



ADEA Working Groups

Taking Stock, Future Prospects

The majority of ADEA Working Groups (WGs) were created at the same time as the Association. Comprised of experts from both Africa and the North, the WGs serve as instruments through which ADEA addresses professional and technical issues that are critical to educational development in Africa. What assessment, if any, can be made of the working groups' contribution to education in Africa? What have they accomplished? What challenges must they take on if they are to make a solid, tangible contribution to African countries? Such were the questions raised at a recent ADEA Steering Committee seminar held to consider the accomplishments and the future of the working groups.

Ever since they were created, the

working groups have been engaged in three basic types of activities: research and analysis, advocacy and capacity building. Research and analysis—to gain a better understanding of their respective subject areas, to generate knowledge that is relevant in the African context and to serve as a guide for action. Advocacy—to communicate with the stakeholders concerned and obtain their commitment to the efforts and changes that are called for. Capacity building—to help African institu-

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tions become more efficient and better able to develop their own responses to the challenges facing them.

If any attempt is to be made to assess the impact of the working groups above and beyond the previously defined logical framework, several aspects emerge that are worth emphasizing:

- The first is *building contacts between stakeholders with common interests via the networks created by the working groups*. These networks facilitate the development of synergies and in some cases the active participation of stakeholders. Many of the networks, whose members are education specialists and professionals with an interest in the specific issues covered by the working groups, have become professional communities specializing in their respective fields. But others, such as the networks established by the Working Group on Non-Formal Education, involve a more diverse set of stakeholders and representatives.
- Another aspect is the fact that the working groups *help to expand the*



field of knowledge by breaking new ground in their various fields of investigation. For example, the Working Group on Distance Education and Open Learning is preparing to conduct studies on the factors critical to successful distance education, on the financial implications of distance education and open learning, and on technological infrastructure and the use of new communication technologies in certain countries [see the article on WGDEOL on page 5].

These efforts to build linkages and to explore new or neglected fields have had a number of positive consequences:

➤ *The appearance of new concepts and tools:* the Working Group on Non-Formal Education, for example, has helped to change the image of non-formal education and has opened up new perspectives, such as a diversified, integrated education system which provides a range of learning opportunities that suits the demand and also provides equal opportunities by establishing interactive links and bridges between different streams [see the article on WGNFE on page 8]. As for the development of new tools, the Working Group on Education Statistics has developed various software applications and information management systems for education [see the article on WGES on page 10].

➤ *The mainstreaming of previously*

marginal activities such as non-formal education and early childhood development.

➤ *In some cases, a tangible impact on African countries' policies or regulatory structures:* the awareness-raising activities conducted by the Working Group on Books and Learning Materials under its "Taxes Off Books!" campaign have led five countries (Kenya, Malawi, South Africa, Sudan, and Tanzania) to decide to change their tax systems and to promote international trade [see the article on WGBLM on page 16].

The efforts made by the working groups have been remarkable, and the networks they have built up are solid contributions to education in Africa. To make these efforts as effective as possible, however, at least three issues—raised at the recent ADEA Steering Committee seminar on the contributions and the future of the working groups—need to be tackled. They are:

➤ *The results of the WGs' efforts must be put to use:* In this respect, anchoring the working groups firmly in Africa (from both the institutional and thematic standpoints) is a major challenge for all ADEA constituents, including African ministries of education. The topics and issues addressed by the working groups must be relevant, of course, but the proposed solutions must also be designed to allow

smooth integration into the African context. The visibility of the working groups at country level is also vital, as are their institutional and technical capacity-building activities; the latter, in addition, are expected both to strengthen the WGs' African anchorage and enhance their visibility.

➤ *The WGs must establish linkages with the international and African agendas:* The aim here is to take advantage of the opportunities for mobilization offered by the processes under way today and to create synergies with these initiatives in order to maximize the impact of the WGs' efforts. The groups should maintain links with initiatives such as the New Partnership for Africa's Development (NEPAD), Education for All, the Millennium Development Goals, the Education Decade, sector-based approaches, and poverty reduction strategies.

➤ *Optimal coordination of WG activities is needed at several levels:* at the working group level, at the country level, and between the working groups. Overall strategic planning of ADEA activities could help improve the working groups' visibility with respect to declared requirements and provide a coherent basis for their activities. ■

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Early Childhood Development

The aim of the Working Group on Early Childhood Development (WGECD) is to promote an integrated, holistic approach to early childhood development (ECD) and to work for the mainstreaming of this approach. After a review of existing policies, completed in 2001, the Working Group is applying the lessons learned from this project to help three West African countries implement their own policies.

In 2002 the WGECD pursued its activities in favor of early childhood education in Africa. The Working Group contributed to the development of ECD policies in three countries. It also participated in the launching of case studies which focused on providing support to young children affected by the HIV/AIDS pandemic.

Advocating for ECD

The support provided by the WGECD to the 2nd international conference on Early Childhood Development marked a major step in the activities of the Working Group. The WGECD sponsored the participation of 16 ECD advocates in Africa, among them the Hon. Mrs Ndong-Jatta, Secretary of State for Education in the Gambia. The conference, which took place in Asmara, Eritrea, from October 28 to 31, 2002, identified the WGECD as the appropriate channel to initiate, coordinate and conduct ECD activities in Africa along with its partners—relevant ministries, UNICEF, the World Bank, and national focal points. The Asmara framework for action also recommended extending this partnership to include major ECD stakeholders in Africa such as the Early Childhood Development Virtual University (ECDVU), the Consultative Group for Early Childhood Development (CGECD), and the Bernard van Leer Foundation.

The working group also organized a special session on Early Childhood Development during the Conference of African Ministers of Education (MINEDAF) in December 2002. This was done through



“The Child is father of the Man.”

William Wordsworth, 'The Rainbow'

the Tanzania Network for Early Childhood Development in collaboration with UNICEF Dar-es-Salaam. The WGECD took this opportunity to emphasize that learning begins at birth and interventions at the early childhood stage are crucial for societal and human development: 8 years is already too late!

Case studies on HIV/AIDS

The working group also supported a meeting on Early Childhood Development and HIV/AIDS that took place at UNESCO Paris, in May 2002. The objec-

tive of the meeting was to finalize the terms of reference for a series of case studies initiated by the Early Childhood Development Network for Africa (ECDNA). These studies will focus on identifying effective strategies to address the developmental needs of young children affected by HIV/AIDS. The WGECD plans to take part in one of the case studies in 2003.

Development of ECD policies

The ADEA Newsletter (Vol. 14 N° 2 April-June 2002) reported extensively on the importance of ECD, and the work the WGECD had embarked upon in its early years through the policy studies project. Building on this experience, the working group developed a set of guidelines that would assist African countries interested in developing or improving their ECD policies.

ECD policy planning in West Africa

The working group also provided support to the development of ECD policies in three French speaking countries—Burkina Faso, Mauritania, and Senegal—by participating in a process of peer review and providing technical assistance. The working group was able to build on its previous experiences in policy

planning activities conducted in Mauritius, Namibia and Ghana.

The new ECD policy planning program in West Africa is based on the basic principles outlined in the box below. **The objectives of this program are to:**

- Support countries in conducting policy planning processes and in preparing their policies for future implementation;
- Strengthen national networking, partnerships, cooperation and policy dialogue among representatives of programs, communities, NGOs, training institutions, government agencies, donors, and other ECD stakeholders;
- Enhance methodological skills for policy development and analysis in the field of ECD, and thereby strengthen institutional capacity within the government and other institutions;
- Identify strategic areas for advocacy, mobilizing public and political support, capacity building, and resource development for ECD activities in sub-Saharan Africa.

Anticipated program results are:

(i) three holistic, integrated and comprehensive national ECD policy plans prepared by national teams in Burkina Faso, Mauritania and Senegal; (ii) the creation of a sub-regional network for West Africa developed by key country teams; and (iii) a final document providing syntheses of country-level activities and their results. This document will report on the meetings organized for the program and will include recommendations for future policy planning and tool development for ECD in sub-Saharan Africa.

The second consultative meeting of the WGECD was held in December 2002. During that meeting an ambitious work plan was presented. The meeting called for continued support to ensuring that ECD features high on the development agenda in Africa by influencing policy making through advocacy, capacity building, research and networking.

The WGECD continues to fight for a cause that it considers to be of high priority. In Western Africa in particular, nations are facing major challenges—from

violent conflicts to famine and HIV/AIDS. These challenges have already begun to affect the ECD program, and they will continue to do so. Yet the deep commitment of national leaders to improving the lives of fragile children may well lead to achieving the goals of this program in

spite of these major challenges.

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Participative Policy Planning Program for ECD in Western Africa

Basic Principles

- ECD policy and action should be based on an integrated approach and focused on the holistic, developmental needs of children;
- Child development begins before birth, and continues into the early years of schooling;
- Satisfactory development requires parent support and education as well as good child nutrition, health, education and nurturing care;
- Services should support parents and caregivers as well as children;
- The cultural ideals and practices of childrearing should be respected, and ECD policies must be rooted in African realities;
- Community strengths are critical to achieving quality ECD action;
- Community-based organizations, NGOs and other private organizations must be respected partners in ECD policy and program development.

National ECD policies should focus on expanding budgetary, material and human resources to develop programs that will be:

- Participatory and "owned" by the local communities;
- Built on consultations at all levels across the public sector and civil society institutions;
- Holistic, comprehensive and integrated across all relevant sectors: health, sanitation, nutrition, education, justice/rights of women and children;
- Continuous from pre-birth to age eight, with a focus on zero to three years, which is critical to brain and physical development for school readiness;
- Culturally derived and culturally competent;
- Equitable, reaching the under-served and most needy communities;
- Family-focused and family-strengthening;
- Community-based and nationally-supported;
- High in quality in terms both of outcomes and inputs;
- Flexible, fully accountable and creative;
- Sustainable.

Distance Education and Open Learning

The Working Group on Distance Education and Open Learning (WGDEOL) was formed to improve access to education and educational quality through the use of modern distance education technologies. WGDEOL published two reports on distance education in sub-Saharan Africa in 2002, and has plans for studies on technological infrastructure, key factors of success and the financial implications of distance education and open learning (DEOL). In 2002, the UNESCO Regional Office in Dakar (BREDA) joined the Mauritian Ministry of Education and Scientific Research as the lead agency for the Working Group.

The status of distance education and open learning

During the first Executive Committee meeting of WGDEOL held in Mauritius in April 2000, two reports on the status of Distance Education and Open Learning (DEOL) in anglophone and francophone Africa¹ were produced for publication and tabled at the WG Technical Committee meeting in Mauritius on March 21 to 23, 2002. The Committee comprised nine experts from anglophone and francophone sub-Saharan African countries. Following discussions on the outcomes of the status reports, the committee stressed the need for WGDEOL to:

- reach out to other sectors of education such as non-formal education, technical education, teacher education and most importantly higher education;
- identify activities that increase WGDEOL's visibility;
- define national and regional strategies of operation;
- collaborate effectively with other ADEA Working Groups.

The committee reviewed WGDEOL's work plan and established analytical research, capacity building and communication as its three priorities.

Analytical research

In addition to the recently published status documents on distance education in anglophone and francophone countries, WGDEOL plans to complete and publish three other studies:

- *Critical success factors in distance*

education and open learning. This study will showcase examples of best practices in different aspects of distance education (design, development and delivery, use of technologies, etc.). It will enable ADEA to develop a set of criteria for enhancing the provision of distance education in Africa.

- *Cost implications in distance education and open learning*. This study will seek to compare the cost of distance education and traditional face to face teaching taking into account both the social and educational context (level of educational development, use of distance education methodologies/technologies). The study will be used as an instrument for costing methodology for decision making and planning of distance education in sub-Saharan Africa.
- *Existing technological infrastructure and the use of Information and Communication Technologies (ICT) in education and training in a given number of countries*.

Capacity building

WGDEOL plans to organize two seminars:

- The first seminar will look at policy initiatives to promote multi-level distance education for high-level officials of ministries of education and training as well as heads of ministerial organizations.
- The second seminar will focus on the major components of distance education and open learning (management and administration, courseware development, integration of ICT for DEOL

professionals from education and training institutions in sub-Saharan Africa. The introductory sessions of the seminar will also cover the general methodology used in DEOL.

Communication

The objective of the communication activities will be to increase the diffusion of information on WGDEOL's work. New communication tools will be devised and distributed as widely as possible at ministerial meetings and seminars, as well as to teachers' associations and DEOL professional associations.

Shared leadership

Discussions were initiated between the Ministry of Education and Scientific Research of Mauritius (MOE/SR) and the UNESCO Regional office in Dakar (BREDA) to discuss sharing the leadership of WGDEOL. This took place during the 17th Session of the ADEA Steering Committee meeting (held in Chantilly, France in April 2002). In August 2002, a Memorandum of Understanding was signed between the two groups which provides the necessary framework for collaboration in order to jointly implement WGDEOL's plan of activities.

The first WGDEOL coordinating committee meeting was held from August 23 to 25, 2002 in Dakar. The purpose of this meeting was to enable MOE/SR and BREDA to respect their commitments to the working group. The four main objectives were to:

- take stock of the work in progress;

- devise a strategy for implementing the work plan;
- define the activities to be undertaken;
- share responsibilities between the parties involved.

A new strategic vision

The second WGDEOL Executive Committee meeting held on 21 October 2002 in Chantilly, France, and chaired by Hon. Louis Steven Obeegadoo, Minister of Education of Mauritius, was attended by representatives from major donor and development agencies as well as DEOL organizations.

After presentation of the work plan, participants discussed and reviewed priorities for DEOL in sub-Saharan Africa. They agreed on a new strategic vision which focused on the following:

- **Data collection, empirical surveys and theoretical analyses:** such research has been the focus of WGDEOL's activities so far and will remain a fundamental dimension of its activities in the future;
- **Capacity building** through exchange of experience and training workshops designed for professionals and technical personnel directly involved in DEOL programs in individual countries. This new dimension is being introduced in the 2002-2003 Work Plan; and
- **Increasing awareness of the DEOL potential** by targeting policy makers. This would aim at identifying focal points and designating a national representative for the WGDEOL as well as developing national action plans for grass root activities. In order to be action-oriented and dovetail with capacity building, such activities would have to assume increasing importance. As national action plans come into operation, WGDEOL would be instrumental in facilitating and coordinat-

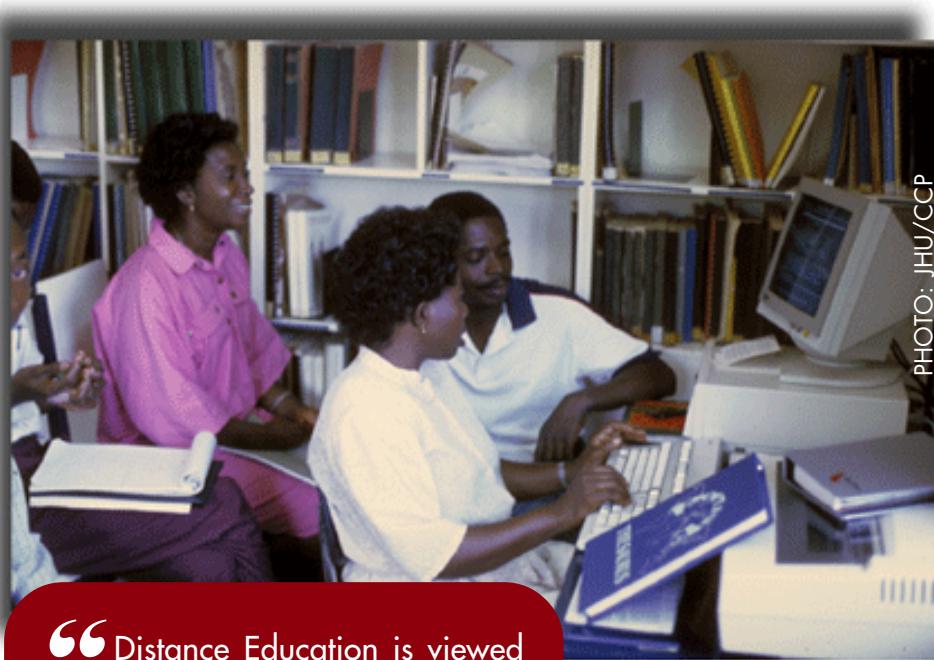


PHOTO: JHU/CCP

“Distance Education is viewed as an appropriate method of education delivery... it can be aimed at providing people who have missed an educational opportunity... to recapture what they have lost without necessarily going back to the classroom. Distance education can provide people with a second chance to receive education. **”**

Open and Distance Learning in Sub-Saharan Africa. A Literature Survey on Policy and Practice. ADEA WGDEOL, 2002.

ing, as appropriate, the implementation of DEOL programs; it would also focus on such governance issues as enabling an evolving environment for and ensuring the financing of DEOL activities.

It was also deemed crucial to **link the potential of DEOL to the achievement of the goal of Education For All and the concept of lifelong learning**. It was also considered that data collection and information sharing should pave the way towards grounded knowledge on: (i) who is doing what in terms of DEOL in sub-Saharan Africa; (ii) what works in that area and what does not, and why; (iii) what are the most cost-effective strategies underlying the success stories; and (iv) How

to mainstream DEOL within national plans and policies. Such in-depth studies of DEOL in sub-Saharan Africa would bridge the credibility gap, provide a costing tool and consolidate dialogue between Ministries and agencies, thereby ensuring support to the working group.

The Executive Committee also highlighted the pressing need for cross-fertilization between anglophone, lusophone and francophone countries in order to enrich DEOL. A suitable mechanism is needed to guarantee greater exchanges and collaboration.

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¹ The two documents are: "Open and Distance Learning in Sub-Saharan Africa. A Literature Survey on Policy and Practice" (WGDEOL, 2002) and "Enseignement à distance et apprentissage libre en Afrique subsaharienne. Etat des lieux dans les pays francophones" (GTEDAL, 2003).

Finance and Education

The Working Group on Finance and Education (WGFE) strives to develop education and finance ministries' emerging capacity to plan for, allocate and manage the resources allocated to education. WGFE's activities are coordinated by the Dakar-based Council for the Development of Social Science Research in Africa (CODESRIA). Training is an important component of these activities: in 2002, WGFE organized training seminars in Rwanda and Zimbabwe.

Training activities

WGFE's main activity in 2002 was organizing training seminars for senior officials in ministries of education and finance in sub-Saharan Africa.

Seminar in Kigali, Rwanda

This seminar, held from August 19 to 23, 2002, was aimed at building the capacities of African ministries of education. As Rwanda's Minister of Education pointed out in his opening address, this training session came just at the right time: Rwanda has initiated a policy of decentralization, and hence its provincial education authorities were responsible for identifying the staffing and equipment needs arising from decentralization and preparing their budgets accordingly. Thirty enthusiastic participants from both the central and provincial levels were introduced to the concepts of costing and budgeting, as well as to various budget preparation techniques.

Seminar in Harare, Zimbabwe

The Harare seminar was held from September 23 to 27, 2002. Like the Rwanda seminar, it was principally concerned with procedures for budgeting and for identifying the funding requirements of ministries of education. It was attended by 24 officials working for the ministries of education and finance in various regions of the country.

Steering Committee meeting

The meeting of the WGFE Steering Committee was attended by all of its partners, funding agencies and African ministries of education, in addition to the WG's coordinating agency CODESRIA. The meeting took the opportunity to introduce the

“Analysis and planning are important for efficient resource allocation. Consequently, to provide high-quality education in a period of austerity, the Ministry of Education must have officers who are skilled in analysis and planning. **”**

Working Group on Finance and Education

budgeting and planning in sub-Saharan Africa. The new training manual will take into account the new directions in education policy in Africa. Consultants will be hired to complete the work begun by the technical committee in Accra. When the new manual is ready, it will be published in English, French and Portuguese, and distributed wherever it is needed in Africa.

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new WGFE coordinator, Mohamed Chérif Diarra, as well as the Steering Committee's terms of reference. The main topics of discussion at the meeting were: (i) the status of the Working Group; (ii) WGFE work program and budget for 2003; and (iii) a strategy for diversifying WGFE's sources of funding. The participants noted the significant turnover in the Steering Committee's membership and its renewed vigor. The meeting was also the venue for the first contacts between the new coordinator, the Steering Committee and the other ADEA Working Groups.

Revision of the training manual

WGFE organized a workshop in Accra Ghana, from December 21 to 23, 2002, to revise the WGFE training manual. The technical committee conducted a detailed review of the former manual, identified its shortcomings and defined the content and form of the new manual, scheduled for publication late in 2003. This update was made necessary by the evolving context of educational finance,

Country case studies on education financing policies

As part of its goal to improve the mechanisms and processes in the planning, financing and management of education in Africa, the WGFE has, in collaboration with ministries of education, undertaken case studies and analyses on education financing policies in specific countries (Benin, Mauritius, Niger, Senegal, Swaziland, and Tanzania). These efforts led to publication of the findings in five countries, the most recent ones being from Senegal and Swaziland, (full titles and references are provided on page 23).

Non-Formal Education

The Working Group on Non-Formal Education continues to make full use of its network and seize emerging opportunities to influence and support effective strategies, policies and activities that combine formal and non-formal modalities in order to improve equity, access and quality. Non-formal education is therefore highlighted as the major tool to provide learning for adults and influence children and youth who would not otherwise gain access to formal schooling.

Non-formal education is the sole learning opportunity for adults and substantial numbers of out-of-school children and youth in most African countries but many governments still consider it to be an inferior alternative to the formal system and few have defined budgetary provision or education reform to support it. Since its creation in 1996, the ADEA Working Group on Non-Formal Education (WGNFE) has responded to evolving forms of alternative basic education, from adult literacy to using literacy for community empowerment, to promoting local development through greater commitment with indigenous knowledge system.

The Working Group on Non-Formal Education is also interested in exploring the links between formal and non-formal education within all age groups. Its work was extended to Eastern and Southern Africa and explored the provision of learning opportunities for vulnerable groups such as street children, HIV/AIDS orphans, nomadic populations etc. In this context, the working group organized a workshop on the '*Dynamics of Non-formal Education*' prior to the ADEA Biennale (Johannesburg, South Africa, 1999), which opened up new possibilities for strengthening non-formal education and changing its image.

In 2001, during the last ADEA Biennale (Arusha, Tanzania), WGNFE organised a session on '*Mainstreaming NFE: moving from the margins and going to scale*'. Through critical analysis and review of case studies, WGNFE was able to promote concepts and strategies for dealing with two of the central problems facing countries. The first relates to the need to strengthen alternative education provisions (for out-of-school youths, street children, illiterate adults) so that



Photo: Forbes, Inez/UNESCO

disadvantaged groups can have access to quality learning opportunities. The second concerns how to make alternative provisions an integral part of a holistic education system, so that they are included in the education statistics and the annual budget, as well as being recognized for the purpose of a broad testing and accreditation system. Consensus was reached that the need for a new approach, was critical for meeting the EFA goals.

Influencing policies

During 2002, the Working Group on Non-formal Education pursued the reflection and discussion on NFE and alternative forms of learning through joint meetings, activities and exchange of information within a broad government/NGO/international framework. This involved country based UN offices (UNESCO, UNICEF) as well as regional organizations such as SADC (Southern African Development Community), and aimed at optimizing

WGNFE's outreach and integration of NFE at national and sub-regional levels.

WGNFE also participated in the 2nd SADC Regional Education Policy Forum (November 2002, Windhoek, Namibia). This forum, which was held for SADC Permanent Secretaries and senior officials of Ministries of Education, formally recommended that: (i) governments should recognise and acknowledge non-formal education programmes as an essential component of the provision of basic education for all and lifelong learning, (ii) structures need to be established or strengthened to support and monitor non-formal education; (iii) formal and non-formal education need to be planned together; (iv) training in non-formal education should be incorporated in the training and professional development of all education personnel. The group also recommended that appropriate NFE programs be accredited according to the national qualifications framework to enable recognition of alternative ways of obtain-

“ Mainstreaming involves a number of processes such as moving from the margins and going to scale. More important, it is facilitated by such things as gaining official recognition and public acceptance, as well as having access to regular public funding and being an integral part of the examination system. ”

Dr. C. WRIGHT, UNICEF

ing equivalent qualifications and to facilitate transfer between formal and non-formal programs. In relation to marginalized, impoverished and vulnerable groups, governments should make greater use of the techniques that have been developed in NFE to strengthen community values and skills and empower such communities. Particular attention should be paid to the empowerment of women and girls, strategic use of the media, functional literacy, family literacy and responsible citizenship.

WGNFE also participated and collaborated with the UNESCO Institute for Education (Hamburg, Germany) to organize a session on ‘*Issues and Strategies for the Promotion of Adult Education in the Context of Lifelong Learning*’ during the recent MINEDAF VIII meeting held in Dar Es Salaam, Tanzania in December 2002. The panel discussed and shared experiences on the place given to adult and literacy education within the national EFA action plans. One of the questions raised was the type of methodologies available for adult education in the 21st century and how to enhance participatory democracy. Many of the panellists mentioned the importance of adult and literacy education in poverty reduction, transparency, democracy and participatory education as well as infusing a culture of human rights and citizenship within the context of NEPAD and the African Union. Major recommendations included: supportive policy, leadership and legislative environments that are conducive to the use of local languages; the empowerment of adult learners, especially the marginalized and vulnerable groups ; adult basic education should be embedded in national education priorities and planned in the context of sustainable de-

velopment ; and, linkages should be created to enable adult learners move from informal, non-formal settings to formal education and training.

Networking and collaboration

WGNFE has successfully promoted a structure for exchanges, study tours and regular information-sharing between NFE stakeholders at national and regional levels, which is increasingly being recognized as an ADEA comparative advantage. In 2002, WGNFE supported effective networking and information exchange between governments, NGOs, and especially between anglophone, lusophone and francophone Africa. Angola, Capo Verde, Sao Tome and Principe, Guinea Bissau participated in the NFE symposium in Maputo, Mozambique in June 2002, in collaboration with UNESCO’s Maputo country office, and a sub regional NFE network was created.

The working group also provided specific support to post-conflict countries (Sierra Leone, Mozambique) and is supporting pilot innovative NFE programs for out-of-school youth in the Bombali District of Sierra Leone. It will also be facilitating exchanges between Burkina Faso and Mozambique so that Mozambique’s educational perspectives may benefit from some NFE experiences in West Africa such as bilingual schooling in Burkina Faso.

WGNFE supported the integration of non-formal education as a component in broader development programs, e.g. health/science and traditional knowledge (Burkina Faso): the Burkina Faso Country Working Group, published a methodological guide for science education.

Kenya and Uganda country chapters developed modules for literacy and entrepreneurship skills.

The ADEA Working Group on Education Statistics developed modules for NFE indicators in collaboration with WGNFE, after a joint training workshop held in Nairobi, Kenya in February 2002. A number of countries presented pilot projects, which were examined by both working groups. Implementation began in 2003.

Country Working Groups

Country working groups (CWGs) provide fora for advocacy and lobbying for sustainable dialogue among NFE stakeholders. The Working Group on Non-Formal Education supports a demand-responsive, bottom-up approach to support local initiatives, and encourages CWGs to deploy their own resources efficiently and effectively. Existing CWGs are perceived as being relevant and effectively promoting NFE.

Country Working Groups in Benin and Burkina Faso received institutional support that generated renewed enthusiasm for WGNFE activities, and improved local partnerships and communication. Mozambique and Zanzibar launched their CWGs and Senegal restructured its CWG secretariat to make it more effective and proactive.

The way forward

Inspired from the goals projected in the ADEA Vision Paper¹ WGNFE is reviewing its plan of action and has initiated a consultative process to develop a mid-term strategy (2003-2007). It will revise its 2003-2004 work plan in consultation with ADEA WGNFE Steering Committee members and other partners.

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¹ From Past to Future: Continuity and Change in ADEA, Mamadou Ndoye and Ingmar Gustafsson, ADEA Biennale, Arusha, Tanzania, 2001.

Education Statistics

The principal task of the Working Group on Education Statistics (WGES) since it was formed in 1989 has been to help establish efficient, relevant and sustainable education statistics services in African countries. This aim has been to some extent achieved. Today, the working group's priority is to succeed in building institutional capacity, in order to give its activities solid institutional anchorage in Africa.

In the early 1990s, sub-Saharan Africa was, in comparison to other regions, particularly hampered by a dire lack of usable statistics. Today, the importance of quantitative information gathering is firmly established in all countries of the region. New professions such as systems analysts, developers, statisticians and information managers are taking over from the once isolated statistical clerks, and are emerging into a vast professional network of specialists. A major contribution of NESIS (National Education Statistical Information Systems), the capacity building program of WGES, was to participate in promoting the professional development of this network of specialists. This enabled the majority of countries in sub-Saharan Africa to carry out systematic information gathering on statistics and on basic education indicators. Proof of the progress made in the area of statistics can be found in both EFA assessment reports, presentations made by Ministries of Education in various national and international meetings, and the UNESCO Institute of Statistics (UIS) regional publications.

Today, the institutionalization and '*anchorage*' of WGES activities are major long term objectives. They not only respond to the results of the evaluation of ADEA's working groups carried out by ADEA, but are also the *sine qua non* to achieving an institutional capacity-building program. WGES, which is currently undergoing a transition phase, having witnessed changes in both the leadership of WGES and NESIS, has launched consultations on the strategies for '*anchorage*', and has held several meetings to discuss the future and the way forward.

In 2002, the main topics of the WGES/NESIS program were centered around 10 principal objectives:

- develop a strategy to establish WGES

- as a permanent form of collaboration;
- consolidate the regional coordination center and sub-regional network nodes;
- create a network organization of African institutions and specialists;
- organize sub-regional technical working groups (pilot projects) in priority areas;
- promote capacity-building and training programs with African training institutions;
- propose technical assistance to national implementation in collaboration with agencies;
- collaborate in areas pertaining to statistical indicators for monitoring EFA, SWAP, Poverty Reduction Programs, etc.;
- enhance internet/web facilities and connectivity for MoE's statistical publications and training;
- integrate information systems for strategic planning and management;
- manage publications, information and clearing houseservices and exchange forums.

Embedding NESIS in post-graduate university courses

WGES encourages resource sharing for the synergy of joint and coordinated activities with partners who share common goals. This is part of the cost-effective strategy that WGES has pursued in implementing its program. Training in collaboration with regionally based institutions has begun with NESIS' participation in the provision of course materials and teacher/trainer in the EMIS post-graduate course in collaboration with the Southern African Development Community (SADC)/EPSI program.

This collaboration marks a signifi-

cant step in the process of anchoring capacity-building in African institutions through embedding NESIS training activities into post-graduate courses offered at three universities: the University of Witwaterstrand in South Africa, the University of Dar-es-Salaam in Tanzania, and the Universidade Pedagogica in Mozambique.

Developing NFE management information systems

A workshop on the development of Non-Formal Education (NFE) management information systems for anglophone countries was held in Nairobi, Kenya in February 2002. The workshop was jointly organized by NESIS and the ADEA Working Group on Non-Formal Education. Its main purpose was to initiate pilot projects in participating countries and introduce participants to database design techniques. The focus was on planning and designing pilot projects, identifying NFE indicators, data collection procedures and instruments, and designing the NFE database.

Publications, information services, statistical analyses

A training workshop on the development of publications and information services was also held in Nairobi in February 2002. The overall objective of the workshop was to provide hands-on training on design and production of statistical publications and information products and, in response to demand, policy and statistical analysis. The workshop focused on the following areas: publication and information services, graphical representation of indicators, report guidelines and data analysis, introduction to policy analysis, the SPSS statistical package, cyberspace communication and web

“Without statistics, how can we assess the past, manage the present, plan for the future? ”

ADEA Working Group on Education Statistics

site development, and technical working group discussions.

Statistical data collection and processing

A workshop on the validation of the technical module '*Collection and Processing of Statistical Data*' was conducted in Dakar, Senegal, in December 2001 by the NESIS West and Central Africa node. During the workshop, participants tested the tools and their compatibility with the situation in their countries. A draft of this new technical module is now available in English. NESIS tools are going to be adapted to national needs and specific context.

Internet connectivity

With the support of the United States Agency for International Development (USAID), NESIS finances e-mail and internet connections for Ministries of Education statistical units and EFA coordinators in NESIS member countries. WGES provides subscriptions to local internet suppliers, as well as training in start-up and maintenance, and to a limited extent, equipment. So far, NESIS has facilitated internet connection in thirteen countries.

The recently upgraded NESIS web site which provides information on program activities and materials, was designed not only to embrace current developments in web technology but also to accommodate the expected increase in electronic communication with member countries. NESIS plans to support Ministries of Education in publishing their own information and indicators on the web, and provide links to individual country sites.

Personnel information systems

A NESIS led survey on personnel information systems showed that many countries stored information in two separate data sources—one in the personnel administration, often in manual files, and another in the statistical database, which is limited to head counts. In 2002, Zimbabwe asked to host a pilot project in the area of personnel information systems, which would assist them in quickly obtaining information for day to day management, such as the number of teachers who resigned within a given week, as well as indicators such as the teacher turnover rate and information on teacher absenteeism due to illness.

Development of the generic core data module

In the diagnostic survey phase of the NESIS program, many countries were found to lack an integrated module to collect, store, process, and analyze annual school survey data. Personnel in charge of collecting and processing data in the ministries have often expressed concern about the lack of user-friendliness of these systems. NESIS has embarked on the development of a generic module that will lead to the development of an information system together with documentation and training manuals. This system will assist countries in monitoring and evaluating the progress being made towards the achievement of 'Education for All'.

Present and future activities

Following a series of consultations with

the members of WGES and in light of the recent changes in the leadership of the WGES and NESIS program coordination, a consultative meeting of the Strategic Planning Group was convened in Harare, Zimbabwe, in October 2002 to discuss key issues related to the current and future of the NESIS program. The participants consisted of a select group of education planning directors, representatives of funding agencies and representatives of regional organizations.

The WGES Steering Committee Meeting held in Dar-es-Salaam, Tanzania, in December 2002, discussed the mission framework, mandate and guiding principles. It was decided to i) give priority to restoring and re-enforcing capacities at the WGES-NESIS centers in Harare and Dakar; ii) designate an Executive Committee, consisting of representatives of the lead agency (the Netherlands), the coordinating agency (UIS) and three Ministries of Education (from a francophone, a lusophone and an anglophone country); and iii) conduct a feasibility study on the establishment of a regional center/institute and an association of education experts and institutes working in the field of education statistics.

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New publications

The Working Group on Education Statistics/NESIS program has recently published two manuals which stem from the training workshops on online communication and learning.

Communicating in Cyberspace and Website Development and Hosting, both written by Shem Bodo and published by WGES/NESIS, 2002, may be obtained through the WGES, and should soon be made available on the WGES/NESIS Web site at <http://nesis.easynet.fr>

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The Challenge of Learning

Improving the Quality of Basic Education in Sub-Saharan Africa

Achieving education for all before the year 2015 is one of the millennium development goals. But the drive to broaden access must not overshadow the issue of educational quality. The success of development-oriented education policies depends on the combination of increased access, enhanced equity and improved quality.

It is both necessary and urgent that the collective commitments made at the Dakar World Forum in April 2000 be transformed into action. However, the movement in favor of basic education for all might be wasted if we do not give the required attention to the improvement of quality. Wasted because important resources will be invested without being translated into learning outcomes and because children, the adults of the future, will have gone through school without acquiring the minimum skills of reading, writing and arithmetic.

It is within this context that the Steering Committee of ADEA has put into place an ad-hoc group to conduct a study referred to as *The Challenge of Learning: Improving the Quality of Basic Education in Sub-Saharan Africa* in order to support the efforts of African countries committed to meeting the challenge of basic education for all.

The exercise underway aims to achieve four things: (i) to undertake a broad reflection on relevant policies, strategies and best practices taking into account the specific contexts in which they are implemented; (ii) to encourage the emergence of a shared policy vision; and (iii) to create a culture of quality among those involved in education.

The methodology used for this study is based on the praxis approach, which underpins all ADEA initiatives and whose watchword is "learning by doing, learning from action to develop and improve action". The study, which is based on

analyses of country experiences and a review of African literature, is focused on endogenous experiences and knowledge and deliberately places the emphasis on finding African solutions to African problems. With this in mind, ADEA requested all African ministries of education to identify successful and/or promising experiences in their countries. Currently, 24 education ministries are participating in the study. Twenty-six case studies have been selected, each relating to one of the four major themes below:

- Pedagogical renewal and teacher development;
- Decentralization and diversification of delivery systems;
- Implementation of basic education reforms and innovations;
- Relevance of education : Adapting curricula and using African languages.

Emphasis is placed on exchanging acquired experience and knowledge on the improvement of quality.

Many education practitioners and specialists are contributing to the study of educational quality, as are all of ADEA's partners:

- Participating countries have set up national teams which are responsible for completing the case studies before May 15, 2003.
- For each theme, one or two education specialists have been appointed as thematic coordinators in charge of providing technical support to the national teams and drafting a summary document of the lessons learned from

the case studies from an international perspective.

- All ADEA partners are involved in the study. In addition to the national case studies, some 30 background documents will be written by the thematic coordinators, the ADEA Working Groups, bilateral and multilateral co-operation agencies, and education specialists.
- The African research networks ERNWACA (Educational Research Network for West and Central Africa) and ERNEA (Educational Research Network for East and Southern Africa) are responsible for conducting a review of African literature related to educational quality.

The end product of the quality study will be a discussion paper based on all of the work described above.

The ADEA Biennial Meeting in December 2003 will be organized around this theme. This should be the culminating point of our collective thinking on the topic, where ministers, agency representatives, education specialists and civil society organizations will engage in intensive discussions of technical and scientific aspects, political and social dimensions, costing and funding problems, and engineering and implementation procedures. ■

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The 2003 ADEA Biennale (Grand Baie, Mauritius, December 3-6, 2003)

The ADEA Biennale will be held in Grand Baie, Mauritius, December 3-6, 2003. Discussions will focus on educational quality. Panels will be organized to parallel the structure of a study in progress entitled *The Challenge of Learning: Improving the Quality of Basic Education in Sub-Saharan Africa* (see article above).

The meeting is being organized jointly with the Mauritian Ministry of Education and Scientific Research. Around 300 participants (ministers of education, representatives of cooperation and development agencies, NGOs, academics and other education professionals) are expected to attend.

Communication, Education and Development

Established in 1998, the Communication for Education and Development program (COMED) works to improve the use of communication in support of education. It seeks to strengthen institutional communication capacities in ministries of education and improve the media's understanding and coverage of education. In 2002, COMED became an ADEA working group.

Since its inception in 1998, the COMED program helps build national consensus and enhance public support for education policies and programs. This is mainly achieved through training workshops.

In 2002, national training workshops were organized in four countries. The workshops provided an opportunity for using and field-testing parts of the six-module COMED curriculum before publication.

➤ A workshop was held in Abuja, Nigeria in collaboration with the Social Mobilization Department of the Universal Basic Education Scheme (UBE). It brought together 20 education journalists and editors of education pages and supplements, and 12 communication officers from UBE and other education ministry officials in charge of education issues. Resource persons from government and civil society and international partners also participated. Participants confirmed the growing specialization in education reporting in Nigeria, and the need for ongoing training. They recommended that future workshops focus on specific areas such as understanding and reporting education statistics. Ten national publications regularly carry education sector news in Nigeria, and several radio stations have initiated broadcasts on education issues.

➤ Organizing the Liberia National Workshop on Communication for Education and Development in Monrovia in late June was a challenge as it almost coincided with some of the more intense moments of fighting in the



Photo: Charaffit, Fabian/UNESCO

“Since education determines the future, journalists have a key role to play as advocates for efficient education systems. Education should be given the priority that it deserves. **”**

Hon. Mr OSMAN SALEH, Minister of Education, Eritrea

country, with attendant insecurity around the capital. The enthusiasm and concern of national authorities and commitment of COMED consultants saw the training program to a successful conclusion. The Minister of Education, Dr. Evelyn S. Kandakai, opened the workshop and participated actively in several sessions. In her keynote address, she asked the media to help move education from the sidelines to center stage. Officially, 26 journalists from the print and electronic media and 6 communication officers from the ministry of educa-

tion and an NGO participated in the workshops, but the real number was almost twice that high, reflecting the thirst for training and interest in the subject matter. During the first phase of the workshop, local experts, panels and general discussions were presented on Liberian education issues, including the 2001 Law on Education and how to improve media coverage. During the second phase of the workshop, the focus was on strengthening participants' professional skills, reporting, interviewing and feature-writing for journalists and institu-

tional communication and advocacy techniques for communication officers. During the final stage of the workshop, the participants learned how to design and apply communication strategies for education issues, including Education For All. Participants also drew up a list of recommendations on how to improve communication activities for education in Liberia and decided to establish an association of education reporters and communication officers as a forum for promoting cooperation between the two professional groups.

- Two other workshops were organized to prepare national media to cover significant education events. During the International Conference on Early Childhood Education in Asmara, Eritrea (October 28-31 2002). COMED held a two-day workshop for national ministry communication officers and journalists from state media, many of whom subsequently covered the conference. COMED also invited six journalists from other African countries to cover the conference. A significant number of national and international stakeholders and conference actors participated in the press briefings and conferences. This was also the venue for launching the 2003 edition of the Africa Education Journalism Award. The Eritrean Minister of Education, the Hon. Osman Saleh Mohammed, ADEA Executive Secretary, Mamadou Ndoye and COMED Program Manager, Akin Fatoyinbo, were the main speakers.
- In Dar-es Salaam, 20 Tanzanian journalists from public and private electronic and print media participated in a workshop to prepare coverage of the Forum of African Parliamentarians for Education (FAPED) and the Conference of Ministers of Education of African Member States (MINEDAF), both held in Dar-es-Salaam; media coverage was jointly organized and funded by COMED (through the World Bank), and the UNESCO Regional Bureau for Education in Africa, BREDA. The team of journalists included correspondents from the Pan

African News Agency (PANA) private media from African countries and stringers from international media based in Tanzania. Simultaneously, the *African Education News Online*, a COMED publication, was launched in both English and French, to lend visibility to education programs in Africa. It was transmitted from Dar-es Salaam to COMED network members and other partners. The first edition carried the tragic and shocking news of the death of COMED Program Manager, Akintola Fatoyinbo, who had been in Dar-es-Salaam to direct media training and coverage of FAPED and MINEDAF.

Reviewing the COMED curriculum

After some field testing in Nigeria and Liberia, the COMED curriculum is being reviewed to streamline some modules and adapt the content to a 70-hour rather than use the current 42-hour training period, as per participants' suggestions. A preliminary meeting was held with specialists from the Distance Education Center in Cotonou to consider changing the curriculum to distance and on-line delivery. Meetings in 2003 will also involve the World Bank Institute, which has considerable experience in distance learning and video conferencing.

Advisory services

FAPE, la Fédération Africaine de Parents d'Elèves (African Parent/Teachers' Association), requested that COMED assist in designing a radio-based communication strategy for its network of national chapters of Parent/Teachers' Associations. FAPE initiated the project 'Ecoles des Parents' which intended to empower parents to communicate about education issues in their own right. From July 1 to August 12, 2002, a COMED team comprised of a communications consultant and two FAPE officials visited Senegal, Burkina Faso, and Guinea to sensitize national authorities, FAPE stakeholders, and local media on the details of the project. This enthusiastically-received mission, the first activity in a three-phase project, cre-

ated opportunities for discussing the role of parents in educational reform and management. ADEA and the World Bank provided funding.

HIV/AIDS project

A video production task force met in Cotonou from August 19 to 25, 2002, to define the approach, content, scripting and production schedule for a 12-part video documentary series in Swahili. A project document was prepared for discussion with all interested donors. COMED is also developing a communication strategy for engaging education stakeholders in HIV/AIDS prevention and care activities involving young people. A pilot project is being initiated in Benin over 12 months, coordinated by COMED consultants. The inaugural in-house meeting was held in August, to launch a three-month situation analysis and data-gathering phase while contact with national and local authorities is being finalised.

Directories

Two directories funded by the Norwegian Trust Fund for Education in Africa, are being compiled for COMED networking and are in the process of being finalized: *A Directory of African Media*, which contains over 700 entries, has been a valuable contact list for the African Education Journalism Award; *The Directory of African Journalism and Communication Training Institutions*, which contains information on schools and institutes offering academic and professional preparation in fields of journalism, communication and development. COMED will use this directory to establish links between the national institutions.

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Books and Learning Materials

The Working Group on Books and Learning Materials encourages processes leading to the formulation of appropriate national policies concerning books. The WGBLM works with all the key actors in the chain of book production, distribution and supply: policy-makers, teachers, curriculum specialists, publishers, distributors, booksellers and authors.

The shortage of appropriate teaching, learning, and literacy materials for formal and non-formal education is a threat to achieving Education for All (EFA). The Working Group on Books and Learning Materials therefore seeks to make governments, the private sector, agencies, non-governmental organizations (NGOs), and civil society organizations (CSOs) more aware of the need for a holistic approach to developing and supplying the materials needed to underpin EFA and lifelong learning. WGBLM therefore encourages the design of national policies that address the primary needs and constraints which affect sustainable book provision. The Working Group is thus committed to strengthening capacity building and networking among ministries, CSOs and NGOs, funding agencies and the African book trade for developing and distributing books.

Pursuing the "Taxes off Books!" campaign

WGBLM continued its *Taxes Off Books!* campaign during 2002 by publishing the French version of Ruth Makotsi's *Ex-*



Photo: J. Owen-Rae/USAID

“Sustainable textbook policies will be slow to materialize if the political and economic power remains highly centralized and the private sector/civil society very fragmented. No amount of funding agency pressure is likely to rapidly change this. However, coordination structures are more likely to have an impact and gain momentum in countries that have a strong commitment to participatory decision-making, where government ministries value the inputs of all sectors of society and where the private sector puts development objectives before short-term profit interests. **”**

Making Book Coordination Work!, WGBLM, 2002

panding the Book Trade Across Africa, and encouraging the African Publishers Network (APNET) and national publishers' associations to lobby governments and regional economic communities. Since the campaign began, there have been changes in taxation in the Kenya, Malawi, Sudan, South Africa, and Tanza-

nia, but much more work needs to be done. WGBLM sponsored visits by the East African Book Development Association to the East African community in June and November 2002 to lobby for removing barriers to the cross- border trade in books.

Better book policies

At the request of the World Bank, WGBLM organized a regional workshop on strategic book sector planning in Niamey, Niger last April. The workshop was attended by Ministry officials from Benin, Chad and Niger. Unfortunately, participants from Mauritania and Cameroon were prevented from coming due to last minute transport difficulties.

In September 2002, WGBLM supported a regional workshop in Kampala, Uganda, which was organized by Book Aid International, APNET and the Pan African Booksellers Association (PABA). This workshop sought to emphasize the importance of involving librarians in book policy development, alongside publishers and booksellers.

The East African Book Development Association also gained WGBLM support for its regional seminar on *Identifying Barriers to Regional Book Trade and Finding Synergy for National Book Policies*. Representatives from Kenya, Tanzania, Rwanda and Uganda, participated in the seminar which was held in Nairobi, Kenya in September 2002.

Strengthening the capacity of booksellers

WGBLM facilitated PABA's efforts to promote the professional development of its members by supporting a capacity-strengthening workshop for Nigerian booksellers in Abuja in May 2002. A seminar on book-selling was held before the PABA Annual Convention in Harare, Zimbabwe in August 2002. Members from nine national booksellers' associations participated (Ethiopia, Kenya, Malawi, Mali, Nigeria, Tanzania, Uganda, Zambia and Zimbabwe). The significance of the publishers/bookseller interface was reiterated in WGBLM's latest publication: *Making Book Coordination Work!*, which builds on a round table discussion organized by the WG at the Zimbabwe International Book Fair (ZIBF) in 1999.

Improving the quality of learning materials

Another significant networking initiative

was the inter-agency *Quality Improvement Materials* workshop that took place in Kampala in April, 2002. ADEA joined forces with the United Nations Children's Fund (UNICEF), the Aga Khan Foundation and the United States Agency for International development (USAID) in order to share materials used in Tanzanian, Ugandan, Malawian, Ethiopian and Kenyan schools for quality improvement purposes. Participants worked on new materials intended to fill the existing deficiencies.

Making materials relevant

As part of its strategy to improve the quality of and raise awareness about the cultural sensitivity of life skills materials (which are designed to focus on issues such as HIV/AIDS, substance abuse and domestic violence), the working group has commissioned Harriet Perlman to synthesize Soul City's experience in adapting the *Choose Life* materials for use in different country contexts. This follows from her presentation at the ADEA Biennale in Arusha, in October 2001 (at which she highlighted the process of adapting materials originally developed in South Africa for young people in neighboring countries. WGBLM is keen to share examples of what has worked in one country that can work in another country, with particular emphasis on the way that the adaptation process can enhance ownership and relevance.

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The Forum for African Women Educationalists (FAWE) Becomes an Associate Member of ADEA

The Working Group on Female Participation (WGFP) was created in 1990 with the aim of helping to overcome gender disparities in education. Two years later, the Forum for African Women Educationalists (FAWE) was founded, at the instigation of the WGFP. In 1993, FAWE was registered as a pan-African NGO, with its base in Nairobi, Kenya. Since then, it has earned recognition throughout the continent, working through a network of 33 national chapters. The objective of FAWE is to help ensure that all girls have access to schooling, complete their studies and perform well at all educational levels.

In 2000, FAWE succeeded the Rockefeller Foundation as the lead organization of the WGFP.

In 2001, WGFP went through a restructuring process, with a view to integrating the activities of its various components—African Academy of Sciences (AAS), the Partnership for Strategic Resource Planning for Girls' Education (SRP), Female Education in Mathematics and Science in Africa (FEMSA) and the Alliance for Community Action for Girls' Education (ACAFE)—into the activities of FAWE.

In 2002, the question of the emancipation of the WGFP was raised. In April 2003, the ADEA Steering Committee decided that FAWE would remain closely associated with ADEA as an Associate Member. It will still play an active role in the Association, particularly through the Working Groups, which will continue to include gender issues among their priorities. ■

Education Sector Analysis

Promoting knowledge and information sharing in the field of education sector analysis, improving the quality of sector-based analyses and encouraging their use in the policy-making process are some of the goals of the Working Group on Education Sector Analysis (WGESA). A new activity of the working group involves the use of peer review mechanisms in the African context.

WGESA was created to further the practice and quality of education sector analysis through advocacy and by advancing knowledge and cooperation among African ministries of education, development agencies, and the research community. The working group therefore seeks to strengthen national policy-making processes by improving the quality, relevance, use and accessibility of education sector and policy analyses, and to increase African involvement in designing and implementing national sector reviews and plans.

Working principles

The WGESA Steering Committee met in Paris, France, in February 2002 to review its work plan and agree on future directions. Several guiding principles were defined for the group's future activities. These focus on enhancing the relevance of WGESA's activities to Africa and to the ADEA constituencies at large. Partnerships with networks and institutions in Africa will be one of its priorities. The group's work will be guided by the following principles:

- The main goal of WGESA is to respond to identified needs and to remain demand-driven;
- Principal partners are the research community in Africa, African ministries and donor organizations. Demands for cooperation should come from credible representatives of at least one, or preferably two of these constituencies;
- Any activity that the working group organizes should fit into a pattern of activities that have strong potential for continuity and follow-up;
- WGESA must focus on sector analysis, rather than broad-based educa-

tional development capacity building exercises;

- Countries in crisis should not be ignored but some stable constituency or institution must exist to act as partner;
- WGESA should continue to focus on analytical work, capacity building, advocacy and information exchange and promote cross-country exchange.

Publications and seminars

During 2002, WGESA continued to reflect upon its own organization while implementing some of its activities. Tuomas Takala and Mantsetsa Marope conducted a study, *Partnerships Between Ministries of Education and International Funding and Technical Assistance Agencies: the Case of Mozambique* which was published and is also available on the ADEA web site. The study is an important contribution to the knowledge about a) the relationship between funding partners and ministries of education; and b) the process which contributes to effective partnerships. While the study focuses on Mozambique, its findings may also be relevant to other countries and contexts.

A one-day seminar on *Education Sector Analysis and Sector-Wide Approaches (SWAs)* was organized in Windhoek, Namibia on November 21 2002 as part of the group's capacity-building activities and in the spirit of partnership with other networks and organizations in Africa. The seminar was designed to familiarize participants with recent education sector analysis thinking and practice. It was a good opportunity for officials of the ministries of education of the Southern African Development Community (SADC) countries to learn about and interact with each other. The importance of sector analysis in informing

policy and strategic choices was re-affirmed and sector analysis ownership was recognized as crucial. The lack of an institutional base for sector analysis in Africa and more particularly in the SADC region was also raised. The SWAp experiences of Namibia, Tanzania and Mali were presented and discussed in order to highlight the link between external funding and sector analysis.

Sector analysis, methodologies and review mechanisms

In line with recent developments in the New Partnership for African Development (NEPAD), WGESA has commissioned a study on the relevance of OECD education country reviews (in terms of methodology and results), to the African context. The findings of this study, which will determine the need for ownership and capacity building in education sector analysis in Africa, were discussed at the last WGESA Steering Committee meeting in Maseru.

Two WGESA representatives, Kaviraj Appadu and Richard Sack, participated in a seminar in Vilnius, Lithuania, which discussed country sector studies of three Baltic states. The seminar also examined the role of parliamentary committees in formulating education policy. While it would seem that the peer review mechanisms constitute an important instrument and reference for policy makers, WGESA needs to examine the issues of demand, ownership, financing, and legitimacy.

In 2003, WGESA will continue to pursue capacity-building exercises, initiate a review of current practice in sector analysis, and the potential for peer review in Africa.

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Teaching Profession

The Working Group on the Teaching Profession (WGTP) helps African ministries of education to improve their personnel management and support systems. Today, the working group has reached a decisive stage in its development: its two sections, first created in 1994, are merging. A new strategy for the unified working group is being developed.

Francophone section

The French-speaking section of the Working Group on the Teaching Profession (WGTP/fs) conducts activities related to the analysis, reinforcement, research and promotion of capacities to develop regional expertise in the management and support of teaching personnel.

Merger of the two sections

In 2002, the WGTP/fs held two meetings to discuss the proposed restructuring of the working group: in Abidjan from 11 to 14 March 2002, and in Conakry from 25 to 28 November 2002 (see section below on the merger of the two sections). The proposal was to establish a working group that contributed more effectively to implementing the key activities of the African ministries of education. There was general agreement on the need to help the ministries to achieve the goals of the Education For All (EFA) programs and the New Partnership for Africa's Development (NEPAD).

Priorities of the new approach

■ Advocacy: Advocacy activities need to be strengthened, as do communication activities, by making use of the new information and communication technologies (NICT).

■ Networking, capacity building and training: To promote professional exchanges among the anglophone, francophone and lusophone countries, the francophone section is proposing a closer relationship with the anglophone and lusophone countries and the development of partnerships with associations and other such networks based in the countries to the north. In order to make action more effective and build capaci-

ties, the section is proposing a clear and precise definition of training targets as well as performance indicators that would facilitate evaluation.

■ Access to information: This new subject cannot be isolated from the search to improve teacher performance and the quality of training. Most teachers do not have the wherewithal to take part in the explosion of knowledge, whereas access to the new information and communication technologies (NICTs) could help them enormously. Not enough teaching institutes and libraries have these capacities.

■ HIV/AIDS: The teaching profession is being hit by the HIV/AIDS pandemic. The WGTP must continue to be active in this area in order to help member countries contain the pandemic by developing strategies that encourage teachers to be tested and by considering the extent to which certain cultural attitudes might lead to positive or negative changes in behavior.

National action plans

National action plans on the contribution of the WGTP/fs to achieving EFA targets have been finalized. They are based on the following points:

- contributing to achieving the EFA goals;
- fighting HIV/AIDS among teaching personnel

- building capacities;
- studies and publications;
- integrated development approach to promote gender equality.

The action plans are already being implemented.

Communications

The WGTP/fs information bulletin has been redesigned and is now called *Le Partenaire de l'éducation (The Education Partner)*. Two training and evaluation workshops were held in Dakar to evaluate the first issue and to produce the second. The WGTP/fs thus now has a quarterly communications tool. It is aimed at a much larger audience and is designed

> continued on page 20

Merger of the WGTP anglophone and francophone sections

The Working Group on the Teaching Profession (WGTP) was established in 1993. Since 1994, however, the working group has carried out its work in two sections: a francophone section (WGTP/fs) and an anglophone section (WGTP/as). The two sections are now merging. This merger was requested by the participants at the Arusha Biennial Meeting (October 2001) in order to promote professional exchanges among the francophone and anglophone countries.

In 2002, the WGTP published guidelines concerning the restructuring and future priorities of the group.

The new working group will be headed by the Commonwealth Secretariat, which will take responsibility for its leadership, supervision and coordination.

The working group held a meeting in Zanzibar from May 11 to 13, 2003 to discuss the modalities for the merger of the francophone and anglophone sections. ■

> *Continued from page 19*

to foster a partnership process to promote the development of a more democratic higher-quality African school.

Anglophone section

Since 1993, the anglophone section of the WGTP has conducted activities in the following fields:

■ **Advocacy:** The section has helped the education ministries in the following areas:

- consulting with the education ministries on various issues such as school inspections, school evaluation, legal frameworks for teacher management, etc.
- developing country handbooks on teacher management and support issues
- establishing country working groups within the African ministries of education
- developing country action plans on teacher management and support issues
- organizing meetings for the permanent secretariats

■ **Research:** Since 1995, studies have been conducted to assess the following areas: training programs for head teach-

ers in Tanzania and Zambia (2000); teacher resource centers in Botswana, Kenya, Tanzania, Namibia, Zambia and Zimbabwe (2000); gender-related issues in the countries of southern and eastern Africa and in three countries in western Africa; and existing teacher management systems in Botswana, Ghana, Zambia and Zimbabwe.

■ **Networking and professional exchanges:** Professional exchanges and interaction among education specialists from the French-, English- and Portuguese-speaking countries have helped educators develop a better understanding of issues involved in teacher management and support throughout the region.

■ **Building capacities:** One major task of the working group was capacity building. Training materials have targeted key areas identified by the education ministries. Numerous manuals and modules were written by editorial teams from different countries:

- Modules for head teachers (1993)
- Modules for school principals in Mozambique (1996)
- Adaptation of modules for head teachers in Lesotho (2000)
- Manuals for school inspectors (1998)
- Adaptation of manuals into Portu-

guese for school inspectors (1998)

- Progress through self-evaluation: The path to a better school (1998).

■ **Training:** One of the working group's main activities has been to support the development of personnel at the regional, national and school levels. Since 1997, the WGTP/as has trained numerous specialists, in particular editors of guidebooks, supervisory managers and personnel, inspectors, teachers and head teachers.

■ **Publications:** Since its creation, the group has published a number of documents, in particular training material for school heads. The training provided by the WGTP/as has helped education ministries in many countries to develop their own material (Ghana, Kenya, Lesotho, Malawi, Mozambique, Namibia, Tanzania, Uganda, Zambia and Zimbabwe).

FOR FURTHER INFORMATION PLEASE CONTACT:

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Ministerial Meeting on HIV/AIDS for Central Africa (Libreville, Gabon, May 27-29, 2003)

ADEA is organizing a meeting at the ministerial level for Central African countries on *Effective Responses to the HIV/AIDS Pandemic in the Education Sector: From Analysis to Action*. The meeting, organized jointly with the Ministry of Education of Gabon, has three primary objectives:

- to assess countries' state of preparation at the policy level and to pinpoint ministries' requirements, particularly in terms of training;
- to present the lessons learned from the countries that participated in the ADEA initiative *Identifying Effective Responses to HIV/AIDS*;
- to outline strategies for including the lessons learned in education sector programs: introducing effective prevention programs in schools; promoting cross-sectoral approaches and partnerships; and providing ministries

with the tools they need to cope with today's educational and managerial challenges.

In preparation for the meeting, a joint technical workshop will be organized by the UNAIDS Inter-Agency Task Team for Education (IATT) and ADEA, from May 23 to 26, 2003.

Eighteen countries have been invited to participate in the ministerial meeting: Burundi, Cameroon, the Central African Republic, Chad, Congo, the Democratic Republic of Congo, Djibouti, Eritrea, Gabon, Equatorial Guinea, Kenya, Lesotho, Liberia, Nigeria, Rwanda, Sao Tome and Principe, Sierra Leone and Zambia.

For further information on the meeting, please visit the ADEA Web site at the following address:

www.adeanet.org

HIV/AIDS and Education

ADEA's Ad Hoc Working Group begins activities

HIV/AIDS in African education systems has been a major concern to ADEA since 1999, when African political leaders and education ministers requested that the Association make the struggle against the pandemic one of its priorities.

In keeping with the praxis approach (used for the "Prospective Stock-taking Excercise",¹ among other initiatives), ADEA began by asking all of the education ministries in sub-Saharan Africa to identify the strategies, actions and policies that have proved effective in combating the pandemic and to state the impact these have had on education systems in their countries. This initiative, *Identifying Effective Responses to HIV/AIDS in Education Systems*, elicited contributions from 18 countries, giving ADEA an overview of activities to fight AIDS in Africa. The preliminary results of the initiative were presented at the Arusha Biennale, in October 2001.

The ministers of education then asked ADEA not only to continue its work against HIV/AIDS, but to go further: instead of mere identification of promising experiences, ADEA was asked to provide countries with practical assistance in the formulation of education sector policies to combat the pandemic.

In response to these requests, a meeting was held in Paris, March 24 to 25, 2003, to consider what activities ADEA might undertake through an *ad hoc* working group on HIV/AIDS, given the Association's comparative advantages on the one hand, and on the other the actions taken by other organizations involved in the struggle against HIV/AIDS. The organizations represented at the meeting were UNDP, UNESCO (IIEP) and the UNAIDS Inter-Agency Task Team for Education (IATT).

During the two-day meeting, the participants: (i) reviewed ADEA's previous efforts under the initiative *Identifying Effective Responses to HIV/AIDS in Education Systems*, which resulted in a number of studies and activities conducted by 21 African countries and ADEA Working Groups; (ii) reflected on the role that the ADEA Task Force on HIV/AIDS might play; (iii) made suggestions as to which activities should take priority; (iv) carefully studied the agenda of the Ministerial Meeting on HIV/AIDS for the countries of Central Africa, scheduled to take place in Libreville, Gabon, from May 27 to 29, 2003; (v) discussed setting up a coordinating mechanism between the ADEA Secretariat and UNDP's regional project on HIV/AIDS and development, which would be tasked to follow-up on the *ad hoc* group's activities.

It was proposed that this Task Force might participate in three types of activities:

- *Advocacy*, in which the Task Force might seek to collaborate with NEPAD, the Working Group on Communication for Education and Development (COMED), the African National Television and Broadcasting Union (URTNA), World Space, Education International and teachers' unions;
- *Capacity-building* in collaboration with the IATT and African research networks such as the Education Research Network for Western and Central Africa (ERNWACA) and the Education Research Network for Eastern and Southern Africa (ERNESA). It was recommended that analytical and programming tools be developed for purposes of monitoring and evaluation;
- *Research*, which will focus on the lessons learned from action research at all educational levels (primary, secondary and higher), data gathering for institutions of higher education, and behavior change. ■

1. What Works and What's new in Education: Africa Speaks! ADEA, 2001

Higher Education

The ADEA Working Group on Higher Education (WGHE) seeks to assist national and regional efforts to revitalize African tertiary institutions and reform higher education systems. Specifically, it seeks to foster consensus among governments and development agencies; promote innovative approaches through collaborative pilot programs; and encourage and support promising approaches to common problems. Since May 2002, the Association of African Universities (AAU) based in Accra, Ghana is the coordinating agency for this working group.

In 1999, WGHE reviewed its own activities in order to strengthen the process of consensus building. The newly-elected steering committee continues to pursue this process and has proposed developing a strategic plan as part of an ongoing review of WGHE's purpose, mission, vision, goals, objectives, strategies and program activities, over the next three years.

In June 2002, the Steering Committee decided to hold an extraordinary meeting to define a strategic direction for the working group. It appointed a four-member committee to plan the meeting and prepare the agenda. The committee circulated an agenda with relevant background documentation on WGHE programs and activities so that participants could pose key questions in plenary and in group work during the WGHE meeting which was held in Accra, Ghana in September 2002.

The WGHE strategic plan

The strategic plan, which examines global trends in higher education, affirms that tertiary education plays a more influential role than before in building knowledge economies and democratic societies. It looks at how the emergence of new types of tertiary institutions and new forms of competition have forced traditional institutions to re-examine their role. The challenges and opportunities facing higher education in sub-Saharan Africa were also analyzed, and several possibilities were taken into account.

At the meeting, the WGHE's mission its vision, and core values, were also reviewed. The committee analyzed the strengths and weaknesses of past work

programs and their impact on higher education policy and development in Africa, WGHE's structure, organization and financing were also reviewed in order to determine the best way forward.

Future activities

The WGHE strategy comprises analysis, advocacy, and capacity building. Over the coming three years, the activities in these three areas will focus on analyzing the role and relationships of non-university institutions within the tertiary systems. Special attention will be paid to the problem of HIV/AIDS and to strengthening the defence mechanisms to fight the pandemic. Other planned activities include strategic planning, particularly

with regards to institutional development plans, information and communication technologies and institutional innovations.

Since May 2002, one of the WGHE's long-term partners, the Association of African Universities (AAU), is currently responsible for coordinating the working group. For more information on the WGHE's strategic plan, work program and activities, you may consult our web page on the ADEA web site at www.adeanet.org.

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COORDINATOR
WG ON HIGHER EDUCATION
ASSOCIATION OF AFRICAN UNIVERSITIES

New Titles

ADEA PUBLICATIONS IN 2002

ADEA Secretariat

Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education in Africa – Fighting HIV/AIDS
 Papers of the ADEA Biennial Meeting (Arusha, Tanzania, October 7-11, 2001) ADEA, 2003

Reaching out, Reaching All – Sustaining Effective Policy and Practice for Education in Africa – Fighting HIV/AIDS
 Proceedings of the ADEA Biennial Meeting (Arusha, Tanzania, October 7-11, 2001). ADEA, 2002

Working Groups

Books and Learning Materials

Making Book Coordination Work!

By Carmela Salzano. Perspectives on African Book Development Series, No 13 . WGBLM,UNESCO/Danida, 2002

For more information on WGBLM documents, please consult the WGBLM Web site at www.africanbookscollective.com

Distance Education and Open Learning

Open and Distance Learning in Sub-Saharan Africa. A Literature Survey on Policy and Practice
 WGDEOL, 2002

Enseignement à distance et apprentissage libre en Afrique subsaharienne. Etat des lieux dans les pays francophones.
 WGDEOL, 2003 (Exists in French only).

Education Sector Analysis

Partnerships between Ministries of Education and International Funding and Technical Assistance Agencies. The Case of Mozambique.
 By Mmantsetsa Marope et Tuomas Takala. WGESA, 2003

Finance and Education

Education Financing and Budgetary Reforms in Africa. The Swaziland case Study
 By O. Akinkube and V. Kunene. In collaboration with CODESRIA, ADEA and the Ministry of Education, Mbabane, Swaziland.2001

Le financement de l'éducation au Sénégal

By M. Fall, A.Diagne, G. Dafé, I.Ba and A. Seck. In collaboration with CODESRIA, ADEA and the Ministry of Education, Senegal. 2001

Non-Formal Education

Report of the National Symposium on Non-Formal Education (Maputo, Mozambique, 12-14 June, 2002)

This document can be downloaded from the WGNFE web site at www.adeanet.org/wgnfe

Teaching Profession

Teacher Management and Support in Tanzania: An Annotated Bibliography, 1985-2000

By Elizabeth Kiondo. WGTP/as, 2002

Education Statistics

Website Development and Hosting

By Shem Bodo. WGES/NESIS, 2002

Communicating in Cyberspace

By Shem Bodo. WGES/NESIS, 2002

For more information on these documents, please consult the WGES website at <http://nesis.easynet.fr>

Graduated Group/Associate Member

FAWE

Moving Beyond the Classroom: Expanding learning opportunities for marginalized populations in Ethiopia and Tanzania – Overall Report

Moving Beyond the Classroom: Expanding Learning Opportunities for Marginalized Populations in Ethiopia

Moving Beyond the Classroom: Expanding learning opportunities for marginalized populations in Tanzania

These publications can be ordered through the FAWE website at www.fawe.org

To order publications, please contact the working groups (for WG publications) and the ADEA Secretariat (for ADEA publications).

Calendar

ADEA Activities

April 5-12, 2003

Training seminar on policy dialogue in education
Organized by the BIE (International Bureau of Education) in association with ADEA and the World Bank
Dakar, Senegal

April 14-16, 2003

WG on Early Childhood Development (WGECD)
Coordination meeting on early childhood development
The Hague, Netherlands

April 14-18, 2003

WG on Finance and Education (WGFE)
National training seminar on budgeting and educational planning
Freetown, Sierra Leone

May 11-13, 2003

WG on the Teaching Profession (WGTP)
Joint meeting of the anglophone and francophone sections
Zanzibar, Tanzania

May 12-15, 2003

WG on Non-Formal Education (WGNFE)
Regional Symposium on non-formal education
Ouagadougou, Burkina Faso

May 27-29, 2003

Sub-Regional Ministerial Meeting for Central Africa
Effective responses to the HIV/AIDS pandemic in the education sector:
From analysis to action
Libreville, Gabon

June 4-6, 2003

Akintola Fatoyinbo - Africa Education Journalism Award.
Meeting of the jury
Nairobi, Kenya

June 19-20, 2003

FAWE Executive Committee meeting
Nairobi, Kenya

June 23-27, 2003

WG on Education Statistics (WGES)
Workshop on multi-dimensional analysis tools for Western and Central Africa
Dakar, Senegal

June 30-July 3, 2003

ADEA study on quality
Restitution workshop
Paris, France

July 2, 2003

WG on Communication for Education and Development (COMED)
Meeting to discuss the WG's future (Leadership and coordination)
Oslo, Norway

July 1-3, 2003

WG on Early Childhood Development (WGECD)
Sub-regional meeting on the policy studies project in three countries:
Burkina Faso, Mauritania and Senegal
Nouakchott, Mauritania

July 7-11, 2003

WG on Finance and Education (WGFE)
National training seminar on budgeting and educational planning
Brazzaville, Congo

August 4-8, 2003

WG on Finance and Education (WGFE)
National training seminar on budgeting and educational planning
Luanda, Angola

September 23-25, 2003

WG on Higher Education (WGHE)
Training seminar: Improving tertiary education in sub-Saharan Africa:
Things that work
Organized in collaboration with the Association of African Universities (AAU) and the World Bank
Accra, Ghana

December 3-6, 2003

ADEA Biennial Meeting
Grand Baie, Mauritius

Other Activities

March 5-8, 2003

First meeting of the UNESCO Committee for NEPAD
Ouagadougou, Burkina Faso

May 13-14, 2003

Meeting on the use of networks for education in Africa
Organized by Réseau Africain de Formation à Distance (Resafad)
Paris, France

June 9-13, 2003

Regional Conference on Secondary Education in Africa
Organizers: World Bank, ADEA and the Academy for Educational Development (AED)
Kampala, Uganda

June 23-25, 2003

World Conference on Higher Education
Follow-up meeting of higher education partners
Paris, France

June 25-27, 2003

Regional workshop on education and gender issues
Organizers: World Bank and UNICEF
Ouagadougou, Burkina Faso

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



Association for the Development of Education in Africa

Quarterly Newsletter published by ADEA
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