226 50 30 66 00/+226 50 30 00 28

Fax : +226 50 30 80 36

M. Mamadou Lamine SANOGO

Conseiller technique

Ministère de l'Enseignement de base et de l'Alphabétisation

03 B.P. 7032

Ouagadougou 03

Tél. : +226 50 33 54 84

Fax : +226 50 30 09 626

Mél : mala_sng@yahoo.fr@yahoo.fr

M. Danouma Malick TRAORE

Conseiller du Ministre délégué chargé de l'Enseignement
technique et de la Formation professionnelle

Ministère des Enseignements secondaire, supérieur et de la

Recherche scientifique
03 B.P. 7047
Ouagadougou
Tél. : +226 50 30 39 36
Fax : +226 50 30 28 98
Mél : malick.traore@messrs.gov.bf

M. Pascal MUKENE
Inspecteur Conseiller à la Direction des Evaluations
Ministère de l'Education Nationale et de la Culture et de la
Recherche scientifique (Burundi)
B.P. 1990
Bujumbura
BURUNDI
Tél. : +257 22 22 45 58
OfficeSwitchboard +257 22 64 51
Fax : +257 22 22 84 77
Mail: pmukene@yahoo.fr

M. Richard Guillaume TONI
Directeur général de l'O.C.E.CO.S
Ministère de l'Enseignement supérieur et de la Recherche
scientifique
09 B.P. 644
Ouagadougou 09
BURKINA FASO
Tél. : +226 50 38 65 15
Fax : +226 50 38 65 14
Mél. : richardgtoni@yahoo.fr

CAMEROUN

S.E. M. André MANGA EWOLO
(Secrétaire d'Etat) Chef de la délégalation
Ministère de l'Education de base
B.P. 1600
Yaoundé
Tél. : +237 22 23 12 62
Fax : +237 22 23 08 55
Mél : walpkomo@yahoo.fr

Mme Colette MVA MBOLO
Conseillère technique

Ministère des Enseignements secondaires
B.P. 5754
Yaoundé
Tél. : +237 22 22 39 44 Fax : +237 22 22 27 11
Mél : c_nbnet@yahoo.fr

M. YAKOUBA YAYA
Conseiller technique
Ministère de l'Education de Base
B.P. 1600
Yaoundé
Tél. : +237 22 22 07 83
Fax : +237 22 23 08 55

M. Romain OKALA MPANDE
Inspecteur des services
Ministère de l'Education de Base
B.P. 1600
Yaoundé
Tél.:+237 22 23 14 06 Fax : +237 22 23 28 08
Mél : walpkomo@yahoo.fr

M. Ibrahim HADJI
Directeur de l'Enseignement maternel, primaire et normal
Ministère de l'Education de Base
B.P. 1600
Yaoundé
Tél. : +237 22 23 14 06 Fax : +237 22 23 08 55
Mél : hadji_ibrahima_sarki@yahoo.fr

CONGO (République du)

S.E. Mme Rosalie KAMA – NIAMAYOUA
Ministre de l'Enseignement primaire et secondaire, chargé de
l'Alphabétisation
B.P. 2078
ISO CG Brazzaville
Tél. : +242 81 25 39 Fax : +242 81 25 39
Mél : mepsa2004@yahoo.fr

S.E. M. Pierre Michel NGUIMBI
Ministre de l'Enseignement technique et professionnel



B.P. 2076
ISO. CG Brazzaville
Tél. : +242 81 01 17/242 81 56 82
Fax : +242 81 01 17/242 81 56 82
Mél : pmnguimbi@yahoo.fr

M. Gilbert NDMINA

Conseiller spécial aux réformes
Ministère de l'Enseignement technique et professionnel
B.P. 2076
ISO CG Brazzaville
Fax : +242 81 18 28
Mél : gndimina@yahoo.fr

M. Johnny Simplicite MOTSAGNA

Aide de camp METP
Ministère de l'Enseignement technique et professionnel
B.P. 2076
ISO CG Brazzaville
Cell. : +242 53 68 030
Mél : motsagnajs@yahoo.fr

M. Oumar BALLOU

Attaché de cabinet
Ministère de l'Enseignement primaire et secondaire, chargé de
l'Alphabétisation
B.P. 2078
ISO CG Brazzaville
Tél. : +242 652 69 90 Fax : +242 81 25 39
Mél : balououmar@yahoo.fr

M. Esaïe KOUNOUNGA

Conseiller à l'Enseignement de base
Cabinet de Mme la Ministre
Ministère de l'Enseignement primaire et secondaire, chargé de
l'Alphabétisation
B.P. 2078
ISO CG Brazzaville
Tél. : +242 521 2178 Fax : +242 81 25 39
Mél : ekounounga@yahoo.fr

Mme Béatrice Perpetue ONDONGO-OKOUA

Directrice Agrément et Contrôle Etablissements privés
Ministère de l'Enseignement primaire et secondaire, chargé de
l'Alphabétisation
Division DA.CE.PE
1506, rue Mayana Ouenzé Brazzaville
ISO CG Brazzaville
Tél. : +242 558 01 12 /+242 556 16 04
Fax : +242 81 25 39
Mél : Bea_onokoua@yahoo.fr

M. Maurice BANOUKOUTA

Conseiller de l'enseignement Technique, chargé des études,
responsable de l'équipe RAC
Ministère de l'Enseignement technique et professionnel
(République du Congo)
B.P. 2076 Exvoire
Brazzaville 2196
CONGO
OfficeDirect +242 531 03 24

Mme Vivianne MASSENGO

Chef de Projet PRIMTAF
Ministère de l'Enseignement primaire et secondaire, chargé de
l'Alphabétisation (Congo)
B.P. 2076
Brazzaville ISO CG
CONGO
Tél. : +242 556 42 22
Mail: viviannemassengo@yahoo.fr

COTE D'IVOIRE

S.E. M. Gilbert BLEU-LAINÉ

Ministre de l'Education nationale
B.P. V. 120
Abidjan
Tél. : +225 20 21 05 34 Fax : +225 20 22 93 22
Mél : tiemokokogbl@aviso.ci

S.E. M. Ibrahim Cisse

Ministre de l'Enseignement supérieur et de la Recherche
scientifique

Tour C 20^e étage Cité Administrative
Plateau
B.P. V. 151
Abidjan
Tél. : +225 20 21 33 16 Fax : +225/20 21 22 25

S.E. M. Moussa DOSSO
Ministre de l'Enseignement technique et de la Formation
professionnelle
Abidjan
Tél. : +225 20 21 40 61

M. Koffi FOFIE
Directeur des formations professionnelles
Ministre de l'Enseignement technique et de la Formation
professionnelle
Cité administrative, tour C, 10^e étage
Abidjan
Tél. : +225 20 21 99 05 Fax : +225 20 22 15 01
Mél : fofieabout@yahoo.fr

M. John Francis BINEY
Conseiller technique
Ministère de de l'Education nationale
B.P. V. 120
Abidjan
Tél. : +225 20 21 05 34 Fax : +225 20 22 93 22
Mél : fjbiney@yahoo.fr

M. Adama COULIBALY
Chargé d'Etudes au cabinet du Ministre
Ministère de l'Education nationale
B.P. V. 120
Abidjan
Tél. : +225 20 21 05 34 Fax : +225 20 22 93 22
Mél : diapeta@yahoo.fr

M. Aka Fulgence NINDJIN
Sous-directeur des programmes
Tour C 20^e étage Cité Administrative
Plateau

B.P. V. 151
Abidjan
Tél. : +225 05 17 89 15 Fax : +225 20 21 22 25

Mme Bernadette AVO BILE EHUI
Conseiller Technique chargé de l'Enseignement supérieur
Ministère de l'Enseignement supérieur et de la Recherche
scientifique (Côte d'Ivoire)
Tour C 20^e étage Cité administrative Plateau
B.P. V. 151
Abidjan
COTE D'IVOIRE
Tél. : +225 05 96 26 03
Fax : +225 20 21 22 25
OfficeOther1 +225 07 56 84 72

GABON

S.E. Mme Solange MABIGNATH
Ministre délégué auprès du Ministre de l'Education nationale,
de l'Instruction civique, Chargé de l'Enseignement primaire
B.P. 06
Libreville
Tél. : +241 77 33 40/+241 72 44 61
Fax : +241 76 14 52/+241 76 14 48
Mél. : bmefane@yahoo.fr

M. Antoine MOUDJOUOGHO
Aide de camp du Ministre de l'Education nationale, de
l'Instruction civique, chargé de l'Enseignement primaire
Ministère de l'Education nationale et de l'Enseignement
supérieur
B.P. 06
Libreville
Tél. : +241 77 33 40
Fax : +241 72 14 03
Mél. : bmefane@yahoo.fr

Mme Blandine MEFANE
Conseiller du Ministre de l'Education nationale, de
l'Instruction civique, chargé de l'Education populaire
Ministère de l'Education nationale et de l'Enseignement



supérieur
B.P. 06
Libreville
Tél. : +241 77 33 40/+241 72 44 61
Fax : +241 72 14 03
Mél. : bmefane@yahoo.fr/
bmefane@caramail.com

M. William JOHNSON AWANDJO

Secrétaire Général Adjoint
Ministère de l'Education nationale, de l'Instruction civique
B.P. 3919
Libreville
GABON
Tél. : +241 44 47 41/44
Fax : +241 73 37 39
Mél. : awandjohns@yahoo.fr

M. Saint-Thomas Tholeck LECKHOGHO ECKUNDA

Directeur de l'Institut pédagogique national du Ministre de
l'Education nationale, de l'Instruction civique, chargé de
l'Enseignement primaire
Ministère de l'Education nationale et de
l'Enseignement supérieur
B.P. 06
Libreville
Tél. : +241 77 33 40
Fax : +241 72 14 03

GHANA

Hon. Mrs. Angelina BAIDEN-AMISSAH

Deputy Minister of Basic and Tertiary Education
Ministry of Education, Science and Sports P.O. Box M 45
Accra 233
Tel.: +233 21 66 56 10
Fax: +233 21 67 25 40
E-mail: kowmelod@yahoo.com

GUINEE

M. Pierre MAKÀ

Coordonnateur PEPT Enseignement Technique et Formation
Professionnelle
Ministère de l'Education nationale et de la Recherche
scientifique (Guinée)
Quartier Almamy, Immeuble Air France
Commune de Kaloum
B.P. 265
Conakry
GUINEE
Tél. : +224 60 26 68 34
Mél. : makapierre@yahoo.fr

Dr. Aboubacar Sidiki YATTARA

Coordonnateur national du PEPT
Ministère de l'Enseignement pré-universitaire et Education
civique
B.P. 2201
Conakry
Tél. : +224 30 45 15 68/+224 30 41 34 41
Fax : +224 30 41 34 41
Mél. : yattara@afribone.net.gn
yattara@mirinet.net.gn

Dr. Thierno Ibrahima DIALLO

Assistant Coordonnateur du Ministère de l'Education nationale
Ministère de l'Education nationale
B.P. 2201
Conakry
Tél. : +224 60 26 00 58
Mél. : Diallothierno54@yahoo.fr

GUINEE-BISSAU

S.E. M. Alfredo GOMES

Ministre de l'Education et de l'Enseignement supérieur
Ministère de l'Education et de l'Enseignement supérieur Rua
Areolino Cruz
Bissau
Tél. : +245 20 54 81
Fax : +245 20 54 81
Mail: alfredogomes@hotmail.com

M. Rui CORREIA LANDIM

Conseiller technique du Ministre de l'Education et de
l'Enseignement supérieur
Ministère de l'Education et de l'Enseignement supérieur
Rua Areolino Cruz
Bissau
Fax : +245 20 54 81
Mél. : landimrui@yahoo.com.br

M. Aguila ASUMU MONGO

Directeur de la planification
Ministère de l'Education des Sciences et des Sports
Bioko-Norto, Malabo
Tél. : +240 54 42 17
Fax : +240 09 18 03

KENYA**Hon. Mr. Sam K. ONGERI**

Minister
Ministry of Education, Science and Technology (Kenya)
Jogoo House B
Harambee Avenue
P.O. Box 30040
Nairobi 00100
Tél.: +254 20 22 40 089
Fax: +254 20 22 10 163/+254 20 21 00 63
Mail: godiaes@yahoo.com ou ps@education.go.ke

LESOTHO**Hon. Mrs. Norah Malijane MAQELEPO**

Assistant Minister of Education and Training
P.O. Box 47
Maseru 100
Tél.: +266 22 31 26 86
Fax: +266 22 32 79 08/+266 22 31 02 06
Mail: talanyanel@education.gov.ls

Ms. Ntsébé KOKOME

Principal Secretary
Ministry of Education and Training Constitution Road

P.O. Box 47
Maseru 100
LESOTHO
Tél.: +266 22 32 39 56/+266 22 31 49 81
Fax: +266 22 31 02 06
Mail: Kokomen@education.gov.ls

MALI**S.E. Mme Aminata DIALLO SIDIBE**

Ministre de l'Education de Base, de l'Alphabétisation et des
Langues Nationales
ACI 2000 Hamdalaye
Rue 311, immeuble Mamady Kéïta
BPE 5466
Bamako
Tél. : +223 229 51 58
Fax : +223 229 51 59
Mail: ib_diarra@yahoo.fr

Mme Salamatou SINGARE MAIGA

Conseillère technique
Ministère de l'Education de Base, de l'Alphabétisation et des
Langues Nationales
ACI 2000 Hamdallaye
BP 5466
Bamako
Tél. : +223 678 38 14/+223 229 54 94
Fax : +223 229 51 59
Mél. : maiga_salamatou@yahoo.fr

M. Bonaventure MAIGA

Conseiller technique
Ministère de l'Education de Base, de l'Alphabétisation et des
Langues Nationales
Hamdallaye ACI 2000
B.P. 5466
Bamako
Tél. : +223 229 5494
Fax : +223 229 5158
Mail: bonaventuremaiga@yahoo.com



MAURITIUS (Indian Ocean)

Hon. Mr. Dharambeer GOKHOOL

Minister of Education and Human Resources
IVTB House, 3rd floor
Phoenix
Tel.: +230 686 2402/+230 697 7862
Fax: +230 698 3601
Mail: dgokhool@mail.gov.mu

Dr. Praveen MOHADEB

Deputy Executive Director Tertiary Education Commission (TEC)
Ministry of Education and Human Resources (Mauritius)
Réduit
MAURITIUS (Indian Ocean)
Tél. : +230 467 8805
Fax : +230 467 6579/+230 233 46 13
Mail: mohadeb@intnet.mu

MAURITANIE

M. Oumar SOUMARÉ

Directeur de l'Enseignement secondaire
Ministère de l'Education nationale
B.P. 227
Nouakchott
MAURITANIE
Tél. : +222 641 8784
Fax : +222 529 8683
Mél. : os_soumare@yahoo.fr

M. Mohamed El Moctar OULD SIDI BACAR

Direction des Stratégies, Planification et Coopération
Ministère de l'Education nationale
B.P. 227
Nouakchott
Tél. : +222 525 12 22
Fax : +222 525 12 22
Mél. : mmsbacar@education.gov.mr

MOZAMBIQUE

Hon. Mr. Aires Bonifácio ALI

Minister of Education and Culture
Avenue 24 de Julho, No. 167
Maputo
Tel.: +258 21 49 02 49/+258 21 49 09 98
Fax: +258 21 49 09 79/+258 21 49 21 96
alyaires@tvcabo.co.mz

Hon. Mrs. Antónia Xavier DIAS

Deputy Minister of Education and Culture
Ministry of Education and Culture Avenue 24 de Julho, No. 167
9 Andar, C.P. 34
Maputo
MOZAMBIQUE
Tel.: +258 21 49 08 92/+258 1 49 09 98
Fax: +258 21 49 09 79
Antonia.xavier@mined.gov

Mrs. Ester Fernanda TINGA

Desk Officer
Ministry of Education and Culture (Mozambique)
Avenue 24 de Julho, No. 167, C.P. 34
Maputo
MOZAMBIQUE
Tel.: +258 21 49 08 92
Fax: +258 21 49 09 79
Mail: etinga@mec.gov.mz

Mr. Inácio Calvino MAPOSSE

Director of the Cooperation Direction and Higher Education
Ministry of Education and Culture
AV. 24 de Julho N° 167, C.P. 34
Maputo
Tel.: +258 21 49 27 82/+258 21 48 07 83
Mail: imaposse@mec.gov.mz

Mr. Cremildo Ricardo BINANA

Deputy Director of Planning
Ministry of Education and Culture
AV. 24 de Julho N° 167, C.P. 34

Maputo
Tel.: +258 21 49 08 82/+258 21 49 09 79
Mail: binana@mec.gov.mz

Mrs. Maria Albertina BILA

Permanent Secretary
Ministério da Educação e Cultra
AV. 24 de Julho Nº 167 6º Andar
Maputo
Tel.: +258 21 21 17 48/+258 21 49 21 96
Mail: abila@mec.gov.mz
Mobile +258 823 222 540
abila@mec.gov.mz

Hon. Mrs. Antónia Xavier DIAS

Deputy Minister of Education and Culture
Ministry of Education and Culture Avenue 24 de Julho, 167
Maputo
Tel.: +258 21 49 08 30
Fax: +258 21 49 09 79
Mail: axavier@mec.gov.mz

Hon. Mr. Luís António COVANE

Deputy Minister of Education and Culture
Avenue 24 de Julho, No. 167
Maputo
Tél. : +258 21 49 28 89
Fax: +258 21 49 09 79
Mail: covane@mec.gov.mz

Ms. Geral-Chistina TOMO

Director of the national direction of Education
Ministry of Education and Culture
Avenue 24 de Julho, No. 167
Maputo

Mr. Gilberto Antero BOTAS

Director of the national direction of Education, Technical,
Professional and Vocational
Ministry of Education and Culture Avenue 24 de Julho, No.
167
Maputo

Mr. Manuel REGO

Director of Planning and Cooperation, Ministry of Education
and Culture
Avenue 24 de Julho, No. 167
Maputo

Mr. Arlindo CHILUNDO

Ministry of Education and Culture
Avenue 24 de Julho, No. 167
Maputo

Mr. Cândido Zaqueu NAMBURETE

Directorate of Planning and Co-operation Ministry of
Education and Culture Avenue 24 de Julho, No. 167
Maputo

Mr. Faruque FAQUIRA

Head of Department of foreigner Affairs and Co-operation
Ministry of Foreigner Affairs (Mozambique)
Maputo

Dr. Benoît SOSSOU

UNESCO Maputo Representative
UNESCO-United Nations Educational, Scientific and Cultural
Organisation
Av. da Marginal, 4031
Maputo
Mail: b.sossou@unesco.org

Mr. Tswangirayi Nicholas MUKANGANGA

Counsellor
Zimbabwe Embassy
1657 Matires da Machava Ave.
Maputo
MOZAMBIQUE
Tel.: +258 21 49 04 04
Fax: +258 21 49 22 37

NAMIBIA

Mr. Alfred ILUKENA

Under Secretary for Formal Education



Ministry of Education (Namibia)
Private Bag 13186
Windhoek 9000
NAMIBIA
Tél. : +264 61 29 33 352
OfficeSwitchboard +264 6 229 3131
Fax : +264 61 22 42 77/+264 62 50 36 40

Mr. Lewis DURANGO

Technical Advisor and Project Coordinator, Curriculum Reform
Namibian Training Authority
P.O. Box 70407
Windhoek
NAMIBIA
Tél. : + 264 612 79 550
Fax : +264 61 27 95 51/+264 81 298 2923
Mail: ldurango@nta.com.na

NIGER

S.E. M. Ousmane SAMBA MAMADOU

Ministre de l'Education de base et de l'Alphabétisation
B.P. 557
Niamey
Tél. : +227 20 72 22 80
Fax : +227 20 72 21 05
Mél. : osambam@yahoo.com

REP. DEM. DU CONGO

S.E. M. Léonard MASU-GA-RUGAMIKA

Ministre de l'Enseignement supérieur et universitaire
10 avenue du haut Commandement
B.P. 5429
Kinshasa - Gombé
Tél. : +243 99 090 35 24
Mél. : masu_garugamika06@yahoo.fr

S.E. M. Maker MWANGU FAMBA

Ministre de l'Enseignement primaire, secondaire et professionnel

Croisement Av. des cliniques et Batetela
Commune de la Combe
Kinshasa - Gombé
Tél. : +243 99 84 74 603
Mél. : makeryvet@hotmail.com

Mme Chantallat SAWA-SAWA PANDE

Secrétaire du Ministre de l'Enseignement primaire, secondaire et professionnel
Ministère de l'Enseignement primaire, secondaire et professionnel
Croisement Av. des cliniques et Batetela
Commune de la Gombé
Kinshasa - Gombé
Tél. : +243 81 50 24 704
Mél. : chantallatsp@yahoo.fr

M. Dominique KABUYA WA KABUYA

Directeur chef de service à la Planification et Etudes
Secrétariat général de l'Enseignement supérieur et universitaire
Blvd Colonel Tshatshi N°565
Tél. : +243 99 925 4842

Mme Alula LIOKE NYOTA

Secrétaire général
Ministère de l'Enseignement supérieur et universitaire
Blvd Colonel Tshotshi n°67
Kinshasa - Gombé
Tél. : +243 99 967 27 70
Mél. : mjalula@yahoo.fr

M. Clément MWABILA MALELA

Conseiller à la coopération
Ministère de l'Enseignement supérieur et universitaire
10 avenue des Forces Armées
Kinshasa - Gombé
Tél. : +243 99 991 8198
Mél. : cmwabila@yahoo.fr

M. Ngandi-Yaoto Henri BOBE

Directeur de l'Enseignement général et normal
Ministère de l'Enseignement primaire, secondaire et

professionnel
Avenue Batetela, coin des cliniques
Commune de la Gombe
Kinshasa - Gombé
REP. DEM. DU CONGO
Tél. : +243 81 68 58 267
Mél. : henribobe@yahoo.fr

M. Yamba-Yamba Emmanuel MADILAMBA

Inspecteur général adjoint de l'Enseignement technique et
professionnel
Ministère de l'Enseignement primaire, secondaire et
professionnel
Avenue Batetela, coin des cliniques
Commune de la Gombe
Kinshasa - Gombé
Tél. : +243 99 99 36 584
Mél. : emmadilam@yahoo.fr

M. Maurice TINGU YABA NZOLAMESO

Ministre de l'Enseignement supérieur et universitaire
Ministère de l'Enseignement supérieur et universitaire
10 avenue du haut Commandement
B.P. 5429
Kinshasa - Gombé
Tél. : +243 81 755 54 03
Mél. : tinguyaba@yahoo.fr

M. Jovin MUKADI TSANGALA

Conseiller du Ministre
Ministère de l'Enseignement primaire, secondaire et
professionnel
Croisement Av. des cliniques et Batetela
Commune de la Gombe
Kinshasa - Gombé
Tél. : +243 99 84 72 671
Mél. : joemukadi2005@yahoo.fr

SAO-TOME ET PRINCIPE

S.E. M. Jorge BOA MARTE de CEITA

Directeur de l'Enseignement secondaire

Ministère de l'Education, de la Culture, de la Jeunesse et de
Sports
C/o Mistral Voyage
C.P. 41
Sao-Tomé et Principe
Tél. : +239 22 14 57
Fax : +239 91 59 66
Mél. : boajorge@hotmail.com

SENEGAL

S.E. M. Moustapha SOURANG

Ministre de l'Education
Ministère de l'Education
B.P. 4025
Rue Alpha Achimioutou Tall
Dakar
Tél. : +221 33 823 35 68
Fax : +221 33 822 14 63
Mél. : ma.ndiaye@laposte.net

M. Mbaye MBENGUE

Conseiller technique
Ministère de l'Enseignement technique et de la Formation
professionnelle
Rue Calmette x rue René Ndioye, 4ème étage
Dakar
Mél. : mbaymbing@yahoo.fr
Mobile +221 77 644 45

M. Malick NDIAYE

Chef de bureau de Suivi du Ministère de l'Education
Ministère de l'Education
Rue Alpha Achimiyou Tall
B.P. 4025
Dakar
Tél. : +221 33 823 3568
Fax : +221 33 822 1463/+221 33 821 8930
Mél. : ma.ndiaye@laposte.net

M. Mame Limamou Laye SECK

Directeur de l'Apprentissage



Ministère de l'Enseignement technique et de la Formation
professionnelle
Ministère de l'Enseignement technique et de la Formation
professionnelle
23, rue Calmette
Dakar
Tél. : +221 33 822 6099/
Fax : +221 33 821 7196
Mél. : Liibasselaye@orange.sn

SEYCHELLES

Hon. Mr. Bernard SHAMLAYE
Minister of Education
Mont Fleuri
P.O. Box 48
Victoria - Mahé
Tel.: +248 28 30 02
Fax : +248 22 58 89
shambarn@seychelles.net

SUDAN

Hon. Mrs. Grace DATIRO
Chair person, FAWE Southern Sudan &
Minister for Education, Western Equatoria State
Ministry of Education, Science and Technology
Juba
Tel.: +249 04 77 10 97 00/
+249 04 77 12 81 64
Mail: gracedatiro@yahoo.com

SWAZILAND

Mr. Bethuel S. NDLOVU
Chief Inspector - Secondary
Ministry of Education (Swaziland)
P.O. Box 39
Mbabane H 100
SWAZILAND
Tel.: +268 404 60 66
Fax: +268 404 38 80
E-mail: ndlouub@gov.sz

TANZANIA

Hon. Prof. Jumanne Abdallah MAGHEMBE (MP)
Minister of Education and Vocational Training
P.O. Box 9121
Dar-es-Salaam
Tel.: +255 22 211 3134
OfficeSwitchboard +255 22 211 0146
Fax: +255 22 211 3271/+255 22 211 3139
nasirwa@yahoo.com

Hon. Mr. Ludovick John MWANANZILA (MP)
Deputy Minister of Education and Vocational Training
P.O. Box 9121
Dar-Es-Salaam
Tel.: +255 22 211 3134/+255 22 211 0146
Fax : +255 22 211 3271/+255 22 211 3139
wel@raha.com

Mr. Michael Nelson MWANDEZI
Personal Assistant to the Minister
Ministry of Education and Vocational Training
P.O. Box 9121
Dar es Salaam
Tel.: +255 22 211 3134
Fax: +255 22 211 3271
Mail: m_mwandezi@yahoo.com

TOGO

S. E. Dr. Madow Yves NAGOU (PHD)
Ministre de l'Enseignement primaire et secondaire, de
l'Enseignement technique, de la Formation professionnelle et
de l'Alphabétisation
01 B.P. 1393
Lomé
Tél. : +228 220 0781
Fax : +228 220 0761
OfficeOther1 +228 220 0859
Mél. : managou@yahoo.fr

S.E. M. Messan Adimado ADUYAOM
Ministre de l'Enseignement supérieur et de la Recherche

B.P. 12175
Lomé
Tél. : +228 221 6865
Fax : +228 222 0783

M. Adadé A. Gbikpon GABA

Chargé d'Etudes
Ministère de l'Enseignement supérieur et de la Recherche
B.P. 12175
Lomé
Tél. : +228 911 6860
Fax : +228 222 0783
Mél. : Adabe-gbikpon.gabon@laporte.net

M. Eyana KPEMISSI AMANA

Directeur de Cabinet
Ministère des Enseignements primaire et secondaire
01 B.P. 1393
Lomé
Tél. : +228 220 0781
Fax : +228 220 0761
OfficeOther1 +228 222 8671
Mél. : Kpemissi03@yahoo.fr

M. Benissan Datè GBIKPI

Directeur
Institut National des Sciences de l'Education
Université-Lomé
B.P. 1515
Lomé
Tél. : +228 225 50 95
Fax : +228 250 30 09/+228 221 85 95

UGANDA

Hon. Mrs. Geraldine NAMIREMBE BITAMAZIRE

Minister of Education and Sports
Embassy House, Parliament Avenue
P.O. Box 7063
Kampala
Tel.: +256 414 25 72 00/
+256 414 23 63 96

Fax: +256 414 23 04 37
Mail: nbitamazire@education.go.ug ou Muzaalepaul@yahoo.com

Mr. Matthew B.B. BUKENYA

Executive Secretary
Uganda National Examinations Board
Kyambogo Headquarters Office
Plot 8 - 13 Kyambogo Link
P.O. Box 7066
Kampala
Tel.: +256 772 42 95 66
Fax: +256 414 28 93 97

Mr. Henry Francis OKINYAL

Commissioner for Business, Technical, Vocational
Education and Training
Ministry of Education and Sports
P.O. Box 7063,
Kampala
Tel.: +256 414 25 76 45
Fax: +256 414 23 38 41
Mail: hfokinyal114@yahoo.com

Mr. Yusuf K. NSUBUGA

Commissioner for Secondary Education
Ministry of Education and Sports
P.O. Box 7063,
Kampala
Tel.: +256 414 34 80 26
Fax: +256 414 23 49 20
Mail: yusufnsubuga@hotmail.com

Mr. Godfrey A. DHATEMWA

Commissioner for Education Planning
Ministry of Education and Sports
P.O. Box 7063,
Kampala
Tel.: +256 772 42 23 28
Fax: +256 414 23 49 20
Mail: gdhatemwa@yahoo.com



Ms. Connie Mbabazi KATEEBA

Director
National Curriculum Development Centre
P.O. Box 7002
Kampala
Tel.: +256 772 58 67 70
Fax: +256 414 34 53 78
Mail: conniekateeba@yahoo.co.uk

Dr. John Geoffrey MBABAZI

Direction of Education
Ministry of Education and Sports
P.O. Box 7063
Kampala
Tel.: +256 414 23 36 51
Fax: +256 414 34 53 78
Mail: jgmbabazi@education.go.ug

Mrs. Margaret NSEREKO

WGTP Regional Coordinator, Eastern Africa
Acting Commissioner Teacher Education
Ministry of Education and Sports
P.O. Box 7063,
Parliament Avenue,
Development House
Kampala
Tel.: +256 414 25 76 41/+256 41 2 34 51
Fax: +256 414 23 06 58
Mail: nanserem@yahoo.co.uk ou mnsereko@education.go.ug

Mr. Moses Cyprian OTYEK

Acting Director
Education Sector Development Programme
P.O. Box 3568
Kampala
Tel.: +256772 41 31 37
Fax: +256 414 28 88 30

Mr. Joseph EILOR

Principal Education Planner, Research, Monitoring and
Evaluation (RME)

Ministry of Education and Sports (Uganda)
Education Planning Department
9-11 King George IV Way
Embassy House, Floor 6, Room 10
P.O. Box 7063
Kampala
UGANDA
Tél. : +256 414 23 30 16
OfficeSwitchboard +256 414 25 86 29
Fax : +256 414 23 21 04/+256 41 23 30 16
Mail: eilor@usa.net ou josepheilor@hotmail.com

ZAMBIA

Hon. Prof. Geoffrey LUNGWANGWA

Minister of Education
P.O. Box 50093
Ridgeway Lusaka 15102
Tel.: +260 21 1 25 35 02
Fax: +260 21 1 25 18 74
OfficeOther1 + 260 21 1 25 05 58
Mail: glungwangwa@moe.gov.zm

Hon. Mr. Clément W. SINYINDA

Deputy Minister for Education
Ministry of Education
P.O. Box 50093
Ridgeway Lusaka 1502
Tel.: +260 1 25 35 02
Fax: +260 1 25 41 38

Mrs. Ruth Mwale MUBANGA

Acting Director, (TESS) Teacher Education and Specialised
Services
Ministry of Education (Zambia)
P.O. Box 50093
Lusaka
ZAMBIA
Tel.: +260 977 761 339/+260 211 250 162
Fax: +260 211 250 162
E-mail: rmubanga@moe.gov.zm

ZANZIBAR-TANZANIA

Hon. Mr. Haroun Ali SULEIMAN

Minister of Education, Culture and Sports
Ministry of Education and Vocational Training
P.O. Box 3955/ 394
Zanzibar
Tel.: +255 77 747 9455/+255 24 223 2260
Fax: +255 24 223 2827/+255 24 223 2498
edu@zanzinet.com

Dr. Abdulhamid Y. MZEE

Principal Secretary
Ministry of Education and Vocational Training
P.O. Box 394
Zanzibar
Tel.: +255 24 777 479455/
+255 24 223 2498
Fax : +255 24 223 2827/+255 24 223 2498
Mail: educ@zanzinet.com

ZIMBABWE

Hon. Dr. Stan MUDENGE

Minister of Higher and Tertiary Education
New Government Complex Building
P.O. Box CY 7732, Causeway
Harare
Tel.: +263 4 73 27 26
Fax: +263 4 70 65 16
Mail: minister@mhet.ac.zw

ADEA Steering Committee member Agencies/Organismes membres du Comité directeur

African Development Bank/Banque africaine de développement (ADB/BAD)

Ms. Zeinab EL BAKRI
Vice President
13, rue de Ghana

B.P. 323
Tunis Belvédère 1002
TUNISIE
Tel.: +216 71 10 20 04
Fax: +216 71 33 25 75/+216 71 35 19 33
Mail: z.elbakri@afdb.org

Mr. Sibry J.M. TAPSOBA

Advisor to the Vice President, Policy, Planning and Research (PRVP)
13, rue de Ghana
B.P. 323
Tunis Belvédère 1002
TUNISIE
Tel.: +216 71 10 21 87/+216 71 10 20 05
Fax: +216 71 83 27 37/+216 71 10 37 51
Mail: s.tapsoba@afdb.org

Mr. Thomas HURLEY

Director, Human Development Department
Angle des trois rues : Avenue de Ghana, rue Pierre de Coubertin, rue Hedi Nouria
B.P. 323
Tunis 1002
TUNISIE
Tel.: +216 71 102 046
Fax: +216 71 332 575
t.hurley@afdb.org

Mr. Benedict Vusi KUNENE

Représentant d'agence CD
B.P. 323
Tunis 1002
TUNISIE
Tel.: +216 7110 3224
Fax: +216 7110 333 648
Mail: b.kunene@afdb.org

M. Etienne Judicael PORGO

Spécialiste en chef de l'Education
African Development Bank/ Banque Africaine de



Développement
BP 323 Tunis TUNISIE
Tunis
TUNISIE
Tél. : +216 711 02173
Fax : +21671332575
Mél. : e.porgo@afdb.org

**Canadian International Development Agency/ Agence
Canadienne de Développement International (ACDI/
CIDA)**

Mr. Dan THAKUR

Senior Education Specialist, Policy, Strategic Planning &
Technical Services
ACDI/CIDA - Canadian International Development Agency/
Agence Canadienne de Développement International
Africa Geographic Program
Canadian International Development Agency
200, Promenade du Portage
Gatineau K1A 0G4
CANADA
Tel.: +1 819 994 4106
Fax: +1 819 994 6174
E-mail: dan_thakur@acdi-cida.gc.ca

Ms. Anne BANWELL

Agent principal de développement/Senior Development
Officer
ACDI/CIDA - Canadian International Development Agency/
Agence Canadienne de Développement International
Pan-Africa Program, Africa Branch
Canadian International Development Agency
200, promenade du Portage
Gatineau K1A 0G4
CANADA
Tel.: +1 819 994 4295
Fax : +1 819 997 5453
Mail: anne_banwell@acdi-cida.gc.ca

Ms. Roxanne ROBERT

Senior Development Officer

ACDI/CIDA - Canadian International Development Agency/
Agence Canadienne de Développement International
Senegal Program
Africa Branch
Canadian International Development Agency
200, Promenade du Portage
Gatineau J8P 3K5
CANADA
Tel.: +1 819 953 5860
Fax: +1 819 953 5834
Mail: roxanne_robert@acdi-cida.gc.ca

Ms. Nora FYLES

Senior Education Specialist
ACDI/CIDA - Canadian International Development Agency/
Agence Canadienne de Développement International
Canadian International Development Agency
Strategic Policy and Performance Branch
200, Promenade du Portage
Gatineau K1A 0G4
CANADA
Tel.: +1 819 994 3774
Fax: +1 819 956 9107
nora_fyles@acdi-cida.gc.ca

Mr. Adnane DAOUDI

Senior Education Specialist
ACDI/CIDA - Canadian International Development Agency/
Agence Canadienne de Développement International
Policy, Strategic Planning and Technical Services
Africa Branch
Canadian International Development Agency
200, Promenade du Portage
Gatineau K1A 0G4
CANADA
Tel.: +1 819 997 1084
Fax: +1 819 994 6174
Mail: adnane_daoudi@acdi-cida.gc.ca

Ms. Julia DICUM

Senior Analyst, Education/Analyste

ACDI/CIDA - Canadian International Development Agency/
Agence Canadienne de Développement International
Strategic Policy and Performance Branch
Canadian International Development Agency
200, Promenade du Portage
Gatineau K1A 0G4
CANADA
Tel.: +1 819 997 1543
Fax: +1 819 956 9107
Mail: julia_dicum@acdi-cida.gc.ca

Ms. Stephanie O'LEARY
Senior Development Officer
ACDI/CIDA - Canadian International Development Agency/
Agence Canadienne de Développement International
Mozambique Program
Africa Geographic Program
Canadian International Development Agency
200, Promenade du Portage
Gatineau-Hull K1A 0G4
CANADA
Tel.: +1 819 997 0987
Fax: +1 819 953 6379
Mail: stephanie_oleary@acdi-cida.gc.ca

Ms. Denise CONWAY
Senior Education Advisor
ACDI/CIDA - Canadian International Development Agency/
Agence Canadienne de Développement International
Policy Branch
Europe, Middle East and Magreb Branch
200, Promenade du Portage
Gatineau K1A 0G4
CANADA
Tel.: +1 819 934 1135
Fax: +1 819 994 7161
denise_conway@acdi-cida.gc.ca

Ms. Carla HOGAN-RUFELDS
Senior Advisor, Education
ACDI/CIDA - Canadian International Development Agency/

Agence Canadienne de Développement International
Canadian Partnership Branch
200, Promenade du Portage
Gatineau J8P 3K5
CANADA
Tel.: +1 819 994 7516
Fax: +1 819 997 0602
carla_hoganrufelds@acdi-cida.gc.ca

M. Ibrahima DIOME
Spécialiste en Education
ACDI/CIDA - Bureau d'appui à la Coopération canadienne
BACDI 44 Bd de la République,
Dakar
SENEGAL
Tél. : +221 33 849 7740/
+221 33 849 7749
Fax : +221 33 822 1307
Mail: ibrahima_diome@bacdi-senegal.org

Mrs. Beatrice OMARI
Education Advisor
ACDI/CIDA - Canadian International Development Agency/
Agence Canadienne de Développement International
Canadian Cooperation Office
38 Mirambo Street/Garden Avenue
P.O. Box 80490
Dar es Salaam
TANZANIA
Tel.: +255 22 211 0969/+255 22 211 0970
Fax: +255 22 211 1093
OfficeOther1 +255 22 211 0971
Mail: beatrice.omari@ccotz.org

Mr. Alfred OJWANG
Education Advisor
ACDI/ CIDA - Canadian International Development Agency/
Agence Canadienne du Développement International
Canadian Cooperation Office
Purshottam Place
7th Floor, Office # 712



Westlands
P.O. Box 66217-00800
Nairobi
KENYA
Tel.: +254 20 3601 1728
Fax: +254 20 3601 100
E-mail: alfredo@cidakenya.org

Mr. Alfred OJWANG

Education Advisor
ACDI/ CIDA - Canadian International Development Agency/
Agence Canadienne du Développement International
Canadian Cooperation Office
Purshottam Place
7th Floor, Office # 712
Westlands
P.O. Box 66217-00800
Nairobi
KENYA
Tel.: +254 20 3601 1728/+254 20 3601 1729
Fax: +254 20 3601 100/+254 20 3601 1720
E-mail: alfredo@cidakenya.org

Mr. Mc Pherson JERE

Education Specialist
ACDI/CIDA - Canadian International Development Agency/
Agence Canadienne de Développement International
Malawi Programme Support Unit,
Private Bag A59
Lilongwe
MALAWI
Tel.: +265 1 77 55 54
Fax: +265 1 77 50 80

**Deutsche Gesellschaft Für Technische Zusammenarbeit/
Coopération allemande (GTZ)**

Dr. Hans-Heiner RUDOLPH

Deputy Director, Division of Health, Education & Social
Protection
GTZ – Deutsche Gesellschaft Für Technische Zusammenarbeit/
German Cooperation

Dag-Hammerskjöld Weg 1-5
Eschborn 65760
GERMANY
Tel.: +49 61 96 79 12 69
Fax: +49 61 96 79 13 66/+79 80 12 77
Mail: hans-heiner.rudolph@gtz.de

Dr. Temby CAPRIO

Education Advisor, Division of Health, Education & Social
Protection
GTZ – Deutsche Gesellschaft Für Technische Zusammenarbeit/
German Cooperation
Dag-Hammerskjöld Weg 1-5
Postfach 5181
Eschborn D-65726
GERMANY
Tel.: +49 61 96 79 15 33
Mail: temby.caprio@gtz.de

Mr. Klaus JAHN

Head Post-primary Education Sector Pro.
GTZ – Deutsche Gesellschaft Für Technische Zusammenarbeit/
German Cooperation
Dag-Hammerskjöld-Weg 1-5
Eschborn 65760
GERMANY
Tel.: +49 61 96 79 12 76
Fax: +49 61 96 79 801276
Mail: klaus.jahn@gtz.de

Mme Brigitte Katharina SODATONOU

Conseillère en Education du PSE/Guinée
GTZ – Deutsche Gesellschaft Für Technische Zusammenarbeit/
German Cooperation
GTZ - Conakry B.P. 4100
Conakry
GUINEE
Tél. : +224 64 44 16 28/
+224 60 23 44 47
E-mail : Brigitte.Sodatonou@gtz.de

Mr. Alastair Duncan MACHIN

GTZ – Deutsche Gesellschaft Für Technische Zusammenarbeit/
Coopération allemande
Caixa Postal7266
Rua Francisco Orlando Magumbwe 976
Maputo 11013
MOZAMBIQUE
Tel.: +258 213 147 09
Fax: +258 213 147 09
E-mail : alastair.machin@gtz.de

Ms. Suzette MUDESHI

Programme Expert
GTZ Programme of Employment Oriented Vocational and
Technical Training (PEVOT)
Ministry of Education & Sports
Plot 4133, block 244- off Kironde Rd, Muyenga
P.O. Box 10346
Kampala
UGANDA
Tel.: +256 41 266 895/6
Fax: +256 41 266 896
Mail: suzette.mudeshi@gtz.de ou mudeshi@pevot.org

Dr. Hans Guenter SCHROETER

Chief Technical Advisor
GTZ – Development of BTVET System
P.O. Box 10346
Kampala
UGANDA
Tel.: +256 414 266 895/6
Fax: +256 414 266 895
Mail: schroeter@pivot.infocom.co.ug

Dutch Ministry of Foreign Affairs/Ministère des Affaires étrangères

Mr. Joris VAN BOMMEL

Education Adviser
Netherlands: Ministry of Foreign Affairs
DCO/OO Division Enseignement et Pays en développement
Direction Coopération culturelle, Enseignement et Recherche

Bezuidenhoutseweg 67

P.O. Box 20061
The Hague 2500 EB
NETHERLANDS
Tel.: +31 70 348 4780
Fax: +31 70 348 6436
Mail: joris-van.bommel@minbuza.nl ou jorisvanbommel@hotmail.com

Mr. Chris DE NIE

Education Adviser
Netherlands: Ministry of Foreign Affairs
DCO/OO Division Enseignement et Pays en développement
Direction Coopération culturelle, Enseignement et Recherche
Bezuidenhoutseweg 67
P.O. Box 20061
The Hague
NETHERLANDS
Tel.: +31 70 348 5589
Fax : +31 70 348 6436
chris-de.nie@minbuza.nl

**Finland: Ministry for Foreign Affairs/ Finlande :
Ministère des Affaires étrangères**

Mr. Jussi KARAKOSKI

Education Adviser, Department for Development Policy
P.O. Box 176
Helsinki FIN-00161
FINLAND
Tel.: +358 9 16 05 64 35
Fax: +358 9 16 05 61 00
Mail: jussi.karakoski@formin.fi

Gulbenkian Foundation

Mr. Manuel Carmelo ROSA

Director
Gulbenkian Foundation
Servico da Educaçao e Bolsas
Av. de Berna, 45-A
Lisboa



Lisboa PT 1067-001
PORTUGAL
Tel.: +351 21 782 33 7/
+351 21 782 30 00
Fax: +351 21 782 30 48/+351 21 782 30 52
OfficeOther1 +351 21 782 33 10
Mail: mcrosa@gulbenkian.pt

Mr. Eduardo MARÇAL GRILO

Director
Gulbenkian Foundation
Av. de Berna, 45-A
Lisboa
Lisboa PT 1067-001
PORTUGAL
Tel.: +351 21782 3338
Fax: +351 21 782 3088
Mail: emgrilo@gulbenkian.pt ou iandrade@gulbenkian.pt

France: Ministry of Foreign Affairs-Department of International Cooperation and Development /

France : Ministère des Affaires étrangères

Direction générale de la Coopération internationale et du Développement (DGCID)

M. Alain DHERSIGNY

Chef du bureau des politiques éducatives et d'insertion professionnelle
Direction des politiques de Développement DGCID
20 rue Monsieur
Paris 07 SP 75700
FRANCE
Tél. : +33 (0)1 53 69 33 21/
+33 (0)1 53 69 30 00
Fax: +33 (0)1 53 69 37 83
alain.dhersigny@diplomatie.gouv.fr

**International Institute for Educational Planning-IIEP/
Institut international de Planification de l'éducation
(IIEP/IIPE)**

Prof. Mark BRAY

Director IIEP/UNESCO
International Institute for Educational Planning-IIEP/UNESCO
7-9 rue Eugène Delacroix
Paris 75116
FRANCE
Tel.: +33 (0)1 45 03 77 10
Fax: +33 (0)1 40 72 87 81/
+33 (0)1 40 72 83 66
Mail: m.bray@iiep.unesco.org

Mme Françoise CAILLODS

Directrice adjointe IIEP/UNESCO
International Institute for Educational Planning-IIEP/UNESCO
7-9 rue Eugène Delacroix
Paris 75116
FRANCE
Tél. : +33 (0)1 45 03 77 38
Fax : +33 (0)1 40 72 83 66
Mail: f.caillods@iiep.unesco.org

Mr. N.V. VARGHESE

Head Governance and Management in Education
International Institute for Educational Planning-IIEP/UNESCO
7-9 rue Eugène Delacroix
Paris
FRANCE
Tel.: +33 (0)1 45 03 77 49
Fax: +33 (0)1 40 72 83 66/
+33 (0)1 40 72 83 66
Mail: nv.varghese@iiep.unesco.org

M. Anton DE GRAUWE

Spécialiste de programme
International Institute for Educational Planning-IIEP/UNESCO
7-9 rue Eugène Delacroix
Paris 75116
FRANCE
Tél. : +33 (0)1 45 03 77 36
Fax : +33 (0)1 40 72 83 66
Mél. : a.de-grauwe@iiep.unesco.org

**Ireland: Department of Foreign Affairs/Irlande :
Ministère des Affaires étrangères (Irish Aid)**

Ms. Máire MATTHEWS

Education Advisor, Development Cooperation Ireland (DCI)
Irish Aid-Ireland Department of Foreign Affairs
Bishop's Square, Lr. Kevin St.
Redmond's Hill
Dublin 2
IRELAND
Tel.: +353 1 408 2923
Fax: +353 1 408 2884
Maire.Matthews@dfa.ie

Japan International Cooperation Agency/Agence japonaise de Coopération internationale (JICA)

Mr. Atsushi MATACHI

Senior Education Advisor
Japan International Cooperation Agency/ Agence japonaise de coopération internationale
Shinjuku Maynds Tower Building 8F
2-1-1 Yoyogi, Shibuya-ku
Tokyo 151-8558
JAPAN
Tel.: +81 3 5352 5207
Fax: +81 3 5352 5111
E-mail: Matachi.Atsushi@jica.go.jp

Mr. Masakatsu OKUMOTO

Officer
Japan International Cooperation Agency/ Agence japonaise de coopération internationale
Shinjuku Maynds Tower Building 8F
2-1-1 Yoyogi, Shibuya-ku
Tokyo 151-8558
JAPAN
Tel.: +81 3 5352 5438
Fax: +81 3 5352 5111
E-mail Okumoto.Masakatsu@jica.go.jp

Mr. Samuel K. KIBE

Education Programme Officer
Japan International Cooperation Agency/ Agence japonaise de coopération internationale
Rahimtulla Tower 10th and 11th Floor,
P.O. Box 50572-00100
Nairobi
KENYA
Tel.: +254 20 272 41 21-4
Fax: +254 20 272 48 78
E-mail: Samuelkibe.ky@jica.go.jp

Norwegian Agency for Development Cooperation/ Agence norvégienne pour la coopération au développement (Norad)

Ms. Elizabeth F. HEEN

Senior Adviser
Department Education & Research
Norad
Norwegian Agency for Development Cooperation/ Agence norvégienne pour la coopération au développement
P.O. Box 8034 Dep
Oslo 0030
NORWAY
Tel.: +47 22 24 02 49/+47 22 24 20 30
Fax: +47 22 24 20 31
Mail: betsy.heen@norad.no

Ms. Moema S. LEITE

Information Officer
Norwegian Agency for Development Cooperation/ Agence norvégienne pour la coopération au développement
Norad, Norwegian Agency for Development
PB. 8034 Dep.
Oslo 0030
NORWAY
Tel.: +47 22 24 20 58
Fax: +47 22 24 20 66/+47 22 24 02 74
E-mail: Moema.Leite@norad.no

Ms. Tove KVIL

Senior Adviser



Norwegian Agency for Development Cooperation/ Agence
norvégienne pour la coopération au développement
Education and Research Department
PB. 8034 Dep.
Oslo NO-0030
NORWAY
Tel.: +47 22 24 03 81
Fax: +47 22 24 20 31
E-mail : tokv@norad.no

**Swiss Agency for Development and Cooperation/
Direction du Développement et de la Coopération (SDC/
DDC)**

Mr. Ahlin BYLL-CATARIA

Senior Advisor Section Afrique Occidentale
Swiss Agency for Development and Cooperation/ Direction du
Développement et de la Coopération (SDC/DDC)
Freiburgstrasse 130
Berne CH-3003
SWITZERLAND
Tel.: +41 31 322 3428
Fax: +41 31 322 6330
E-mail : Ahlin.Byll@deza.admin.ch

Mme Fabienne LAGIER

Direction du Développement et de la Coopération
Swiss Agency for Development and Cooperation/ Direction du
Développement et de la Coopération (SDC/DDC)
Section Développement Social
Freiburgstrasse 130
Berne CH-3003
SWITZERLAND
Tél. : +41 31 323 1734/+41 31 322 3453
Fax: +41 31 323 1764/+41 31 324 8741
E-mail : fabienne.lagier@deza.admin.ch

Mme Rufine SAMA YEKO

Chargée de programme éducation
Swiss Agency for Development and Cooperation/ Direction du
Développement et de la Coopération (SDC/DDC)
Coopération Suisse Bénin

0.8. B.P. 0123 Tri postal
BJ-Cotonou
BENIN
Mail: rufine.sama-yeko@sdc.net

**UK: Department for International Development/
Département pour le développement international
(Dfid)**

Dr. Carew TREFFGARNE

WGBLM Leader
Regional Education Advisor
Pan African Strategy Department
DFID-Department for International Development
1 Palace Street
London SW1E 5HE
UNITED KINGDOM
Tel.: +44 20 7 023 0658/
+44 20 7 023 0983
Fax: +44 20 7 023 0491
Mail: c-treffgarne@dfid.gov.uk

Dr. David LEVESQUE

Senior Education Adviser
DFID-Department for International Development
1 Palace Street
London
UNITED KINGDOM
Tel.: +44 20 7 023 0687
Mail: d-levesque@dfid.gov.uk
Site web : www.dfid.gov.uk

Mr. Richard ARDEN

Senior Human Development Adviser (Rwanda/Burundi),
DFID-Department for International Development
B.P. 576
Kigali
RWANDA
Tel.: +250 58 25 36
Fax: +250 585286
OfficeOther1 +250 58 52 80
Mail: r-Arden@dfid.gov.uk

United Nations Children's Fund/ Fond des Nations Unies pour l'Enfance (UNICEF)

Dr. Cream WRIGHT

Chief, Education Section, Programme Division
UNICEF-United Nations Children's Fund
3 U.N. Plaza H-7A
New-York 10017
USA
Tel.: +1 212 824 6619
Fax: +1 212 326 7129
E-mail : cwright@unicef.org/
creamwright@hotmail.com
Site web :: www.the commonwealth.org

Dr. Dina CRAISSATI

Senior Adviser Education
UNICEF-West & Central Africa Regional Office /bureau régional Afrique de l'Ouest et Centrale
UNICEF-United Nations Children's Fund
3 U.N. Plaza
Program Division - Education Section
New-York 10017
USA
Tel.: +1 212 326 7602
Fax: +1 212 326 7129
E-mail : dcraissati@unicef.org

Dr. Amina OSMAN

Program Specialist
UNICEF-United Nations Children's Fund
3 U.N. Plaza H-7A
New York 10017
USA
E-mail : abosman@unicef.org
Site web : www.unicef.org

Ms. Aster HAREGOT

UNGEI/ESARO Focal Point Education
UNICEF/ESARO-United Nations Children's Fund Eastern & Southern Africa regional Office
P.O. BOX 44145

Nairobi
KENYA
Tel.: +254 207 627 2780
Fax: +254 207 62 2678
E-mail : aharegot@unicef.org

Mrs. Tomoko SHIBUYA

UNICEF-United Nations Children's Fund
Av. Zimbabwe, 1440
Maputo
MOZAMBIQUE
E-mail : t.shibuya@unicef.org

United Nations Educational, Scientific and Cultural Organisation/ Organisation des Nations Unies pour l'Éducation, la Science et la Culture (UNESCO)

Mr. Koïchiro MATSUURA

Director-General
UNESCO-United Nations Educational, Scientific and Cultural Organisation
7, Place de Fontenoy
Paris 07 SP F-75352
FRANCE
Tel.: +33 (0)1 45 68 13 11
Fax: +33 (0)1 45 68 55 55
Mail: c.holmey@unesco.org

Mr. Nicholas BURNETT

Assistant Director-General for Education
UNESCO-United Nations Educational, Scientific and Cultural Organisation
7, place de Fontenoy
Paris 07 SP 75352
FRANCE
Tel.: +33 (0)1 45 68 10 47
Fax: +33 (0)1 45 68 55 16
Mail: n.burnett@unesco.org

Dr. Ann Therese NDONG-JATTA

Director of the Division of Basic Education
Office 4.074



UNESCO-United Nations Educational, Scientific and Cultural
Organisation
7, Place de Fontenoy
Paris 07 75352
FRANCE
Tel.: +33 (0)1 45 68 10 06
Fax: +33 (0)1 45 68 56 29
Mail: at.ndong-jatta@unesco.org

Mr. Noel CHICUEUE
National Programme Officer
UNESCO
UNESCO-United Nations Educational, Scientific and Cultural
Organisation
Av. da Marginal, 4031
Maputo
MOZAMBIQUE
E-mail : n.chicueue@unesco.org

M. Jean-Marc BERNARD
Conseiller pour les appuis aux pays/Countries Sector Work
Adviser
UNESCO-United Nations Educational, Scientific and Cultural
Organisation
Pôle d'analyse sectorielle en éducation de Dakar
SENEGAL
Tél. : +221 33 869 04 65
Fax : +221 33 869 04 69
Mail: jmb.poledakar@gmail.com
ou bernard.jeanmarc@gmail.com

Mr. Teeluck BHUWANEE
Spécialiste de Programme Enseignement secondaire, technique
et professionnel
UNESCO - Bureau Régional de l'Education en Afrique
12, avenue L.S. Senghor
BP. 3311
Dakar
SENEGAL
Tel.: +221 33 849 2347/+221 33 849 2323
Fax: +221 33 823 8393/+221 33 823 6175

t.bhuwanee@unesco.org

Dr. Efison MUNJANGANJA
Head of the UNEVOC Network
UNESCO-UNEVOC International Centre for Technical and
Vocational Education and Training
UNESCO-UNEVOC International Centre for Technical and
Vocational Education and Training
Hermann - Ehlers Strasse 10
Bonn 53113
GERMANY
Tél. : +49 228 8150 100
OfficeSwitchboard +49 228 815 0100
OfficeFax1 +49 228 2433 777

M. Jacques GUIDON
Conseiller Directeur BREDA
UNESCO - Bureau Régional de l'Education en Afrique
12, avenue L.S. Senghor
B.P. 3311
Dakar
SENEGAL
Tel. : +221 33 849 2382
Fax: +221 33 823 8393
Mél; : j.guidon@unesco.org

Ms. Madina BOLLY
Programme Specialist
UNESCO Institute for Lifelong Learning/ Institut de
l'UNESCO pour l'Apprentissage tout au long de la vie
Feldbrunnenstrasse 58
Hamburg 20148
GERMANY
Fax: +49 40 410 7723
E-mail: m.bolly@unesco.org
Site web : www.unesco.org/UIL

The World Bank/ La Banque Mondiale

Mr. Dzingai Barnabas MUTUMBUKA
Sector Manager Human Development
World Bank/Banque Mondiale

7011 Hiland,
Meadows Court
Alexandria VA-22315
USA
E-mail : ildmutumbuka@worldbank.org
Site web : www.worldbank.org

Ms. Jee-Peng TAN
Education Advisor
World Bank/Banque Mondiale
MSN J8-804
1818 H Street, N.W.
Washington DC-20433
USA
Tel.: +1 202 473 2925
Fax: +1 202 477 2900
E-mail : jtan@worldbank.org

Mrs. Claudine BOURREL
Senior Education Specialist
World Bank/Banque Mondiale
1818 H Street, NW, Room J8-089
Washington DC 20433
USA
Tel.: +1 202 473 6588
Fax: +1 202 676 0961
E-mail: cbourrel@worldbank.org

Dr. Ruth KAGIA
Education Director
World Bank/Banque Mondiale
The World Bank
1818 H Street, NW
Room G8-031, MSN G8 - 800
Washington 20433
USA
Tel.: +1 202 473 3314
Fax: +1 202 522 3235
Mail: rkagia@worldbank.org

Mr. Adriaan VERSPOOR

Consultant
World Bank/Banque Mondiale
11570 Lake Newport Road
Reston VA-20194
USA
Tel.: +1 703 437 8132
Fax: +1 703 437 8132/+33 4 6887 2479
Mail: averspoor@worldbank.org ou averspoor@aol.com

Ms. Keiko INOUE
Education / Africa Region
World Bank/Banque Mondiale
MSN J8-803
1818 H Street, N.W.
Washington DC-20433
USA
Tel.: +1 202 458 4736
Fax: +1 202 473 3500
Mail: kinoue@worldbank.org

Dr. Peter MATERU
Senior Education Specialist
World Bank/Banque Mondiale
1818 H Street, N.W.
MSN - J7- 702
Washington, D.C. 20433
USA
Tel.: +1 202 473 0358
Fax: +1 202 614 0380/+255 22 514 3029
Mail: pmateru@worldbank.org

Mr. Michel J. WELMOND
World Bank/Banque Mondiale
1818 H Street, N.W.
Washington 20433
USA
Mail: mwelmond@worldbank.org

Mr. Robin HORN
Education Sector Manager
World Bank/Banque Mondiale



1818 H Street, N.W.
Room G8_031, MSN G8-800
Washington 20433
USA
Tel.: +1 202 473 1011
Fax: +1 202 522 3233
Mail: rhorn@worldbank.org

Ms. Lisa OVERBEY

Education Consultant - SEIA
World Bank/Banque Mondiale
Africa Human Development - AFTH3
The World Bank
1818 H Street, N.W.
Washington, D.C. 20433
USA
Fax: +1 202 473 2262
Mail: loverbey@worldbank.org
Site web : www.worldbank.org

Mr. Aidan MULKEEN

Senior Education Specialist, Human Development, Group 1
Africa
World Bank/Banque Mondiale
1818 H Street, N.W.
Washington
USA
Tel.: +1 202 473 3276
Fax: +1 202 473 8299
Mail: amulkeen@worldbank.org

Mr. Yaw ANSU

Director, Human Development Department
World Bank/Banque Mondiale
1818 H Street, N.W.
MSN J8-803
Washington DC-20433
USA
Tel.: +1 301 473 9505
Fax: +1 202 477 2900
Mail: yansu@worldbank.org

Mr. Ousmane Camara NDIAYE

CEO / Entrepreneur
World Bank/Banque Mondiale
4701 NE 65TH Terrace
Kansas City 64119
USA
Tel.: +1 816 728 3616
Fax: +1 816 960 1576
Mail: oosmousmane@sbcglobalnet

Mr. Christopher J. THOMAS

Sector Manager
World Bank/Banque Mondiale
The World Bank
1818 H Street N.W.
Washington D.C 20433
USA
Tel.: +1 202 473 3612
Fax: +1 202 473 8299
Mail: cthomas3@worldbank.org

Dr. Susan OPPER

Senior Education Specialist
World Bank/Banque Mondiale
1818 H St. N.W. (J7-171)
Washington 20433
USA
Tel.: +1 202 473 9332 Mobile +1 202 250 13 55
Fax: +1 202 473 8107
Mail: sopper@worldbank.org

Mr. Birger FREDRIKSEN

Education Consultant
World Bank/Banque Mondiale
605 N. Jackson Street
Arlington VA-22201
USA
Tel.: +1 202 473 5033
Fax: +1 202 477 2900
Mail: bfredriksen@worldbank.org
Site web : www.worldbank.org

Mr. Gary SCOTLAND

Consultant
World Bank/Banque Mondiale
1818 H Street, N.W.
Washington
USA
Tel.: +1 202 473 6685
Fax: +1 202 473 8299
Mail: gscotland@worldbank.org

Mr. Peter DARVAS

Senior Education Economist
World Bank/Banque Mondiale
World Bank Human Development Unit Africa
P.O. Box M27
Accra
GHANA
Tel.: +233 21 214140
Fax: +233 21 227887
Mobile +233 246 540 868
E-mail: pdarvas@worldbank.org

Ms. Xiaoyan LIANG

Senior Education Specialist
World Bank/Banque Mondiale
1818 H Street, N.W.
AFTH1, MSNJ10-1000
Washington
USA
Tel.: +1 301 473 6237
Fax: +1 202 477 8299/+1 202 614 1007
Mail: xliang@worldbank.org

Ms. Cristina PANASCO SANTOS

Senior Education Specialist
World Bank/Banque Mondiale
1818 H Street, N.W.
Washington
USA
Tel.: +1 202 458 9403
Fax: +1 202 473 82 99

Mail: cpanascosantos@worldbank.org

Mr. Oscar F. PICAZO

Sr. Economist
World Bank/Banque Mondiale
World Bank - South Africa
Pro Equity Court, 1250 Pretorius St.
Hatfield
Pretoria
SOUTH AFRICA
Tel.: +27 12 431 3107
Fax: +27 12 431 3134
Mail: opicazo@worldbank.org

M. Pierre KAMANO

Spécialiste Sénior en Education
World Bank/Banque Mondiale
01 B.P. 622
Ouagadougou 01
BURKINA FASO
Tél. : +226 50 49 63 00 Mobile +226 76 55 15 16
Fax : +226 50 49 63 64
Mail: pkamano@worldbank.org

Mr. Marcelo BECERRA

Senior Education Specialist
World Bank/Banque Mondiale
Africa Human Development Unit 3
Upper - Hill- Bureau banque Mondiale
Nairobi
KENYA
Tel.: +254 724 615 471
Fax: +254 203 226 385
mbecerra@worldbank.org

Mr. Philippe Patrick RAMANANTOANINA

Senior Education Specialist
World Bank/Banque Mondiale
Anosy
Lalana Andriamifidy
Antananarivo 101



MADAGASCAR
Tel.: +261 20 22 560 31/+261 20 22 560 00
Fax: +261 20 22 333 38
E-mail: pramanantoanina@worldbank.org

Mr. Olatunde ADEKOLA
Senior Education Specialist
World Bank/Banque Mondiale
102, Yakubu Gowon Crescent
Opposite Ecowas Secretariat
Asokoro P.O. Box 2826
Garki - Abuja
NIGERIA
Tel.: +234 9 314 5269
Fax: +234 9 314 5267
Mail: oadekola@worldbank.org

Mme Annelie STRATH
Education Specialist
World Bank/Banque Mondiale
SORAS Building
Kigali
RWANDA
Tél. : +250 59 13 04
Fax: +250 57 63 85
Mail: astrath@worldbank.org

Mr. Shobhana SOSALE
Education Economist
World Bank/Banque Mondiale
Hill Park Building
Upper Hill
Nairobi
KENYA
Tel.: +254 20 322 6365
Fax: +254 20 322 6384
E-mail: ssosale@worldbank.org

Ms. Harriet NANNYONJO
Senior Operations Officer, Education
World Bank/Banque Mondiale

P.O. Box 4463
Kampala
UGANDA
Tel.: +256 41 23 00 94
Fax: +256 41 23 00 92
E-mail: hnannyonjo@worldbank.org
Site web : www.worldbank.org

ADEA Working Groups/Les groupes de travail de l'ADEA

Books and Learning Materials/Livres et matériel éducatif

Mrs. Palesa T. TYOBEKA
Deputy Director General: General Education
South African National Department of Education
123 Schoeman Street
Pretoria Central
Pretoria 0001
SOUTH AFRICA
Tel.: +27 12 312 5222
Fax: +27 12 321 2107/+27 12 328 3038
OfficeOther1 +27 83 448 9559
tyobeka.p@doe.gov.za

Mrs. Cynthia HUGO
National Director
Read Educational Trust
75 King Edward Street
Kensington, Gauteng 2094
SOUTH AFRICA
Tel.: +27 11 496 3322
Fax: +27 11 496 3625
Mail: cynthiah@read.co.za ou elisabethl@read.co.za

Site web : www.read.co.za

Communication for Education and Development/ Communication pour l'éducation et le développement (COMED)

Mr. Lawalley COLE
Coordinator, Working Group on Communication for
Education and Development (COMED)
WANAD Centre
01 B.P. 378
Cotonou
BENIN
Tel.: +229 21 31 24 45/+229 21 31 58 87
Fax: +229 21 32 54 46
Mail: l.cole@unesco.org ou lawalleyc@hotmail.com

Site web : www.adeanet.org

Distance Education & Open Learning/ Enseignement à distance et l'apprentissage libre

Hon. Mr. Dharambeer GOKHOOL
Minister of Education and Human Resources
IVTB House, 3rd floor
Phoenix
MAURITIUS (Indian Ocean)
Tel.: +230 686 2402/+230 697 7862
Fax: +230 698 3601
OfficeOther1 +230 601 5200
Mail: dgokhool@mail.gov.mu

Mr. Sanjai PARAHOO
WGDEOL Coordinator
University of Mauritius
7th Floor New Academic Complex
University of Mauritius
Reduit
MAURITIUS (Indian Ocean)
Tel.: +230 454 1041
Fax: +230 466 2012
Mail: s.parahoo@uom.ac.mu

WG Early Childhood Development/GT Développement de la petite enfance

Ms. Jeannette VOGELAAR
First Secretary - Education

Royal Netherlands Embassy Maputo
Av. Kwame Nkrumah 324
P.O. Box 1163
Maputo
MOZAMBIQUE
Tel.: +258 21 48 42 48/+258 21 48 42 00
Fax : +258 21 48 42 48
Mail: jeannette.vogelaar@minbuza.nl

Ms. Stella ETSE
WGECDC Coordinator
ADEA-Working Group on ECD
c/o UNICEF-United Nations Children's Fund
UNICEF House
4 - 8 Rangoon Close
P.O. Box AN 5051
Accra North
GHANA
Tel.: +233 22 25 00 37
Fax: +233 22 25 00 37
Mail: wgecdafrika@gmail.com

Education Sector Analysis/ Analyse sectorielle en éducation

M. Serge PEANO
Coordonnateur GTASE par intérim
International Institute for Educational Planning-IIEP/UNESCO
7-9 rue Eugène Delacroix
Paris 75116
FRANCE
Tél. : +33 (0)1 45 03 77 48
Fax: +33 (0)1 40 72 83 66
Mail: s.peano@iiep.unesco.org

Ms. Natalie FREDERIC
International Institute for Educational Planning-IIEP/UNESCO
7-9 rue Eugène Delacroix
Paris 75116
FRANCE
Tél. : +33 (0)1 45 03 78 21
Fax : +33(0) 1 40 72 883 66



Mél. : n.frederic@iiep.unesco.org

Prof. Ibrahima BAH-LALYA

Consultant

Association for the Development of Education in Africa

14, rue des Pavillons

Puteaux 92800

FRANCE

Mobile +33 (0)6 79 75 90 19

Mail: Lalyabah@hotmail.fr ou lalyabah@excite.com

Education Statistics/ Statistiques de l'éducation

Ms. Angela ARNOTT

WGES/NESIS Coordinator

UNESCO-United Nations Educational, Scientific and Cultural
Organisation

UNESCO Harare Office

8 Kenilworth road, Highlands

Harare

ZIMBABWE

Tel.: +263-4 776 775- 9

Fax: +263-4 776 055

Mail: a.arnott@unesco.org

Finance and Education/ Finances et éducation

Mme Houraye M. ANNE

Point focal

B.P. 25763 /C.P. 12522

Avenue Cheick Anta Diop X Canal IV

Dakar - Fann

SENEGAL

Mail: anneh000@hotmail.com

Higher Education/ Enseignement supérieur

Mr. Akilagpa SAWYERR

Secretary General

Association of African Universities

Aviation Road extension

Airport Residential Area

P.O. Box AN 5744

Accra-North

GHANA

Tel.: +233 21 77 44 95/+233 21 76 15 88

Fax: +233 21 77 48 21

Mail: asawyerr@aau.org ou secgen@aau.org

Ms. Alice Sena LAMPTEY

WGHE Coordinator

Association of African Universities

Aviation Road Extension, Airport Residential Area

P.O. Box AN 5744

Accra-North

GHANA

Tel.: +233 21 77 44 95/+233 21 76 15 88

Fax: +233 21 77 48 21

Mail: alamptey@aau.org ou Info@aau.org

Non-Formal Education/ Education non formelle

Mme Koumba BOLY BARRY

Coordinatrice du GTENF

Programme Alphabétisation Formation (ALPHA)

Swiss Agency for Development and Cooperation/ Direction du
Développement et de la Coopération (SDC/DDC)

Ambassade de Suisse

B.P. 578

Ouagadougou 01

BURKINA FASO

Tél. : +226 50 31 31 77/+226 50 31 41 86

Fax: +226 50 31 88 29

Mail: alpha@fasonet.bf ou koumboubar@yahoo.fr

Teaching Profession/Profession enseignante

Mr. Virgilio Zacarias JUVANE

WGTP Coordinator

Commonwealth Secretariat

Education Section, Social Transformation Programmes

Division

Marlborough House

Pall Mall

London SW1Y 5HX

UNITED KINGDOM
Tel.: +44 20 77 47 62 82/
+44 20 77 47 62 20
Fax: +44 20 77 47 62 87
Mail: vjuvane@commonwealth.int

M. Jean Adoté-Bah ADOTÉVI

Coordonnateur régional GTPE, Afrique de l'Ouest, Inspecteur de l'Enseignement
Direction de l'Enseignement secondaire
Direction de l'Enseignement secondaire
B.P. 687
Lomé
TOGO
Tél. : +228 226 6198
Fax: +228 251 9994
Mail: jadotevi@yahoo.com

Mrs. Margaret NSEREKO

WGTP Regional Coordinator, Eastern Africa
Acting Commissioner Teacher Education
Ministry of Education and Sports (Uganda)
P.O. Box 7063,
Parliament Avenue,
Development House
Kampala
UGANDA
Tel.: +256 414 25 76 41/+256 41 2 34 51
Fax: +256 414 23 06 58
Mail: nanserem@yahoo.co.uk ou mnsereko@education.go.ug

Ms. Jeanne SIMEON

WGTP Regional Coordinator, Indian Ocean
Director General of Teaching
Ministry of Education (Seychelles)
Mont Fleuri
P.O. Box 48
Victoria-Mahé 00248
SEYCHELLES
Tel.: +248 28 31 30/+248 72 21 66
Fax: +248 22 42 11/+248 22 48 59

Mail: dgschools@eduhq.edu.sc

Mathematics and Science Education/ Enseignement des mathématiques et sciences

Mr. Takahiko SUGIYAMA

Chief Advisor, JICA Expert for SMASSE Project Phase II
Japan International Cooperation Agency/ Agence japonaise de coopération internationale
P.O. Box 50572 – 001000
Nairobi
KENYA
Tel.: +254 20 387 3680/+254 20 387 4830
Fax : +254 20 387 3811
Mail: adm@smasse.org ou tsugiyama@gmail.com

Mrs. Peula LELEI

ADEA WGMSE Coordinator
WORKING GROUP ON MATHS AND SCIENCE
P.O. Box 24214 - 00502
Nairobi 00502
KENYA
Tel.: +254 20 20 44 406/+254 20 387 3811
Fax : +254 20 387 3811
Mail: head@smasse.org ou info@smasse.org

Groupe émancipé/ Membre associé

Graduated Group/ Associate member

Dr. Codou DIAW

Executive Director FAWE
FAWE-Forum for African Women Educationalists (Kenya)
Chania Avenue Off Wood Avenue, Kilimani
P.O. Box 21394-00505
Ngong Road
Nairobi
KENYA
Tel.: +254 20 387 31 31
Fax : +254 20 387 41 50
Mail: cdiaw@fawe.org ou fawe@fawe.org

Mrs. Marema DIOUM-DIOKHANE



Programme Officer FAWÉ
FAWE-Forum for African Women Educationalists (Kenya)
P.O. Box 21394-00505, Ngong Road
Nairobi
KENYA
Tel.: +254 20 387 3131/+254 20 387 3351
Fax : +254 20 387 4150
OfficeOther1 +254 20 387 3359
Mail: fawe@fawe.org ou mdioum@fawe.org

Ms. Rose WASHIKA
Programme Officer
FAWE-Forum for African Women Educationalists (Kenya)
FAWE House
Chania Avenue, off Wood Avenue, Kilimani
P.O. Box 21394-00505, Ngong Road
Nairobi
KENYA
Tel.: +254 20 387 3131/+254 20 387 3351
Fax: +254 20 387 4150
OfficeOther1 +254 20 387 3359
Mail: fawe@fawe.org

Other Multilateral Agencies, Foundations, NGOs, and other Participants/Autres agences multilatérales, fondations, ONG et autres participants

Aide et Action

M. Youssouf CISSÉ
Directeur régional Afrique
Aide et Action
B.P. 45390
Dakar Fann
SENEGAL
Tél. : +221 33 869 1969
Fax : +221 33 824 8976
Mail: youssouf.cisse@aeafrique.org

M. Thierno Aliou DIAOUNÉ
Responsable de programme Guinée
Aide et Action
B.P. 4613
Conakry
GUINEE
Tél. : +224 60 25 00 45/+224 63 35 10 36
Fax : +221 824 8976
Mail: thiernoalioudiaoune@yahoo.fr ou aeagui@biasy.net

Mr. Somesh KUMAR
Directeur régional Asie du Sud
Aide et Action
21, Second Cross Street
Trustpuram, Kodambakkam
Chennai 600 024
INDIA
Tel.: +91 44 2472 7716/17
E-mail: someshkumar@aea-india.org

Académie Africaine des Langues (ACALAN)

S.E. M. Adama SAMASSEKOU
Secrétaire exécutif a.i.
Académie Africaine des Langues (ACALAN) - UA
B.P. 10
Koulouba - Bamako
MALI
Tél. : +223 223 8447
Fax : +223 223 8450
Mail: acalan@acalan.org ou asamass@yahoo.fr

Agence Française de Développement (AFD siège Paris)

M. Jean-Claude BALMES
Chef de division Education & Formation Professionnelle
(TDH / EDU)
AFD-Agence Française de Développement (siège Paris)
Département du Développement Humain
7, rue Roland Barthes
Paris 75012
FRANCE



Tél. : +33 (0)1 53 44 42 18/
+33 (0)1 53 44 31 31
Fax : +33 (0)1 53 44 38 77
OfficeAssistant +33 (0)1 53 44 33 38
Mail: balmesjc@afd.fr
Site web : www.afd.fr

Mme Blandine LEDOUX

Chargé de projet
AFD-Agence Française de Développement (siège Paris)
Agence française de développement
5 rue Roland Barthes
Paris 75012
FRANCE
Tél. : +33 (0)1 53 44 42 79
Fax : +33 (0)1 53 44 38 77
Mail: ledouxb@afd.fr

M. Ewa FILIPIAK

Chargé de projet (DTO/ EDU)
AFD-Agence Française de Développement (siège Paris)
Département technique et opérationnel
Division Education
5, rue Roland Barthes
Paris 75012
FRANCE
Tél. : +33 (0)1 53 44 38 04
Fax : +33 (0)1 53 44 38 77
Mail: filipiake@afd.fr

**Association francophone internationale des directeurs
d'établissements scolaires (AFIDES)**

Mme Denise BERGERON

Secrétaire général
Association francophone internationale des directeurs
d'établissements scolaires
500, Crémazie Est
Montréal
CANADA
Tél. : +1 514 383 7335
Fax : +1 514 384 2139

Mail: Denise.Bergeron@afides.org ou afides@afides.org

Academy for Educational Development (AED)

Ms. Alexandra FALLON

Academy for Educational Development
1825 Connecticut Ave. N.W.
Washington
USA
Tél. : +1 202 884 8932
Fax : +1 202 884 8979
Mail: afallon@aed.org

Ms. Mary Joy PIGOZZI

Senior Vice President
Academy for Educational Development
Global Learning Group and
Director Quality Education
1875 Connecticut Avenue NW
Washington DC 20009
USA
Tel.: +1 202 884 8881
Fax : +1 202 884 8699/+1 202 884 8979
mjpigozzi@aed.org

Association Montessori International (AMI)

M. André ROBERFROID

Président de l'Association Montessori International-AMI
Association Montessori International-AMI
13, chemin Adolphe-Pasteur
Genève 1209
SWITZERLAND
Tél. : +41 79 362 97 27
Mail: aroberfroid@wanadoo.fr

**Africa Network Campaign on Education for All
(ANCEFA)**

Mr. Gorgui SOW

Regional Coordinator
Africa Network Campaign on Education for All
Zone B Villa N° 24A



B.P. 3007
Dakar - Yoff
SENEGAL
Tel.: +221 33 824 2244
Fax: +221 33 824 1363/+221 33 824 2247
E-mail: ancefa@orange.sn
E-mail2: gorgui.sow@gmail.com

M. Ibro OUMAROU

Modérateur ANCEFA pour l'Afrique de l'Ouest francophone
ANCEFA-Africa Network Campaign on Education for All
Réseau des Organisations du secteur Educatif du Niger
(ROSEN)
Lotissement ORTN B.P. 2932
Niamey
NIGER
Tél. : +227 20 75 24 67/+227 21 97 38 37
Mél. : rosen@intnet.ne ou ibroumaru@yahoo.fr

**United States Agency for International Development
(USAID)**

Mrs. Catherine POWELL MILES
Education Analyst USAID Africa Bureau
United States Agency for International Development (USAID)
1300 Pennsylvania Avenue, NW
Washington DC-20523
USA
Tel.: +1 202 712 4693
Fax : +1 202 216 3373
Mail: cmiles@usaid.gov

Association Anndal & Pinal

M. Mamadou BOLY

Secrétaire exécutif permanent
Association Anndal & Pinal
01 B.P. 1985
Ouagadougou 01
Korsimoro
BURKINA FASO
Tel.: +226 404 584 27/+226 702 388 51
Mél. : andalpinal@fasonet.bf ou bolynoi@yahoo.fr

**Association pour la Promotion de l'Éducation Non
Formelle (APENF)**

M. Claude DALBERA

Consultant en Education - Formation
APENF
11 B.P. 692 Ouaga CMS 11
Ouagadagou
BURKINA FASO
Tel.: +226 70 308 858
Fax : +226 20 97 66 15
Mél. : cdalbera@fasonet.bf ou cdalbera@free.fr

M. Hassane BAKA

Secrétaire exécutif PROMESSE
Groupe de Travail sur l'ENF du Burkina (APENF)
B.P. 122
Maradi
NIGER
Tél. : +00 227 96 97 10 37
Fax : +227 20 41 08 54
ou bhassane56@yahoo.fr

Mme Germaine OUEDRAOGO

Secrétaire générale
Association pour la Promotion de l'Éducation non Formelle du
Burkina Faso
11 B.P. 692 Ougadougou CMS 11
Ouagadagou
BURKINA FASO
Tél. : +226 50 39 37 21/+226 50 31 31 77
Fax : +226 50 31 88 29
Mél. : gerouedraogo@yahoo.fr ou apenf@fasonet.bf

African Union /Union africaine (AU/UA)

Mme Raymonde AGOSSOU

Chef de Division
African Union / Union africaine (AU/UA)
Commission de l'Union Africaine
P.O. Box 3243
Addis Ababa

ETHIOPIA
Tél. : +251 115 540 139
Fax : +251 115 540 300
Mél. : AgossouR@africa-union.org

Dr. Rita BISSOUNAETH
Senior Policy Officer
African Union / Union africaine (AU/UA)
P.O. Box 3243
Addis Ababa
ETHIOPIA
Tel.: +251 115 517 700
Fax : +251 115 540 300
Mail: ritbisoo@yahoo.com

Dr. Beatrice NJENGA KHAMATI
Head of Division (EDUCATION)
African Union / Union africaine (AU/UA)
African Union Commission
P.O. Box 3243
Addis Ababa
ETHIOPIA
Tel.: +251 11 553 1704
Fax : +251 11 554 0300
Mail: njengab@africa-union.org ou njenga@gmail.com

African Virtual University / Université africaine virtuelle (AVU/UAV)

Dr. Bakary DIALLO
AVU Rector
African Virtual University
71 Maalim Juma Rd, Kilimani
P.O. Box 25405-00603
Nairobi
KENYA
Fax : +254 20 271 2056
Mail: b.diallo@avu.org ou rector@avu.org

CAMES

M. Jean KOUDOU
Directeur de Programmes

CAMES
01 BP 134
Ouagadougou 01
BURKINA FASO
Tél. : +226 50 36 81 46
Fax : +226 50 36 83 75
Mél. : jean_koudou@yahoo.fr ou cames@bf.refer.org
Site web : www.lecames.bf.refer.org

Bureau de la Coopération Suisse

M. Nabé Vincent COULIBALY
Coordonnateur Programme Education (PADE)
Bureau de la Coopération Suisse au Mali
Route de Koulikoro, Hippodrome
B.P. 2386
Bamako
MALI
Tél. : +223 221 3205/+223 262 0127
Fax : +223 221 9579
Mél. : pade@afribonemali.net

M. Ndotar ROTEL
Chargé de la thématique Education
Bureau de la Coopération Suisse au Tchad
B.P. 1102
N'Djamena
TCHAD
Tél. : +235 251 73 14/+235 626 26 08
Mél. : rotel.ndotar@sdc.net ou ndjamena@sdc.net

Centre d'Etudes Pédagogiques pour l'Expérimentation et le Conseil International (CEPEC International)

M. Charles DELORME
Directeur
Centre d'Etudes Pédagogiques pour l'Expérimentation et le Conseil
14, Voie Romaine
Craponne F- 69290
FRANCE
Tél. : +33 (0)4 78 44 61 61



Fax : +33 (0)4 78 44 63 42
Mail: charles.delorme@cepec.org

Centre International d'Etudes Pédagogiques (CIEP)

Mme Caroline VELTCHEFF

Coordonnatrice géographique pour l'Afrique subsaharienne
Chargé de programme au Département enseignement général
Pôle éducation
Centre international d'études pédagogiques - CIEP
1 avenue Léon-Journault
Sèvres Cedex 92311
FRANCE
Tél. : +33 (0)1 45 07 60 00/+33 (0)1 45 07 60 00
Fax : +33 (0)1 45 07 60 54
Mail: veltcheff@ciep.fr

Mme Helena Hatidje MURSELI

Chargée de programme /Programme Coordonnatrice
Pôle Education /Education division
Département enseignement général (DEG)
Centre international d'études pédagogiques - CIEP
1 avenue Léon-Journault
Sèvres Cedex 92318
FRANCE
Tél. : +33 (0)1 45 07 60 00
Fax : +33 (0)1 45 07 60 54
Mail: murseli@ciep.fr

The Commonwealth of Learning (COL)

Mrs. Frances FERREIRA

Education Specialist, Basic Education & Open Schooling
Commonwealth of Learning
1055 West Hastings Street,
Suite 1200
Vancouver V6E 2E9
CANADA
Tel.: +1 604 775 8225
Fax : +1 604 775 8210
Mail: fferreira@col.org

Commonwealth Secretariat (COMSEC)

Dr. Henry L. KALUBA

Acting Director Social Transformation
Programmes Division
Commonwealth Secretariat
Marlborough House - Pall Mall
London SW1Y 5HX
UNITED KINGDOM
Tel.: +44 20 77 47 64 60
Fax : +44 20 77 47 62 87/+44 (0)207 747 6276
Mail: h.kaluba@commonwealth.int

Ms. Victoria HOLDSWORTH

Communications Officer
Commonwealth Secretariat
Marlborough House-Pall Mall
London
UNITED KINGDOM
Tel.: +44 20 77 47 64 60
Fax : +44 20 77 47 62 87/+44 20 79 30 1647
OfficeAssistant +44 20 77 47 6461
Mail: V.Holdsworth@commonwealth.int

Mrs. Florence MALINGA

Adviser Education
Commonwealth Secretariat
Marlborough House Pall Mall
London SW1Y 5HX
UNITED KINGDOM
Tel.: +44 20 7747 6223
Fax : +44 20 7747 6287/+44 20 7004 3679
Mail: f.malinga@commonwealth.int ou
fmalinga@africaonline.co.ug

Mr. Guy BENTHAM

Publications Manager
Commonwealth Secretariat
Education Section, Social Transformation Programmes
Division
Marlborough House
Pall Mall
London

UNITED KINGDOM
Tel.: +44 20 77 47 62 82/+44 20 77 47 62 20
Fax : +44 20 77 47 62 87
Mail: g.bentham@commonwealth.int

Conférence des Ministres de l'Éducation des Pays ayant le français en partage (CONFEMEN)

Mme Agathe FISET
Conseillère en politiques éducatives
Conférence des Ministres de l'Éducation des Pays ayant le français en partage
Immeuble Kébé - extension, 3ème étage
B.P. 3220
Dakar
SENEGAL
Tél. : +221 33 842 3851
Fax : +221 33 21 3226
Mail: afiset@confemen.org

Conseil régional pour l'éducation des adultes en Afrique (CREAA)

Mme Marie Clémence KIELWASSER ZIO
Point Focal du CREAA Burkina Faso
Conseil régional pour l'éducation des adultes en Afrique
B.P. 2254
Ouagadougou 01
BURKINA FASO
Tél. : +226 50 37 01 74
Fax : +226 50 36 80 36
marieclémencekielwasser@yahoo.fr

Éditions des écoles nouvelles africaines du Sénégal

M. Papa Madéfall GUEYE
Directeur
Éditions des écoles nouvelles africaines du Sénégal (EENAS)
Cité Khadim
Stèle Mermoz
Dakar
SENEGAL
Tél. : +221 33 864 0544

Fax : +221 33 864 1352
Mél. : eenas@orange.sn

Enda Tiers-monde

M. Oumar TANDIA
Coordonnateur enda/école ouest-africaine
ENDA TIERS MONDE
Rue Félix Eboué X Faidherbe
B.P. 3370
Dakar
SENEGAL
Tél. : +221 33 822 0378
Fax : +221 33 823 9583
Mail: ecopole@enda.sn

European Commission/Commission européenne (EC)

Mme Christine WALLACE
Education Adviser
European Commission/Commission européenne
Human and Social Development Unit
DG Development, European Commission
Office SCI 15? 4/91
Rue de la science 15, 4/91
Brussels B-1049
BELGIUM
Tél. : +32 2 295 4557
OfficeFax1 +32 2 296 3697

FAO

Dr. Lavinia GASPERINI
Senior Officer, Education for Agriculture and Rural Development
Food and Agriculture Organization of the UN
Via delle Terme di Caracalla
SDRE, Room C-608
Rome 00100
ITALY
Tél. : +39 06 57 05 60 44
Fax : +39 06 57 05 52 46
Mail: lavinia.gasperini@fao.org



Site web : www.fao.org

Fédération Africaine des Associations Parents d'Elèves et Etudiants (FAPE)

M. Martin ITOUA

Président de la FAPE
Fédération Africaine des Associations Parents d'Elèves et Etudiants
B.P. 1113
Brazzaville ISO CG 02
CONGO
Tél. : +242 551 5613/+242 81 49 96
Fax : +242 81 49 96
Mail: fape_bzv@yahoo.fr

Human Sciences Research Council (HSRC)

Dr. Anil KANJEE

Executive Director Human Sciences Research Council
Human Sciences Research Council
Private Bag X41
Pretoria 0001
SOUTH AFRICA
Tel.: +27 12 302 2302
Fax: +27 12 302 2304/+27 12 302 2511
E-mail: akanjee@hsrc.ac.za ou anil.kanjee@gmail.com
Site web : www.hsrc.ac.za

International Bureau of Education/Bureau International de l'Education (UNESCO/IBE/BIE)

Mme Clémentina ACEDO MACHADO

Directrice
UNESCO-International Bureau of Education/ Bureau International de l'Education
Case postale 199
15 route des Morillons
Genève 20 1211
SWITZERLAND
Tél. : +41 22 917 7826
Fax : +41 22 917 7801
Mail: c.acedo@ibe.unesco.org

M. Renato OPERTTI

Coordonnateur du Programme Renforcement des Capacités en matière du Curriculum
UNESCO-International Bureau of Education/ Bureau International de l'Education
Case postale 199
15 route des Morillons
Genève 20 CH-1211
SWITZERLAND
Tél. : +41 22 917 7818
Fax : +41 22 917 7801
Mail: r.operti@ibe.unesco.org

Mme Clémentina ACEDO MACHADO

Directrice
UNESCO-International Bureau of Education/ Bureau International de l'Education
Case postale 199
15 route des Morillons
Genève 20 1211
SWITZERLAND
Tél. : +41 22 917 7826
Fax : +41 22 917 7801
Mail: c.acedo@ibe.unesco.org

Mrs. Dakmara-Ana GEORGESCU

Programme Coordinator
UNESCO-International Bureau of Education/ Bureau International de l'Education
P.O. Box 199
Genève 20 1211
SWITZERLAND
Tel.: +41 22 917 7820
Fax : +41 22 917 7801
Mail: d.georgescu@ibe.unesco.org

M. Adama OUANE

Directeur
UNESCO Institute for Lifelong Learning/ Institut de l'UNESCO pour l'Apprentissage tout au long de la vie
Feldbrunnenstrasse 58

Hamburg D-20148
GERMANY
Tel. : +49 40 44 80 41 0
Fax: +49 40 44 80 41 730
Mél : uil-dir@unesco.org/
a.ouane@unesco.org

Ms. Madhu SINGH
Senior Programme Specialist
UNESCO Institute for Lifelong Learning/ Institut de
l'UNESCO pour l'Apprentissage tout au long de la vie
Feldbrunnenstr. 58
Hamburg 20148
GERMANY
Tél. : +49 (40) 44 80 41 26
Fax : +49 (40) 410 77 23
Mail: m.singh@unesco.org

Ms. Rika YOROZU
Programme Specialist
UNESCO Institute for Lifelong Learning/ Institut de
l'UNESCO pour l'Apprentissage tout au long de la vie
Feldbrunnenstrasse 58
Hamburg D-20148
GERMANY
Tel. : +49 40 44 80 41 24
Fax : +49 40 410 7723
E-mail : r.yorozu@unesco.org

**Internationale de l'Education/Education International
(IE/EI)**

M. Gaston DE LA HAYE
Manager programmes EFA et HIV
Education International/ Internationale de l'Education
5, Boulevard du Roi Albert II (8è)
Bruxelles 1210
BELGIUM
Tél. : +32 2 224 0641
Fax : +32 2 224 0606
Mail: gaston.delahaye@ei-ie.org

Mme Assibi NAPOE
Coordonnatrice régionale principale
Internationale de l'Education/Education International
B.P. 14058
Lomé
TOGO
Tél. : +228 223 1270/+228 223 1271
Fax : +228 221 2848
Mail: assibi.napoe@ei-ie.org ou eirafoffice@ei-ie.org

M. Samuel NGOUA NGOU
Coordonnateur régional
Internationale de l'Education/Education International
Bureau régional
B.P. 14058
Lomé
TOGO
Tél. : +228 223 1270/+228 904 6942
Fax : +228 221 2848
Mail: samuel.Ngouangou@ei-ie.org

INWENT - Capacity Building International

Mr. Hannes SIEGE
InWent
Friedrich-Ebert-Alle 40
Bonn 53113
GERMANY
Tel.: +49 228 4468 1649
Mail: Hannes.siege@inwent.org

Ms. Claudia LANGE
Sociologue InWent Education Division 3.01
Internationale Weiterbildung und Entwicklung gemeinnützige
GmbH (InWent) - Capacity Building International, Germany
Friedrich-Ebert-Allee 40
Bonn 53113
GERMANY
Tel.: +49 228 4460 1719
Fax : +49 228 4460 1844
Mail: claudia.lange@inwent.org



Institut panafricain de l'éducation pour le développement (IPED)

Dr. Amadou Hamady DIOP

Secrétaire exécutif

Institut panafricain de l'éducation pour le développement

49, Avenue de la Justice

B.P. 1764

Kinshasa 01

REP. DEM. DU CONGO

Tel.: +243 81 26 86 091

Fax : +243 81 26 16 091

OfficeOther1 +243 81 81 01 393

Mail: base_educ@hotmail.com ou base_educ@yahoo.fr

Mr. Isaac ISAACS

Mathew Goniwe School of Leadership

237 Dailem Drive

Mondeor

SOUTH AFRICA

Mobile: +27 83 485 995

E-mail: isaacisaacs@vodamail.co.za

Pôle de Dakar

M. Jean Pierre JAROUSSE

Coordonnateur du Pôle de Dakar, Conseiller scientifique et pédagogique

Pôle de Dakar - UNESCO-BREDA

B.P. 3311 BREDA/UNESCO

Dakar

SENEGAL

Tél. : + 221 869 04 64/+ 221 869 04 60

Fax : +221 869 04 69

Mail: jp.jarousse@poledakar.org

M. Jean-Marc BERNARD

Conseiller pour les appuis aux pays/Countries Sector Work Adviser

UNESCO-United Nations Educational, Scientific and Cultural Organisation

Pôle d'analyse sectorielle en éducation de Dakar

SENEGAL

Tél. : +221 33 869 04 65

Fax : +221 33 869 04 69

Mail: jmb.poledakar@gmail.com

M. Borel Anicet FOKO TAGNE

Analyste des systèmes éducatifs

Pôle de Dakar - UNESCO-BREDA

12 rue Sédar Senghor

B.P. 3311

Dakar

SENEGAL

Tél. : +221 33 849 0460

Fax : +221 33 849 0469

Mail: borel.foko@poledakar.org

Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)

The William and Flora Hewlett Foundation (WFHF)

Dr. Lynn MURPHY

Senior Fellow

The William and Flora Hewlett Foundation

2121 Sand Hill Road

Menlo Park CA-94025

USA

Tel.: +1 650 234 4500/+1 650 234 5638

Fax : +1 650 234 1980

Mail: lmurphy@hewlett.org

Ms. Dana SCHMIDT

Fellow

The William and Flora Hewlett Foundation

2121 Sand Hill Road

Menlo Park CA-94025

USA

Tél. : +1 650 234 4500

Fax : +1 650 234 1798

Mail: dschmidt@hewlett.org

Mr. Charles ABANI

Regional Director, Southern Africa and Head of Global

Education Oxfam GB
Oxfam GB
c/o Oxfam House,
John Smiths Drive Cowley
Oxford OX4 2JY
UNITED KINGDOM
Tel.: +44 18 65 47 24 87
Fax : +44 18 65 47 22 45
Mail: cabani@oxfam.org.uk

Ms. Oley DIBBA-WADDA

Manager Gender Equality in Education
Oxfam GB
Oxfam House
John Smiths Drive Cowley
Oxford OX4 2JY
UNITED KINGDOM
Tel.: +44 18 65 47 24 87
Fax : +44 18 65 47 22 45
Mail: Odibba-Wadda@oxfam.org.uk

Ms. Jodie FONSECA

Education & HIV/AIDS Advisor
Save the Children
Caixa Postal 1854
Maputo
MOZAMBIQUE
Tel.: +258 82 748 3086
Fax : +258 21 493 121
Mail: jfonseca@savechildren.org
Site web : www.savethechildren.org

Prof. Daniel V. MOSER-LECHOT

Haute Ecole Pédagogique Berne / Réseau Suisse des partenaires
pour l'éducation
Steigerweg 26
Berne CH 3006
SWITZERLAND
Tél. : +41 22 998 8881
Fax : +41 22 791 0034
Mail: secretairegeneral@edem.ch

Mme Germaine OUEDRAOGO

Secrétaire générale
Association pour la Promotion de l'Education non Formelle du
Burkina Faso
11 B.P. 692 Ougadougou CMS 11
Ouagadagou
BURKINA FASO
Tél. : +226 50 39 37 21/+226 50 31 31 77
Fax : +226 50 31 88 29
Mail: gerouedraogo@yahoo.fr ou apenf@fasonet.bf

**Resource Persons and Presenters/Personnes Ressource et
Présentateurs**

M. Alcinou Louis DA COSTA

ADEA Communication Consultant
7, rue du Général de Larminat
Créteil 94000
FRANCE
Tél. : +33 (0)1 49 80 34 82
Mail: alcinou@wanadoo.fr

Dr. Anna P. OBURA

Rapporteur général de la Biennale de l'ADEA 2008
P.o. Box 1 Karen
00502 Nairobi
KENYA
Tel. +25420 88 42 67/ 88 22 84
Mobile : +254 733 446 583
E-mail: aoboura@africaonline.co.ke

Mme Claudia JACINTO

Coordonnatrice de rdEtis
Instituto de Desarrollo Economico y Social
Aráoz 2838
Buenos Aires
ARGENTINA
Tél. : +54 11 4804 4949
Fax : +54 11 4804 5856
Mail: cjacinto@fibertel.com.ar

M. Ignace SANWIDI



01 B.P. 855
Ouagadougou 01
BURKINA FASO
Tél. : +226 50 36 13 74
Fax : +226 50 39 39 58
Mail: ignacesanwidi@yahoo.fr

Dr. Grace W. BUNYI

Kenyatta University
P.O. Box 43844-00200
Nairobi
KENYA
Tel.: +254 722 525 759
Mail: kifarur@kenyaweb.com ou gracebunyi@yahoo.com

Prof. Raphael M. MUNAVU

Professor of Chemistry and Chairman of Kenya National
Examinations Council
University of Nairobi
P.O. Box 30197
Nairobi 00100
KENYA
Tel.: + 254 20 44 50 258
OfficeOther1 +254 20 44 49 004
Mail: rmmunavu@wananchi.com ou rmmunavu@uonbi.ac.ke

Ms. Pulane Julia LEFOKA

Acting Regional Coordinator, Lesotho Educational Research
Association/Educational Research Network for Eastern and
Southern Africa
Institute of Education
National University of Lesotho
P.O. Roma 180
Maseru 100
LESOTHO
Tel.: +266 22 34 06 01/+266 22 34 03 69
Fax : +266 22 34 00 00
Mail: jplefoka@leo.co.ls ou jplefoka@gmail.com

Mrs. Guro NESBAKKEN

Education Adviser-”Rewrite the Future”

Save the Children
P.B. 6902 St Olavs plass
Oslo N-0130
NORWAY
Tel.: +47 45 27 83 62
Fax : +47 22 99 09 60
Mail: guro.nesbakken@reddbarna.no

Mme Maguette KANE DIOP

Formatrice à la FASETEF
Faculté des Sciences et technologies, de l’Education et de la
Formation (FASETEF)
B.P. 5036
Dakar - Fann
SENEGAL
Tél. : +221 33 820 53 55
Fax : +221 33 825 47 14
Mail: magdiop@ucad.sn

Dr. Song-Seng LAW

Chair & CEO
ITE Education Services Pte Ltd
10 Dover Drive, Podium B #01-05
SINGAPORE
Tél. : +65 67 72 01 98
Fax : +65 67 78 49 30
Mail: Lawss@ite.edu.sg

Dr. Wilmot JAMES

Chief Executive
African Genome Education Institute
28th Floor, 1 Thibault Square
Long Street
Cape Town 8000
SOUTH AFRICA
Tél. : +27 21 683 5814
Fax : +27 21 674 6787
Mail: wilmotjames@mweb.co.za

Ms. Peliwe LOLWANA

Chief Executive Officer

UMALUSI: Council Quality Assurance in General and Further
Education and Training
UMALUSI
37 Gen Van Reyneveld
Persequor Technopark
Pretoria 0121
SOUTH AFRICA
Tél. : +27 12 349 1510
OfficeFax1 +27 12 349 1510

Mr. Joe SAMUELS
Deputy Executive Officer
South African Qualifications Authority
(SAQA)
1067 Arcadia Street
Hartfield
Pretoria 0001
SOUTH AFRICA
Tél. : +27 12 431 5027
Fax : +27 12 431 5039
Mail: jsamuels@saqa.co.za

Dr. Tony Durojaieye ALABI
Deputy Director
Universal Basic Education Commission
UBEC Building IBB Close, No. 7 Gwani Street,
Wuse Zone 4
PMB 5086, Post code
Abuja 900284
NIGERIA
Tel.: +234 803 620 5520
E-mail: tonyalabi@yahoo.com

Prof. Ian SCOTT
Director
University of Cape Town
Academic Development Programme Centre for Higher
Education Development
University of Cape Town Rondebosh
Cape Town 7701
SOUTH AFRICA

Tél. : +27 21 650 2252
Fax : +27 21 650 5045
Mail: ian.scott@uct.ac.za

Ms. Kathy WATTERS
Research Associate of Division for Lifelong Learning
University of Western Cape
2 Woodburn Crescent
Oranjezicht
Cape Town 8001
SOUTH AFRICA
Tél. : +27 21 422 2651
Fax : +27 21 424 8542
Mail: waterslife@intekom.co.za

Prof. Nan YELD
Associate Professor
University of Cape Town
Centre for Higher Education Development
University of Cape Town Rondebosh
Cape Town 7701
SOUTH AFRICA
Tél. : +27 21 650 2255
Fax : +27 21 650 5045
Mail: nan.yeld@uct.ac.za

Prof. Keith LEWIN
Professor
University of Sussex (CIE)
Essex House,
Falmer, Brighton BN1 9QQ
UNITED KINGDOM
Tél. : +44 12 73 67 89 70
Fax : +44 12 73 87 75 34
Mail: k.m.lewin@sussex.ac.uk ou r.black@sussex.ac.uk

Prof. Michael J. KELLY
University of Zambia
Luwisha House
5880 Great East Road,
P.O. Box 35391



Lusaka
ZAMBIA
Tél. : +260 21 1 29 16 06
Fax : +260 21 1 29 37 63
Mail: mjkelly@jesuits.org.zm

Dr. Fay King CHUNG

Shonorary Secretary
Association for Strengthening Higher Education for Women in
Africa (ASHEWA)
P.O. Box A 1368
1 Ridge Road, Arondale
Harare
ZIMBABWE
Tél. : +263 4 73 52 19
Fax : +263 4 30 79 30
Mail: faykingchung@yahoo.com

**Former Executive Secretaries and Presidents/Anciens
secrétaires exécutifs et présidents**

Mr. Richard SACK

Consultant/ Former ADEA Executive Secretary
3, rue de Turbigo
Paris 75001
FRANCE
Tel.: +33 (0)1 42 33 28 99
Fax : +33(0)1 42 36 30 89
Mail: richardsack@gmail.com ou rsack@wanadoo.fr

Mr. Poul Erik RASMUSSEN

Senior Education adviser, BFT3
Royal Danish Ministry for Foreign Affairs
2 Asiatisk Plads
Copenhagen DK 1448
DENMARK
Tél. : +45 33 92 19 23
Fax : +45 32 54 05 33/+45 33 92 09 17
Mail: Pouras@um.dk

Journalists/Journalistes

M. Marc FICHET

Technicien
Radio France Internationale
104, avenue du président Kennedy
Paris 75016
FRANCE
Tél. : +33 (0)1 44 30 83 31
Fax : +33 (0)1 40 50 15 46
Mail: Marc.fichet@rfi.fr

Mme Rose Ablavi AKAKPO

Rédactrice en chef
L'Echiquier
03 B.P. 0664 Jéricho
Cotonou
BENIN
Tél. : +229 90 07 26 22
Mail: rosoaka@yahoo.fr ou akarose@voila.fr

M. Mamadou Lamine BADJI

Journaliste
Le Soleil
Route du Service géographique
B.P. 92
Dakar-Hann
SENEGAL
Tél. : +221 33 859 5959/+221 77 574 1533
Fax : +221 33 832 0886
Mail: mlbadji@yahoo.fr ou mlbadji@hotmail.com

Mrs. Guro NESBAKKEN

Education Adviser- "Rewrite the Future"
Save the Children
P.B. 6902 St Olavs plass
Oslo N-0130
NORWAY
Tél. : +47 45 27 83 62
Fax : +47 22 99 09 60
Mail: guro.nesbakken@reddbarna.no

M. Daouda MANE

Chef Rubrique Education et Emploi
SSPP Le Soleil
Route du Service Géographique
B.P. 92
Dakar-Hann
SENEGAL
Tél. : +221 33 859 5959/+221 33 535 0982
Fax : +221 33 832 0886
Mail: dmanefr@yahoo.fr

M. José Mario Mendes CORREIA

Journaliste
Horizonte
Largo Marconi, Achada de Santo António
Praia C.P. 40-A
CAP-VERT
Tél. : +238 992 5708/+238 826 22 554
Mail: j2mcorreia@yahoo.com.br

M. Jean-Marc MUNIER

Réalisateur
Radio France Internationale
116, avenue du président Kennedy
Paris 75016
FRANCE
Tél. : +33 (0)1 56 40 47 15
Fax : +33 (0)1 40 50 15 46
Mail: jean-marc.munier@rfi.fr

Mme Emmanuelle BASTIDE

Journaliste
Radio France Internationale
116, avenue du président Kennedy
Paris 75016
FRANCE
Tél. : +33 (0)1 56 40 47 60
Fax : +33 (0)1 40 50 15 46
Mail: emmanuelle.bastide@rfi.fr
Site web : www.rfi.fr

M. Aliou GOLOKO

Journaliste
All Africa Global Media
8604 F Sacré Coeur II
Dakar
SENEGAL
Mél : agoloko@allafrica.com/
golokosn@yahoo.fr
Site web : www.allafrica.com

M. Moussa SADIO

Journaliste
Le Soleil
Route du Service géographique
B.P. 92
Hann-Dakar
SENEGAL
Tél. : +221 33 832 08 86/+221 33 859 6050
Mail: moussadio2005@yahoo.fr
Mobile +221 77 447 73 93
Site web : www.lesoleil.sn

M. Ibrahima MBODJ

Rédacteur en Chef du Soleil
Le Soleil
Route du Service géographique
B.P. 92
Hann-Dakar
SENEGAL
Fax : +221 33 832 08 86/+221 33 859 6050
Mail: imbodj@hotmail.com
Site web : www.lesoleil.sn

M. Rivonala RAZAFISON

Journaliste
Le Quotidien
Enceinte MBS Anosipatrana
Antananarivo 101
MADAGASCAR
Tél. : +261 2022 277 17 Mobile +261 331 537 734
Mail: r_rivonala@yahoo.fr



M. Moussa ZONGO

Journaliste
L'Evènement
01 B.P. 1860
Ouagadougou 01
BURKINA FASO
Tél. : +226 70 61 26 23/+226 50 31 69 34
Mobile +226 76 57 98 52
Mail: toussidaf1@yahoo.fr

Mr. Herbert OLUKA

Journalist
The East African Newspaper
Crester Towers, Hannington road, 1st floor
Shorter Tower, P.O. Box 6100
Kampala
UGANDA
Tél.: +256 414 23 37 70/1+256 414 23 37 72/9
Mail: hobenon@yahoo.co.uk

Ms. Carol NATUKUNDA

Journalist
The New Vision
P.O. Box 9815, 1st street
Industrial Area
Kampala
UGANDA
Tél.: +256 41 33 70 00
Mail: cnatukunda@newvision.co.ug

Mrs. Catherine Mwesigwa KIZZA

Features Editor
The New Vision
P.O. Box 9815, 1st street
Industrial Area
Kampala
UGANDA
Tél.: +256 414 33 70 00
Fax : +256 414 235 843
Mail: cmwesigwa@newvision.co.ug

Mr. Manuel Camillo NTAVE

Jornalista
Associated Press
Radio Mozambique
P.O. Box 2000
Maputo
MOZAMBIQUE
Tél. +258 82 63 10 946
E-mail: ecntave@yahoo.com

Interpreters/Interprètes**Ms. Isabella CATALANO**

Interpreter
SOUTH AFRICA

Mme Noel A. DE SOUZA

Interprète
African Development Bank/ Banque Africaine de
Développement
B.P. 323
Tunis Belvédère 1002
TUNISIE
Tél. : +229 21 33 40 49
Mail: noel.a.desouza@gmail.com

Mme Maria-José DOSSANTOS

Interprète de conférences
Abidjan
COTE D'IVOIRE

M. Mallé KASSE

Interpreter
B.P. 5634
Dakar-Fann
SENEGAL
Tél. : +221 33 636 1394
Mail: makasse@refer.sn ou mallekasse@gmail.com

Mme Elisabeth KOUAOVI

Directrice EKL sarl, Interprète de Conférence AIIC, Traductrice
Assermentée près les Cours et Tribunaux du Niger

B.P. 11686
Niamey
NIGER
Tél. : +227 20 37 38 55/+227 20 37 03 66
Fax : +227 20 73 49 23/+227 20 96 09 21
Mail: ekl@intnet.ne ou e.kouaovi@aiic.net

Mme Elisabeth LAMIELLE

Traductrice, Interprète de conférence
19 rue Pergolèse
Paris 75116
FRANCE
Tél. : +33 (0)1 45 01 51 60
Mail: lamielle@club-internet.fr ou despinetta99@yahoo.fr

Mme Caroll MOUDACHIROU

Interprète de Conférence
06 B.P. 1636
Cotonou
BENIN
Tél. : +229 21 33 40 49
Mail: c_moudachirou@yahoo.com

Ms. Olutoyin Ajibola SOFOLAHAN

Interpreter
P.O. Box 8044
Wuse, Abuja
NIGERIA
Tel.: +234 9 481 0711
Mail: jibolas@hotmail.com ou jibolasofolahan@yahoo.com

Ms. Maria TEIXEIRA

Interpreter
SOUTH AFRICA

Biennale Coordination Team/Equipe coordonnatrice de la Biennale

Mr. L. Steven OBEEGADOO

General Coordinator
Director, Education For All
and Coordinator of WGPPE

UNESCO-United Nations Educational, Scientific and Cultural
Organisation
Office: 4.027
7, place de Fontenoy
Paris 07 75352
FRANCE
Tel.: +33 (0)1 45 68 10 21
Mail: s.obegadoo@unesco.org

Dr. Wim H. M. L. HOPPERS

General Coordinator
Education Policy Analyst
Institute of International Education
Stockholm University
Stockholm S-106 91
SWEDEN
Tel.: +46 8 16 46 24
Fax : +46 8 15 31 33
Mail: wim.hoppers@telia.com

Mr. Jacob BREGMAN

Thematic Coordinator
Lead Education Specialist, Africa Region Human Development
World Bank/Banque Mondiale
1818 H Street, NW, Room J8-089
Washington DC 20433
USA
Tel.: +1 202 473 2457
Fax : +1 202 473 8107
Mail: jbregman@worldbank.org

Mr. Hans KRÖNNER

Consultant-Thematic Coordinator of WGPPE
INTERVOC
Altdorfer Strasse 14
Berlin 12205
GERMANY
Tél. : +49 (30) 84 30 90 06
OfficeSwitchboard +49 (30) 91 70 55 02
Fax : +49 (30) 84 30 90 07/+49 (30) 84 30 90 07
Mail: H.Kronner@intervoc.de



www.intervoc.de

M. Richard WALTHER

Thematic Coordinator
Consultant international
GEFOP/AFD
3, rue de Dampierre
Chevreuse 78460
FRANCE
Mobile +33 (0)6 88 06 32 88
Mail: walther.richard@orange.fr

Dr. Kabiru KINYANJUI

Thematic Coordinator
Senior Education Consultant and Chairman
Public Universities Inspection Board
P.O. Box 25502-00603
Lavington, Nairobi
KENYA
Tel.: +254 7 34 41 34 07
Fax : +254 20 271 8301
OfficeOther1 +254 7 24 46 28 92
Mail: kabiru_kinyanjui@yahoo.com ou
k.kinyanjui@uwinnipeg.ca

Dr. George AFETI

Thematic Coordinator
Secretary General
Commonwealth Association of Polytechnics in Africa
P.O. Box 52428
Nairobi 00200
KENYA
Tél. : +254 20 249974
Mail: capa@kenpoly.ac.ke ou gafeti@yahoo.co.uk

Organizing Team/Equipe organisatrice

ADEA Secretariat/Secrétariat de l'ADEA

M. Mamadou NDOYE
Secrétaire exécutif

Association for the Development of Education in Africa
7-9 rue Eugène Delacroix
Paris 75116
FRANCE
Tél. : +33 (0)1 45 03 77 65
Fax : +33 (0)1 45 03 39 65
Mél. : M.Ndoye@iiep.unesco.org

Mr. Hamidou BOUKARY

Senior Programme Specialist
Association for the Development of Education in Africa
7-9 rue Eugène-Delacroix
Paris 75116
FRANCE
Tel.: +33 (0)1 45 03 77 58
Fax: +33 (0)1 45 03 39 65
E-mail: h.boukary@iiep.unesco.org

Mme Thanh-Hoa DESRUELLES

Publication and Communication Officer
Association for the Development of Education in Africa
7-9 rue Eugène Delacroix
Paris 75116
FRANCE
Tél. : +33 (0)1 45 03 77 69
Fax : +33 (0)1 45 03 39 65
Mél. : th.desruelles@iiep.unesco.org

Mrs. Sabine DIOP

Administration and Finance Officer
Association for the Development of Education in Africa
7-9 rue Eugène Delacroix
Paris 75116
FRANCE
Tel.: +33 (0)1 45 03 77 68
Fax: +33 (0)1 45 03 39 65
E-mail: s.diop@iiep.unesco.org

Mr. Beedeeanun CONHYE

Senior Knowledge Management Specialist
Association for the Development of Education in Africa

7-9 rue Eugène-Delacroix
Paris 75116
FRANCE
Tél.: +33 (0)1 45 03 77 14
Fax: +33 (0)1 45 03 39 65
E-mail: b.conhye@iiep.unesco.org

Mr. Robbert VAN DE WAERDT

Focal Point for the 2008 Biennale
Association for the Development of Education in Africa
7-9 rue Eugène Delacroix
Paris 75116
FRANCE
Tél.: +33 (0)1 45 03 77 66
Fax: +33 (0)1 45 03 39 65
E-mail : r.vandewaerdt@iiep.unesco.org

Mme Rahmatoulaye SAMASSEKOU

Assistante ADEA
Association for the Development of Education in Africa
7-9 rue Eugène Delacroix
Paris
FRANCE
Tél. : +33 (0)1 45 03 77 66
Fax : +33 (0)1 45 03 39 65
Mél. : r.samassekou@iiep.unesco.org

Mme Nathalie MONTAGU

Assistante ADEA
Association for the Development of Education in Africa
7-9 rue Eugène Delacroix
Paris 75116
FRANCE
Tél. : +33 (0)1 45 03 77 57
Fax : +33 (0)1 45 03 39 65
Mél. : n.montagu@iiep.unesco.org

Mme Lilian SIWOLO-PIQUET

Assistante ADEA
Association for the Development of Education in Africa
7-9 rue Eugène Delacroix

Paris 75116
FRANCE
Tél. : +33 (0)1 45 03 77 57
Fax : +33 (0)1 45 03 39 65
Mél. : liliansiwolo@yahoo.co.uk

Mme Ludivine GARGAM

Assistante ADEA
Association for the Development of Education in Africa
7-9 rue Eugène Delacroix
Paris
FRANCE
Tél. : +33 (0)1 45 03 77 66
Fax : +33 (0)1 45 03 39 65
Mél. : l.gargam@iiep.unesco.org

M. Calixte BEAUMONT

Assistant ADEA
Association for the Development of Education in Africa
7-9 rue Eugène Delacroix
Paris
France
Tél. : +33 (0)1 45 03 77 54
Fax : +33 (0)1 45 03 39 65
Mél. : c.beaumont@iiep.unesco.org

Ms. Lauren VENTIMIGLIA

ADEA Consultant
Association for the Development of Education in Africa
7-9 rue Eugène Delacroix
Paris 75116
FRANCE
Tél.: +33 (0)1 45 03 77 57
Fax: +33 (0)1 45 03 39 65
E-mail: laurenventimiglia@yahoo.com

