

ADEA

Dialogue on education for leadership and change



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الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África

ADEA
Vision Document



ADEA Vision

Document

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Introduction

This paper sets out a new vision for ADEA's future. It has been prepared at the request of ADEA Steering Committee when it met for its 34th session. The previous Vision Paper dates from 2001. Since then, significant changes have occurred both at ADEA itself and in the surrounding environment. This critical analysis of the present context underpins the very first recommendation of the recent evaluation of ADEA (Universalia, 2011): The Steering Committee should review ADEA's mandate and make changes as required to better reflect the evolving needs of key constituencies and the context within which it operates." (Universalia, April 2011).

Thus ADEA's future is part of a wider context, namely that of Africa and education on the continent. This is the environment in which ADEA is working and it provides its *raison d'être*, that is, its mission to develop education in order to promote the prosperity of Africa. In other words, the vision of ADEA's future derives its rationale from the future of education in Africa, which in turn seeks to forge a vision for Africa's future.

It should be said that Africa's future, when assessed from this point of view, can, strictly speaking, scarcely be built on a forward planning exercise. The methodological approach adopted does not comprehensively frame all the different possible options for Africa on the basis of past and/or current trends. Rather, it may be perceived as an optimistic vision or a target future for the continent with respect to education, which forms a visionary aspiration of ADEA's main component parts. The Vision Paper thus primarily covers the culture, identity and aspirations that drive the development of ownership, commitment and creative initiative of the members of ADEA with respect to the changes to be made. However, the vision should also adopt a realistic approach that takes into account Africa's current realities and examine the issue of change in terms of policy options and strategies, conditions and actions that will have to and can be achieved.

As far as the outlook of the members of ADEA is concerned, the time scale of change is a hypothetical issue. However, the magnitude of the changes to be

brought about means this must be achieved in the long term, over at least two decades, even taking into account the hypothesis that the pace of change will be stepped up. The transformation of education as a necessary condition and decisive factor in this future vision must occur well before, during the first decade at least, if it is to have a significant impact on Africa's development in the 2030s. With regard to the strategic transformation and reform it is supposed to promote the education sector, the development of the new ADEA will occur in the short to medium term so that it can immediately start working to bring about the transformation of education during the current decade. This is why the five-year period suggested by some ADEA stakeholders could be reduced to three years, which would enable it to converge with the 2015 deadlines for reviewing the EFA strategy and MDGs. It is thus hoped that the new ADEA will play an active role in identifying new opportunities for the development of education in Africa.

How do the members of the Steering Committee and, more broadly, ADEA's main customers perceive and analyze this three-dimensional vision of the future? What is the starting point for their analysis? Which changes do they deem necessary in order to achieve this desired future? Which drivers of change need to be activated? Which needs are they expressing in participating in these developments? What response do they expect from ADEA and which changes do they believe it should make to ensure it is in step with these developments and meets these expectations?

This analysis underpinned the methodology for joint drafting of the paper, which led to the three-dimensional vision of the future drawing on the submissions of the various ADEA stakeholders. Individual and collective views were gathered through questionnaires and individual and group interviews involving ministers, representatives of development agencies, researchers, practitioners, members of civil society, youth movements, the private sector and various professional bodies, Secretariat staff and ADEA working groups. The analysis of various strategy documents recently produced by the stakeholders themselves, in particular those from Burkina Faso, the AfDB, the World Bank, USAID and the GIZ, has helped ensure a systematic approach to the gathering of information and provided the basis for an analytical summary vision of the future which seems to be as widely shared as possible.

The process for joint development of the Vision Paper was then further developed as follows:

- ▶ The members of the special team set up for this purpose by the Steering Committee (including its chairperson, three members of the Bureau of African Ministers, representatives of three member agencies, two representatives of African regional organizations and ADEA working groups, its Executive Secretary and a member of ADEA Secretariat) were consulted on an initial version of the paper);
- ▶ A seminar was organized by the special team to work on a second version of the paper;
- ▶ A third version of the paper was circulated to all stakeholders in order to fully integrate their views into the final version submitted to ADEA Steering Committee of ADEA.

This Vision Paper is the result of this process. It is structured into four parts:

- ▶ The first section sets out the main contextual data in relation to the current situation in Africa, education on the continent and ADEA itself; it constitutes an analysis of the initial situation in relation to the major challenges which the transformation process must meet;
- ▶ The second section sets out the collective vision of the future of Africa, as reflected in the summary submissions of the various ADEA stakeholders. It highlights the major requirements that need to be met in the future, especially the changes that need to be made in order to bring it about;
- ▶ The third section sets out the joint vision of the future of education and training as the key driver of the changes targeted in building Africa's future; it goes into detail about the new challenges and needs of the main ADEA customers affected by the reforms and innovations concerned;
- ▶ The fourth section deals with the joint vision of ADEA's future and, bearing the prospect of future changes in mind, consequently analyzes the new strategic policies and approaches that ADEA should promote and the consequent restructuring of its remit, modes of intervention and organization, etc.

The key issue at stake as far as the vision of the future is concerned thus concerns the repositioning of ADEA as a means of successfully adapting to a new context and the significant expansion of its capacity to properly and effectively offer its main education sector customers value-added services that contribute efficiently to building a vision of the future of Africa.



The Initial Situation to be Transformed in Building the Future: Challenges and Constraints

The analysis of the initial situation assesses the challenges and constraints as well as the opportunities and advantages for future change. In this first section, the contextual data above all reveals the critical nature of three main aspects of the current situation: the state of African development, the state of education on the continent and the current positioning of ADEA.

Despite recent progress, Africa still lags behind in terms of development

This is revealed by current trends in Africa's main development indicators in the economic, social and political fields.

Economic development: relatively low GDP and productivity

Over the last decade, Africa has recorded an economic growth rate of around 5% per year. However, Africa's overall GDP of \$1621 billion accounted for only 2.66% of the global GDP of 62.25 trillion in 2008. The per capita GDP of \$1,636 was well below the global average excluding Africa, of \$9170 dollars. Moreover, economic growth remains dependent on primary commodities, which accounted for 80% of African exports in 2007, of which 58.5% were petroleum products. The predominance of the subsistence and informal economies in most African countries resulted in low material efficiency of \$520 per ton in 2008 compared with the global average of \$950. Africa's share of global manufacturing value added is both low and decreasing: 1.2% in 2000, 1.1% in 2008 and 1% in 2011. In addition, its manufacturing sector is heavily centered on natural resources (49% in 2008). Farm productivity has made little progress, as evidenced in cereal yields: the African average is 1.2 tons per hectare compared with an average of 3 tons per hectare for all developing countries. In addition to the shortfall in

technology and innovation capabilities, African agriculture suffers from a lack of fertilizer (13kg per hectare compared with 190kg per hectare in East Asia and the Pacific) and the under-utilization of irrigation (4% of arable land is irrigated compared with 20% globally and 38% in Asia).

To conclude, the poorly diversified nature of Africa's economy is not evolving fast enough: the diversification index went from 0.61 to 0.58 between 1995 and 2009, during which time it went from 0.32 to 0.26 in Asia (AfDB, 2010). Furthermore, infrastructure (transport, communications and energy) is of poor quality, there is a lack of human capital, the domestic market is too small and there are too few corporate enterprises. This is why Africa has not yet been able to register a sufficiently high and sustained growth rate to close the wide gap in economic development. Some believe that at the current rate, and bearing in mind the threshold effects that constrain the continent, there is a greater risk of it falling even further behind in a globalization process that is dominated by knowledge-based economies and innovation.

The pace and pattern of economic growth in Africa have prevented significant social progress

In 2011, the Human Development Index (HDI) in Africa was at its lowest level (0.463), compared to 0.548 in Southeast Asia, 0.671 in East Asia and the Pacific, 0.681 in the Arab States, and 0.731 in Latin America and the Caribbean. It has furthermore changed little over the past twenty years.

REGIONS	1990	2000	2010	2011
Africa	0.4	0.4	0.4	0.4
East Asia and the Pacific	0.5	0.6	0.6	0.6
South Asia	0.4	0.4	0.5	0.5
Latin America and the Caribbean	0.6	0.7	0.7	0.7
OECD	0.8	0.9	0.9	

A breakdown of the Index's African averages for 2011 reveals the vital importance of human development: life expectancy is 54.4 years, the average duration of education is 4.5 years, the anticipated duration of education is 9.2 years, and per capita GDP is \$1966. Among the 41 countries ranked at the bottom of the list, with a low level of human development, 34 are African countries (UNDP, 2012).

A glance at progress made in achieving the Millennium Development Goals (MDGs) completes this bleak picture. According to the United Nations Economic Commission for Africa (UNECA), the proportion of the active working population living on \$1.25 a day has increased from 58% in 2008 to 64% in 2009. Nearly a quarter of Africa's population suffers from hunger and undernourishment. A third of children under the age of five suffer from marasmus due to chronic malnutrition and the mortality rate is high, despite progress (180 per thousand in 1998 to 124 per thousand in 2008). In 2009, the 31 countries with a mortality rate higher than 100 per thousand are in Africa. The maternal mortality rate has only fallen by 3.3% since 1980.

However, the prevalence rate of AIDS has been reduced and there has been a fall in the number of deaths, although 22.5 million Africans still live with HIV. The most spectacular progress has been made in access to primary education (enrollment rates increased by over 18% between 1999 and 2009) but inequalities remain very high between countries and within each of them. However, the primary school completion rate is only 70% and 22 million children in Africa still have no school. Similarly, the drinking water supply has increased by over 90% between 1990 and 2008, but distribution is very unequal, as urban households have 3.5 times more provision than rural households.

These poor results and the mixed progress in social development in Africa show that the rate of economic growth has not reached the level required to ensure the fight against poverty is waged effectively, and it remains restricted to sectors that create little progress and social justice. Between 2000 and 2008, the structure of economic growth based on exports of raw materials, mining and subsistence farming only created 16 million jobs for young people aged 15-25, while 7 to 10 million of them enter the labor market each year. These young people represent 45% of the continent's total workforce and 60% of the unemployed. Youth unemployment is growing by 14% annually. More broadly, rapid population growth of 2.6% is continually increasing social needs.

Moreover, aside from economic growth, the fight against poverty and existing inequalities requires policies and support for the most disadvantaged groups, including women, rural people and the poor. This raises the burning issue of African countries' political commitments to meet social priorities and ensure the

fair allocation of resources to reduce wide disparities in access to education, health, water, nutrition, housing and so on.

The lack of democracy and good governance hampers Africa's development

In Africa, the expansion of democracy continues to come up against authoritarian systems of power in most countries. In 2010, nine African countries were considered to be free, 24 partly free and 20 unfree as regards respect for human rights and fundamental freedoms, according to the Freedom House political freedom index.

Despite advances in the multiparty system and the democratization process initiated in 1990, frequent crises resulting from the devolution of power through the electoral process reveals the high potential for violence and instability on the African political stage. Internal conflicts and civil wars have affected about 25 of the 54 countries of the continent. In some of the few countries where the conditions for democratic change seemed to prevail, setbacks were observed further to the organization of *coups d'état*, for example in Mauritania (2008), Guinea-Bissau (2009 and 2012), Madagascar (2009), Niger (2010) and Mali (2012). This political instability undermines peace and security, which are the vital foundations for development. According to OXFAM, conflicts cost Africa as much as \$18 billion a year. In comparison to countries at peace, African countries in conflict are severely disadvantaged: infant mortality rates are 50% higher, there are 15% more undernourished people, life expectancy is five years lower, adult literacy rates are 20% lower and there is 12.4% less food for each person.

Bad political governance violates not only the political rights of citizens but also creates a lack of transparency and accountability and thus corruption. According to U4 (Anti-Corruption Resource Center, 2007), African states losing 25% of GDP each year through corruption in the form of kickbacks. The World Bank (Star Report, 2007) estimates the amount embezzled by African officials as being equivalent to 20 to 40% of development aid. Corruption channels resources into unproductive investments, reduces the competitiveness and innovation capacity of enterprises and hampers the effectiveness of policies and public spending, to the detriment of productivity (reducing GDP by 4%) and the

quality of services to citizens. It also leads to the transfer of illicit funds and capital flight. The latest report by Global Financial Integrity, an American think tank, shows that unlawful financial flows leaving Africa represented at least \$29 billion per year between 1970 and 2008 (excluding inflation), whereas external assistance to the entire continent was only \$18 billion. Economic growth in the 2000s (5% to 7% per annum) increased these flows, which were estimated at nearly \$54 billion on average per year during the 2001-2006 period, and even \$90 billion per year in 2007 and 2008. Total flows since 2001 represent twice the amount of continent's external debt.

This overall political environment encourages the use of violence in the struggle to control of power and wealth in African countries, weakens institutions and strengthens their flaws, and erects numerous barriers to democracy, good governance and development. The negative impact is reflected in particular by:

- ▶ The weakening of the rule of law characterized by the overwhelming dominance of the Executive (itself subject to the control of the Leader) at the expense of the independence and mission of parliamentary and judicial institutions as well as other counterweights;
- ▶ The ineffectiveness and inefficiency of public administration in economic governance;
- ▶ Poor management of the macroeconomic framework, public debt and development aid;
- ▶ An environment that is not conducive to the inflow of foreign direct investment;
- ▶ Capital costs that are burdened by high interest rates and over-expensive credit due to corruption;
- ▶ Levels of domestic savings that are insufficient to meet the investment needs for development;
- ▶ Civil wars, etc.

Despite the African Charter on Democracy, Elections and Governance (January 30, 2007), most African states have not yet managed to reverse these negative trends. There has been progress in some places, but this is insufficient to ensure the accomplishment of democracy, the rule of law and good governance

across the continent. Yet youth movements and civil society are calling and fighting for them with ever increasing conviction. Recent events in North Africa, the Arab Spring, shows how urgently African countries classified as being non-free need to respond in order to avoid outbreaks of violence and the breakdown of the societies concerned.

Africa's poor integration in the current process of globalization

The current process of globalization is characterized by:

- ▶ The liberalization of world trade affected in particular by new WTO rules that establish free competition more widely and facilitate the domination of the most competitive economies in the markets;
- ▶ The further development and lasting nature of the scientific and technological revolution, which means that knowledge and innovation have become the most powerful drivers of productivity and economic competitiveness, now and even more certainly in the future;
- ▶ The media revolution, driven in particular by new information technology and communications, which facilitate and increase interaction by saving space and time to such an extent that the Earth is being turned into a “global village” where everyone can be observed by everyone else;
- ▶ The transnationalization of the economy, which is making production more fragmented and increasing job migration and the international value chain.

From the perspective of the scope for taking decisions as well as competitiveness and scientific and technological capacity, the process has been unfavorable to Africa, which has in reality been subjected to it. The African countries have indeed lost their share of world trade. In 1960, Africa accounted for 8% of world trade, then 4% in 1970 and 2% in 2006. Compared to the leading knowledge- and innovation-based economies, African economies are subject to extensive limitations and constraints in terms of competitiveness. Wide cognitive, scientific and technological divides separate Africa from other parts of the world and greatly reduce its capacity for efficiency, sophistication and innovation. In its manufacturing-intensive workforce, where one might think that

Africa has some comparative advantages, the case is that Africa is in fact losing more ground. Manufacturing industry's share of Africa's exports fell by 25% to 18% between 2000 and 2008. Competition from more competitive emerging countries gives it little scope for maneuver. A comparison of the total Global Competitiveness Index (GCI) is instructive in this regard: sub-Saharan Africa scores 3.5, North Africa scores 4, South Asia / East scores 4.5, and Latin America and the Caribbean score 3.9. Africa's labor and transportation costs far exceed those of Asia. These can represent up to 77% of the cost of exports, bearing in mind that 40% of the African population lives in landlocked countries compared to 7% in other developing regions.

It is therefore understandable why, with the exception of Tunisia, South Africa, Botswana and Mauritius, all other African countries find themselves low down in the world rankings for competitiveness. This is because Africa is still largely confined to the role of supplier of raw materials, while it is a net importer of products with high added value and renewable resources. Thus uneven trade is combined with a process of depletion of non-renewable resources, which is aggravating the impoverishment of the continent and jeopardizing the chances future generations will have of getting away from this situation. Paradoxically, this makes the economy more open, thus increasing the dependence and vulnerability of African economies *vis-à-vis* external factors (external demand for primary products, development assistance, foreign direct investment – FDI). The new WTO rules on market access and customs duties enhance these factors by significantly reducing the margin for maneuver for countries that want to mitigate the effects of weak competitiveness. The exclusion or restriction of measures and instruments for promoting the local economy such as domestic preference, preferential agreements, export subsidies and import substitution strategies may tie the continent's to the commodity-driven development model. The review of preferential agreements between the US/Europe and Africa increases this possibility, especially as the continent will not be able to access learning practices (imitation and reverse engineering of well-established foreign products) which other parts of the world have been able to do.

In this international configuration of roles, it is understandable that the skilled labor and brains migrate from product-driven economies to those driven by

efficiency and innovation. This represents yet another transfer of value from Africa to developed countries.

Africa's lack of development is largely linked to the poor performance of its education and training systems

The virtuous cycle of education and training and development has not yet set in Africa. Education and training is certainly not the only factor but it is a necessary condition and a powerful one. The inadequate provision, quality and external effectiveness of education and training in Africa is failing to produce human capital capable of driving the necessary structural reforms necessary.

Africa lags far behind in education and training provision

The lowest level of development of the world corresponds to the biggest shortfall in education. The three tables below show the state of education and training in Africa in comparison to other regions of the world, according to data from the 2011 EFA report.

Regions	Indicators	Literacy rate	Pre-primary Gross enrollment ratio	Primary Gross enrollment ratio	Survival rate to the last grade of primary	Secondary 1 Gross enrollment ratio	Secondary 2 Gross enrollment ratio
Sub-Saharan Africa		62	12	76	70	41	27
South and West Asia		62	21	86	66	71	40
Central Asia		99	20	90	99	98	95
East Asia and the Pacific		94	38	94	92	90	63
Arab States		72	15	84	97	83	53
Latin America and the Caribbean		91	56	94	86	101	74
Central and Eastern Europe		98	50	93	97	92	84
North America and Western Europe		99	75	95	99	103	98

The small (2008 figures) and decreasing share of technical education and vocational training in secondary enrollments is preventing the acquisition of the

essential technical and vocational skills required in order to increase labor productivity and promote technological development.

Regions	2008	Change since 1999 in %
Sub-Saharan Africa	7	-6
Arab States	13	-7
Central Asia	15	123
East Asia and Pacific	16	9
South and West Asia	1	-5
Latin America and the Caribbean	11	3
North America and Western Europe	13	-10
Central and Eastern Europe	19	5

The higher education enrollment rate and very small research sector cannot produce the critical mass of scientific and technological skills and knowledge necessary for preparing the development of knowledge- and innovation-based economies. In 2007, the percentage of African researchers accounted for only 2% of the world total, compared to 40.9% for Asia, 21.9% for North America and 29.5% for Europe. (UNESCO, 2010).

Regions	Higher education enrollment ratio	Number of research centers (2006)
Africa	6	86
Asia	21	655
North America	98	861
Europe	98	1576

These data confirm that, in spite of the huge effort to increase enrollment at all levels over the last decade, the extent of education and training provision and the operational capabilities of the research sector in Africa remain largely unsatisfactory in comparison to those of other regions.

This provision is furthermore relatively poor and very uneven from one country to another and within countries themselves

The African average duration of education of 4.5 years hides wide disparities between countries. The average of 14 years in Mauritius is triple that of Niger, which is 4.6 years. While no African countries are ranked in the top category of high EFA development indexes (EDI), 10 of them are in the average cate-

gory and the others are among the lowest. School life expectancy in Eritrea (4.8 years) is three times lower than that of the Seychelles (13.3 years). The same applies with regard to the literacy rate in Somalia (28%), which contrasts with that of 91% in Zimbabwe.

These wide inequalities exist to various extents within different countries. Social class, geographic location and gender are sources of disparities in access, completion and success in education. According to the 2011 EFA report, in Swaziland, 63% of the 23-27 year-olds in the 20% of the richest households complete secondary education as opposed to 13% of the same age group in the 20% poorest households. In Ethiopia, this rate is approximately 36% for urban people compared with 2% for people from rural areas. Most African countries still fail to achieve parity between girls and boys in access to primary education, and in secondary education it fell from 0.82 in 1999 to 0.79 in 2008. The adult female literacy rate is 25% lower than the male rate. Women from the poorest households and in rural areas have even fewer opportunities. For example, in Burundi, two-thirds of women from 20% of the richest households are literate as opposed to one-fifth of women from the poorest households.

The quality of education in Africa is currently causing the greatest concern

High repetition and dropout rates in primary education (3 out of 10 children who start school) show how inefficient some systems are. School life expectancy from primary to higher education offers an indicator of quality. In 2008, Africa had a low level (8 years), in comparison to the Arab States (10), Central Asia (12), East Asia and the Pacific (12), South and West Asia (10), Latin America and the Caribbean (14), North America/Western Europe (16) and Central and Eastern Europe (14).

In the same vein, a rapid analysis of the two major regional assessments of educational achievement, CONFEMEN's research program on education systems (PASEC) and the Southern and Eastern African Consortium for Monitoring Education Quality (SACMEQ) shows that between half and a third of 5th and 6th grade primary schoolchildren did not have basic skills in reading and mathematics. The Progress in International Reading Literacy Study (PIRLS) in 2006 confirmed this low level of educational achievement among African schoolchildren. While most schoolchildren in developed countries achieved the highest

of four levels of reading skills (reading, interpretation and use of data) after four years of schooling, the majority of schoolchildren in the two participating African countries (Morocco and South Africa) did not have the basic skills required for independent learning.

Analysis of the low-level of skills in Africa shows that there are different reasons for this, both inside and outside education. Shortages of staff and good quality equipment both within schools and regarding the systemic support provided to them are important sectoral factors. For example, the difference in teacher numbers between schools in Africa and the other regions of the world gives an idea of the extent to which African students are disadvantaged. In 2008, pupil/teacher ratios in primary and secondary schools there were 45/1 and 25/1 respectively, whereas they were 22/1 and 16/1 in Arab States, 17/1 and 11/1 in Central Asia, 19/1 and 16/1 in East Asia and Pacific, 39/1 and 32/1 in South and West Asia, 23/1 and 17/1 in Latin America and the Caribbean, 14/1 and 13/1 in North America and Western Europe, 18/1 and 11/1 in Central and Eastern Europe. More seriously, this ratio is getting worse in Africa, and the opposite is true in other regions of the world.

As external factors are concerned, the high rate of illiteracy among parents, chronic poverty, malnutrition, pandemics and epidemics, internal conflicts and the cultural and geographical distances which separate school from local people and rural areas have a wide range of negative impacts on school learning. Moreover, the relevance of school learning with regard to development issues in the African context remains a challenge. This is because most education systems are not the product of the internal development of African societies but were imposed from the outside through colonization. Since independence, they have not been re-founded accordingly.

Aside from quantitative constraints, the development of higher education is hampered by the marginal place of science and technology in comparison to the predominant subjects of humanities and literature, and the formal academic nature of most courses means there are few if any links with industry, research is poor and there is little production of knowledge linked to the development issues facing the population.

In sum, government investment in African education is still insufficient despite the efforts made over the last decade (the proportion of GDP spent on

education increased by 0.5% between 1999 and 2008, representing a real increase in expenditure of 4.6% per year).

Regions	Expenditure on education as a % of GDP		Rate of growth of education expenditure 1999/2008
	1999	2008	
Sub-Saharan Africa	3.5	4	4.6
Arab States	6.3	5.2	2.2
Central Asia	4	3.2	8.5
East Asia and Pacific	4.5	4.5	2
South and West Asia	3.7	3.5	3.5
Latin America and the Caribbean	5.1	5.0	5.1
North America and Western Europe	5.3	5.5	2.9
Central and Eastern Europe	4.6	5.1	6.2

The challenge is especially great given that a huge amount needs to be done in order to catch up and rapid population growth continues to increase demand and basic social needs.

ADEA: an organization in transition

Any sort of transition poses conflicts between the weight of the past and the pressure to move ahead. The nature and content of the change to be made in this regard are vital issues. How can we shape changes already underway and what should we move towards? What should be reviewed in order to distinguish between achievements and liabilities so as to promote the desired change? Should we make a radical break with the past or reform gradually by making a series of adjustments? Past experience shows that finding the right answers to such questions is as vital as it is difficult.

ADEA's process of ensuring African ownership: foundations and uncertainties

From being an organization that was mainly directed by development agencies, ADEA has undertaken a process of ensuring African ownership. This process, long been supported by its members, has been stepped up in recent years. In 2008, its Secretariat was transferred from the International Institute for Educational Planning (IIEP) in Paris to the African Development Bank (AfDB) in Tunis, which has legal responsibility and ensures administrative control. The member countries were initially limited to sub-Saharan Africa, but they now

cover the entire continent, including the countries of North Africa. ADEA has also expanded and strengthened its working relationship with various African stakeholders, including regional institutions, representatives of civil society, the private sector, youth movements, farmers' associations and other professional and economic organizations. One notable aspect of the enlargement and strengthening of ADEA's African partnership has been the signing of a Memorandum of Understanding with the African Union and the development of partnership relations with the Regional Economic Communities (RECs) as well as the new relationship established with AfDB. This has gradually placed domestic African needs at the heart of ADEA's goals and work schedule. By becoming more deeply rooted in the continent, ADEA is increasingly becoming a pan-African organization, especially in the eyes of African education ministers and the development agencies which were closely involved with its creation.

Paradoxically, ADEA's ability to run its affairs has not yet received the commitment and support of African institutions, especially governments. This is because most of the resources used to support its operations and programs come from elsewhere. For this reason, while the process of Africanizing ADEA's agenda and leadership is to be welcomed, it also raises uncertainties about the future and viability of the organization. With this in mind, the Universalia evaluation calls on ADEA to set out the strategies and means it needs in order to become a pan-African organization.

ADEA has secured undoubted achievements ...

This is confirmed by the external evaluation of ADEA (Universalia, 2011). Among ADEA's important achievements, it emphasizes:

- ▶ A service that is diversified and appreciated by its customers, in the form of discussions and debates on major education development issues in Africa, through the Biennales (which have now become Triennales), regional thematic conferences, the Inter-Country Quality Nodes (ICQNs), working groups, etc.
- ▶ The progress made in strategic and operational planning of its activities, with a view to achieving its mission, and in performance management through the development and implementation of a medium term strategic plan;

- ▶ The pooling of knowledge, skills and the reform efforts of African countries that are committed to meeting similar challenges in the context of clusters ICQNs;
- ▶ The contribution of eleven working groups to the technical assistance given to countries and partner organizations and to the analytical work in their respective thematic areas.

ADEA has increased its political and intellectual influence as a forum for policy dialogue on education and training in Africa. This dialogue is all the more credible as it is systematically underpinned by analytical work and strategic action research. Beyond the original international network that created it, ADEA has also developed new cooperative links with emerging countries in Asia and Latin America such as Korea and Brazil. The relationships and exchanges with these countries are part of a broader trend of increased cooperation between Africa and emerging economies.

... but the organization faces new challenges

The development of ADEA and changes in its environment and the needs of its major customers are currently generating new challenges for the organization, in particular:

- ▶ The adjustment and redefinition of its mission in order to meet strong demands for support with the implementation of policies and capacity building, made to ADEA by African Ministers;
- ▶ The more active involvement of Arab speaking countries in the organization's pan-Africanization process, and the resolution of problems and constraints regarding working languages and balance in its composition, governance and definition of work program and operational structures;
- ▶ The diversification and expansion of funding sources, particularly African ones, both to demonstrate the Pan-African commitment *vis-à-vis* other donors, and to ensure the organization's financial sustainability, which is more than ever under threat;
- ▶ The need to increase ADEA's added value by focusing on priorities and comparative advantages, and by promoting more coherent and more motivating management of the different functional units within the organization;

- ▶ The further development of the internal and external communication system and tools to meet the information needs of its members and the requirement to publicize the organization's results among the different countries and continental organizations;
- ▶ The increasingly strong requirement from donors who want to provide evidence of the results of field work drawing on data on the measurable effects of its activities in relation to the achievement of its strategic objectives in order to demonstrate its rationale and justify the investments.

Obviously these challenges need to be integrated into a more holistic view in relation to those discussed above on the development of education and training in Africa. It again needs to be said that this is because ADEA's main purpose is to contribute to changes that will make education and training a key factor in the shaping of the future Africa wishes to have.



Chapter 2

A Joint Vision for the Future of Africa

“An Africa that is dynamic and innovative, prosperous and inclusive, peaceful and in control of its destiny, competitive and successful on the world stage.”

This may be a good way to sum up the vision of Africa’s future as expressed by the various stakeholders who were interviewed by ADEA. It is an optimistic view of the future. But it does not disregard the enormous challenges and heavy constraints that need to be dealt with in order to achieve it. However, the challenges discussed above only give one side of the picture. The other side that we tend to ignore or underestimate when considering the so-called Afro-pessimist point of view, considers the value of Africa’s current assets and the realities and trends that have huge potential for change in the pursuit of development.

Realities and trends with huge potential for change in the 21st century Africa

On the other side of the African reality, we should consider the continent’s assets, comparative advantages and opportunities.

Africa possesses exceptional natural resources

20% of the earth’s landmass, including 20% of forest and an immense reserve of biodiversity, enormous potential in terms of clean energy, 30% of the world’s mining resources with more than 60 types of minerals and ores. ... Although Africa must preserve its natural resources and exploit them in a rational manner, it still has huge untapped potential. In 2008, the world average level of extraction of raw materials per capita was 10.4 tons, whereas the African average was nearly half that amount (5.4 tons). Africa has 700 million hectares of arable land, or less than a quarter of the total cultivable area.

Africa also has an exceptional “demographic dividend”.

Based on current trends, Africa’s population in 50 years will reach nearly two billion, or 27% of the world population compared with 15% today. It will exceed those of Europe, North America and Latin America combined. It is composed mainly of young people, while other regions will be old or ageing. For example, Africa will have 800 million young people under the age of 25 in 2050, compared with less than 200 million for Europe. In addition, the population will be predominantly urban, and from 2030 the population of African cities will increase from 414 million to over 1.2 billion by 2050 (UN, 2012). The rise of the active working population to 1.1 billion by 2040 (McKinsey, 2010) will be accompanied by significant growth of the middle classes (from 35% of households in 2000 to 51% in 2020), which will have a stimulating and structuring effect in terms of the diversity and sophistication of social demand, product markets and the labor market.

Africa’s current repositioning Africa has already unleashed a virtuous circle of progress

In fact, Africa has already begun repositioning. Since 1996, it registered an overall economic growth rate twice as high (+ 5.7%) as the population growth rate (2.6%). Despite concerns about its pace and nature, the trend towards faster growth is moving away from the recession and stagnation that prevailed for nearly three decades. Furthermore, African resilience in response to the recent international banking and debt crises shows that it is stronger than it was during the early years of independence. Unlike during that period, which was relied almost exclusively on the export of raw materials, current growth is the result of the current contribution of all sectors, including efforts in the non-mining and non-oil sectors, including in countries that have these (UNECA, 2011). However, When we consider that today Africa’s share in the value added of the products it exports is only one-twentieth (Hugon, 2010), it is easy to imagine its wide scope for economic growth, which is now the highest in the world.

The geostrategic importance and attractiveness of Africa for investment is increasing significantly

In an international context where the struggle for access to scarce resources and dynamic markets is becoming increasingly bitter, this great potential and

these good trends also explain the increased geostrategic importance assumed by Africa. This is being reinforced even more through the new South-South relations that are developing with emerging economies. In the same vein, Africa's current attractiveness for foreign direct investment (FDI) has progressed considerably. Between 2000 and 2007, FDI in Africa rose almost sixfold from \$15 billion to \$87 billion. Africa has become "the new promised land for investment" because, as UNIDO states, rates of return on investment are higher in Africa than in any other region of the world. However, here again, Africa's scope for improvement is enormous because, according to UNCTAD, Africa had \$194 billion in FDI between 2007 and 2009 compared with \$464 billion for Latin America/Caribbean and \$1.01 trillion for South, West and Southeast Asia.

The optimistic scenario is not inevitable: common requirements and specific approaches to development in Africa

These are the reasons for the optimistic scenario in which Africa's turn comes in the 21st century. However, for the 21st century to be Africa's century is far from suggested here as being inevitable. The realization of this scenario depends on the relevance and effectiveness of reform policies, strategies and actions implemented to ensure a successful transition from the initial difficult situation to the future scenario desired. As for the formulation and conduct of these policies and strategies, the situations described, challenges identified, opportunities opened up and possibilities assessed need to be more closely looked at bearing in mind the African averages. While, in 2011, the average human development index in Africa was 0.463, the countries vary between two extremes, with the Democratic Republic of Congo 0.286 and the Seychelles at 0.773. Gross income per capita in Equatorial Guinea, at \$17,608, is far higher than the African average of \$1,966 dollars and is 60 times that of the DRC, where it is \$280. Life expectancy at 47.8 years in Sierra Leone is far lower than that of Cape Verde, where it is 74.2 years. While Tanzania registered a net primary enrollment rate of 99%, Eritrea's is only 39%. Nigeria's population is almost 2,000 times bigger than that of Sao Tomé and Principe. The exceptional biodiversity of the DRC contrasts sharply with that of countries that consist almost entirely of deserts. The list could go on for almost all major indicators to demonstrate that African averages and general characteristics hide wide

disparities and differences between countries across the continent. Because of this wide diversity, each country must find its own way using a thorough analysis of its specific situation and potential, taking into account the lessons of the history of development in Africa and elsewhere.

Once this diversity has been asserted, the development of all African countries will be no less dependent on the fulfillment of two common requirements: accelerated economic growth and sustainable development. Africa's prosperity will indeed be determined by accelerated development, which means Africa will have to "run while others walk" (Mkandawire, 2009). As for sustainability, it must protect Africa from the sort of accelerated growth that brings about environmental, social and human destruction, as has happened elsewhere. However, sustainability must not be considered as a constraint to accelerated development, because it must underpin and guide it and constitute an opportunity. In sum, African countries must meet the key challenge of developing a successful integrated approach to these two requirements, each in accordance with their own characteristics.

Accelerated development: catalysts, drivers and actors

Among the lessons of economic development, it appears that the structural transformation of the economy is the foundation of accelerated development. It optimizes unused, misused or underused natural, demographic and socio-cultural potential so that different economic instruments can be put into action. Political leadership plays a key role through the development of a long-term holistic vision, proactive commitment, good governance, and the encouragement of participation and effective partnerships. The deployment of science and technology represents a decisive factor in accelerated development, both now and in the future.

Implementing structural transformation with success

The rallying call of the 22nd World Economic Forum on Africa was that the African economy, which depends heavily on natural resources, must become

a manufacturing economy. To transform informal and subsistence economies with low added value that generate little employment into high-growth economies that create high numbers of jobs, at least two major conditions must be met: economic diversification and increased productivity. Thus structural change and transformation requires three sorts of coordinated and interactive policies, strategies and actions:

- i) A substantial increase in industry in the economy, particularly manufacturing and modern service activities, through:
 - ▶ Supporting business creation and the greater diversification and further development of industry;
 - ▶ Improving competitiveness by promoting innovation and strengthening human capital;
 - ▶ Developing micro- and small informal enterprises supported by business associations to enable them to access technological spillover, the creation of a pool of skilled labor, the reduction of geographical and information costs and the facilitation of access to markets;
 - ▶ Supporting the operation of financial, product and labor markets.
- ii) The stimulation of agricultural growth by:
 - ▶ Strengthening and internalizing innovation and R&D systems linked to endogenous knowledge and practices;
 - ▶ Raising the capacity to absorb innovative technologies to bridge the technology gap, to change practices and operating systems and increase productivity;
 - ▶ Supporting small producers to ensure better use of the factors of productivity (fertilizers, selected seeds, etc.), water control, diversification of agricultural activities, trade in agricultural products and other skills necessary for the more profitable development of their operations and the reduction of their vulnerability to climate and price fluctuations;
 - ▶ Linking the stimulation of agriculture and industrialization for combined development so that they mutually reinforce each other;

- iii) The strategic refocusing of the economy on the most promising activities:
 - ▶ Selection of the most promising activities further to a thorough analysis of comparative advantage and the country's potential, as well as research into market niches;
 - ▶ The transfer of investment priorities away from low productivity sectors and products to high productivity ones;
 - ▶ Definition of the prerequisites and planning sequences of decisions and implementation, taking into account existing resources.

Optimizing Africa's demographic dividend

Africa currently has the most dynamic demographic trends in the world and this will be even more the case in the future. It may suffer as a result if this dynamism generates more constraints than advantages. Efforts to optimize the demographic dividend, therefore, require the transformation of human capital into economic opportunity in three areas: the employability and employment of youth, the empowerment of women as major economic development actors and the strengthening of the middle classes' entrepreneurial and transformational skills. In structural change through industrialization, efforts to boost agriculture and bring about the strategic reorientation of the economy represent a strategic challenge, option and objective, as do the creation of productive employment and opportunities for entrepreneurship and self-employment for young people. Enhancing their employability through a range of specific measures makes a significant contribution. The ways and means will depend on the practical contexts, but these may for example include:

- ▶ Giving priority in investment to labor-intensive sectors and activities;
- ▶ Incentives for companies that generate jobs with a system of monitoring and evaluating results to ensure continuous monitoring and ongoing adjustments;
- ▶ Financial support for young entrepreneurs through a credit system with flexible and rapid risk guarantees as well as performance requirements;
- ▶ Improved information and guidance systems on the national, regional and international labor markets;

- ▶ Support for international value chains that give local and multinational companies incentives to forge links for greater competitiveness and more jobs;
- ▶ The creation of the key conditions necessary to form a reserve of workers who can make the most of the process of wage rises, increased production levels and the shift of the comparative advantages of emerging Asian and Latin American countries.

These job creation strategies go hand in hand with training strategies focusing on employability, and their interaction will be of mutual benefit. African policies and systems for the development of young people's technical and vocational skills, which we will examine later, face challenges with regard to quality, relevance and capacity. These challenges must be met in order to enhance the employability of young people.

As for women, they represent half the human potential in Africa. However, they are mostly illiterate and most often restricted to working in hard, repetitive and undervalued activities. This hinders the tapping of their potential as economic stakeholders and, in terms of creativity and efficiency, limits their contribution to development. This is one of the continent's greatest handicaps. To accelerate growth, in all its dimensions, including through the employability and employment of young people, it will be necessary to tap this huge potential through gender-responsive policies and strategies:

- ▶ Elimination of all discriminatory barriers in education and training, especially regarding the development of technical and vocational, science and technology skills for women, access to information and innovations (ICT, new technologies, etc.);
- ▶ Fair integration of women in all sectors of economic life through equal treatment with men, including industry, modern services and the entire formal sector;
- ▶ Full recognition of women as major development actors with equal access to employment, land, agricultural inputs, credit, entrepreneurship, etc.
- ▶ Land ownership reform to ensure full access of African women to property, full access on a scale of 10, given that it is currently only 0.4 in Africa.

However, the empowerment of women cannot solely be achieved through measures in the economic arena. It requires the removal of all ideological, social, cultural and institutional limits to their autonomy, creativity and participation in society and the economy. This means having bold policies to promote women's rights, rewarding notions of the place and role of women, the full participation of women in social transformation, an increased role and influence for women in civil society and in the exercise of political power. It must be understood that the required deconstruction of a deeply-rooted patriarchy cannot be dealt with through the technical restructuring of lifestyles. It requires a cultural change in people's thinking, values and standards of behavior so as to promote social relations and systems conducive to gender equality and the consequent redistribution of power, authority, roles and tasks. It will then be necessary to prepare both men and boys so that they can reposition themselves accordingly and, for example, share family responsibilities, domestic duties and other unpaid work that is usually reserved for girls and women, including the supervision and care of children. In addition to the economic benefits, tapping African women's potential to such an extent would accelerate the transformation of African social and cultural structures and relationships to enable them comply more fully with current development standards.

With regard to the middle classes, the issue of their entrepreneurial and transformational leadership is at the heart of accelerated development efforts. Economic growth and rapid urbanization combined with educational progress is leading to a growth of the middle classes in Africa. They accounted for 26.2% of the population (111 million) in 1980 and 34.3% (313 million) in 2008. Forecasts estimate that they will account for 52% of the population in 2020. The place and potential role of the middle classes in the acceleration of growth are crucial. The middle classes provide entrepreneurs, reformists, creators, inventors and innovators who provide transformational leadership in all sectors. Forging the critical conditions to enable them to establish themselves as "a creative class" will promote economic diversification, efficiency and innovation as far as both supply and demand are concerned. The middle classes indeed have a discretionary purchasing power and are not confined to essential commodities. This has a stimulating and structuring effect on the market for consumer goods and attracts foreign investment. As supply actors, they drive the development of

the private sector with a level of education and training that enables them to be at the cutting edge of the diversification of supply, improved management performance and increased economic productivity the economy.

In addition, the interests, aspirations and pressures of the middle classes push political and economic reforms towards democratization and an environment conducive to investment. The potential scope of the middle classes to act as a driving force for transformation is always increasing, which requires:

- ▶ Policies to support the development of an entrepreneurial culture among the middle classes;
- ▶ An environment that promotes transparency healthy rivalry and competition within the domestic private sector;
- ▶ Support for promising and/or innovative national private sector projects through easier credit or tax breaks with obligations to achieve results;
- ▶ Recognition of merit through the promotion of exemplary successful models;
- ▶ The further development of arenas for consultation, participation and partnership in order to fully involve them in the development and implementation of development policies and strategies;
- ▶ Creation of the conditions for the development of civil society to counter-balance the executive through demands for democratic and economic rights and responsibilities.

Promoting regional and continental integration as a means of transforming the economy and making it more competitive

In 2009, Africa's exports went, in the following order, to developed countries (60%), Asia (24.3%), Africa (12.3%) and Latin America (3.1%). For growth to be accelerated, low intra-African trade must urgently be addressed, for at least three reasons. The first is that small size of domestic markets constitutes a serious obstacle to growth and learning for competitiveness. The second lies in the fact that the growth of the African market is currently the fastest in the world, with the combined effects of economic and population growth and the rise of the middle classes. Consumer spending, which was \$860 billion in 2008,

is expected to rise to 1.4 trillion in 2020 (MGI, 2010). The third reason is that the African market creates demand which reverses the pattern of African exports and contributes to structural change. The proportion of manufactured products is higher in intra-African trade, in which it accounts for 40% of exports, whereas it accounts for only 18% of exports to the rest of the world.

This is why regional and continental integration in Africa must be seen as a driver of structural transformation and accelerated development. It offers huge potential for achieving the accelerated development of Africa, which can act in several areas:

- ▶ Regional cooperation to improve infrastructure, reduce transaction costs and stimulate regional markets;
- ▶ Regional harmonization of policies and standards to reduce the regulatory burden and foster the convergence and consistency of national and continental (and even international) policies, as factors facilitating and supporting the change and transformation process;
- ▶ Promoting peace and security to reduce the uncertainties that hamper investment and facilitate the development of financial markets and access to credit;
- ▶ Regionally pooling resources in order to develop centers of excellence and promote R&D and innovation in high-tech or highly-specialized sectors.

Forging strategic and effective international partnerships

The development of effective international partnerships in a global context characterized by the constraints of unequal trade conditions and the new rules of the WTO constitutes a major challenge for Africa. With the aim of pursuing accelerated development, Africa should benefit from preferential treatment for least developed countries (LDCs) so it can produce competitively, export to world markets and find market niches, particularly in the context of the internationalization of value chain.

The global context offers opportunities to Africa, with a significant flow of resources towards the continent, for example, with the G20 decision to triple IMF resources, the doubling of aid to the poorest regions and the African Growth and Opportunity Act (AGOA) approved by the United States and the compensation

offered by the European Everything But Arms (EBA) initiative. New partnerships are furthermore being forged with emerging economies, especially China, India, Brazil and Turkey, and not to mention Saudi Arabia, Kuwait and the United Arab Emirates. These countries have huge reserves and have increased flows of resources to Africa. India has tripled its trade with Africa over the past four years. China's investments in infrastructure increased from 470 million dollars to 4.5 billion between 2001 and 2008. It is committed to increasing this to \$20 billion in the following three years.

For Africa to take advantage of this exceptional flow of resources, it must learn from what can only be called the failure of development cooperation. To avoid prolonging dependency means above all refusing any cooperation that continues restricting Africa to the export of primary products and non-renewable resources. This constitutes the basis of unequal trade, the looting of resources and the overall transfer value that impoverishes the continent. The main criteria for the utility of international development partnerships must thus be sought in the way they interact locally and their effectiveness with regard to the process of structural transformation and accelerated development. Such partnerships require guiding principles, strategic options and operational approaches, for example:

- ▶ International partnerships should support national development policies strategies, and not the reverse, whatever may otherwise be the conditions attached in order to ensure a win-win scenario, otherwise they become obstacles to development;
- ▶ The internal selection of development priorities must thus determine the allocation of substantial resources without it being challenged by external intervention of a political and/or financial nature;
- ▶ International partnerships should be linked to alliances and agreements which, when Africa has natural resources to offer, it benefits in return for substantial support for development-oriented infrastructure (in particular for energy), the transfer of appropriate technologies and the development of local skills and qualifications, with all this being focused on the drivers of structural transformation of the economy and the acceleration of growth; this is the way to break the vicious circle of dependency, and the process of depletion of non-renewable resources

- ▶ Concerning more specifically overseas development assistance, for it to be effective, in addition to the five principles of the Paris Declaration, it must be stable and predictable over time so that it can be integrated into development planning.

The role of the state as an essential and crucial factor in the acceleration process

Proactive intervention by the State drives the structural transformation of the economy and contributes to the emergence of a strong and dynamic economy. However, the frequent failure of state interventionist policies in the independence period, as well as that of the early, uncontrolled *laissez-faire* policies that characterized the following three decades should lead to a more critical view of the role and place of the State. The prime responsibility of government is to build an environment that is conducive to the acceleration process:

- ▶ Administrative, legal and parliamentary institutions capable of providing public services and efficient information systems, an independent judiciary, good governance and transparency in management, democracy, security and peace;
- ▶ Quality infrastructure for efficient transport systems, the continuous provision, without shortages, of electricity to households and businesses at reasonable prices, an extensive and effective telecommunications network, notably with adequate connectivity to the global network;
- ▶ Macroeconomic stability and a monetary and financial policy to promote competitiveness and entrepreneurship.

The second, but no less important responsibility of the State is to provide the acceleration process with quality human capital through education and health. As far as the other dimensions of accelerated development are concerned, the state plays a lead role in directing, encouraging, boosting and coordinating efforts in consultation and partnership with stakeholders:

- ▶ Improved public and private domestic savings and the promotion of investment-focused financial and banking systems; in this regard, African countries, individually and/or collectively, should negotiate with the African diaspora to develop the conditions for a more development-oriented use of the huge transfers of money that they make to their countries of origin;

- ▶ Active and inclusive intervention with regard to the factors of production and trade to compensate for deficiencies and correct systemic flaws in markets, and to promote exports, investment and the variety and standardization of products and services;
- ▶ Measures to stimulate supply and demand in the labor market through public employment programs, public works in the collective interest;
- ▶ Support programs for the creation of businesses and business associations through subsidized loans, tax breaks, subsidies on imports of technology, etc.
- ▶ Enlargement of market size through economic and/or monetary unions;
- ▶ Development of higher education and R&D, promotion of science and technology parks and innovation systems focused on the structural transformation of the economy and value creation through knowledge and innovation.

Given the lessons learned, the relationship between the action of the State and the market should no longer be constrained by almost sacred beliefs but rather it should depend on the analysis of concrete situations. The State should “follow the market” when the private sector commits itself sufficiently in relation to strategic development objectives and priorities of development. In sectors deemed to be promising where the private sector is not yet ready to intervene, the state should “lead the market.” In such cases, it is not for the state to create business itself but rather to develop the conditions and factors conducive to entrepreneurship and, possibly, to support their period of learning and enhance their competitiveness. In such cases, state support to the private sector should be conditional upon results. This raises the need for the State to organize an appropriate distribution of roles through public-private partnerships and to establish a system of monitoring and evaluation of results to ensure sufficient control.

Accelerated development needs to be built into the emerging economy

Succinctly, accelerated development entails an emerging economy scenario for Africa with high growth rates close to or exceeding both figures and must sufficiently quickly accomplish the leap to the more advanced stages of efficiency- and innovation- economic development. Raising the competitiveness of African economies is a decisive issue here. Again, the diversity of levels and patterns

of development in Africa do not give rise to the same priorities in all countries. According to the AfDB, most African countries are among the growing economies whose growth is based on primary products and whose pillars of competitiveness are focused on public and private institutions, infrastructure, macro-economic stability, health and education. Those that rank as economies where growth is driven by efficiency, which are rather rare, should worry more about key pillars such as higher education and training, market efficiency products and labor, sophistication in financial markets, market size and technological openness. The last group, whose growth is driven by sophistication, focuses efforts on business sophistication and innovation. Obviously, such “benchmarking” is a valuable tool for analysis and dialogue to identify countries’ challenges, but it cannot replace a thorough assessment indicating each country’s own specific path to emergence.

Sustainability of development: the foundations, conditions and factors

Accelerated development is not viable without sustainability. The depletion of natural resources and the destruction of ecosystems may combine with strong population growth and climate change to worsen food insecurity, provoke violent struggles for control of the remaining resources, and lead to strong inequalities and the breakdown of societies. The preservation of the environment is the first vital dimension of sustainable development. However, there are also other key dimensions such as the construction of inclusive societies, peace and security, which themselves have important cultural aspects.

The need to combine accelerated development and sustainability within African development policies and strategies should not lead to a simple renunciation, restraint or limitation on the enhancement of natural and human potential. On the contrary, sustainability should nowadays be considered both a necessity and an opportunity to promote accelerated development.

Protecting the environment and natural resources to ensure sustainability

Africa’s enormous natural potential is threatened by irrational exploitation and global warming, whose impact is exacerbated by population growth. According to the African Union, drought affects 70% of economic activity, 43% of land and

40% of the population and there is a risk that, by 2025, two-thirds of the arable land will be lost (Africa Online, 2011). It is imperative in these conditions to fight against environmental degradation and the depletion of resources by adopting developing policies and investments, such as:

- ▶ Physical preservation measures establishing protected areas and promoting the planting of forests, reforestation and restoration;
- ▶ Establishment of institutional and regulatory frameworks and incentives for the rational management of natural resources and the promotion of recycling technologies;
- ▶ Development of infrastructure and training programs to embed environmentally-friendly patterns of production and consumption;
- ▶ Subsidies and other incentives to promote the production and use of clean and renewable energy.

The implications entail enormous challenges for Africa and require strategic decisions. For example, the interactive relationship between environmental protection and the promotion of efficient agriculture requires a more systematic use of scientific research and technological innovation. These permit weather forecasts for sowing seeds at the most appropriate time and the use of high-yielding crop varieties, soil fertility, adoption of green technology culture and water management. Furthermore, successful farming ensures better preservation of natural resources, which not only respond to the need to ensure intergenerational solidarity but gives the majority of the currently rural population access to vital natural capital. Failing this, the dreadful vicious cycle of poverty / destructive use of natural capital / increased poverty / more pressure on natural capital is unleashed, as has been observed in parts of the Sahel. Whole sections of the rural population are thus deprived of natural capital and have no option other than to come and swell the population living in slums.

As for the relationship between sustainability and competitive industry, in addition to improving resource productivity, it constitutes a leap forward in the use of clean technologies, the promotion of foreign direct investment in low carbon and exports of environmental goods and services (water heaters and solar pumps, fluorescent lamps, organic cotton products) and other measures that limit the negative impact of industrialization on the environment.

Such options make it possible to advocate ecology as an opportunity and feature of accelerated development. Africa has clear comparative advantages here in a world where ecological awareness and requirements continue to rise and grow. First, the continent is well endowed with clean energy sources. Second, its economic backwardness can be exploited as an asset because, unlike most developed regions of the world, it is practically exempt from the costs that heavily polluting economies incur when they make the transition to being low carbon economies. Lastly, it has an exceptional degree of potential biodiversity that allows it to compete at the forefront of a green economy. The production of environmental technology should allow it to take advantage of niches in an increasingly responsive global market. To emphasize its comparative advantages in this area, Africa must obviously develop the necessary skills and technologies, particularly by attracting and directing the appropriate foreign direct investment.

Promoting more inclusive development to ensure sustainability

The chronic poverty that affects nearly half of the population is a threat to the cohesion, effectiveness and continuity of African societies. It is rooted in both the low level of development and in all kinds of inequalities that marginalize large segments of the population and make them increasingly vulnerable. The fight against poverty requires better social protection measures in various forms, such as the transfer of public resources to the needy, food security policies, programs promoting community service jobs and decent wages for the poorest people.

The ever-growing major inequalities give rise to the need for redistribution policies. They entail the introduction and/or strengthening of systems for transferring tax revenues from the more affluent to the poorest in order to build more cohesive societies.

According to the AfDB, the inclusion of the poor would be an important factor in accelerating growth, because it would produce inclusive economic growth that generates jobs fairly and creates a virtuous circle where the poor increase their incomes and their ability to stimulate both the supply and demand. This would promote more competitiveness and economic growth. However, it is important

not to limit the perception of poverty to the economic dimension. Amartya Sen believes it necessary to go further. Poverty is primarily “capability deprivation”. Thus making way for the poor should give them an opportunity to exercise their full potential (Equity and Development, WDR 2006). This implies: i) the promotion of civil liberties for all and the establishment of political, social and economic democracy, ii) the opening-up of “poverty traps”, which are often imperfections in credit and insurance markets, deficits in access to education and health, geographical isolation, lack of access to capital or the natural degradation of capital. In short, good governance and the full establishment of democracy, equitable access to basic services, infrastructure opening up inaccessible areas and the preservation of the environment and natural resources are an integral part of the fight against poverty and drive for accelerated development. The aim is therefore not to introduce policies to reduce domestic savings and encourage investment but rather to give the poor access to active and effective participation by releasing their capacity for initiative and production, their income and their involvement in the markets for social returns that are higher than for marginal private investment.

This approach should also meet the demands of the youth movements in Africa to transform the “youth challenge”, not into a “social bomb”, but into an asset and an opportunity to forge solidarity, peace and respect for the human rights of all citizens in African societies.

Establishing the foundations for peace and security in order to promote sustainability

The huge price Africa has paid in internal conflicts and civil wars has already been noted above. The use of violence is a serious obstacle not only to peace and security, but also to national, regional and continental integration, all of which are necessary conditions for sustainable development in Africa. For this reason, and for those mentioned with regard to the fight against poverty, efforts to strengthen active African trends and forces in the process of democratization of states and societies on the continent contribute to sustainable and accelerated development. More demanding citizens and civil society, especially among generations of young people who are better educated than their predecessors, are emerging on the African scene and developing democratic claims and struggles. Progress in this direction should facilitate access to power for a

new political leadership that is more visionary, more legitimate and aware of its responsibilities in the pursuit of development and in the need to be accountable regarding the results obtained. However, it is also necessary to consider the cultural dimension when examining African crises closely. Here we will not consider African cultures with regard to democratic principles and respect for human rights, as these are not characteristics that are specific to a given society but rather victories in the historical evolution of humanity. The cultural dimension raises the need to assert African identity as a source of mutual African understanding, integration and renaissance. Very often, conflicts between groups within a country and/or neighboring countries are due to the absence or inadequacy of knowledge and mutual cultural recognition. This in fact begins with a cultural misunderstanding of oneself and a lack of confidence in one's own identity, which leads people to perceive others as a threat. In contrast to their extraverted orientation, cultural and educational policies must come together to promote the language, history and culture of the various African groups among young Africans in order to allow everyone to sufficiently take on board the specific identity and interact with other identities in their local, national and continental environment.

This is the way to:

- ▶ Forge the cultural foundations of national identity and pan-Africanist consciousness in order to promote national, regional and continental integration as a source of peace, security, stability and prosperity;
- ▶ Strengthen the socio-emotional cornerstones of pride and self-confidence in the positioning of the peoples of Africa with regard to the rest of the world, with a view to promoting the African renaissance;
- ▶ Develop the capacity to meet and welcome others and hold fruitful exchanges between African and other cultures on the one hand and scientific culture on the other hand, in order to make the continent's cultures more open and dynamic instead of locking them into a dark and impenetrable past and specific nature.

In this perspective, African cultures, like Asian ones, will certainly become a powerful resource to be tapped when pursuing accelerated development and sustainability. In this dual context, two dimensions deserve consideration: i) the adaptation of systems, institutions, relationships and values of traditional

attitudes of cooperation and sharing in efforts to strengthen joint development and ii) the evaluation and enhancement of endogenous knowledge and practices as ancient heritage to promote creative experiences and innovative learning among African populations faced with a difficult environment, with a view to entering global markets using a specifically African brand of quality for crafts, music, medicines, food and, more generally, cultural products that are subject to patents, trademarks, copyrights and geographical denominations.

The creation of the conditions for international competitiveness of such products on the basis of quality guarantees would open niches for exports and contribute to accelerated development.

Targeting official development assistance to strengthen sustainability

In a global village where it is becoming increasingly unrealistic to erect barriers of protection against environmental destruction, poverty, war, epidemics/pandemics and the disastrous consequences of illiteracy and ignorance, the responsibility of such challenges can no longer be confined to a regional level and even less to the national level. This is in addition to the moral and legal character of necessity and universality, which characterizes the obligation all States have to ensure the effective achievement of human rights. This requires a supportive approach to these vital challenges facing humanity as a whole, which relate to the each individual's entitlement to human rights. This is what justifies the concept and approach of global public goods. The current limitation of the field to the climate and biodiversity may be understandable, but deserves to be reviewed for inclusion in an appropriate manner, in addition to these dimensions of environmental protection and natural resources, food security, peace, education and health for all. Public assistance would become much better used if it were primarily targeted at support for basic needs among the poorest and most vulnerable in recipient societies. In addition, it could significantly increase its effectiveness by funding its activities through global funds, whose interventions would effectively be freed from the weight and costs of geostrategic calculations, political conditionality and bureaucracy.

In sum, this review of policies and strategies for the sustainable and accelerated development of Africa means finding a route to development that is

based on African realities and the specific strengths of the continent as well as the opportunities and requirements of the 21st century. These opportunities and requirements are things such as productivity and competitiveness, environmental consciousness and sustainable development, knowledge and innovation. Moreover, the primary source of potential value creation lies in the development of human capital. In this case, the achievement of both accelerated development and sustainability requires training and the mobilization of skills in sufficient quantity and of sufficient quality to meet the challenges and maximize the opportunities available. This is why education and training are prerequisites and key factors for success. However, since the dominant models in Africa have basically not managed to achieve this, the question that remains is: what sort of education and training should be promoted in order to set the continent along the path to accelerated development and sustainability?



Chapter 3

Vision for the Future of Education and Training in Africa

“High quality African education and training geared towards the promotion of critical skills for accelerated and sustainable Development in Africa”

This is how ADEA members perceive the future of education and training as a relevant and effective means of building the future prosperity of Africa. This vision links the success of accelerated development and sustainability over the next two decades with the performance of education and training during the current decade in terms of skills development.

Critical skills for accelerated and sustainable development in Africa

The ADEA Triennale in 2012 focused on this topic. Three skill levels corresponding to the major tasks of education and training systems emerged from the discussions: a common core of basic skills, technical and vocational skills, and scientific and technological skills. The development of these skills should be incorporated into a lifelong learning process.

Promoting a common core of basic African skills to ensure development is sustainable

The common core includes the basic skills that every African and African child or young adult should learn. It provides the essential foundations of sustainable development. Three types of basic skills form the common core:

- ▶ *Communication and lifelong learning skills:* language skills, literacy and numeracy and cognitive skills of observation, analysis, critical thinking, problem solving and decision making;

- ▶ *Skills to ensure integration into society and the world of work:* social skills enabling citizens to live in harmony in a democratic environment, overcoming discrimination and conflicts in a spirit of cooperation, solidarity and peace; generic skills for positive use in the world of work, in a spirit of collaboration, initiative and creativity;
- ▶ *Skills for personal development and the construction of an African identity:* life skills to enable every person to meet the vital challenges inherent to health, nutrition, social protection, the environment, the fight against the poverty trap and in favor of optimal development of their personal development potential; skills to help assimilate African unity within the historical and cultural diversity of the continent to promote the values of peace and solidarity and actively participate in the integration movement and the African renaissance.

The acquisition of the fundamentals and basic skills of the common core starts at birth. This is why investment in education and the protection of childhood is vital to get children ready to learn. African states must thus develop programs for parents and communities to strengthen their capacity to provide adequate care for very small children and give them the stimulation needed. As with pre-school education, public investment should also guarantee a full primary education for all, as States have committed themselves to doing as part of EFA and the MDGs. Otherwise, States should support the efforts of communities and civil society to initiate alternative arrangements to provide young people outside school with the opportunity to acquire the basic skills concerned. For adults, they should have access to the common core of skills through training programs tailored to their needs and situations, especially functional literacy programs.

Developing technical and vocational skills that are tailored closely to the needs of accelerated development

These include generic skills for the world of work and specific skills related to the various vocational qualifications. The first group comprises cognitive and non-cognitive skills and techniques which cut across various activities. They concern the deepening and strengthening of the basic skills listed above which are relevant to the exercise of any profession: communication skills, critical and rational thinking, adaptability, sense of method and organization, sense of

responsibility, teamwork, entrepreneurial spirit, openness to technology, ICT use, etc. From this point of view, some do not hesitate to say that a solid basic education is the best preparation for the world of work. Regarding specific skills and techniques, they are defined in accordance with the profiles required for different vocational qualifications. Each country develops them in response to the needs of its economy and society, taking into account the potential value and specific goals of national development. To promote accelerated development and sustainability, African countries will need to pursue at least four priorities:

- ▶ The *structural transformation of subsistence economies into high growing economies* require ready and effective human capital that can be used to achieve economic diversification and increased productivity. The first objective involves the widening and strengthening of vocational skills to ensure the growth of manufacturing and modern services. The second requires, in addition, skills to ensure successful agricultural reform through the strengthening of capacity to absorb technological innovations that are suitable because they are combined with indigenous knowledge and practices. Agriculture in the broadest sense and crafts are areas where the informal economy is predominant. It will be necessary to invest heavily to raise labor productivity, technological openness and entrepreneurial skills by promoting appropriate skills.
- ▶ The *employability and employment of young people* will above all be achieved by improving the quality and relevance of secondary education with regard to the requirements of the 21st century: science and technology, the capability to undertake lifelong learning and adapt to rapid change, ability to use information technology to communicate effectively, etc. Employability and jobs for young people are stronger in the dialectical relationship to be established between the structural transformation of the economy and the development of their technical and vocational skills. This means training should be focused on opportunities that further develop the structural transformation of the economy and promote by employing young people who can raise production and innovation capacity in sectors to be stimulated. This implies the need for a strong partnership between the education sector and business and professional circles. Their interaction at different levels in the definition of training profiles and delivery of training programs

improves information on the needs of the economy, the relevance of the skills acquired by young people and their possibilities of entering the job market. To make the approach more systematic, it is essential to promote national strategic frameworks on skills development that are closely linked to structural transformation objectives and strategies and to incorporate, in addition to employment, self-employment opportunities and youth entrepreneurship. On this latter point, project development and management skills should be included in youth training.

- ▶ The *empowerment of African women* raises the issue of the proper consideration of the gender dimension in all policies and strategies aimed at improving employability and creating employment. Their access to development opportunities and technical and professional expertise, which enhances employability and employment, should not be limited to the income-generating activities they undertake in agriculture, handicrafts and the traditional processing of basic commodities. This will ensure their participation, on equal terms with men, in courses to prepare for employment, self-employment and modern entrepreneurship. This implies that all sectors of development of such skills should include the gender dimension, thus eliminating all discriminatory barriers against women and developing targeted approaches, procedures and incentives to ensure their socio-economic inclusion.
- ▶ The *requirements of high quality levels of skills* extends and reinforces the structural transformation of the economy. It generates a need for technicians who can keep up with and even anticipate changes and technological innovations, support the transformation of national production systems and further industrialize the continent. Each country must strictly define priority investment areas closely related to the most promising sectors and professions, bearing in mind the specific development potential and assets of its comparative advantages.

To respond properly to the wide range and full extent of technical and vocational skills needs arising due to accelerated development and sustainability requires capabilities, resources and flexibility in the training systems that to be developed. Traditional models of technical education and vocational training have the disadvantage of being expensive, under-esteemed and too restricted to meet such needs. It will therefore be necessary to promote a new and

more comprehensive system, which is more diverse and more flexible, more responsive to change, and which acknowledges, engages, builds, integrates and interacts at all levels, the various courses, facilities and training and learning resources that exist in either a visible or hidden fashion, in the economy and in society: formal public or private training in centers, with work experience or apprenticeship; non-formal training supported by businesses, professional organizations, local communities and civil society; informal learning in the workplace, including traditional apprenticeship, various undeveloped training and learning resources which the use of learning technologies and appropriate partnerships with businesses, professional organizations, local and voluntary movements could further develop or tap into.

This new approach makes it possible to train, qualify and get work for as many people as possible, if not all people, and especially the young. It necessitates, on the one hand, a strategic partnership with business and professional communities to establish, develop and support all the processes and training schemes mentioned. On the other hand, it requires the implementation of pathways and the national recognition and validation of skills, regardless of how they have been acquired, including through on-the-job experience in order to ensure the flexibility and responsiveness of the system. At stake here is the critical mass, efficiency, relevance and sustainability of the vocational training in response to the urgent and decisive priorities of accelerated development and sustainability.

**Raising and adapting scientific and technological skills
to meet the challenges of innovation and respond
appropriately to the development issues facing
African people**

High-level scientific and technological skills are a decisive force for global competitiveness. They guarantee high productivity, high added value, innovation power and product quality. In view of the situation in Africa, their development must be in line with strategic priorities including:

- i) The *wide dissemination of scientific culture across the education and training system and throughout the whole of society* does not begin at the level of higher education, but in early childhood and then throughout primary and secondary,

and even through personal and collective experience. In other words, learning about observation, analysis, logical reasoning, experimentation, evaluation, interpretation, rational and critical thought and methodical questioning, and the use of ICTs occurs at all stages of education and personal development through promising scientific disciplines carriers and, beyond these, in all learning activities. In fact, this concerns more specifically scientific culture and education as well as the integration of ICTs, which needs to be impressed upon children, young people and society as a whole. Higher education plays three roles:

- ▶ Educational transfer or popularization ensuring the necessary demystification of the dull and inward-looking nature of science in order to ensure, at all levels, the accessibility, understanding and integration of concepts, laws, methods and basic approaches;
- ▶ Training teachers in the teaching of science and technology and more specifically in the pedagogy of scientific culture;
- ▶ Research on the reforms needed to ensure education and training systems expand and strengthen the position and role of science and technology not just as subjects, but as the foundation for all training and for all people, regardless of their later target.

Fighting against conventional thinking among populations by developing a scientific approach to the challenges posed by the environment requires a total upheaval of the whole education and training system to tip the balance in favor of science and technology while positioning them as the basis for the approach to accelerated and sustainable development in Africa.

- ii) The *search for solutions to problems of African societies and economies* should be placed at the center of strategies for developing scientific and technological skills. In the fields of health, energy, nutrition, agriculture and other sectors, local people are facing vital challenges and developing knowledge and practices in order to meet them. Higher education, through training highly skilled workers in R&D for example, must take on board these issues and challenges and the endogenous responses made. It could take on students to do this by encouraging them to do research papers on these issues in discussion with the local communities concerned.

These research papers may lead to research programs focused on these issues. Such an approach will necessitate integrated learning between communities and higher education on the one hand and, on the other, combined approaches to problem solving. This dialectical confrontation between science and technology and the vital challenges of local people and African heritage of knowledge and practical skills will help to develop science and technology that is relevant and effective in African contexts. The process of bottom-up differentiation from higher education and research will enhance the relevance and effectiveness of training and research results with regard to the specific challenges of different African socio-economic classes. Another issue is the African ownership and internalization of science and technology opening the door widely to invention and innovation so that Africa can become productive and not just be a consumer.

- iii) *The translation of research findings into innovative, useful and usable practices and technologies for business development and the economy* brings about the integration of knowledge in the system of economic production as a factor of wealth and growth. The transition from information to action and science to development provides scientific research with character of applicability and therefore utility. From this perspective, higher education is becoming the main driver of the continent's accelerated and sustainable development the continent through the translation of the results of scientific research into tangible technological innovations that are useful in all areas of development. The relevance and effectiveness of the higher education system focused on this type of technology transfer depends not only on the quality of the scientific process, but also their interaction with the specific environment in place. This is why the reform of curricula and the consequent strengthening of quality will be necessary to increase the scientific performance of higher education and research. However, it will also be necessary to set up exchange and collaboration networks through partnership between universities, research centers, public and private companies to determine the direction and needs in the field of technology development, the modes of operation and the institutional framework establishing remits, roles and responsibilities,

contractual conditions, intellectual property and so on. Such a process can lead in the medium and long term to the development of national innovation systems and then the creation of technology transfer offices. This will give a new impetus to the interactive relationship between science and development, which in turn boosts the contribution higher education and research make to the construction of knowledge and innovation-based economies. To do this, it will be necessary to approve the necessary investments in order to have the critical number and quality of African researchers, curb the brain drain, ensure the African Diaspora contributes its expertise, develop infrastructure and research budgets, and gain the confidence and active participation of private industry and the productive and commercial sectors. Such investments become profitable when innovations, patent applications and licensing agreements accumulate in the portfolio and begin to generate profits while significantly raising the competitiveness of the economy in a virtuous cycle of science, innovation and development. This also fosters the creation of conditions for the attraction, motivation and retention of scientists. This constitutes the fulfillment of the “intelligence revolution” (Attali, 2006), which provides creators, innovators, inventors and real entrepreneurs, and, in sum, develops among the middle classes, the transformational political, economic social, cultural, artistic, scientific and technological leadership that can lead a population that is itself sufficiently prepared into a virtuous cycle of progress.

- iv) The *regional pooling of resources* is necessary to ensure effective and sustainable responses to the common challenges and demands of high-tech sectors and highly specialized areas of science and technology. The cost of these national innovation systems and technology transfer offices is very high and requires, in addition, advanced expertise in specialized scientific areas as well as market research, marketing operations, etc.. It is therefore recommended that African countries with limited resources opt for the creation of a consortium of institutions in which members would share a central office.

This type of sharing is encouraged particularly in areas where countries face common challenges such as research on HIV/AIDS or seek to develop high-tech or highly-specialized sectors in which only one African

country, namely South Africa, can invest the necessary resources to develop sustainable solutions.

- v) The success of the *Consolidated Action Plan for Africa in the field of Science and Technology* (AU-NEPAD), organizes into three pillars (capacity building, knowledge production and technological innovation) priority programs related to biotechnology, biodiversity and indigenous knowledge, water, energy, ICT, use of basic technologies, mathematics and physical sciences. It commits African countries to a phased approach to the development of centers of excellence in the short, medium and long term: a) define standards, criteria and indicators for the selection of centers of excellence, b) improve the quality and relevance of programs, the number of qualified staff and the infrastructure of the selected centers of excellence and c) establish networks of centers of excellence at regional and continental level, support joint research programs, establish links with institutions outside Africa and develop distance education systems to strengthen higher education at the regional level, particularly for small states.

In addition to the centers of excellence, the Plan has a second pillar focusing on infrastructure development in science and technology: the availability and usability of ICT, the construction and rehabilitation of institutions, and the gradual expansion of infrastructure and facilities.

The third pillar focuses on collaborative links with the productive sector as a condition for the development of innovation systems: the mapping of countries' needs and economic priorities in relation to the availability of required expertise, strategic alliances with partners in productive sectors to integrate training in business and higher education institutions.

While aligning skills development with African countries' development priorities, this strategic approach addresses at least two other major issues: the raising of African education and research to the highest international standards and the possibility to develop high-tech and/or highly-specialized sectors which may not be sustainable in the context of a single African country.

The strategic objectives set out above pose problems for African governments regarding the repositioning and restructuring of higher education and research. They first need to be re-legitimized by redefining their mission so that they

serve the national and local communities. A system should develop that is open, flexible and responsive to its environment and which involves autonomy, initiative and responsibility for training institutions and research centers as well as internal governance that involves local stakeholders, including representatives of local communities and businesses.

To avoid fragmentation, governments must first develop at the national level, in consultation with all stakeholders, a strategic plan setting out priorities and options as well as an external governance framework that ensures coordination between institutions and centers by emphasizing the development of scientific and technological skills closely related to the specific development needs and potential of their respective countries. Plans should be based on a clear and shared vision of the future sought and the country's real assets to be enhanced. Thus investment choices must then be made in line with the priorities, strategic objectives and options defined on the basis of efficiency and equity criteria. The management and financing on the basis of results will offer an incentive and be productive, thus significantly increasing the performance of educational institutions and research centers.

Ultimately, to develop these skills in sufficient quantity and quality critical for accelerated and sustainable development requires a large increase in financial and human resources in African countries. This is because "No country has sustained rapid growth without also keeping up impressive rates of public investment—in infrastructure, education, and health" (World Bank, 2012). However, despite promising economic prospects, the majority of African countries do not currently have sufficient internal resources to meet the required level. That is why foreign aid is urgently required to strengthen support to the development of education in Africa, above all because population growth is increasing the demand for education in contrast to what is happening in other parts of the world. However, it would be unprofitable to invest more in the dominant models in place, which suffer from unsuitability, lack of flexibility, relevance, efficiency and external effectiveness. To provide satisfactory responses to the needs expressed, leaders and stakeholders in education and training must meet crucial challenges of change in terms of reforms and innovations that can help forge new education and training development philosophies, policies, strategies and practices.

Necessary paradigm shifts: new perspectives and approaches in education and training reforms

Bearing in mind what is really happening locally in Africa, education and training still fail to promote these critical skills for accelerated and sustainable development. To what extent are they effectively and efficiently used to promote such development? What are the constraints that hamper the development of skills in current systems? Do dominant notions and practices promote the quality of education and training as an effective factor for development?

Such questions call for critical reflection on notions and ideas underlying the dominant models in place, with a view to forging new paradigms and concepts, to accomplishing the necessary major changes for reform and to bringing about the conditions for the successful implementation of necessary reforms and innovations.

Promoting a strategic approach to education and training policies

Education policies and systems in Africa must break away from an operational rationale and re-found themselves upon a developmental rationale. The paradigm shift involved – from supply to demand - means that education and training would not exist for themselves but for the purpose of development. In view of the specific challenges involved in building the future of Africa, what are known as strategic policies effectively guide the education and training towards the drivers of accelerated economic growth and the basis of sustainable development. Succeeding in making progress here entails various strategic areas of reform:

- ▶ Align, in a holistic manner, skills development with the requirements of sustainable development, the need for economic growth, and the demands of the labor market and communities;
- ▶ Consequently redefine the goals of the systems and focus them on skills profiles and sets of curricula;
- ▶ Include culture, history and African languages as goals, so that young people acquire skills related to their specific heritage;

- ▶ Promote the new culture of learning which involves the strategic option of developing skills and lifelong learning: learning to learn, to generate business, to innovate, to apply knowledge and innovation to help resolve development problems, to make decisions, to carry out projects in a sustainable manner and learn throughout life;
- ▶ Place the issue of employability at the heart of national plans and involve all public/private partners and civil society to develop plans in order to meet the “youth challenge” or exploit the “youth dividend” by promoting at the same time the acquisition of skills through strong growth and increased competitiveness of the economy.

Adopting a holistic view of skills development that is wider than just formal schooling

Africa's skills needs cannot only be met through the formal channels of education or traditional school, for the obvious reasons of cost but also because their uniform format does not reflect the diversity of needs and learning situations. This is why, as noted for technical and vocational skills, the development of general skills first requires the development of a holistic vision. This makes it possible to explore, identify and mobilize beyond traditional schools, the various education, training and learning channels, schemes, and resources, both evident and potential, formal and informal, classroom-based or based on distance learning, modern or traditional, with or open structured programs, and so on. Parental and community education, intergenerational learning, the alternative projects of civil society organizations, training provided by professional or faith organizations, learning developed at work and on the job, new opportunities opened up by ICTs are, among other things, examples of the richness and diversity of resources and opportunities that can be encouraged, supported and used to provide leverage. The goal is to provide each and every person with opportunities that are tailored to their needs and situation in order to learn and develop useful skills.

However, this richness and diversity must not discriminate, compartmentalize, limit or marginalize groups of learners, but should rather allow each and everyone to join these various schemes and exploit their full potential. This requires, down through hierarchies and across areas, the establishment of a system of pathways and transitions that enables people to go back and forth,

to undertake changes in direction and even to go up different routes from one level to the next. Such schemes break down the traditional pyramid structure of schools and their inherent elitism and selection/elimination. This is the way to promote a global, diversified, integrated, flexible and open system that recognizes and enhances all forms and methods of skills development, including through work experience and open learning.

To create the right conditions, the following action will be necessary:

- ▶ Coordinated departmental management of the entire education, training and learning sector in order to pool all available resources for the sector and maximize synergies;
- ▶ Intersectoral collaboration to enable the sector to be responsive and take real account of the skills requirements in other sectors and build on them for the purposes of the multisectoral action required to optimize the chances of achieving learning for all.

Repositioning equity and the quality of education and training as a foundation and factor of development

Equity in education and training does not mean providing everyone with identical conditions but, as mentioned above, offering each and every person opportunities tailored to their needs and situation so that everyone can succeed in learning at each level. The diversified and integrated system to be promoted is fully inclusive in the context of education and training that leaves on the wayside. The system will also be demand-responsive in adapting accordingly through specific strategies and adjustments that respond appropriately to gender-related, geographic, social and other differences with a view to eliminating all discriminatory barriers.

However, we must look beyond internal factors because the sources of discrimination and marginalization in learning overwhelm the education and training sector. Social economic, cultural and other inequalities come together and are amplified or counteracted. To lessen these initial inequalities instead of strengthening them, it is vital to give more and better opportunities to those who have fewer of them. Equity policies thus require positive compensation or discrimination strategies in favor of the poorest and most vulnerable. The range of measures is varied both in and outside school: scholarships, extra

equipment and teachers, special support for learning and other targeted multisectoral actions that take account of issues such as health, nutrition, social protection, etc. In sum, it is necessary to identify and overcome all social, economic, cultural, physiological and physical barriers that may prevent marginalized groups from accessing learning and succeeding. To be successful, these strategies require the equity dimension to be an integral part of the training and culture of teachers and business leaders, and particularly the gender dimension in several African countries, as girls face a variety of obstacles, including harassment.

The need to give priority to girls and women in all these adjustments and equity strategies is justified firstly by the fact that they suffer even worse within groups that are victims of such discrimination, especially in rural areas and among the poor. In Africa, the universal obligation to ensure gender equality is all the more urgent as it raises a crucial development issue as discussed above, namely the value of the “demographic dividend”. Empowering female populations specifically means measuring, analyzing and supporting the huge scope for promoting African women by tapping the reserves of development potential that have hitherto been devoted to domestic chores. Thus we must understand and integrate into equity policies the fact that African women constitute the great hope when it comes to building the future of Africa. It is crucial to give them, in parity with men, all skills development opportunities, including for basic skills, technical and vocational skills, and scientific and technological skills. This does not just mean guaranteeing access but also ensuring the conditions and specific factors necessary for success, in all fairness, in the sectors that prepare for employment, self-employment and modern entrepreneurship. This implies that all sectors for the development of such skills must seek parity and integrate the gender dimension with a view to eliminating all barriers that discriminate against women, including by developing targeted approaches and procedures and incentives in both education and training systems and in different parts of economy and society.

The prospect of equity will develop a new culture of quality in education and training. A proper understanding of this concept and its implications suggests that access to education and training alone, even if it applies to all, will scarcely provide the necessary human capital for development. Neither does quality

mean excellence, which is more geared towards elitism. The concept of quality is closely linked to equity because it above all means the successful achievement by all of the level of learning required for a given level of the education and training system. Thus failure cannot be explained by the limitations of the learner but rather by those of the system, which did not provide opportunities and appropriate conditions. This necessitates the offer of alternative learning routes and schemes, for catching up and filling gaps, both within and outside the education system, to ensure the success of those men and women who do not fit the current model. In this regard, the PASEC and SACMEQ evaluations show that about half of African students have mastered the core skills of basic education. This gives an indication of the enormous efforts that Africa has to make in order to improve the quality of education to ensure the inclusion of the other half.

The concept of skill also opens a new dimension of quality, which must be taken into consideration. Successful learning can no longer be limited to the successful acquisition of knowledge. Skills requires more of learners, namely the ability to use this knowledge to respond effectively to the challenges and development issues raised in their local, national, continental and global environment. In other words, quality means facilitating the learning “required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.” (UNESCO, 1990). Quality education and training should thus not consist in giving all learners “decontextualized educational knowledge”, but rather the skills to effectively solve the problems and challenges relating to their personal and collective development in their environment. This sort of approach effectively focuses learning on individual and social benefits, in other words, the external efficiency of education and training.

The requirement for both external equity and efficiency emerging from this analysis renews the concept of quality. It requires policy makers, stakeholders and partners in education and training to adopt a new quality culture. It can and should then guide new policy decisions and shape new systems and practices with a view to facilitating the transformation process.

Making the major qualitative changes necessary for the overhaul of African systems

The paradigm shifts outlined above raise the issue of how to forge new African education and training systems through a total overhaul. Among the major changes or departures needed to perform qualitative leaps to overhaul the system, four emerge as necessary, both to ensure they take root in Africa and to take into account the demands of the 21st century:

First major change: integrate African cultural, linguistic and historical heritage

For thousands of years, African societies have lived and worked in specific environments, facing key challenges. They have developed the knowledge, practices and skills to deal with issues of food security, human and animal health, management of natural resources, etc. They have established education, training and learning systems for the intergenerational transmission of this heritage using the languages they spoke. This is why the schools during the colonial period ignored, marginalized and devalued these things by excluding African languages and denying or distorting the history of African civilizations. This is what the new systems must integrate and promote in order to bring about the African renaissance through:

- ▶ The management of the curriculum of cultural and historical heritage in the context of the Charter for African Cultural Renaissance (African Union, 2006), including endogenous knowledge and practices, as well as the General History of Africa;
- ▶ The use of African languages as the first languages of instruction in bilingual education

The rational approach for this major change consists in posing strict prerequisites for the successful inclusion of African languages, including the necessary linguistic, scientific, educational, didactic and editorial adjustments to ensure this approach is based on an impeccably thorough scientific approach.

As shown above in relation to support for the development needs of grassroots communities, higher education and research are central to the tasks involved.

These are far from insurmountable, particularly as they can draw on some important foundation achievements. UNESCO, which has produced the prodigious General History of Africa, currently supports plans for its educational use in African countries, through adaption of the curriculum at different levels, teaching and learning guides, textbooks and so on. Some African countries have long been developing bilingual education schemes using African languages successfully and can therefore share their achievements with other countries who would like to do the same thing. The African Union's Academy of African Languages can make a valuable contribution in this field. Finally, several countries have common linguistic cultural and historic areas, which would call for the pooling of investments to undertake such tasks jointly.

Second major change: introduce science culture into education and training

This major change has already been mentioned with regard to the development of scientific and technological expertise. It concerns the development of the role of science, mathematics and ICT learning at the center of learning in education and training systems at all levels. It also entails the development of scientific culture in society, which allows everyone to understand and use the interactions of science with other areas of social, economic, political and cultural life. The goal is to inform and underpin thinking, decisions, plans and actions, particularly in the context of the accelerated and sustainable development in Africa.

The development of scientific culture is closely linked to the integration of Africa's cultural, historical and linguistic heritage. Education and training makes a major contribution to strengthening the dialectical relationship between the two areas:

- ▶ Productive interaction between indigenous African heritage and exogenous knowledge;
- ▶ Promotion of dynamic and open African cultures dynamic that are thus not simply backward-looking;
- ▶ Production of discoveries, inventions and innovations bearing Africa's imprint.

Third major change: promote lifelong learning

The need to update knowledge and skills to understand, act, live and work in accordance with the requirements and changes of the era is a general rule for all people. Today, globalization has reduced the world into a global village, knowledge has become the main and powerful factor of development, and rapid and extensive changes are driving the scientific and technological revolution. These are adding a vital dimension to people's existence. That is why Africa is giving serious attention to the need for lifelong learning, as is happening in other parts of the world. Lifelong learning from cradle to grave requires complex systems to access learning opportunities at any age and in any place. It places new demands on education and training systems in terms of accessibility and teaching-learning methods, in terms of the ways and means of continuing to learn. Diversified and integrated systems focus on the satisfaction of needs such as the concept of competences and learner-centered learning approaches. In this regard, the development of skills at all levels is seen in the perspective of lifelong learning. It is first necessary to ensure access to the essential basics of written communication: reading, writing, digital literacy and basic mathematics. It is then necessary to enable these to be deployed in the development of cognitive skills by fostering self-motivation and the acquisition of methods for learning to learn, learning on one's own and learning with peers. It is finally necessary for education and training to be incorporated into the more comprehensive and complex lifelong learning system. This is why lifelong learning requires, in addition to education and training systems, learning opportunities and networks in places of residence, work and leisure, etc. The purpose is to build societies that, in addition to any necessary new systems of education and training, integrate learning communities in all areas, in all forms and in all places. In this diversified, integrated and complex network of learning opportunities, each person, at any time and in any place, may not only acquire knowledge but can also share and develop it. This challenge requires African countries to design and develop lifelong learning policies. Should they not do so, the knowledge divide between Africa and the rest of the world may grow even further. Because lifelong learning issues are of enormous importance in efforts to raise the general educational level of education of the population, strengthen national expertise, bridge the gap between African researchers and those in the North, strengthen the potential innovation of African economies and societies and so on.

Fourth major change: integrate ICT into education, training and learning

The integration of information technology and communication (ICT) opens up new possibilities for the development of lifelong learning and, more generally, the accelerated expansion and improvement of education, training and learning. African countries must create the conditions for their efficient and sustainable use.

Which technology for what purposes, uses and costs?

This question should be placed at the heart of policies. Governments must respond by establishing a policy framework setting goals, objectives and strategic options and approaches as well as systems, action plans and standards for their implementation, monitoring and evaluation. Such a framework is based on the results of research on the best policies given the national context and the country's specific development objectives. It should also adopt technical and other financially sustainable options while taking into account the challenges and constraints of the specific environment.

The choice of areas for using ICT in the sector is open:

- ▶ Strengthening and further developing educational materials and content, and more broadly the learning environment, which is generally poor at all levels;
- ▶ New opportunities for the initial and continuous training of teachers, which is generally lacking at present;
- ▶ New training aids for technical, vocational, science and technology skills, which significantly reduce costs, including equipment and materials;
- ▶ The significant increase in numbers of beneficiaries of distance education and open learning in all areas and at all levels;
- ▶ Exchange and sharing of knowledge and experiences between the systems' different actors;
- ▶ Online learning communities, etc.

From the point of view of the process, the integration of ICT in education and training first raises the issue of the extent to which different actors master the tool, including trainers and learners. The ability to use related technologies

is becoming a basic skill that needs to be integrated into the common core of skills by ensuring that they:

- ▶ Facilitate information retrieval and critical reflection regarding this information;
- ▶ Support the learning of knowledge and skills that are part of education and training objectives;
- ▶ Promote the capacity to transform information and knowledge into skills.

The challenge of successful implementing reforms

There is no shortage of reform projects in Africa and they still abound. However, few countries have successfully implemented them. The transposition of reform ideas to the field of learning is hampered by various political, social, economic, scientific, technical and practical obstacles. Lessons learned from African experiences concern different stages of the formulation and implementation of reforms: the quality of analysis of the initial situation, the right choice of problem identified, rigorous analysis of the causes, strategic options taken, planning of implementation, financing, capacity building of stakeholders, effective control (monitoring, evaluation, adjustment), and support the surrounding environment. Among these issues, two deserve special attention. The first relates to the process of implementing change in learning and the second to the socio-political sustainability of reforms.

Integrate reforms and innovations as part of a holistic vision of change management

The reforms required for the promotion of skills critical for accelerated and sustainable development in Africa will only be achieved in the field of learning if they are integrated into a holistic vision of change management and tailored accordingly. This entails a series of successive levels of development and action:

- ▶ The purpose and goals of education and training policies;
- ▶ The profiles to be promoted;
- ▶ General and specific skills making up the new training curriculum;
- ▶ New pedagogic approaches and other teaching, learning and training processes and supports;

- ▶ Tools, criteria and indicators for assessing compliance with the new quality standards;
- ▶ Empowerment of those responsible for implementation;
- ▶ Creating systemic, community environments and within the education and training establishment that are conducive to the introduction of innovation in learning.

The systemic approach of this sequence leads to a full and coherent curriculum. The demand-driven society and economy requires concerted development where representatives of society and the economy are active in order to be able to take into account their needs and requirements in skills training. The process of dialogue and consultation is usefully developed and informed through data and analysis provided by scientific and technical expertise in both economic and social demand, as well as norms and standards in curriculum reform.

The concept of skill in this approach entails the adoption of a different approach to the analytic one of content-based programs, which departs from:

- ▶ the fragmentation of knowledge and the traditional disciplinary compartmentalization to promote multi- and cross-disciplinary integration and learning;
- ▶ the basic mastery of knowledge to promote the ability to use it with a view to solving problems in the surrounding environment;
- ▶ the transmission/memorization of knowledge for the development of skills by the learner in relation to a problematic context.

The implementation of these changes on the ground primarily seeks to enable actors to cope with the new culture and new approaches to be promoted. This empowerment entails a cultural change and the need to challenge practices.

Creating the sustainable conditions to ensure successful implementation of reforms

The transformation of education systems is a lengthy process that requires gradual development and continuity in efforts to bring about. This is demonstrated by the lessons learned in other regions of the world and more recently that of emerging Asia; in this context, one should:

- ▶ Build a national consensus broad enough to mobilize the social and political forces to defeat the most influential opposition and resistance to change and continuity of change in the long term, particularly to protect from the instability brought about by ministerial management of the sector given the democratic alternation cycle;
- ▶ Establish a partnership and participatory governance involving, at the central and decentralized levels down to and including training facilities, all stakeholders, including grassroots communities, the private sector, civil society and youth movements.
- ▶ Start sufficiently early and effectively allocate additional resources specifically dedicated to supporting change
- ▶ Endow the reform process with expertise in sectoral analysis and the political economy of reforms and research that can provide a forward-looking vision, inform decision-making and support the introduction of measures and analytical instruments for the implementation, monitoring, evaluation and adjustment of change;
- ▶ Motivate – and more than just enable – teachers and key stakeholders of the reforms, particularly through the measurement and recognition of their performance and creation of a rewarding systemic environment, a participatory community environment and a healthy school environment conducive to innovation and learning.

The involvement of the political leadership at the highest level here will prove decisive for the success of reforms through:

- ▶ the alignment of the education and training reforms with an overall process linked to social transformation,
- ▶ the mobilization of the state and society to support reforms,
- ▶ favorable trade-offs and corresponding decisions,
- ▶ the allocation of incentives to support change,
- ▶ the mobilization different ministries in the necessary intersectoral collaboration,
- ▶ the mobilization of development agencies' support for communities to fill gaps in funding and/or expertise.

Challenging prevailing top-down practices

It often happens that the reforms do not change the behavior of all actors on the ground, including the beliefs and practices of teachers and other educators. This means that the implementation of changes in the field requires a true challenge to dominant practices among key actors who are at work. It will then be necessary to create the conditions for a critical debate among stakeholders concerning their own beliefs and practices, which they should call into question in order to bring about cultural change and the construction of new approaches. This should enable:

- ▶ teaching practices and more generally education and training to break the dominance of transmission/memorization of knowledge and facilitate the skills development that confronts with learners in a context problem;
- ▶ learning in educational and training institutions to be taken outside the classroom and organized through observations, surveys, research and various interactions with the economic, social and cultural environment, including on gender issues;
- ▶ assessment to consider non-cognitive skills and measure the impact of learning in terms of external efficiency or individual and social performance;
- ▶ the learning environment to renew the various educational inputs and the organization and leadership of the establishment with a view to bringing about the target transformation;
- ▶ pedagogical supervision to bring the supervisory function up to new standards and approaches to counseling and support approaches for teachers to promote the development of innovation and learning pedagogies;
- ▶ the family and community environment to change their expectations regarding successful learning and to be more participatory in enhancing the relevance and effectiveness of education and training;
- ▶ a shift in the systemic environment and consequently to reconnect through new mechanisms, criteria, indicators, instruments and practices of national evaluation systems and learning as well as media and standards that support autonomy, initiative-taking and the accountability of institutions for successful learning.

Success in the implementation of these changes on the ground will depend on the prior involvement of the actors concerned in the process of critical reflection about their own practices and ideas about what constitutes quality education and training. By doing so, it will become possible to develop a new culture and new approaches and practices through capacity-building strategies. Teachers who are at the heart of these processes must be rigorously and systematically prepared through a professional development framework that redirects and renews the goals and strategies for training teachers. The aim is that they should fully take on board the major changes to be accomplished and the reflective practices that need to be promoted, in order to acquire, share and develop the new culture and approaches required by the reforms. The same applies for heads of educational establishments, who need to develop transformational leadership to bring about change and create the right environment and organization. Capacity building also naturally concerns trainers, educational counselors and inspectors responsible for the supervision of teachers and the various professionals involved in the governance systems. To help African countries meet these pressing capacity building needs, an international team of experts could be set up, to accompany them through support strategies that both strengthen national expertise and empower those concerned.

Changes in the responsibilities, tasks and needs of key ADEA customers

The formulation and implementation of changes in education and training are primarily the responsibility of African governments, and more specifically the ministries in charge. Among the tasks involved, it is important to emphasize:

- ▶ The need at the political leadership in each country to take ownership of and contextualize the holistic and integrated governance and partnership and the new quality culture;
- ▶ The consequent development of strategic options for reform based on data and insights provided by research assessments and forward planning;
- ▶ The organization of consultations and dialogue with stakeholders in society and the economy to both take into account their needs and build the necessary consensus and partnerships to plan and implement skills development

based on the needs and priorities of accelerated development and sustainability, labor market requirements, and the development issues faced by local communities;

- ▶ The mobilization, integration and fair and effective management of various education and training schemes and options within systems, which are too complex for conventional systems, with a view to democratizing education and training as part of an inclusive approach to lifelong learning;
- ▶ The introduction and development, within a holistic process, of innovations that will facilitate major strategic changes to help re-found education and training systems with a view to building the future of Africa;
- ▶ The promotion of learning for skills development in the 21st century: learning to learn, to develop business, to innovate, to apply knowledge and innovation in solving development problems, to use ICTs, to participate effectively in society, to make informed decisions, to carry out projects in a sustainable manner and to learn throughout life.

The political leadership of change that must be displayed by ministries will need:

- ▶ To learn from the knowledge and experiences acquired in successful reform policies and strategies in targeted areas through exchanging and sharing, especially to strengthen the selection of the best options regarding cost-efficiency and sustainability in contexts characterized by the scarcity of resources;
- ▶ To have expertise and research teams that are structurally capable of supporting the formulation, implementation, monitoring and evaluation of policy reforms; on this point, the capacity to assess system and learning performance and the effectiveness of reforms with regard to the political economy deserves greater attention;
- ▶ To build on the capacity and institutional frameworks for dialogue and partnership to mobilize and involve forces and political and social resources that will be decisive in the process of developing and implementing change as well as participatory governance and partnership.
- ▶ To seek and mobilize additional resources for the empowerment of actors and creation of other factors for change in terms of inputs and innovative processes.

All these needs in terms of the policies, capacities and resources of ministerial leadership affect education and training professionals and practitioners in one way or another, particularly in the context of empowerment in the areas of change that need to be addressed.

This also raises the issue of the effectiveness of external assistance used by ministries to support development and capacity building. It has contributed much to the formation of African expertise in the field of statistics and educational planning. But regarding the strategic choices and capacity of reform and innovation to promote quality education and training, African countries' vital needs have not yet met with a response to match expectations. It is a vital challenge for bilateral and multilateral agencies working in the sector, including the Global Partnership for Education, which followed on from the Fast Track Initiative (FTI).

The need for change also raises issues regarding the repositioning of assistance from the technical and financial partners, particularly in relation to the targets, priorities and methods of intervention. This raises concerns about complementarity with respect to internal resources and the efficiency through the leverage created. To address these issues, it will be necessary to renew the dialogue between African ministers and development partners with a view to forging a new culture of quality and promoting equity, with all that implies.

What sort of ADEA is needed in order to meet the needs of its main customers?



Chapter 4

Vision for the Future of ADEA

"An open and flexible pan-African institution that provides a unique and crucial contribution to the transformation of education and training in order in support of Africa's accelerated and sustainable development."

This reformulated vision of the future adapts ADEA's strategic plan of 2008, in which it is "a leader in the process of dialogue, sharing and learning for the qualitative transformation of education in support of Africa's development." The new formulation primarily reflects the process of Africa taking ownership of the organization. Other changes are reflected in the reformulation, which emphasizes the importance of ADEA's identity and comparative advantages by asserting the "uniqueness" of its contribution and the need for increased efficiency through the "crucial" contribution expected of it. In all these respects, the new vision takes into account the changing and emerging needs of ADEA's major customers, as analyzed above. This rooting of ADEA within Africa and the adoption of a pan-African focus does not affect the nature and partnership of the organization and its activities. ADEA still remains "open and flexible" as a network of networks. How then can changes be made within ADEA so that its contribution is in tune with the requirements of the vision of the future of education in Africa?

Forging a new vision for ADEA: a matter of repositioning the organization

As stated in the 2011 Universalia evaluation report, ADEA's almost vital need to change stems from the importance of not being out of tune with internal transformations and those of the environment in which it operates. Such transformations create needs, requirements and new and/or persistent challenges, which ADEA must reflect in its mission and action in order to respond ap-

propriately. At the same time, the main customers of ADEA stress a second requirement that is also almost essential for ADEA: it should not squander the achievements that have established its good reputation. So how can the organization change while remaining itself? Let us begin by distinguishing between what should be kept and what should be changed.

Safeguarding ADEA's identity, comparative advantages and values

The achievements that must be safeguarded are well known: the unique identity, values and comparative advantages of ADEA. To support reform and innovation in education and training, the institutional culture of structured informality underpins the identity of ADEA. Its key pillars are its guiding values, the fact that it is recognized as a continental forum for dialogue and collective debate on policies, its wide potential to undertake action research of a strategic nature, its dense system of relationships for exchanging information and learning between countries, its effective professional tools on critical issues in the sector, the original composition of its members and the organization of its network of African ministers of education and training, development agencies, bilateral and multilateral partners, professionals and other industry stakeholders. This identity underpins the comparative advantages of ADEA:

- ▶ Its unique ability to bring together policy makers, stakeholders and partners in education in Africa on a basis of trust to have a frank, free and critical ("out of the box") discussion about how to improve or transform education and training policies and strategies;
- ▶ A remarkable ability to undertake professional networking in order to mobilize action research teams and experts in all African countries, to underpin this dialogue with discoveries made in the field and facilitate interaction between policy formulation and scientific and technical data on issues critical to the development of education;
- ▶ Dense and productive partnerships (North-South, South-South and inter-African) with various movements and institutions and education stakeholders, which gives the organization with productive social capital.
- ▶ These things are the reasons for ADEA's successful record and they deserve to be safeguarded.

The reference values and principles that guide the work of ADEA as set out in the 2008-2012 Strategic Plan are still valid:

- ▶ the *multipartite partnership* based on mutual trust and promoted through dialogue and cooperation,
- ▶ *organization of learning* through a praxis approach, analytical culture and professional exchanges,
- ▶ *commitment to social transformation* through the promotion of reforms and the development of innovation with emphasis on anticipation and foresight.

These values and principles may be expanded in terms of the vision of Africa's future, as described above, and of ADEA's expected repositioning. The commitment to people as an overarching value, purpose and key actor of development means that accelerated growth is necessary in order to achieve sustainability, intergenerational solidarity, the inclusion of all, understanding and respect for differences, and peace and harmony among all communities. *The renewed panafrikanism which is orientated towards open and dynamic African cultures* as the force and binding factor of the African renaissance and integration process, will strengthen the capacity to integrate, use and internalize science and technology as well as African creativity and inventiveness. From all perspectives, the constant concern for equity guides ADEA's action to reduce inequalities, with a particular emphasis on gender issues. Lastly, the focus on results determines the design and delivery of programs in terms of efficiency and effectiveness, measurability and the actual measurement of their effects and impact in relation to the organization's mission and goals.

Focusing necessary changes on the repositioning of ADEA

ADEA is thus also challenged by the need to change in response to the new data analyzed in the sections above, including;

- ▶ The changes seen in the African environment and education in Africa, as well as those concerned with the construction of the future;
- ▶ The requirements and needs of its major customers, which it should seek to meet to the greatest extent possible;
- ▶ Changes that have affected the organization itself in recent years and which will continue to do so.

The change required here raises the matter of repositioning ADEA so that it can respond effectively to the present and future challenges and needs. This does not call into question the identity of ADEA or its comparative advantages. Two things are therefore necessary: first, to redirect ADEA's strengths to ensure greater relevance in responding to the changing needs of educational reforms and innovations in Africa; and second, to improve the use of these strengths to ensure greater efficiency. The first need is of a strategic nature and it requires:

- ▶ ADEA's remit and mission to be repositioned particularly in relation to the process of Africanization of the organization and the need to make an important contribution to the construction of the vision of the future;
- ▶ adaptation as a result of its status with necessary changes to its composition;
- ▶ repositioning the organizational model to comply with the expected contribution of ADEA and the move towards better performance.

The second need is of an operational nature and calls for:

- ▶ ADEA programs and activities to focus on the priority needs of African ministries in accordance with their comparative advantages in order to increase the impact of its action;
- ▶ The strengthening of the running, coordination and operation of ADEA's different functional units and the continuous capacity building of staff to enhance their performance;
- ▶ The improvement of the management and governance of ADEA to better monitor, evaluate, assess and regulate the activities and funding of various programs on the basis of their results.

How can the two aspects of this repositioning process be organized given the gaps and shortcomings identified and which should be addressed?

The strategic repositioning of ADEA

The strategic repositioning of ADEA will require the readjustment of its mission, status, composition and organizational/management model and to better reflect the changes that have taken place and to take into consideration what needs to be achieved in future.

Reposition ADEA's mission in tailoring the vision of the future of education and training in Africa to the needs of its major customers

The reformulation of ADEA's vision of the future to bring it into line with the vision on the future of education and training in Africa thus means it will have to adjust its mission. "To act as a catalyst of innovative policies and practices for change in education through the pooling of ideas, experiences, learning and knowledge" was the mission defined in the Strategic Plan 2008. The new vision primarily commits ADEA to this catalyst role *in promoting quality of education and training which is designed and implemented as the fundamental driver for accelerated and sustainable development for Africa*. To this end, reforms are expected to ensure successful learning for all learners and develop skills to cope successfully with the challenges and problems of accelerated and sustainable development. Aside from meeting the persistent challenge of Education for All and the new one of expanding secondary education, ADEA's mission is strongly challenged by the deepening and renewal of the shared understanding of the concept, policies, strategies and practices of quality education and training in close connection with equity, relevance and external efficiency. In the African context, this new range of problems raises issues that basically correspond to the changing needs of ADEA's customers in connection with:

- ▶ The holistic and integrated vision of education and training systems in order to offer each and every person learning opportunities tailored to their needs and circumstances;
- ▶ Education and training policies that are strategic in that they adequately meet African societies' and economies' need for development, with regard to the training objectives, profiles and skills to be achieved;
- ▶ Reforms that drive major qualitative changes necessary to overhaul African systems: the integration of African linguistic and cultural heritage, the positioning scientific of culture at the heart of learning, efforts to promote lifelong learning and the use of ICTs;
- ▶ Innovations and capabilities that implement the desired changes effectively in the field of learning.

We must go further. The analysis of the needs expressed by African ministers and confirmed by the Universalia evaluation of 2011 reveals a demand which,

beyond the understanding and development of reform and innovation, focuses on the challenge of their implementation. How can we build a concrete consensus and beneficial partnerships? How can we mobilize the necessary resources? How can we develop and implement the necessary institutional and technical capabilities? These questions are linked to the main challenge that African ministries are struggling to meet, namely how to implement changes on the ground. That is why they are increasingly inviting ADEA to contribute to fieldwork aimed at fulfilling the conditions and factors for the successful implementation of the changes, reforms and innovations it advocates. To say that this is not the mission of ADEA is insufficient and does not reflect the situation from the point of view of both capacity as legitimacy. While ADEA's mission should not duplicate that of other relevant institutions, it cannot ignore the requests of African countries that have not received an adequate response elsewhere, in particular in the field of implementation reforms promoted by its dialogue. ADEA is effectively and legitimately able to provide support for the implementation of innovations and reforms. ADEA must just contribute with its own brand approach: it is mobilized only upon request of ministers and will contribute through expert support to accompany national professionals facing challenges in the field. This support will mainly focus on sharing with national actors responsible for the implementation of conceptual and methodological approaches and experiences, tools and specific capabilities that have proven effective in the successful implementation of reforms. In this context, capacity building with regard to the identification of problems, prospective analysis, the political economy of reforms, the development and piloting of collaborative and consensual change is crucial. To achieve this, ADEA has eleven working groups deploying a wide range of professional tools that are supposed to provide appropriate support to countries that make a relevant request in their respective areas of competence. The inter-country quality nodes, which bring together countries that are extensively involved with a specific and critical issue concerning the development of education in Africa also offer opportunities to support the implementation. This support currently entails facilitating the exchange of experiences and knowledge between countries. ADEA can extend its contribution for example by mobilizing, upon request, a country with expertise to support another less well-off country with less or by facilitating study tours for professionals from the latter type of country to the former. ADEA also has a database of experts in education, which it can use to identify and train a

team responsible for supporting countries on request or to initiate programs to strengthen African reform capacities in partnership with organizations active in this area such as the Institute of the AfDB or the World Bank. Lastly, ADEA may also facilitate the mobilization of resources for the implementation of reforms by supporting the analysis of countries' external assistance needs, guiding them to the most relevant and effective cooperation in the field and thus facilitating contacts and exchanges between ministers and development agencies.

Such adjustments in the mission of ADEA do not detract from its main focus, which is political dialogue for reform. On the contrary, they reinforce it by making it more credible and extending it in terms of monitoring and involvement on the ground, for objectively measurable results which its customers tend to be demanding increasingly insistently.

Also in connection with reforms to promote the accelerated and sustainable development of Africa, ADEA must enrich and strengthen exchanges and partnerships among African countries in at least three ways:

- ▶ *Conduct policy dialogue within ADEA to give more importance to the factors affecting the effectiveness of external assistance in connection with the repositioning of equity and the needs of African countries in capacity building for reform.* To achieve equity in education and training, it is necessary to have complementary external resources that are primarily focused on people who are marginalized and excluded from formal systems. External assistance invests little in alternative and non-formal systems and programs working for the inclusion of these populations. Critical reflection on these issues could lead to a redeployment of external assistance to increase support for the most disadvantaged groups, with a focus on girls and women: youth and adult literacy, skills development in the rural sector and informal economy, second chance education for children excluded from school and so on. The strategies and methods of delivery of external assistance for capacity building often appear to have encouraged the brain drain and increased scientific and technical dependence at the expense of the beneficiary African countries. It is therefore necessary to reorient educational approaches towards active learning through methodological and operational expert support for national frameworks so that people build their own skills in relation to the challenges of the field instead of using substitute expertise or outside training.

- ▶ *Strengthen and direct SOUTH/SOUTH exchanges to promote the success of emerging scenarios in Africa, taking into account the guidelines and principles set out above.* Given the closer characteristics and levels of development of the countries concerned, South/South cooperation in Africa should nowadays be a priority field of learning regarding policies and strategies for the development of relevant and effective skills to promote emerging African economies. This is why ADEA must invest more to involve the promising countries of Asia and Latin America in the dialogue and mutual learning with African countries, in particular by strengthening the recently established relationships and gaining the support and partnership of the AU and AfDB. To this end, it will be necessary to encourage South Korea, China, India and Brazil, among others, to join the ADEA Steering Committee as members in order to increase the opportunities to learn from emerging countries.
- ▶ *Mobilize and harness the contribution of the African Diaspora,* which has a high level of expertise, has expressed its willingness to contribute to the development of critical skills for accelerated and sustainable development in Africa. To this end, it has organized itself in order to identify, as appropriate, possible responses and the ways of organizing this. African states must assess their needs for skills development support and set in hand measures to involve the diaspora at national, regional and continental level, and set up networks to maximize the benefits on offer. ADEA can help by facilitating exchanges and partnerships between ministries and the diaspora to ensure optimal use of this potential for skills development.

All these adjustments to ADEA's mission lead logically to the reformulation of its strategic objectives, which currently entail: i) the shared understanding of education development policies, ii) the contribution to the objectives of African regional and continental integration iii) the production of knowledge on lessons learned from successful reforms, iv) dissemination of the results of dialogue and analysis and v) improving the performance of ADEA. In reformulating its objectives, it will be necessary:

- ▶ To better specify in the first objective (i) the holistic, integrated and diversified approach to the promotion of skills, the major changes needed for an African and developmental overhaul of education and training systems, the conditions and factors for the implementation of successful reforms in the

field, the effectiveness of North-South and South-South external assistance in terms of embedding resources provided and in capacity building in Africa.

- ▶ Incorporate in the second objective (ii) the promotion of a common core African skills to support the development of regional frameworks for the certification of qualifications by promoting exchanges for a system of equivalence and mutual recognition of certificates between countries that share a common regional market, support for policies to promote the pooling of resources common to meet challenge in skills development, the facilitation of diaspora support programs for capacity development through the RECs, dissemination of the continental framework for promoting critical thinking skills in the context of accelerated and sustainable development in Africa which resulted from the 2012 Triennale;
- ▶ To give a greater focus in the third (iii) and fourth (iv) objectives to knowledge and skills concerned with capacity building for the design and delivery of reforms in the field: identification of needs and forward planning, political economy of reforms, empowerment of stakeholders for effective implementation of reforms;
- ▶ To further strengthen, in the fifth objective (v), the institutional and technical capacities of ADEA, simultaneously expanding and operationalizing partnerships for action to respond more adequately and effectively to the changing needs of its customers to meet current and future challenges.

On this last point, the analysis of possible areas and modalities of action for a possible partnership with the AfDB should be undertaken. Their respective missions, though of a different scale and nature, still converge when it comes to building Africa's future. The ADEA Steering Committee should discuss with the AfDB leadership to build consensus for a strategic partnership which would usefully involve the political leadership of the AU, with a view to ensuring education and training make an optimal contribution to the future. The strategic framework to promote critical skills for accelerated and sustainable development in Africa from the 2012 ADEA Triennale, which was submitted to the Summit of Heads of African States in July 2012, could serve as a starting point for the three organizations. To this end, ADEA would position itself as the technical and professional arm in the effort to build the future vision of Africa in the field of education and training, drawing on its specific inputs: political dialogue

fueled by strategic action research, exchange of experiences and mutual learning, knowledge production and dissemination, capacity building and advocacy for policy reforms and their implementation on the ground.

Adapt ADEA's status to the requirements of the new context

ADEA must adopt a clear stance on its future as a pan-African institution, and not just let it happen passively. The first task will be to acquire a legal status that is unanimously accepted by its current members. This will allow African the education and training ministries, i.e. the governments, to formally join it as members and to fulfill all their obligations regularly. They do this in other organizations they have joined in this way. African countries could participate substantially in financing ADEA, thus demonstrating their full commitment to it and matching their political leadership on the theme and activities with a substantial contribution to the financial resources needed to support them. ADEA's viability as a pan-African institution will depend on this condition being met. There are several options. ADEA could register in an African country in order to be legally recognized. However, this option has drawbacks with regard to its international status, without resolving the issue of the formal involvement of other African countries. A second option would be to recognize it as an international organization through the UN or UNESCO. A third option would be to establish itself as African intergovernmental organization open to the participation of other regions of the world. This would be similar to the status of the AfDB without being exactly the same. A procedure could be initiated at the initiative of governments whose countries are involved in ADEA to set up as an intergovernmental organization or, more pragmatically, to gain recognition by the AU. Obviously ADEA should seek legal advice before any option is decided upon. Whatever option is chosen, it is strongly emphasized that the future legal status of ADEA should retain:

- ▶ The identity and comparative advantages of ADEA as discussed above, including its institutional culture;
- ▶ The current membership and role of the development partner agencies, namely their annual contribution and participation in the ADEA Steering Committee as permanent members;

- ▶ The current benefits of being housed by a host institution, including administrative and management facilities with the benefit of functional autonomy.

In the adaptations to be made, it would be desirable to give African countries which decide to contribute in the same way as the agencies the possibility of becoming permanent members of the Steering Committee.

Will it be appropriate to revise the current membership of ADEA to include, aside from ministries and agencies, new entities, and under which conditions? This means the RECs, African institutions and African professional programs, private sector organizations and civil society, youth organizations, parents and the African diaspora. The issue raised here is twofold. On the one hand, this means enriching political dialogue and partnerships by strengthening responsiveness to the requirements of the economy and society by giving their representatives more space to express themselves. On the other hand, it entails a search for greater efficiency of action at ADEA through the inclusion of actors involved in the implementation of lessons learned from the dialogue with the added bonus of better visibility for its activities. Among the views expressed on the subject, the one that prevails is to keep the current membership of ADEA. But this also affirms the importance of involving the different stakeholders in policy dialogue. Two adjustments are thus suggested: either give them the opportunity to become an associate member whose rights and duties would be specified, or invite them on an ad hoc basis to participate ADEA's activities according to their involvement in topical issues, particularly in Steering Committee seminars.

Also regarding membership, it will be necessary to consolidate the pan-African basis of ADEA, occupying the full scope of the continent better and more effectively. In this respect, the full integration of the countries of North Africa remains a challenge despite the wishes and the decision taken in this regard. The evaluation of ADEA in 2011 also refers to the case of Portuguese-speaking countries, which deserves greater attention. Facilitating the full participation of these countries entails various initiatives targeting the ministries concerned to ensure a better understanding of ADEA, the inclusive readjustment of the working languages, the integration visible in their specific programs and operational activities, incentive treatment through priority integration in the governance, etc.

Reposition ADEA's organizational model to match the contribution expected by its customers

In view of the adjustments to ADEA's mission, the issue of organizational repositioning necessitates a rethink of the organizational structure, its various functional units and its business model. Thus the process of repositioning will require:

- ▶ The organizational restructuring of business units around the strategic objectives reformulated and main tasks are involved;
- ▶ The analysis and identification of needs and job profiles to adequately support the objectives and tasks in the new units created;
- ▶ The consequent redistribution of roles and responsibilities.

There are several possible options. These include the idea to adopt the model of SEAMEO (Southeast Asian Ministers of Education Organization), which was established in 1965 to promote cooperation among the countries of the region in education, science and culture. In addition to the Member States, the organization accepts associate members (states) and affiliates (semi and non-governmental organizations) that do not belong to the region and can participate in all activities, but without the right to vote. It has a full legal personality. SEAMEO policies and strategies are determined by the Council of Ministers, which approves the programs. This board, on which all Member States are represented, meets twice a year in ordinary session and may meet in extraordinary session if necessary. It has a Secretariat as its executive arm, like ADEA. Mobilization and management of financial resources, the implementation of policies and programs, public relations and information dissemination, coordination and organization of the various activities of the organization are the responsibility of Secretariat, which has its head office in Bangkok, Thailand. The secretariat is structured around a Directorate-General (with a Director) and two specific Directorates (with Deputy Directors). The first deals with program development and the second deals with administration and communication. The tasks of the two Directorates are divided between program specialists in project development, knowledge management, logistics, financial management, administration, documentation and external relations. SEAMEO has 20 specialized

agencies to carry out research and training programs in various areas related to education, science and culture (eg, science education, technical and vocational training, language teaching, higher education and development, open learning, special education, history and traditions, mathematics, biology and tropical medicine, training of teachers and other education personnel, food and nutrition, etc.). Programs and budgets centers are determined and evaluated by their respective steering committees, which are composed of experts of the member countries. The establishment of the centers is divided between the different member countries. This example illustrates some possible and ambitious scenarios for the organizational development of ADEA.

However, to successfully undertake the current organizational repositioning, it is recommended that an organizational audit of ADEA should previously be undertaken, in order to base the restructuring on an accurate diagnosis of the current situation and ways of solving problems identified as relevant and essential for the promotion of new development opportunities. Among these key issues to resolve is that of measuring ADEA's performance, which has been raised many times, and which deserves special attention. It is based on the choice of model management and operationalization of systems, devices, criteria and tools to systematically evaluate ADEA's activities in relation to their impact on the development of education in Africa. It is necessary to transform and improve ADEA's performance management system to improve the monitoring and strengthening of performance while respecting the duty to report on results achieved to its key members. This is why the recent evaluation (Universalia, 2011) recommends that the Secretariat, in collaboration with members of the Steering Committee, establish clear expectations to strengthen its capacity to monitor and evaluate the achievement of results. It is necessary to link these expectations to ADEA's strategic objectives, translate clearly and concretely in terms of results and develop measurable ('smart') indicators that are achievable, results-based and time-bound. On this basis, ADEA can build a business model that puts in place a comprehensive system of monitoring and evaluation to ensure the availability of data on the results of its various activities and its overall action.

Repositioning ADEA's operations

The purpose of repositioning operations, in particular by seeking solutions to identified weaknesses, is to strengthen ADEA's efficiency, effectiveness, performance and impact. This mainly concerns the focus on programs and activities, development of the management and coordination of functional units, strengthening of operational capacity and effective use of management by results.

Focus programs and activities on the priority needs of African ministries, being constantly careful to target on ADEA's comparative advantages and effectiveness with a view to really achieving an impact

"Never bite off more than you can chew": ADEA will have to solve the problem of constantly having to do more, or even less, with the same amount of funding. This wise saying suggests that it is important to tailor the size of programs to take account of its real, as opposed to its imagined capacity, while ensuring the added value of activities. This is above all important in the decision-making process, which must match activities with requests from African education ministries, and then select those that should be included in ADEA programs on the basis of specific criteria, including suitability, relevance, feasibility and cost-effectiveness. Analysis of ministries' expectations with regard to ADEA's various activities at the level of both policy makers and professionals emphasizes:

- ▶ Ownership of the strategic options for reform in order to re-found systems taking account of crucial national development issues and the efficient transformation of African countries' demographic dividend into the decisive human capital decisive they will need for accelerated development and sustainability;
- ▶ Capacity building in analysis and forecasting, policy formulation through dialogue and the building of a broad consensus, planning of training in line with the needs of the economy, governance and the delivery of programs in partnership in order to promote and successfully implement strategic local, national and regional skills development frameworks;
- ▶ Capacity building in the development of innovations in the delivery of education and training to broaden and enhance the employability and

employment of young people and women, the promotion of the economy's transformative capacity and the development of values and behaviors required for African countries' successful integration into the globalization process in the 21st century;

- ▶ Capacity building in the management and successful local delivery of the reforms and innovations concerned.

ADEA should therefore consider the potential benefits of using these main strands and focus its activities on needs at the sub-regional level where ministers are most active. The exact general criteria listed above for the selection of activities to be included in ADEA programs should thus strictly take into account guidelines, conditions and factors ensuring their effectiveness in relation to African countries' expectations.

The ADEA Steering Committee will need to consider how to exercise its responsibilities for the orientation and validation of programs on the one hand, and the development of criteria and specific rules for the evaluation and selection of the activities of the Secretariat and working groups on the other hand. However, experience shows that a body as large as the current Steering Committee will only be able to assume these responsibilities effectively if it delegates to a smaller and more operational body the responsibility for thorough preparation of analysis and prioritization, which would facilitate decision-making at Steering Committee meetings. The Executive Committee established for this purpose does not seem to have fully met this requirement. This experience should be evaluated in order to draw some lessons in order to make adjustments and assess new options.

Improve the management and coordination of ADEA's various functional units in order to create synergies and increase their impact on targeted changes

The Secretariat should clarify and strengthen the roles and responsibilities of the various functional units within ADEA in order to increase the added value of each of them in the implementation of ADEA's overall program. The organization implements its programs through a variety of ways and means, including the Biennales, meetings conferences at sub-regional level, the ICQNs and various groups and exchange networks in Africa. These activities help increase

ADEA's influence and are generally well appreciated. However, when they lack focus or are inconsistent, they can limit the relevance and effectiveness of ADEA's contribution. The lack of synergy between ADEA's different functional units of ADEA can affect both the overall impact of its action and the efficient use of the resources made available to it. The Universalia evaluation emphasizes that currently "the value added of ADEA's core activities attracted some mixed responses and questions were raised regarding the aggregate effectiveness of WGs and overall progress made in terms of the cohesiveness of their operational structures." One of the most important challenges when it comes to re-adjusting and re-synchronizing the way the organization operates concerns coordination and synergies between ADEA activities through the management of the working groups. Addressing this weakness means ensuring better coordination between the working groups themselves and between the working groups and the Secretariat regarding the overall work of ADEA. It will firstly be necessary for the working groups to align their programs with ADEA's strategic objectives and to integrate their activities within its multi-annual operational planning process so that they become a coherent whole. Efforts to align programs and activities in order to support the same strategic objectives should be part of the main criteria for determining decisions on whether to create or adjust working groups, or the redistribution of remits and thematic areas of work to different functional structures in the process of restructuring of ADEA. The logical framework for the integration of all programs and efforts to ensure their coherence and synergy thus deserves to be further developed. To pursue this approach, it will be necessary to examine the matter of the functional reorganization of the working groups in relation to new reform issues, the changing requirements of major customers and the need to focus ADEA's activities. Working groups offer a professional means of meeting the countries' need for support. The regular evaluation of the results they achieve in this and other areas of their remit could provide the basis for a system of performance-based financial incentives. The proposals the Universalia evaluation makes on this point deserve to be considered:

- ▶ "monitor the relevance of WGs and their performance at the outcome level"
- ▶ "support components that have shown success, such as the inter-country quality nodes"

Clearly, it is necessary to allocate resources in a way that gives more to the units that demonstrate high efficiency and less or none at all to those that are less productive or unproductive.

Improved coordination also requires the establishment of an effective information system. It is essential to have information on the results of the various activities in order to ensure the monitoring, evaluation, adjustment and control, i.e., management of the overall process. This requires more regular exchanges between the different functional units of ADEA, to ensure all have the same level of information on and understanding of general issues, which requires a good flow of information between the various entities to be coordinated, as well as incentives and opportunities to share and further develop fundamental points. Three major conditions need to be met in order to achieve such coordination. First, to align ADEA's activities it will now be necessary to strengthen general oversight, including of the working groups, and to assign clear responsibility to the Secretariat by giving it the powers necessary for this purpose. Secondly, it will be necessary to operationalize results-based management, to which we will return. Lastly, it will be necessary to fill the gaps by improving internal communication systems and current ways of working, managing and sharing ideas, information and the results of activities, without excluding the possibility of creating new ones if necessary. This latter requirement calls for the coordinated organization and functioning of the whole of ADEA to ensure that each and every person contributes to the knowledge and information development process, bearing in mind their respective roles and responsibilities. It will also be necessary to strengthen the capacity and performance of the unit specifically responsible for communication and knowledge management.

Strengthen ADEA's operational capacity and performance

The need to build ADEA's capacity and operational performance has been emphasized, especially in regard to communication, and despite the significant progress made in this area, as mentioned in the recent evaluation. The Universalia evaluation report stresses perceived inadequacies regarding both internal and external communication. Efforts to improve this situation should focus on:

- ▶ Perfecting the organization, tools and capabilities of the communication unit, in particular regarding the usability of the website, with easier access to the database of knowledge, the resumption of regular ADEA newsletters, the preparation of more comprehensive reports to provide up-to-date information, the better collection and better dissemination of the results of the various activities of ADEA in relation to their impact on the development of education in Africa;
- ▶ More appropriate and more effective targeting of African countries and regional and continental institutions in the distribution of publications to substantially increase the visibility of ADEA across the continent;
- ▶ Better management of the necessary exchanges to ensure good internal communication and information and regular exchanges of information between ADEA and its main customers, African Ministries and the member development agencies;

ADEA should continue its efforts to strengthen its potential for communication by improving Secretariat reports such as those of the working groups by highlighting the results of their activities and how these results contribute, in terms of effects, to the transformation of education and training for the benefit of the development of African economies and societies.

Aside from communication, the need to boost operational capacity, and more specifically technical capacity and financial resources in relation to ADEA's performance, is a more general issue. The recommended organizational audit will undertake an accurate assessment of staffing needs and resources, which will focus extensively on work programs, people's positions, target performance standards and expected results. However, as far as staffing numbers are concerned, there already seems to be a strong consensus that they should continue to be limited. This is because support from the host institution gives the possibility of using the services of external experts if required. As for the benefits, staying small can ensure that more resources are used for programs than on running costs, and safeguard ADEA's high degree of cost-effectiveness by strengthening and maintaining the flexibility of a network while avoiding heavy bureaucracy. In this case, it will still be essential to organize a capacity building program for staff in order to increase their performance on a continuous basis. The priorities, conditions and means of delivery of this program should be

coordinated with the analysis of the results of the performance evaluation and appear clearly in the operational planning of activities for ADEA's fifth strategic goal.

As far as financial resources are concerned, ADEA faces a situation that is so critical that the evaluation states that "financially, ADEA is more threatened than ever and there are serious concerns about its long-term prospects." Analysis of the causes of this situation highlight the main challenges that will need to be met in order to ensure the ADEA's financial viability and capabilities:

- ▶ A substantial commitment from African countries to finance activities, in particular through the implementation of the institutional reforms outlined above; Such a commitment should be commensurate with the current high level of African ownership of the organization in order for it to be credible;
- ▶ Strong initiatives designed to reassure the member agencies about the level of commitment from African countries and demonstrate results that justify and reinforce ADEA's *raison d'être*. The challenge is to reverse the process whereby the agencies are disengaging, which is causing instability and a decrease their contributions. This process may intensify in the current context, owing to the crises in Western countries and their tendency to concentrate external assistance at the expense of education and organizations such as ADEA;
- ▶ The expansion and diversification of ADEA funding through the exploration of other sources, without leaving any possibilities unexplored, including the involvement of African institutions that can contribute significant levels of funding, and emerging countries that are displaying an interest in Africa.

Introduce a results-based operational approach to the governance and management of ADEA

The wider debate about ADEA's performance identified governance and results-based management as being central to the changes to be made. The business model has already been discussed in relation to the strategic repositioning of the organization. It is necessary to discuss the issue of operationalization in order to effectively monitor, evaluate, assess, adjust and control the activities and funding of various programs on the basis of their results. At this first level, operationalization basically raises issues about systems, measures,

instruments, and criteria for indicators to be systematically introduced for the measurement of results of activities and reporting, in order to facilitate decision-making on follow-up and management. The second level has greater consequences, because it raises the issue of the impact of these results on ADEA's *raison d'être*, namely the development of education in Africa. Questions posed about the measurement of the impact of ADEA's activities in the medium and long term include:

- ▶ Is it possible to objectively measure the impact of an organization whose mission primarily concerns the informal process of policy dialogue and the sharing of experiences and knowledge?
- ▶ How can you link, in a scrupulously scientific manner, the results of these processes to changes taking place in African countries' education and training systems?
- ▶ Alternatively, how can you ascertain the effects of the impact of ADEA's action and demonstrate its effectiveness on and added value for the transformation of education and training to support the accelerated and sustainable development of Africa?

The team of experts responsible for helping ADEA operationalize the results-based management model seems to have sufficient experience to help provide satisfactory technical and organizational answers to such questions. The development of a new Medium-Term Strategic Plan will enable significant progress in the operationalization of a results-based management system.

Risks and threats for ADEA

Uncertainty about the institutional future of ADEA, the sources and methods of its funding in the long term, and the implications for its identity and comparative advantages should be rapidly dispelled. Otherwise, the organization's viability may be called into question.

However, any urgent responses should be thoroughly thought out in order to avoid "throwing out the baby with the bath water." The transformation of ADEA includes such risks. If this occurs in the process of repositioning ADEA, it will certainly lose its specific and unique contribution to the development of education and training in Africa, and end up duplicating what other organizations

do. Thus ADEA would lose the interest and support of many of its current members without necessarily attracting any new ones. This is why we must take care to ensure that ADEA does not lose its unique identity and related comparative advantages during this repositioning process.

Among the risks, two deserve special attention. The process of institutionalizing ADEA and giving it a legal status is the first major risk. Among the options suggested, the shift towards becoming a regular intergovernmental organization may take place on purpose or come about unintentionally. If ADEA becomes a regular intergovernmental organization, diplomatic and bureaucratic procedures and concerns will stifle the collective, free and critical debate on policies and obstruct the serious consideration of professional, scientific and technical approaches, insights and data. This would sound the death knell for everything that constitutes ADEA's identity and comparative advantages regarding the promotion of innovation and change in education through dialogue and mutual learning supported by analysis and research. It is therefore essential for the Steering Committee and Bureau of Ministers' attention to be drawn to this risk. They must ensure that the process of repositioning ADEA does not end up diverting it from its specific mission. They therefore need to be constantly alert to this risk and, above all, ensure that the organization's future charter specifically includes clauses safeguarding the spirit and practice of an institutional culture of structured informality.

The second major risk is inherent to the excessive use of results-based management. Disproportionate requirements for planning, management and evaluation may cause ADEA to lose its flexibility and responsiveness to the wide and changing range of needs of its major customers and the evolution of related contexts and issues. The creativity, innovative approaches and the avant-garde role played with regard to emerging issues, which have ensured ADEA's attractiveness, reputation and productiveness, would thus be seriously threatened. This risk is present in the formulation, evaluation and validation of ADEA programs. This means that, in the necessary operational planning, it is essential to have some margin for maneuver in programming and use of budgets, to encourage the taking of initiatives, creativity and the ability to respond to unexpected and unpredictable needs.

It will be well worth the effort to meet the challenge, and this is the price to pay to ensure ADEA makes an incomparable contribution as a place to experiment with new ideas, a framework for fruitful interaction regarding innovation and reforms to promote skills Africa in order to meet the development challenges of the 21st century.



Conclusion

In concluding this exercise, it is first important to summarize the key messages emerging from the vision document. Five are highlighted here.

First, Africa's future prosperity must be underpinned by the drivers of economic growth if it is become an emerging economy and simultaneously establish the necessary environmental, democratic and socially-inclusive foundations to ensure the sustainability of development.

Second, securing this future along with a necessary balance will require the promotion of high-quality education and quality, which can effectively transform Africa's demographic dividend into skills and qualifications in order to achieve:

- ▶ decisive structural transformations,
- ▶ an active African citizenship with regard to sustainable development,
- ▶ significantly more technological openness, productivity and competitiveness in the active workforce and the economy.

Third, to achieve this transformation it will be necessary to extensively transform and even re-establish the education and training systems in place in Africa, which have demonstrated their inability to meet this challenge, in order to achieve:

- ▶ a holistic, integrated and diversified vision of learning opportunities that promotes access and success for all,
- ▶ the alignment of their goals, objectives and content to match the needs of African societies and economies,
- ▶ the subversion of the cultures and practices of those involved to bring about the renewal of the quality concept and related approaches, as it is inextricably linked to equity and the social and economic efficiency of learning.

Fourth, to ensure ADEA provides the expected unique and critical contribution to these changes, it should reposition its mission and improve its performance

with respect to internal and external changes, so it can respond adequately to the new needs and requirements of its customers regarding:

- ▶ responses to new issues concerning the reform of education and training strategies resulting from accelerated and sustainable development strategies in Africa,
- ▶ the necessary capacity to meet the challenges related to the implementation of reforms and innovations in the field,
- ▶ the need to demonstrate the return on efforts and resources invested in ADEA's activities in terms of impact on the development of education in Africa .

Fifth, it is essential to ensure that the necessary repositioning of ADEA does not cause it to lose its identity and comparative advantages, which are thought to underpin the unique and substantial contribution and added value it provides:

- ▶ the unique composition and institutional culture of structured informality providing an arena for honest, open and critical discussion of education and training issues among ministers, representatives of development agencies, professionals and other stakeholders,
- ▶ a recognized forum for collective policy dialogue and development based on the results of strategic action research,
- ▶ learning between countries and peers through the sharing of experiences and knowledge to support capacity building,
- ▶ its extensive social capital and ability to mobilize as a network of networks of ministers, development agencies, professionals and stakeholders in education and training in Africa.

The ownership of these messages by the ADEA Steering Committee through an open seminar that could serve as a Forum on the organization's future may start the process of building a vision for its future. To ensure progress is made, the following steps may be taken (the first two in the short term and the second two in the medium term):

- ▶ Development and adoption of a new strategic plan for ADEA reflecting the repositioning of its mission, namely through a major reformulation of its strategic objectives,
- ▶ Operational implementation of the plan in combination with the results-based management model by establishing the logical system and framework, evaluation measures and tools, and the necessary criteria and indicators,
- ▶ A legal opinion and decision on the legal status of ADEA further to legal consultation,
- ▶ A results-based organizational audit and restructuring of ADEA.

It is hoped that this whole process should be completed no later than 2015 so that the new ADEA can position itself appropriately with regard to prospects that the assessment of the MDGs and EFA objectives will open for the development of education in Africa.



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ADEA Vision Document



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