ADEA Working Groups
Taking Stock, Looking Ahead

ADEA currently has eleven Working Groups. What have they achieved? Exactly what have they contributed to the development of education in Africa? Each year the Newsletter publishes a special issue on its Working Groups whose activities are essential in the pursuit of ADEA's goals.

The ADEA Working Groups (WGs) were formed to study issues that are vital to the development of education in Africa. But how do the Working Groups tackle these issues? What have they contributed? It is difficult to summarize what Working Groups do because they are involved in so many ac-tivities. It is even more difficult because they are at different stages of maturity: some WGs were formed soon after the cre-ation of ADEA, while others are only two or three years old. Most of them are in-volved simultaneously in research and analysis, advocacy, and capacity build-ing. They conduct research and analyses to improve our understanding of the is-sues and determine what action needs to be taken. They advocate with stakehold-ers in order to win their support and par-ticipation in WG activities. They build capacity to induce African institutions to develop their own solutions to the chal-lenges facing them.

Substantial work on capacity building

Although the activities of the WGs are highly diverse, what principally emerges from the ar-ticles that follow are their ca-pacity-building activities and their contribution to knowl-edge. Some WGs have been ac-tively building capacity since their inception, and this work is reflected today in the exist-ence of specialized professional communities that are organized in networks and growing every year. For example, the NESIS program of the WG on Educa-tion Statistics, which supports the development of sustainable national information systems, has formed an extensive net-work of statisticians and infor-mation management specialists. The practical influence of these specialists was demonstrated at the Dakar Forum by the quality

of the data provided by the Africa region for the EFA 2000 assessment. The WG on the Teaching Profession has contributed to the professional development of experts from about thirty countries in sub-Saharan Africa. In particular, it has developed the ability to analyze teacher management and support issues and to initiate action within education ministries. By working in close collaboration with African NGOs (for example, the WG on Books and Learning Materials works with APNET and PABA, the WG on Female Participation with FAWE, and the WG on Higher Education with the AAU) or Country Working Groups (such as those set up by the WGs on Nonformal Education, the Teaching Profession, and Education Statistics), the WGs have encouraged the formation of networks and information sharing with these institutions and groups while extending their influence and strengthening their capacity for program formulation and action.

A mine of information on education in Africa

Another noteworthy feature emerging from the articles in this issue is the contribution of the WGs to the production of knowledge, in terms of conceptual insights as well as methodology and operational tools. These contributions have been disseminated through publications and through the WGs' numerous advocacy and information-sharing activities.

The WG on Books and Learning Materials, in its *Perspectives in African Book Development* series, publishes works on the factors that affect the book publishing industry, which are essential for policy-making. The WG on Education Statistics produces training modules covering various stages in the development and management of an information system. The WG on the Teaching Profession, anglophone section, has produced modules for the professional development of senior education officials, particularly educational inspectors. In 2001 WGs published, among other titles, a report summarizing a series of studies on problems of personnel management in French-speaking Africa; a detailed assessment of distance education in sub-Saharan Africa; case studies on the financing and cost of education in Benin, Niger, and Mauritius; and two reviews of education sector analysis in Burkina Faso and Mozambique [see page 23 for the complete list of works published in 2001]. Recognizing the importance of communicating the results of their work, several WGs (Education Sector Analysis, Nonformal Education, Female Participation, Education Statistics) have developed their own web sites.

Contributions to policy studies

Nearly all of the WGs have policy analysis projects. For example, the WG on Early Childhood Development (WGECD) has just completed an initial study of ECD policies in Ghana, Mauritius, and Namibia. This study will set the agenda for WGECD's future activities and help develop a manual on the formulation and implementation of ECD policies. The national teams of the WG on the Teaching Profession, francophone and anglophone sections, are analyzing problems of teacher management and developing national action plans. The WG on Education Sector Analysis organized the first in a series of seminars on the role of sector analysis in policy dialogue and educational reform. In 2001 the WG on Higher Education launched a project to identify and analyze the most promising initiatives and reforms in higher education, while the WG on Books and Learning Materials completed a study of book provision policies in Africa.

All these capacity-building activities, this accumulated knowledge, and these analyses are particularly important at a time when most countries are realizing that they need to undertake reforms if they are to achieve the objective of relevant, high-quality Education for All. The WGs are thus contributing to the policy dialogue among actors of the education sector, particularly ADEA's two main constituencies—African ministers of education and development agencies—by providing them with the essential data and the analytical insights they need in order to base their policy reform options and decisions on a solid foundation. ■

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Focus: ADEA Working Group Activities in 2001

Early Childhood Development

The Working Group on Early Childhood Development (WGECD) promotes holistic early childhood development (ECD) by working with African ministries of education to support national commitment to ECD. Its major objectives are to increase awareness of the necessity for early childhood development, build capacities in this field, and work towards the development of national policies. In 2001, a review of ECD policies in Ghana, Mauritius and Namibia was finalized.

Dialoguing with governments and working to increase and extend national actions which pay attention to the development of the young child, have been the principal concerns of the Working Group since 1999. A significant part of this aims at influencing and developing national policies that pay attention to the needs of young children. *"It is in the very early years that children's capacity for and attitudes towards learning are determined. They will only develop to their full potential if their needs for affection, interaction and learning through play are fulfilled, as well as their basic needs for protection, food and health care"*[1]. For this to be achieved, clear policies

> **"** It is in the very early years that children's capacity for and attitudes towards learning are determined. They will only develop to their full potential if their needs for affection, interaction and learning through play are fulfilled, as well as their basic needs for protection, food and health care. **"**
>
> Kate Torkington,
> WGECD Policy Project Synthesis Report, 2001

need to be formulated at the national level. This was the basis for creating the Policy Studies Project, which was launched in 1999 and examines the state of national ECD policies in sub-Saharan Africa.

Policy development at the country level

In 2001 the results and experiences of the Working Group's Policy Studies Project came to a head. This project, which involved conducting case studies on policies in Ghana, Mauritius and Namibia, also served as stimulus for ECD activities in other countries in sub-Saharan Africa, and drew the attention of the international ECD community to the importance of national commitment. The case studies aimed at documenting the process of the development of ECD policy and, where relevant, its

UNICEF/Madagascar

implementation. These have resulted in significant steps towards developing actions at the national level.

In Ghana, the case study led to renewed attention to ECD, which appears to be high on the government's agenda. In Mauritius, a task force has been set up to review the recommendations of the case study and present a plan for reform of the country's ECD policy. In Namibia, the Ministry of Women's Affairs is seeking funding to review and amend the ECD policy. The Namibia ECD policy succinctly states *"the child's development cannot be compartmentalized into health, nutrition, education, social and emotional variables. All are interwoven in a child's life."*[2] Since the ECD policy review, an in-depth program on ECD training has been launched by UNICEF in Namibia.

Not only have the policy case studies been successful in advancing the state of ECD in the countries, they have also served as an example of building on the strengths of countries, people and organizations. The governments of Ghana, Mauritius and Namibia have shown courage and commitment in embarking on the development and implementation of specific, holistic and cross-sectoral ECD policies. They have shown even more courage in allowing the trials and tribulations of the process to be exposed to other countries, so that others may learn from their successes and challenges.

Survey on policies

In 2001, the Working Group also conducted a survey of ECD activities throughout sub-Saharan Africa, the goal being to examine the state of the art, with a particular emphasis on policy issues. The survey has demonstrated that there are many people (parents, community members, NGO staff, public and private sector workers) who are committed to ECD. However, far too many young children still do not receive the services they need and deserve, and without the support of international donors, the already precarious structure would collapse. African governments therefore need to ensure that services for young children im-

prove and expand. Policy development and implementation play an important role in this process.

Consolidation of activities

A consultative meeting, the second of its kind for the Working Group, provided the opportunity to consolidate the experiences of the Policy Studies Project. Twenty-six representatives from francophone and anglophone Africa, international and bilateral organizations, and ECD networks in Africa participated in the meeting, which was held on December 10-12, 2001, at the Ministry of Foreign Affairs in the Netherlands. A representative of each country participating in the meeting gave an overview of ECD policy development in their country.

The main issues regarding policy development can be summarized as follows:

- The goal of an ECD policy should be holistic child development.
- In ensuring holistic child development, cross-sectoral planning and cooperation is of crucial importance.
- Strong cross-sectoral coordinating mechanisms should be put in place.
- Integration with poverty-alleviation programs is vital.
- Adequate resources, including financial and human, must be allocated for policy development and implementation.
- Ongoing political commitment is critical to ECD policy development and implementation.
- The widest possible consultation at all levels and stages is essential.
- Advantage should be taken of critical national moments when ECD policy development processes can be launched effectively.
- Centralized management of ECD provision predominates in Africa; alternative cost-effective provision involving families and communities may contribute more to holistic child development and should be encouraged.

The Working Group also reflected on its future activities. Participants suggested that links be established with other

ADEA Working Groups, such as the Working Group on Education Statistics, for help in developing indicators, and the Working Group on the Teaching Profession, for dealing with HIV/AIDS and its impact on teachers.

Future activities

The consultative meeting ensured full and active participation by all present. Participants reflected critically on policy development and resolved to continue this work at home. The Working Group drew on the experience and expertise of the group to compile a responsive and relevant work plan, which covers three main issues:

- **Networking:** A study will investigate what constitutes an effective network, how emerging networks can be supported, and how national and regional networks can interact and support each other. This should provide a platform to share experiences and build linkages between (sub) regional networks.

- **Policy development and implementation:** A manual aimed at facilitating policy development and implementation will be developed. Countries wishing to develop and implement ECD policies will be assisted through technical support, capacity-building activities, and the dissemination of adapted tools/materials. Further ECD policy review activities will be conducted in collaboration with other organizations.

- **HIV/AIDS:** Countries embarking upon or reviewing ECD policies will be encouraged to include strategies to support young children affected by HIV/AIDS; partnerships will be sought with other organizations active in this field.

JEANNETTE VOGELAAR
LEADER,
WG ON EARLY CHILDHOOD DEVELOPMENT

1. Excerpted from *WGECD Policy Project Synthesis Report* by Kate Torkington, October, 2001
2. Excerpted from *Review of Namibia's Early Childhood Development Policy and its Implementation,* Namibia resource consultants, June, 2001.

Education Statistics

Since its creation in 1989, the ADEA Working Group on Education Statistics (WGES) has helped to set up efficient, adequate and sustainable education statistical information services. A major contribution of NESIS — the capacity-building program of WGES, has been to participate in the development of a network of African statisticians and information managers.

The core of the ADEA Working Group on Education Statistics is the joint capacity-building program, Strengthening National Education Statistical Information Systems (NESIS). NESIS is supported by nine agencies and over 40 sub-Saharan African countries. The NESIS team operates from the NESIS Regional Center at UNESCO/Harare and two subregional offices; the office for East and Southern Africa in Harare, and the office for Western and Central Africa in Dakar.

During 2001 WGES and the NESIS program continued helping countries set up sustainable statistical education information systems. WGES has also promoted contacts between various education initiatives and served as a clearinghouse for cooperation, coordination, and networking among countries, agencies, and other potential partners.

Members setting capacity-building priorities at the WGES/NESIS annual meeting in March 2001 in Dakar (Jawara Gaye - Gambia, Alpha Aliou Barry - Guinea, M. Mokubung - Botswana)

Annual technical meeting

WGES organized the annual technical meeting of the NESIS program and a meeting of the WGES Steering Committee, held consecutively in Dakar on March 12-16, 2001. The meetings gathered approximately 70 participants, including representatives from over 30 countries, as well as agency members. For these meetings WGES conducted a comprehensive survey and prepared a report on the current status of national education statistical information systems and priority areas for capacity development.

The NESIS technical meeting assessed the current situation, set priorities for capacity development, and formed subregional technical working groups, based on these priorities. The Steering Committee discussed and reached agreement with all NESIS/WGES members on the program for 2001 and 2002 and briefly outlined fund-raising plans. It also decided on joint leadership of the WGES, to be shared between the Swedish International Development Agency (SIDA) and the Netherlands Ministry of Foreign Affairs.

EFA follow-up

WGES continued to support the group of elected subregional representatives of the

> 66 Availability of relevant information is a *sine qua non* of informed decision making and public discourse, and the development of information systems is an essential part of the transformation of rigid bureaucracies into responsive learning organizations capable of solving critical development issues. 99
>
> Ko-Chih Tung
> Coordinator, ADEA Working Group on Education Statistics

African national Education for All (EFA) coordinators and facilitated a meeting of this group during the WGES annual meeting in Dakar in March. WGES also supported the participation of the same group in the meeting of African EFA national coordinators organized in Paris in September 2001. The group held working sessions on the issue of how Africa intends to organize Education For All, during which the question of how to put into place a regional structure for EFA follow-up was discussed. Based on the discussions, the group drafted a document entitled *EFA in Sub-Saharan Africa—A proposal for a regional structure* which it later circulated to all national EFA coordinators. Through its different sub-projects, WGES continued to support country-level capacity-building to enable countries to better monitor EFA in their national contexts.

Population censuses and household surveys

NESIS is conducting a project on differences in primary school enrolment and attendance and on the reasons why children are not in school. The objective is: i) to produce a module which enables better use of data drawn from annual school statistics, population censuses and household surveys; ii) use these data to identify children who are not in school. In 2001 NESIS helped to establish country teams, conduct data analyses, and prepare national reports in three pilot countries (Malawi, Zambia, and Zimbabwe). NESIS is now developing a generic module based on the national experiences, which can be used by other countries.

Nonformal education

In collaboration with the Working Group on Non-Formal Education, WGES is supporting countries in developing an information system for nonformal education (NFE). Participants in the WGES meeting in March 2001 formed a technical working group and proposed pilot projects. The NESIS program is now initiating pilot projects in Kenya, Namibia, Uganda, and Zimbabwe to review data requirements for NFE indicators and design and develop NFE databases.

Statistical analysis

During the NESIS/WGES meeting in March 2001, participants identified the top priority in capacity-building: training ministry staff in how to analyze data and to present it to users in a meaningful and relevant format. A technical working group was formed to develop a training module and train trainers. Training material is now being prepared in the use of statistical analysis tools and interpretation of results, and a first workshop for the ESA subregion is planned for early 2002. Technical experts from 17 countries will be invited. The objectives of the meeting are twofold: project planning and management for technical working groups, and hands-on training in design and production of statistical indicators, analysis, publications, and other information products. Since statistical analysis and presentation of data are so closely connected, the Publications and Information Services project is linked to the Statistical Analysis project described above. Local publishing experts are helping to prepare the training, particularly in the areas of editing, production of artwork (graphs, maps, pictures, diagrams), layout and the production of books, brochures, posters and other printed material.

For more information on WGES, consult:
www.unesco.org/nesis

New technical module on collection and processing statistical data

In 2001 a new module was developed by NESIS teams from Burkina Faso and Senegal and coordinated by the NESIS office in Dakar. This module consists of several components:

- A document presenting the agreed-upon approach ("needs" approach), and the models and tools in data collection which result from it.
- A series of integrated computer tools: a software application for data entry, processing, and production of tables, and related technical documentation.
- A computer application which enables multidimensional analysis of data in order to facilitate decision making.

A subregional workshop for validation of the module was organized in December 2001 in Dakar. A technical working group has been formed, with the objective of applying the module in Western and Central Africa.

Internet connectivity

The NESIS program has continued to provide e-mail and internet connection for statistical units in ministries of education. At the close of 2001, countries connected through NESIS were Côte d'Ivoire, Eritrea, Seychelles, Sierra Leone, Zambia, Comoros, Liberia, and Niger.

Professional internships

In 2001, the two NESIS subregional offices invited three African specialists to follow an internship program. The internship is designed for leaders and managers of the technical working groups, and provides opportunities for on-the-job training in research and development, systems development, and management of technical and advisory services. The internship is intended to facilitate the gradual transfer of the leadership and management of the NESIS network and to reduce dependency of ministry staff on agency professionals.
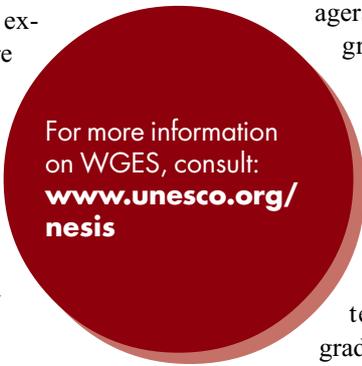
Ko-Chih Tung
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Nonformal Education

African governments are revising and re-forming their educational systems in order to eliminate illiteracy and ensure equal access to quality teaching for the entire population. Since its creation in 1996, the Working Group on Non-Formal Education (WGNFE) has supported African countries in the field of nonformal education (NFE). Support is given first to stakeholders and established structures in the countries. Through its work with Country Working Groups, the WG has taken significant steps to put to the forefront means of learning which are alternatives to the formal system and which integrate NFE into the education systems.

Village primary school in Kouon, Mali. Photo by: Forbes, Inez/UNESCO

Reaching all

The Working Group on Non-Formal Education has been able to promote concepts and strategies for dealing with two central problems facing countries.

▶ The first relates to the need to strengthen alternative education provision for out-of-school youth, street children, illiterate adults, etc., so that disadvantaged groups can have access to quality learning opportunities.

▶ The second concerns how to make these alternative provisions an integral part of a holistic education system, so that: i) they are included in the education statistics and the annual education budget; and, ii) they are recognized for the purpose of a broad testing and accreditation system. WGNFE and the Working Group on Education Statistics (WGES) joined forces in this effort and pursued their action for the development of NFE statistical information systems.

During 2001, WGNFE also collaborated with the Southern African Development Community (SADC) to identify needs in education development, support and management. Among other activities, WGNFE participated in the first forum on educational policy organized by SADC, in November 2001 in Livingston, Zambia. This forum played a major role in

> 66 We reaffirm the vision of the World Declaration on Education for All (Jomtien, 1990) supported by the Universal Declaration of Human Rights and the Convention on the Rights of the Child, that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be. It is an education geared to tapping each individual's talents and potential, of developing learners' personalities so that they can improve their lives and transform their societies 99
>
> Excerpted from the text adopted at the World Education Forum, Dakar, Senegal, 26-28 April, 2000

constituting a framework of objectives to improve regional capacities in the elaboration of educational policies, planning and system administration.

Country Working Groups

Country Working Groups (CWGs) are the most important mechanism through which the Working Group seeks to put its objectives and strategies into practice. Countries wishing to take part in WGNFE activities are encouraged to set up a Country Working Group that represents the relevant government ministries and other providers and stakeholders in nonformal education.

WGNFE operates through these Country Working Groups to support conceptual and theoretical work (e.g. policy research, knowledge-building activities), as well as to promote dialogue through regular meetings, seminars and workshops at the local, national and regional levels. In 2001 Country Working Groups were set up in Sierra Leone and in Tanzania (Zanzibar).

In Kenya, Mozambique, Namibia, Uganda and Zimbabwe, WGNFE, with the ministries of education in these countries, WGES, UNICEF and other institutions and agencies, is involved in a major initiative to develop and implement NFE statistical information systems.

In Kenya, WGNFE is also supporting a pilot project in entrepreneurship and functional literacy. Members of the Department of Adult Education, Ministry of Labor and the University of Nairobi are participating in the project.

Increasing visibility and advocacy

In 2001, WGNFE placed particular emphasis on increasing the visibility of the Working Group's activities. Several publications were disseminated, including a special edition of its Newsletter, featuring a dossier by the Burkina Faso Country Working Group, issued in English and French. This will be translated in the main local languages of Burkina Faso. A web site was created to make information about the Working Group, its initiatives,

its activities and its publications more widely accessible. Designed with the intention of becoming an interactive platform, this web site has a talk-back section, which should allow several discussion forums.

Fighting against HIV/AIDS

WGNFE also embarked on a promising initiative to help promote behavior change in adults and out-of-school youth, in order to strengthen current efforts to prevent the spread of HIV/AIDS. The initiative, which consists of training facilitators in nonformal education approaches to inform young people about HIV/AIDS, will be tried out through pilot activities for adults in Malawi and Zambia and out-of-school youth in selected communities. Work in this area is intended to parallel a similar initiative that the Commonwealth Secretariat is pioneering in Botswana for the formal education system, working in collaboration with the International Labor Organization (ILO).

Other activities

Several studies were initiated in 2001:
- In Benin, the Working Group initiated a state-of-the-art study of nonformal education;
- The Burkina Faso Country Working Group organized a seminar jointly with the University of Fribourg (Switzerland) to identify indicators on the right to basic education.

Setting up a Steering Committee and an Advisory Committee

WGNFE plays an increasingly active role in the promotion of NFE within the overall educational structure. The WG recognized the need for a Steering Committee, while retaining the enlarged structure of the Advisory Committee. A meeting was held in Antananarivo, Madagascar (May 4, 2001) to discuss this. It brought together individuals who were involved in WGNFE activities since the group's creation. The Advisory Committee, composed of members of the Steering Committee, as well as five more members from

the Country Working Groups and resource persons, was launched in Arusha, Tanzania (October 2001). The Steering Committee and the Advisory Committee will assist the WGNFE in defining its orientations and long term strategy.

Major meetings in 2001

A major achievement in 2001 was the plenary session on "Mainstreaming Nonformal Education" organized by the Working Group on Non-Formal Education during the ADEA Biennial Meeting (October 7-11, Arusha, Tanzania). The session featured four papers that presented a theoretical framework and successful case studies from Eastern and Southern Africa, Mexico, Argentina and Ethiopia. Subsequently, WGNFE organized a breakaway session on issues relating to making alternative provisions part of mainstream education in Africa. The Working Group also exhibited its publications, resource materials and posters on nonformal education in Africa. The Steering Committee and Advisory Committee meetings were held apart from the main conference.

Towards a new approach

The sessions organized by the Working Group on Non-Formal Education triggered some major discussions and brainstorming among ministers, agencies and education experts. It was suggested that a new approach was critical for progress towards meeting the international development targets. The significance of the new direction set by the Working Group led to an important suggestion that the group consider changing its name to reflect the new role that has evolved. One suggestion was to rename the group the ADEA Working Group on Diversity and Integration. The Caucus of Ministers agreed to review the outcomes from the sessions organized by the Working Group, and to provide feedback on the key areas in which the group could be of assistance to their ministries.

AMINA OSMAN
WG ON NON-FORMAL EDUCATION

Distance Education

The Working Group on Distance Education (WGDE) is the most recent Working Group created by ADEA. It is also the only ADEA Working Group which is led by an African country, Mauritius, through its Ministry of Education and Scientific Research. In 2001, WGDE completed its first study, which paints a detailed picture of distance learning in both anglophone and francophone countries in sub-Saharan Africa. Particular attention is paid to the use of new information and communication technologies. This information will be used to define WGDE's future priorities as well as its work program in the years to come.

Mali. Photo: Roger, Dominique/UNESCO

During 2001, WGDE strengthened its membership and developed implementation proposals for information gathering and research activities in Africa. In June 2001 WGDE contracted with the Commonwealth of Learning (COL) and the Association Internationale d'Education, de Formation et de Technologies de Communication (AIEFTC) to conduct a comprehensive literature review on distance education and open learning activities in sub-Saharan Africa.

66 None of the countries in sub-Saharan Africa have fulfilled the promise of providing education to the entire population through the conventional education system. It is in this context that distance education is viewed as an appropriate method of education delivery. Distance education is able to provide people who have missed an educational opportunity at one level or another to recapture what they have lost without necessarily going back to the classroom. **99**

Joe Komane and Tony Mays,
Commonwealth of Learning, December, 2001

A detailed appraisal of distance learning in Africa

This review seeks to provide a complete picture and detailed understanding of the various aspects of distance education, including curriculum design, course production, learner support, administration and management, quality assurance, use of information and communication technologies, current research, existing databases and regional associations, and other such factors that are likely to support distance education and open learning developments in sub-Saharan Africa. Even though the terms of reference of the study covered all fields of distance learning, particular attention was paid to the use of media and technology in distance education and open learning wherever they exist or are envisaged. The study covers not only national institutions in sub-Saharan Africa, (including lusophone countries) but also the principal regional and international organizations which are active in these countries.

Distance education in anglophone Africa

The literature review highlights the need for distance education and open learning to combine the following principles: the use of learner-centered methods, lifelong learning, flexibility of delivery, open access to learning, recognition of prior learning, strong support services, rigorous quality assurance in the design of study materials, and appropriate use of a variety of media.

It underlines the high potential of distance education and open learning to catch up with traditional face-to-face teaching and to compensate for past and present educational deprivation, remove gender barriers, promote cost-effective capacity building, increase access to multilevel programs (from primary to tertiary) and multi-sectoral training (for agricultural workers, teachers, legislators, and others).

It also draws attention to the need for national governments to recognize the importance of distance education and to have appropriate policies and strategies for promoting and funding related activities. In particular, it emphasizes the necessity to forego hasty, arbitrary, and top-down approaches, to develop partnerships between government and distance education associations, and to encourage the use of new information and communication technologies (ICTs).

At the institutional level, it points to the crucial need for an in-depth understanding of contextual factors and for taking into account all available resources (human, financial, infrastructural, and technological). It also suggests that curriculum design (content and method) be needs-oriented and culturally relevant and that effective management and efficient administration be considered crucial in order to lessen the burden of student isolation.

A core of dedicated distance education expertise, particularly in learner support (advising, tutoring, feedback) is critical to promoting student motivation and perseverance. High failure rates and attrition are often due to the lack of learner support in a number of African countries, though a few institutions, including the University of Fort Hare in Eastern Cape Province and the University of Namibia, offer examples of good practices in both academic and administrative support to learners.

A mix of media facilitates "mass customization" and more effective learning. Although print is predominant, many countries are using audiotapes, videotapes, and, more and more, radio and television. The growth of the internet is more remarkable in South Africa than in other countries. In 1999 the teledensity in sub-Saharan Africa was the lowest in the world (0.5 lines per 100 inhabitants, compared to 65 per 100 in the United States). The lack of national policies on integration of ICT in education and of qualified professionals to support the technological demands partly account for this low teledensity.

Distance education in francophone Africa

In addition to a detailed assessment of the main activities of distance education in the francophone context, the study also makes recommendations for integrating ICTs, given the technological advances that are taking place.

The study looks at distance education teaching at the primary, secondary and tertiary levels, as well as teacher training for these levels. It also looks at initial and continuing professional education. The programs taken into consideration are both locally produced and imported programs. Distance education services which are imported include both subregional and international programs.

So far, it would appear that with the exception of the Madagascar Center for Open Learning (Centre national de télé enseignement-CNTE), which enrolls 30 percent of higher education students, and of subregional programs (such as those provided by the Institut africain pour le développement économique et social-INADES ; l'Institut supérieur panafricain d'économie coopérative-ISPEC ; l'Association des universités françaises-AUF ; and l'Université virtuelle africaine-UVA), there does not seem to be much in terms of distance education programs. UVA enrolls only 1 percent of the higher education student population.

Learning will increasingly become individualized and resource-based. However, on-line learning resources will not suffice if students are not supported academically, psychologically, and administratively through proper tutoring, guidance, and counseling.

The study notes that free education in francophone countries and resistance to private initiatives inhibit the development of distance education and open learning. This leads to the conclusion that distance education and open learning developments in francophone countries must overcome teachers' and students' resistance to change, the lack of supportive policies (and consequently, a strong dependence on subregional initiatives), high up-front investments, reservations concerning imported solutions (systems and course materials), and the lack of local institutional capacity in distance education and open learning.

Recommendations are the following:

▶ Set up regional associations with representatives from distance education and open learning institutions;
▶ Promote multilingual and multi-cultural access to cyberspace;
▶ Foster local capacity in ICT to enhance education and training;
▶ Overcome copyright barriers to encourage access to on-line pedagogical contents and software applications;
▶ Promote research on ICT in education.

Both the anglophone and francophone reports will be subject for discussion at a technical committee meeting, which is planned to take place in March 2002. Here the Working Group's activities and priorities will be defined. The reports will be made available from the ADEA Secretariat and the WGDE coordinating body.

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Female Participation

The Forum for African Women Educationists (FAWE), a dynamic NGO based in Nairobi, has built a strong reputation throughout Africa for its work on behalf of girls' education. FAWE, which was formed at the instigation of the Working Group on Female Participation (WGFP), assumed the leadership of the Working Group last year. WGFP went through a restructuring process in 2001, striving to integrate the activities of some of its components into national action plans. The Working Group has also launched new activities in support of girls' education, closely following the recommendations of the Dakar World Education Forum in May 2000. Despite the considerable efforts deployed over the last decade, the gender gap is far from being closed at the beginning of the new millennium.

Côte d'Ivoire. 1972. Photo: Waeles P./UNESCO

> **❝** If women are to be politically and economically empowered, bear and raise healthy children and contribute to the total development of their communities, the impediments they face as children and young adults have to be reduced or eliminated. **❞**
>
> Josephine Onédinoyo
> United Nations Economic Commission for Africa
> FAWE Info, Vol. 8 N°1

During the year 2001, FAWE's activities to influence educational policy in favor of girls were aimed at ensuring that girls' education is taken on board in Education for All national action plans, not merely in overall statements but also in strategies, activities, and resource allocations. The process entailed training a core group of FAWE national chapter members in nine countries in gender policy analysis, using the policy analysis framework developed by FAWE in 2000.

Centers of Excellence

Work at the FAWE Centers of Excellence was consolidated and expanded. In addition to the ongoing work in Kenya, Rwanda, and Tanzania, the Centers of Excellence programs were replicated in one francophone country, Senegal. Interventions at the Centers of excellence included:

- In-service training for teachers in gender-responsive teaching methodologies for science and mathematics;
- Formation and strengthening of girls' clubs;
- Establishment of guidance and counseling desks;
- Bursaries for needy girls;
- Improving school management and in-service training for teachers on gender issues;
- Improving girls' performance in science and mathematics;
- Increasing girls' participation in the new information technologies;
- Developing resource centers and libraries to enhance academic performance.

FAWE Day at the ADEA Biennial Meeting

During the ADEA Biennial Meeting, the "FAWE Day" centered around the theme of *Scaling Up Innovative Initiatives in Girls' Education: FAWE Centers of Excellence.* FAWE presented the concept of the Centers of Excellence and initiatives

in Kenya, Rwanda, Senegal, and Tanzania. This also involved feedback from stakeholders engaged in the initiatives at the ground level, and discussion and remarks from the participants. A major highlight was a children's procession on girls' education, led by the Tanzania Deputy Minister for Education, Honorable Sakila.

Advocacy

Advocacy activities play a significant role in FAWE's agenda. In 2001, FAWE sensitized key target groups, especially at the community and school level. These included girls and boys, teachers and school managers, community leaders, local administrators, ministry of education personnel, and other education practitioners. The grassroots level was targeted, including local chiefs, to enlist their support in solving girls' education problems. The approach registered success where girls rescued from early marriage were reconciled with their families, and retention rates for girls in rural areas improved. Having recognized the powerful role that the media can play, FAWE also continued to nurture its partnership with the media through press conferences, radio and television interviews at the national, regional, and international levels, and the FAWE Award for Media Excellence in reporting on girls' education.

Other significant interventions

- Through bursary schemes, ten FAWE chapters supported a total of 1706 needy girls to ensure that they remain in school.
- FAWE national chapters undertook interventions to combat the scourge of HIV/AIDS.
- FAWE continued to update its web site and to develop the resource center at the regional secretariat as a dissemination point for information on girls' education in sub-Saharan Africa.
- The Agathe Uwilingiyimana Award for innovation was administered by national chapters in four countries, rewarding innovation in providing access for girls and improving their retention and performance.
- FAWE continued to disseminate best practices and lessons learned from completed grants under its Demonstration Grants Program. Three case studies on community participation in girls' education in Kenya and a pre-university program aimed at increasing girls' participation in sciences at the university in Tanzania were documented and disseminated.
- National chapters in Kenya, Rwanda, and Tanzania built their capacity in gender sensitization, peace education, and advocacy, using modules that had been developed previously for this purpose.

Integrating FEMSA, Alliance and SRP activities

A major concern for FAWE during 2001 was the smooth winding-up of three projects and their integration into the FAWE work program. The projects included FEMSA (Female Education in Mathematics and Science in Africa), the Alliance for Community Action for Girls' Education (the Alliance), and the Partnership for Strategic Resource Planning for Girls' Education (SRP).

The Alliance was created to channel funding and other types of assistance to NGOs that are apt to advance female access to education; it was undertaken in five countries: Chad, Ghana, Mali, Uganda, and Zambia. FEMSA was created to improve the performance of girls and young women in science and math and to improve school curricula. The main objective of the SRP program was to build capacity in participating countries to carry out research on constraints and opportunities to advance the girls' education agenda and to identify how national education sector resources might be better utilized to enable the financing of interventions likely to contribute to increased gender equity of education opportunities.

The last six months of 2001 were spent documenting best practices from FEMSA, the Alliance and SRP projects for future consolidation into the FAWE work program. The FEMSA Consultative Group met in December, and the national coordinators shared lessons learned from the FEMSA project experience. The SRP studies identified policy options for increasing girls' access to education. Consultations were undertaken with ministries of education, and national action plans were developed. During 2001, the FAWE national chapters launched the exercise of ensuring that the SRP action plans are being mainstreamed into the Education for All national action plans. The countries involved in the SRP project also disseminated the results of the research at the country level.

FAWE undertook an extensive process of consultation to ensure the smooth closure of the projects. This included internal consultations within FAWE and consultations at the national level where the projects were operating. The main aim of the dialogue and consultation with national chapters was to brainstorm on existing modalities of program implementation and the implications for future consolidation. Five national chapters organized workshops in 2000 to discuss the integration of the three projects into their own work programs. Consultations were held with FEMSA, the Alliance, and SRP at the regional and international levels, and FAWE set up an Advisory Task Force to help formulate appropriate strategies. As a result of these extensive consultations, FAWE has now mapped out a revised strategic direction for 2000-2004, which incorporates the best practices from its projects.

For more information on WGFP, please consult: **www.fawe.org**

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Teaching Profession

The Working Group on the Teaching Profession (WGTP) was created to help ministries of education improve their teacher management and support systems. The anglophone and francophone sections of the group work through national teams established in 28 sub-Saharan African countries. Their members constitute a network of experts trained in the analysis of teacher management and support issues and capable of drawing action plans within their ministries.

A reading lesson in a primary school in a Sahelian country. Photo: WGTP/sf

Francophone Section

Since 1993, WGTP/fs has been involved in a program entitled Management and Mobilization of Teaching Staff. National teams, present in 14 francophone countries[1] are encouraged to analyze teacher management issues and to spur action within education ministries. From 1993 to 1997 the national teams formulated action plans; from 1997 to 2000 they conducted targeted studies exploring specific problems addressed in the action plans; in 2001 these studies were completed and their results were published.

Studies and concrete action

Most of the studies conducted by the national teams on specific problems concerning teacher management mobilization were begun in 1999, and finalized at the Working Group's annual meeting in Ouagadougou, Burkina Faso, May 16 to 21, 2001. The results were published in a work entitled *Pour une expertise en man-agement des personnels enseignants*.

In conducting these studies, the national teams pursued two objectives: to develop a theoretical basis for the practices developed, and to produce a document providing empirical examples of achievements. The intention was to recount experiences of evaluation or of managing change, to offer an analysis of these experiences, and to identify what they have in common and—if appropriate—what distinguishes them in terms of

> 66 The effectiveness of education and pupils' performance largely depend on the people responsible for making the school system work, and teachers are at the heart of this process. In addition, teachers constitute an important social and economic force in almost all countries: half of all government employees are teachers, and teachers' wages account for nearly 75 percent of the operating budget allocated to ministries of education. Their indispensable role in transmitting knowledge, their great number, and the large budget shares devoted to them mean that teacher management needs to be all the more rigorous and all the more efficient. 99
>
> *Pour une expertise en management des personnels enseignants.*
> Published by the Working Group on the Teaching Profession, francophone section

the methodologies used and the results obtained. The Ouagadougou seminar also refocused WGTP/fs activities on the Education for All (EFA) goals. The skills which the WGTP/fs has developed among its members should enable them to provide meaningful support to the EFA plans in their countries. Thus, while the activities of the WGTP/fs are still firmly anchored in its initial program focused on the management and mobilization of teaching personnel, the Working Group will also contribute to achieving the goals of universal education.

Study missions and workshops

Study and/or follow-up missions have offered opportunities for experts from both North and South to provide technical support to the Country Working Groups. The aim of these missions, which were conducted in Côte d'Ivoire, Guinea, and Togo, was to develop expertise in the evaluation of public policy and personnel management policy, and to conduct studies using the methodologies developed by the members of WGTP/fs. Among the issues examined during these missions were the management of "*emplois/ postes/personnel*" (jobs/posts/personnel)[2], survey techniques, computerization of personnel management, and alternatives to traditional methods of recruiting teachers. These missions, brought results that are useful for the countries involved and for the emergence of regional expertise.

Communication

WGTP/fs is pursuing the expansion of its internal and external communication policy. A regional workshop held in Dakar, January 28 to February 1, 2002, addressed several issues related to the Working Group's communication. The idea of putting out a new bulletin was discussed, and editorial teams were formed. The new periodical, to be called *The Partner*, is intended to enhance the Working Group's visibility by reporting on the work of the national teams.

HIV/AIDS and teachers

At its annual gathering in Lomé in May 2000 WGTP/fs decided to incorporate the fight against HIV/AIDS into its primary mission. At the May 2001 annual meeting in Ouagadougou, the group reinforced its 2001-2003 action plan and adopted a consensus-based and more relevant action plan for combating HIV/ AIDS. The plan is based on four specific objectives:

▶ Reducing the impact of the HIV/AIDS epidemic among teachers;

▶ Stepping up preventive actions in the teaching profession;

▶ Establishing a mechanism for medical coverage of infected teachers;

▶ developing a mechanism for monitoring and evaluating the plan.

WGTP/fs also took part in the XIIth International Conference on AIDS and Sexually Transmitted Diseases, in Ouagadougou in December 2001.

Links with WGTP, anglophone section

At the invitation of his counterpart in the anglophone section, the regional coordinator of the WGTP/fs took part in the Nairobi workshop organized by the WGTP, anglophone section (WGTP/as) from August 26 to September 2, 2001. The meeting reviewed WGTP/as activities and devoted considerable time to sharing experiences in the fight against HIV/AIDS among teachers. As the coordinators of the anglophone and francophone sections of wish to strengthen ties between the two groups, it was decided that they would undertake a joint mission to Cameroon to formalize the country's entry into the WGTP.

Conclusion

The EFA objectives were incorporated into the program to mobilize teaching staff, because teachers appear to be one of the groups most severely affected by the HIV/AIDS pandemic. For this reason, the goal of achieving EFA and the fight against HIV/AIDS in the teaching profession can be placed in a common framework aimed at both mobilizing teaching personnel and achieving universal education by the year 2015.

PAUL DOGOH-BIBI
COORDINATOR,
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FRANCOPHONE SECTION

1. The WGTP/fs national teams are established in the following countries: Benin, Burkina Faso, Central African Republic, Chad, Madagascar, Mali, Mauritania, Niger, Senegal and Togo.
2. The management of "*emplois/postes/ personnel*" is aimed at rationalizing the recruitment of teachers through a management information system that identifies teacher requirements per school.

Anglophone Section

The highlight of the Working Group on the Teaching Profession, anglophone section (WGTP/as) activities in 2001 was the meeting held in August in Nairobi to review the group's Teacher Management and Support (TMS) program. Representatives of ministries of education, senior representatives of the francophone and anglophone Working Groups, and members of Country and Regional Working Groups from fourteen countries participating in WGTP/as activities attended the meeting. The countries represented were Botswana, Kenya, Lesotho, Malawi, Mozambique, Namibia, Nigeria, Seychelles, Swaziland, Tanzania (Mainland), The Gambia, Uganda, Zanzibar, and Zimbabwe. Also present were representatives of the Aga Khan Foundation, CfBT, DANIDA, FAWE, FINNIDA, JICA, UNESCO, and UNICEF. Representatives from universities in Canada, Finland, Norway, and South Africa, and the Teachers' Union in Kenya also attended.

In addition to evaluating ongoing TMS programs, participants reviewed the impact of HIV/AIDs on the education

sector in their countries and the policy responses to the crisis made by ministries of education. Also presented at the meeting were the results of the Baseline Study on Teachers Resource Centers, which was carried out during 1999 and 2000 in seven countries in Southern Africa. Another presentation was on the development of labor relations in education in South Africa, with special reference to staff misconduct in public schools.

Participants at the meeting made the following recommendations:

- Teachers urgently need help in coping with the HIV/AIDS pandemic throughout the education system. Assistance should include networking, materials development, school-based strategies, and data collection and research.
- ADEA representatives should visit and support those countries that do not yet have fully functioning Working Groups; similar visits could be organized to strengthen and support subregional groups.
- The guidelines for Country Working Groups (CWGs) should be updated, and CWGs should be expanded to include NGOs, representatives of teachers in private schools, and education professionals.
- The Working Group should make available a list of known experts and specialists within member countries.
- It should establish closer links with francophone countries.

- It should encourage development partners to continue and increase their support to the Working Group and to play a more active role in the coordination of teacher support activities and programs.
- The qualitative processes of teacher support should be given greater prominence; in particular, rural teachers should become a focal point for the group, and training in special education should be provided for teachers of pupils with disabilities.

Other activities

Policy dialogue seminars on teacher education in Africa

The coordinator of the WGTP/as attended the Commonwealth of Learning (COL) international seminar on teacher education held in July in Windhoek, Namibia. The seminar, which was attended by permanent secretaries and development partners, provided an opportunity to discuss teacher management and support issues and activities with key officers of ministries of education.

Head-teacher training evaluation

At the WGTP-TMS Review Meeting, held in Nairobi, Kenya in August 2001, Professor Ellen Carm of LINS College of Education in Oslo presented an interim report on the evaluation exercise of head-teacher training activities in Tanzania and Zambia. As a follow up to this, a one-day

workshop was held in December in Zambia. The purpose of the workshop was to discuss with some of the Zambian respondents the findings from the study. LINS College will publish the final report in 2002. The report should provide useful insights and guidance in future interventions by ministries of education and the WGTP/as.

Education Management Association of South Africa (EMASA)

The WGTP/as coordinator was invited to address EMASA's 2001 international conference in March in Durban, South Africa, on the theme of *Partnership in Education in Africa*. EMASA has taken a keen interest in the activities of the Working Group. It awarded the group a certificate of recognition in acknowledgment of its contribution to EMASA over the past three years through publications and network support.

The WGTP/as web site

WGTP has initiated the creation of a web site to encourage interaction among teachers, teacher educators, ministries of education, and development partners. The web site will facilitate information exchange and interaction among WGTP members and affiliated groups.

Exchanges and partnership

Networking and the exchange of professional experiences was once again demonstrated at the WGTP Review Meeting in Nairobi. Paul Dogoh-Bibi, coordinator of the WGTP/francophone section presented his Working Group's research findings on HIV/AIDS in West Africa. This was the second Review Meeting attended by Paul Dogoh-Bibi; (the first was in 1999 in Mozambique).

Publications and documents

A compilation of TMS publications and documents related to the management and support of teachers, was presented in Nairobi, in August 2001. A preliminary version of this document will be made available soon on the WGTP/as web site.

> ❝ The quality of education in Africa will depend to a large extent on the capacity to address teaching profession issues. This is not simply a matter of improved pre-service and in-service training of teachers. What is required is a restoration of professionalism in teaching, so that there are objective and transparent standards governing entry into the profession and progress within it, as well as ethical standards through which rules of behavior and professional conduct can be enforced to improve the image of teaching. ❞

Cream Wright
Developing a Professional Teaching Service
by Ian G. Haliday, WGTP/as publication, 1999.

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Higher Education

The main objective of the Working Group on Higher Education (WGHE) is to contribute to the revitalization of African universities. In 2001, the Working Group launched a survey to identify promising initiatives that may be shared among universities and countries. The Group works in close collaboration with the Association of African Universities (AAU), which will soon take over responsibility for the coordination of WGHE.

Early in 2001 the ADEA Working Group on Higher Education (WGHE) commissioned a survey of innovations within African higher education to stimulate understanding and guide the funding of reform activities within African higher education systems and institutions. The survey aims to identify significant innovations at three levels (systems, institutions and faculties) and in six areas (responsiveness to societal needs, strategic planning, financing, governance, curricula reform and human resource development). These areas are deemed critical to the transformation of higher education in Africa.

Survey of innovations

The survey will be carried out in three phases: (i) a questionnaire to elicit perceptions of transformative innovations within the university; (ii) some in-depth site examinations and analyses of selected innovations; and (iii) an assessment and identification of potential innovations. These three phases should result in a compre-

hensive regional inventory and synthesis report of identified innovations from francophone Africa, East Africa, Southern Africa, Nigeria, and Ghana.

The survey is being carried out by four African specialists each of whom has responsibility for a specified geographical region of the continent. The research team met together for the first time in February 2001 and worked out a methodological approach.

During the first phase, questionnaires were distributed to over 200 tertiary level institutions along with a detailed cover note from the WGHE Coordinator explaining to Vice-Chancellors the purpose and significance of the study. Some 40 responses were received. The returns were then analyzed for the purpose of classification and identification of particularly interesting innovations that merit further analysis and a site visit. A meeting held in Nairobi, Kenya, in December 2001 reported on the preliminary findings from survey activities in Eastern and Southern Africa.

Other activities

Developing training manuals: WGHE is also progressing well in its efforts to develop training manuals for governing

council members of African universities and polytechnics. Inspired by a publication and training program developed by the Centre for Higher Education Transformation (CHET) in South Africa,[1] WGHE is supporting the preparation of a similar training manual by the National Council of Tertiary Education in Ghana[2] and its use for the orientation of governing council members of tertiary institutions. Similar undertakings in other countries will be supported as opportunities for collaboration are identified.

A look forward: constraining HIV/AIDS on tertiary campuses: The main priority for the WGHE work program in 2002 will be efforts to prevent and mitigate the effects of HIV/AIDS within African tertiary institutions. The focus will be on the development of institutional policies and management practices that give explicit attention to HIV/AIDS-related circumstances. To this end,
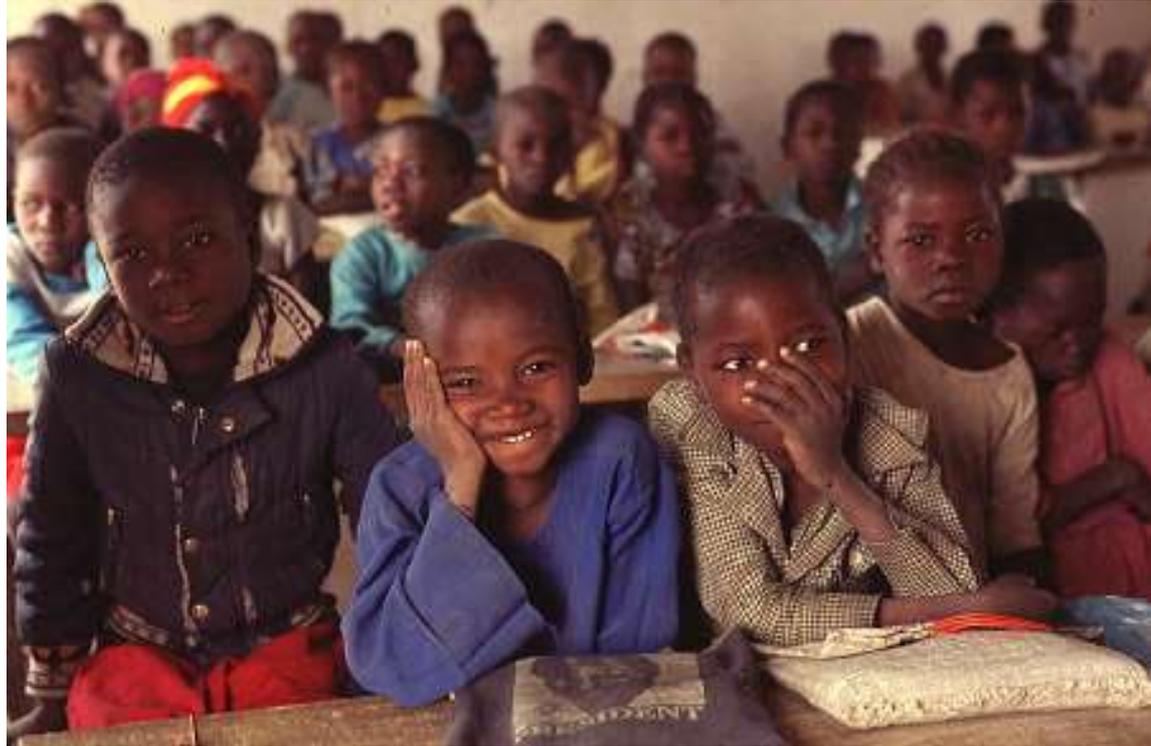
Nigeria. Students graduating from Grace Bible College, Hong Adamawa State. Photo by: Philimon N. Midenda, Grace Bible College, JHU/CCP

Education Sector Analysis

The Working Group on Education Sector Analysis was created to promote knowledge and sharing of information on education sector analysis. Its initial work took a critical look at the process, content quality and use of sector studies carried out in Africa. This led to new orientations to improve the quality of sector analyses and encourage their use in policy provision.

Children in school. 2001. Photo by: Wolf, Alfred/UNESCO

The WGESA believes that sector analysis is basically a technique that allows the collection and analysis of information concerning resources and existing needs. But more importantly, it is a powerful tool for reaching consensus about what direction educational reforms should take, and for promoting partnerships and exchanges among the actors and development partners. Finally, the strengthening of national capacity to design and implement sector analyses is essential to the educational reform process —regardless of the needs and requirements of donors.

A seminar for analysis and reflection on the role of sector analysis in educational reform was organized by WGESA in Dakar in June 2001, together with the Conference of Ministers of Education in French Speaking Countries (CONFEMEN). It is the first in a WGESA series to address directly the question of capacity building. A number of different actors from the educational community of Senegal were present, along with four Education for All coordinators from neighboring countries and members of the WGESA Steering Committee, who possess a wide-ranging and varied experience in the field of sector analysis. The seminar was meant to provide an open forum for reflection on the history, the problems and the potential of educational reform on the one hand, and the techniques needed to allow better understanding of the different needs and constraints on the other hand, as well as how to improve the chances for success.

Seminar presentations[1] on sector analysis

In his presentation Professor Sheik Aw reviewed the case of Senegal, using examples to illustrate the problems confronting both planners and reformers. He outlined the endless cycle of reforms; the constant tug-of-war between qualitative

> **66** Sector analysis is basically a technique that allows the collection and analysis of information concerning resources and existing needs. But more importantly, it is a powerful tool for reaching consensus about what direction educational reforms should take, and for promoting partnerships and exchanges among the actors and development partners. **99**

and quantitative aspects; the conceptual approaches to reform since 1970, along with their history and duration; he described the negotiations with different interest groups, the chronic economic difficulties, and the change in priorities resulting from changes in policy at national level. In his presentation, Klaus Bahr, one of the founders of WGESA and a specialist in sector analysis, summarized the many opportunities and pitfalls provided by sector analysis. He gave particular attention to the commitment made by all African countries to draw up national plans before the end of 2002 in order to achieve Education for All by 2015. The Southern Africa Development Community (SADC) and CONFEMEN both presented their activities in sectoral analysis and the assessment of quality in educational systems.

Results: the difficult path to educational reform

While recognizing that in many respects Africa's educational system are functioning well and there has been progress in many areas, the participants focused their discussions on what has not gone well or what has failed. New problems and especially difficult challenges have yet to be addressed.

The importance of dialogue, cooperation and coordination

It was emphasized on several occasions that partnership among all the actors of education, whether national or not, is cru-

cial to developing effective and sustainable reforms. Nonetheless, frequent changes of government, emergency and crisis situations, the influence of donors, the non-involvement of all the actors and the various problems linked to governance—all these factors are constraints to interactions and exchanges.

Regional cooperation is also a very important link in the process of reforms. Such cooperation, as illustrated by the links between SADC and CONFEMEN, must be reinforced because it is evident that African countries can learn much from each other and can broaden their experience by comparing successes, failures and difficulties.

The importance of research and the role of sector analysis

Sector analysis is often considered as a technical process, slightly aseptic, and far removed from the reality of politics and on-the-ground practice. The research community, in Africa as elsewhere, does not need convincing about the usefulness of research for drawing up policies. On the other hand, policy-makers have yet to be convinced of its utility and legitimacy. That is why it is important to draw the public's attention to research and to prove its usefulness for resolving daily problems and moving beyond the circle of specialists and into the domain of politicians and civil society. But it is also important that

sector analysis should follow a path that is open and respectful of national priorities.

Conclusion

Judging by participant reactions, the seminar achieved its goals of promoting dialogue and exchange among the actors from different sectors who are involved in educational reform. Several among them highlighted the usefulness of the presentations and discussions for their own work. All the participants expressed their eagerness to see capacity-building materials prepared specifically for the executing agents who will implement the reform process. They also emphasized the importance of disseminating information widely through reports, seminars and regional networks. This information should be focused on recent initiatives in sectoral analysis and especially on what works. Finally, the discussions demonstrated that in order to understand the educational reform process in Africa it is extremely important to continue looking at the relationship between countries and donors in the field of sector analysis. ■

For more information on WGESA, consult: **www.adeanet.org/ wgesa**

1. The complete set of presentations is available on the WGESA web site: www.adeanet.org/wgesa

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WGHE will support the incorporation of an HIV/AIDS module within the periodic training workshops for senior university managers sponsored by the Association of African Universities, as well as in workshops and retreats for tertiary institution staff and student representatives. The modules will help develop institutional policies concerning the impact of HIV/ AIDS, and will guide research on effec-

tive methods of modifying staff and student life styles in order to constrain the spread of HIV/AIDS on tertiary campuses.

AAU will undertake coordination of the Working Group

The Working Group on Higher Education is moving in 2002 to the secretariat of the Association of African Universities in

Accra, Ghana. To enable this move, recruitment for the position of WGHE Coordinator is currently underway.

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LEADER, WG ON HIGHER EDUCATION

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2. National Council for Tertiary Education, Accra, Ghana.

Books and Learning Materials

The main objective of the Working Group on Books and Learning Materials (WGBLM) is to support processes that lead to the formulation of adequate national book policies. The group works in close collaboration with the African Publishers' Network (APNET) and the Pan-African Booksellers' Association (PABA). It also works with a number of African NGOs involved in the development of the book sector in Africa, as well as with key stakeholders in the field: teachers, decision makers, curriculum specialists, editors, distributors, booksellers and authors, who contribute to the design, production, distribution and provision of books.

Book distribution in Africa

In 2001 WGBLM produced another best-seller in its "Perspectives on African Book Development" series: *Upgrading Book Distribution in Africa*, published in March 2001. This study presents the most comprehensive survey of the bookselling situation in different parts of Africa, and is part of the Working Group's objective to put this key (but neglected) aspect of the book chain on the map.

Developing bookselling capacity

The same priority was evident in the Working Group's continued support for the PABA workshops, which are designed to develop the professionalism of booksellers and to strengthen the group's national associations. The workshops took place in Abuja in May, in Harare in August, and in Dar-es-Salaam in October.

APNET and PABA sign MOU!

Over the last 18 months the Working Group has facilitated a series of meetings between PABA and the Africa Publishers' Network.
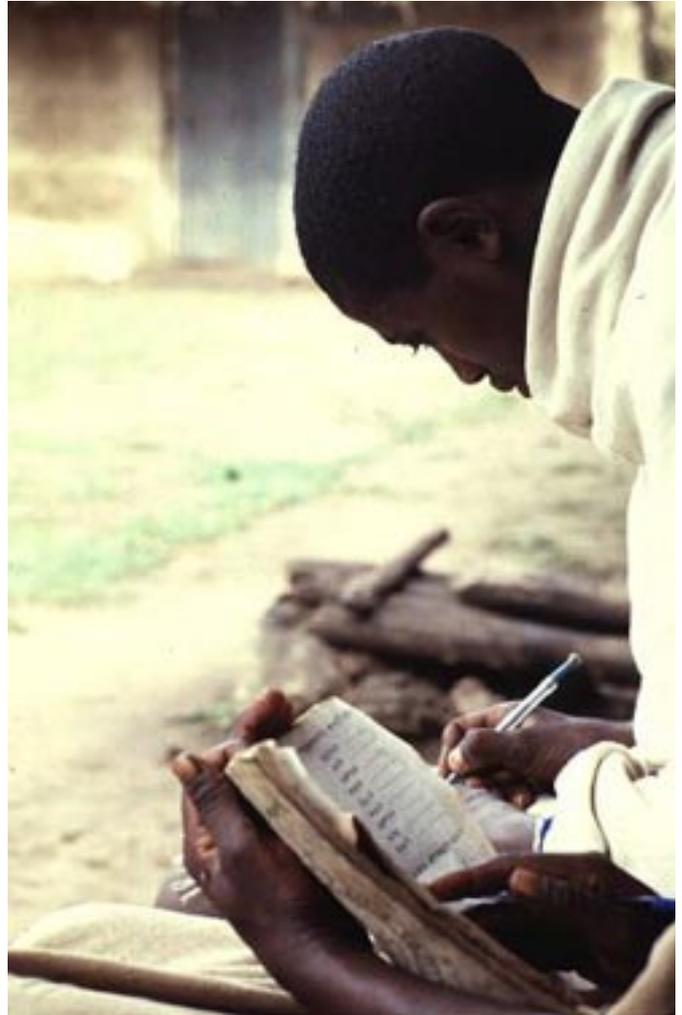
Ethiopia. 1982. Photo: Roger Dominique/UNESCO

66 Many studies have been undertaken and conclusions reached on the best ways to revitalize education in Africa. The key is thought to be in the restoration of an efficient mix of inputs and depends on correcting the imbalance between salary and non-salary expenditures, such as teacher training, buildings and instructional materials. Shortage of good quality learning materials remains the main stumbling block to literacy and effective schooling. 99

In *Books for Schools: Improving Access to Supplementary Reading Materials in Africa* Published by the Working Group on Books and Learning Materials.

After a meeting of PABA with the APNET board in Accra in November 2000 (arranged by the Working Group), PABA decided to meet again with APNET during the Zimbabwe International Book Fair (ZIBF). This second meeting culminated on August 7, 2001 in the signing of a historic Memorandum of Understanding (MoU) by their respective

chairpersons, Oluronke Orimalade and Richard Crabbe. The MoU is significant because PABA and APNET agreed to encourage their members to develop common or complementary strategies for advocacy, training, reading promotion and terms of trade. Advocacy includes the APNET/ADEA *Taxes off Books!* campaign, which continues to gather momentum.

New members

At its Steering Committee meeting in London, just before the London Book Fair in March, the Working Group extended a warm welcome to new members Madana Nomaye from Chad and Tekeste Hagos from Eritrea. Others who attended the committee meeting for the first time were the new Executive Secretary of APNET, Akin Fasemore, Alice Rugumyamheto, of the Book Management Unit of the Ministry of Education in Tanzania, and Paula Mendonça of the Ministry of Education in Mozambique. The meeting provided the opportunity for members to exchange information about what was happening in the book sector in their countries or agencies, and on activities in which they have a common interest (e.g. *Taxes off Books* campaign, ZIBF, publishing/bookselling interface).

Surveying quality materials

Two Working Group members, Catherine Tugaineyo of Uganda and Lily Nyariki of Kenya, were involved in collecting samples of Quality Improvement Materials relating to school management and/or teaching methodology. The group had been asked by the Inter-Agency Quality Group (led by UNICEF) to enlist the help of researchers from Malawi, Tanzania and Ethiopia in this exercise. Michael Ngaunje, of the Malawi Book Development Council, Prosper Rwegoshora, of the Tanzanian Book Development Council (BAMVITA), and Anbesu Biazen, of CODE in Ethiopia subsequently took part. These materials will be reviewed at a workshop in Kampala, Uganda, in March 2002, during which other materials will

be developed to help bring about quality improvement in schools

Gender focus

During 2001 the National Publishers' Associations in Lusaka, Yaoundé, Nairobi and Accra trialled the popular *Gender-Sensitive Editing* manual. We hope to be able to use feedback from these workshops in the development of a Kiswahili version of the manual, which a publishing house in Tanzania will be undertaking on our behalf (in conjunction with FAWE).

Regional workshops

National Working Group representatives Paula Mendonça, of Mozambique, and Alice Rugumyamheto, of Tanzania, were part of their countries' delegations to a regional workshop on Innovative Approaches to Improving Book Sector Policy and Practice, which took place in Lilongwe in June. In addition to delegates from Mozambique and the *Roof of Africa* (Tanzania), this workshop brought together representatives of the ministries of education, book development councils, and associations of librarians, publishers, and booksellers from the *Pearl of Africa* (Uganda), the *Kingdom in the Sky* (Lesotho) and the *Heart of Africa* (Malawi). Recent reforms in the book sector were compared in a workshop that covered such topics as the changing public/private sector partnership, the financing of teaching and learning materials, and effective and equitable distribution. WGBLM's hope is that participants will share what they have learned from each other at this regional meeting, through follow-up national meetings designed to bring about a more strategic approach to book policy planning and management.

A similar workshop is planned to take place in Niamey, Niger, for delegates from Mauritania, Benin, Cameroon, Chad and Niger later on in the year. This will fit in with WGBLM's persistent concern that adequate teaching and learning resources will be mobilized to underpin Education for All.

Reading promotion at ZIBF

Twenty-two delegates attended the Zimbabwe International Book Fair (ZIBF) this year under the auspices of the Working Group. The group facilitated three policy/access sessions on strategies for targeting readers, strategies for promoting readership, and policy implications for developing a reading culture. Working Group members from Swaziland, South Africa and Zimbabwe subsequently took part in the Second Pan African Reading For All Conference at Abuja, Nigeria in October, 2001. Group members prepared a paper for this conference on the *Compendium of Successful Reading Projects,* which the group has been compiling. The compendium has over 30 entries so far; it will be used to promote African exchanges of information about strategies that have proven to be effective in the promotion of reading.

The conference took place during the same week as the ADEA Biennial Meeting, at which the group supported a presentation on Soul City's experience of going to scale across borders with the *Choose Life* materials. We also sponsored APNET Board Member Eleishi Lema's participation on a panel that discussed the experience of networks as a potent vehicle for going to scale. Eleishi commented on the process through which APNET has developed as a major pan-African network committed to support of the publishing industry in Africa.

Publications

The Working Group did not get as far as anticipated in its publishing program during 2001, with only one new title : *Upgrading Book Distribution in Africa*. However, volumes 7, 9, 10 and 12 in its "Perspectives on African Book Development" series have been translated into French, and *Making Book Coordination Work!* is scheduled to be published jointly with the UNESCO Basic Learning Materials Initiative in 2002.

CAREW TREFFGARNE
LEADER,
W G ON BOOKS AND LEARNING MATERIALS

ADEA's Intra-African Exchange Program

Established since 1994, the Intra-African Exchange Program (IAEP) was designed to help African ministries of education use existing regional capacities and experiences in order to learn from each other's innovations and solutions to common educational challenges. Over the years, the program has steadily facilitated exchanges of expertise and experiences, as ADEA's networks and knowledge database have been expanding.

At its inception in 1994, the Intra-African Exchange Program (IAEP) experienced a very slow start due mainly to lack of advertising and limited budget allocation. However, since 1996, the program has been in demand and the budget has steadily been on the increase. The Prospective, Stocktaking Review of Education in Africa launched by ADEA in 1999, further accelerated the requests for exchanges by providing African countries with a long menu of innovations and experiences from which to learn. The 26 country case studies which were presented at the 1999 Biennial Meeting in Johannesburg, South Africa, have now been widely disseminated through a report, *What Works and What's New in Education: Africa Speaks!*. Immediately after, five countries (Benin, Djibouti, The Gambia, Chad and Zanzibar) approached ADEA to request facilitation for study visits to learn from experiences in Guinea, Namibia, Zanzibar and Zimbabwe.

WG contributions

ADEA Working Groups have significantly contributed to the development of intra-African exchanges. The wealth and breadth of the knowledge and capacities they have developed over the past ten years are increasingly becoming useful as the basis for such exchanges. African experts, trained or identified by the WGs, have provided much needed support to policy formation and capacity-building processes on the continent. The WG on Books and Learning Materials, for instance, has helped African countries develop national textbook policies and used IAEP to finance African technical assistance to individual countries and to subregional gatherings such as the Zimbabwe International Book Fair (ZIBF). Both sections of the WG on the Teaching Profession (anglophone and francophone) have also used IAEP to encourage their own networks of experts and national teams to provide technical assistance and exchange of best practices in teacher management. A list of study trips financed by IAEP between 1996 and 2002 is shown in the table opposite.

How IAEP works

The program sponsors:
- Study visits and exchanges of educational personnel between African countries, thereby enabling experience to be shared among them.
- Missions by senior African educational professionals to provide advice and technical assistance.

Ministries wishing to take part in this program should submit a request to the ADEA Secretariat or to the ministry of the country they with to visit or from which they seek professional assistance. The applicant ministry may either receive a visit from a specialist or send one of its own staff to another country.

IAEP study visits and exchanges (1996 - 2002)

Benefiting Country	Country providing the expertise	Theme	Date
Sao Tomé	Benin	Technical assistance by a Beninois expert on formulation of educational policy	March 1996, September 1997 and Jan - Feb 1998
Botswana	Malawi and Tanzania	Assistance to the Min. of Education of Botswana in drafting a national book policy	October 1997
Togo	Guinea	Sharing of experience in teacher redeployment in Guinea	April 1999
Benin	Guinea	To study Guinea's experience in teacher redeployment	December 1999
Zanzibar	Zimbabwe	Study visit to Zimbabwe to examine the teaching of sciences in that country	May 2000
Gambia	Namibia	Study tour of the information system for educational management in Namibia.	May 2000
Chad	Guinea	Technical assistance to Chad in the field of teacher management and study visit to Guinea	Sep - Oct 2000
Namibia	Seychelles	To examine school improvement program in the Seychelles.	Feb. - March 2001
Benin	Niger	Study of Niger's experience in setting up a computer-based teacher management information system	September 2001
Niger	Côte d'Ivoire	To study Côte d'Ivoire's decentralization of teacher management information systems	January 2002

New Titles
ADEA PUBLICATIONS IN 2001

ADEA Secretariat

The Redeployment of Teachers in Guinea - 2nd Edition
By Alamah Condé and Mamadou Aliou Sow.
What Works and What's New in Education: Africa Speaks!
Report from a Prospective Stocktaking Review of Education in Africa.

Working Groups

Books and Learning Materials

Upgrading Book Distribution in Africa
By Tony Read, Carmelle Denning and Vincent Bontoux.

Education Sector Analysis

Review of Education Sector Analysis in Burkina Faso, 1994-1999
By E.K. Ilboudo, M. Compaoré, B. Ouedraogo, P. Somba, O. Kaboré, A. Ouedraogo, F. Kinda and B. Kanoré.
Review of Education Sector Analysis in Mozambique, 1990-1998
By Mouzinho Mário, Miguel Buendia, Wim Kouwenhoven, Adalberto Alberto and Clotilde Waddington.

Female Participation

In Search of an Ideal School for Girls
FAWE.
Report on Girls' Education in Wajir and Mandera Districts of Kenya
FAWE.

Education Statistics

Assessment of Basic Education in Sub-Saharan Africa, 1990-2000
In collaboration with the Sub-Saharan Africa EFA Secretariat
Collection and Processing of Statistical Information: An Integrated Approach
NESIS Module. Can be downloaded at the following address: www.dakar.unesco.org/sised/publications.html.

Finance and Education

The Financing and Cost of Education in Mauritius
By A. Suddhoo, P. Mohadeb, R.Bhowon, F. Emrith, R.Dabee, and N. Rajabalee.
Written in collaboration with CODESRIA and the Ministry of National Education, Mauritius.
Financement de l'éducation et réformes budgétaires au Bénin
By J. Ahanhanzo, P. Zinsou, Y. Gbaye, J. Agbodan, and A. Codjia. Written in collaboration with CODESRIA and the Ministry of National Education and Scientific Research, Benin, (exists in French only).
Le financement de l'éducation, problématique du partage des coûts et des réformes budgétaires : Cas de l'enseignement primaire et secondaire au Niger
By M. Gambo, D. Ali, A. Moulaye, A. Kaka, H. Oumarou, M. Maîkolanche, A. Ousseini, M. Abdou and S. Hamidou
Written in collaboration with CODESRIA and the Ministry of National Education, Niger (exists in French only).

Higher Education

Directory to Donor Assistance for African Higher Education
Compiled by Mactar Diagne.
Challenging the Challenger: Understanding and Expanding the Response of Universities in Africa to HIV/AIDS
By M.J. Kelly.

Nonformal Education

Non-Formal Education and Quality Basic Education for All
Symposium for the Establishment of the ADEA Kenya Country Working Group on Non-Formal Education (NFE-KCWG) Mombasa, Kenya.
Making Alternatives Count
Report of the Sub-Regional Workshop on Development of Statistical Information Systems for Non-Formal Education Nairobi, Kenya.
Non-Formal Education in Urban Kenya
Findings of a study in Kimusu, Mombasa and Nairobi
The Dynamics of Non-Formal Education - Volume I
Report on the Pre-Biennial Symposium and Exhibition. Johannesburg, South Africa. Prepared by Changu Mannathoko, Amina Osman and Cream Wright.
The Dynamics of Non-Formal Education - Volume II
Papers presented at the Pre-Biennial Symposium and Exhibition, Johannesburg, South Africa. Edited by Wim Hoppers, Jeanne Moulton and Amina Osman.

Teaching Profession, as

Teacher Management and Support in Africa: Publications and Documents 1985-2000
Prepared by Dawn Quist and Henry Kaluba. Soon available on line at the new GTPE web site.

Teaching Profession, fs

Pour une expertise en management des personnels enseignants
Coordinated by: Georges Solaux, Bruno Suchaut, Paul Dogoh-Bibi, Marlène Zébango and Alamah Condé (exists in French only).

To order publications, please contact the Working Groups directly (for books published by the Working Groups) or the ADEA Secretariat (for books published by the Secretariat).

Calendar

ADEA Activities

March, 2002
WG on Books and Learning Materials
Workshop to review Quality-Improvement Materials Related to School Management and Teaching
Kampala, Uganda

March 11-14, 2002
WG on the Teaching Profession, francophone section
Annual Group Meeting and follow-up of activities
Abidjan, Côte d'Ivoire

March 14-15, 2002
WG on Books and Learning Materials
Steering Committee Meeting
London, United Kingdom

March 21-23, 2002
WG on Distance Learning
Technical Committee Meeting
Pointe Aux Piments, Mauritius

March 24-30, 2002
Communication for Education and Development (COMED) program
National Training Workshop
Accra, Ghana

April 2, 2002
ADEA Bureau of African Ministers Meeting
Chantilly, France

April 2-4, 2002
ADEA Steering Committee Meeting
Chantilly, France

April 5, 2002
ADEA Working Group Leaders and Coordinators Meeting
Chantilly, France

April 2-6, 2002
Joint meeting of the WG on the Teaching Profession, anglophone section/Forum for African Women Educationalists (FAWE)
School-Self Evaluation Workshop for FAWE Schools
Nairobi, Kenya

May 16-18, 2002
WG on the Teaching Profession, anglophone section
Training Workshop for Newly Appointed School Inspectors
Zanzibar, Tanzania

May 29-30, 2002
African Education Journalism Award
Meeting of the jury
Cotonou, Benin

Other Activities

March 18, 2002
London Book Fair
Seminar organized by the Southern African Book Development Trust in association with the Zimbabwe International Book Fair (ZIBF)
Themes : Changing Times, Changing Africa; Marketing Africa's Best; and, The Book Supply Chain in Africa
London, United Kingdom

April 15-17, 2002
New Initiative for Development in Africa (NEPAD)
Conference on the Financing of a New Partnership for African Development
Dakar, Senegal

April 22-26, 2002
UNESCO
First International Conference on Youth and Development in Africa
Nairobi, Kenya

May 20-22, 2002
Study group on education in Africa (Gretaf)
International Colloquium on Basic Education for All in Francophone Countries
Web site: www.refer.org/gretaf
Paris, France

29 July – 2 August, 2002
Commonwealth of Learning
Forum: Open Learning, Transforming, Education for Development
Durban, South Africa

Dates and venues may change. For more information please consult the ADEA web site (www.adeanet.org)