

**W**elcome to our second edition of the newsletter for the year 2013. This publication seeks to update and inform you, the reader, on the activities of the Association for the Development of Education in Africa (ADEA)'s Working Group on Education Management and Policy Support, WGEMPS, and related developments in the field. The newsletter is intended primarily for use by producers and users of education policy review, education finance, statistics and analytical information.

## WGEMPS Activities

### April 2012

#### **Support to SADC Education Desk – Gaborone, Botswana**

*8-12 April.* In May 2013, ADEA WGEMPS provided technical on-site support to the SADC Education desk in preparing its regional performance report for the SADC education focal points meeting. Prior to the mission, the team processed the necessary indicators, and produced tables of statistics monitoring the performance of SADC countries for 2011 against the baseline year of 2006. South Africa and Zimbabwe are notable for the absence of educational statistics. A draft report was finalized and made ready for the SADC meeting of May. At this meeting, member states recommended that ADEA/AU focus on national statistics rather than on international statistics as the latter are not understood by member states. The Working Group also assisted the SADC Education desk in drafting a letter and strategy to initiate national EMIS assessments in terms of the agreed SADC EMIS Norms and Standards. *Contact: Angela Arnott; [a.arnott@afdb.org](mailto:a.arnott@afdb.org).*

#### **5th Annual INAP Conference on Apprenticeship in a Globalised World: Premises, Promises and Pitfalls – Johannesburg, South Africa**

*23-25 April.* A representative from ADEA WGEMPS attended this conference which was organized by the International Network on Innovative Apprenticeships (INAP) in partnership with the ILO, University of Zurich, European Research Network in Technical Vocational Education and Training, (TVET) research group at the University of Bremen, Germany and from the South African side – the Manufacturing, Engineering and Related Services Education and Training Authority (MerSETA). Other organisers included; University of Witwatersrand's Centre of Research in Education and Labour (REAL), Human Resource Development Council (HRDC), and National Skills Authority. The Working Group's participation in this conference was linked to their research on youth employment and skills development and developing the interface between Labour Market Information Systems (LMIS) and Technical Vocational Skills Development (TVSD). *Contact: Angela Arnott; [a.arnott@afdb.org](mailto:a.arnott@afdb.org).*

#### **Technical workshop on Validating findings of the study on Improving the Quality of Statistical Data in Higher Education – Ouagadougou, Burkina Faso**

*24-26 April.* ADEA WGEMPS Ouagadougou office in partnership with the Ministry of Higher Education in Burkina Faso organized a technical workshop to validate the report of their joint study on "improving the quality of statistical data in the higher education structures." The objectives of the workshop were to share the initial results of the study and develop an action plan for building capacity in EMIS in higher education institutions. Thirty-two people representing various higher education structures in Burkina Faso as well as the WGEMPS team took part in this workshop. *Contact: Alassane Ouedraogo; [a.l.ouedraogo@afdb.org](mailto:a.l.ouedraogo@afdb.org). Youssouf Maiga; [y.maiga@afdb.org](mailto:y.maiga@afdb.org). or Alimata Balima; [balimaa@yahoo.fr](mailto:balimaa@yahoo.fr).*

## May

### **Southern Africa Cultural Policy Seminar – Harare, Zimbabwe**

*02 May.* Arterial Network hosted a Regional Cultural Policy Seminar with representatives from arts councils and associations from Botswana, Mozambique, South Africa, Namibia, Zambia and Zimbabwe. The focus was on the promotion of regional cooperation and trade in the field of arts and culture. Experiences and good practices on the interface and dialogue between the creative civil society and national arts councils in the region were shared in the spirit of growing and developing the creative/cultural industries. The Working Group represented by Ms Angela Arnott and 35 national coalitions, several partner associations and civil society organisations participated in the deliberations. The meeting resulted in promoting a better understanding of the role culture plays in peace building, social cohesion and creation of vocational jobs. *Contact: Angela Arnott; [a.arnott@afdb.org](mailto:a.arnott@afdb.org).*

### **38th Session of the ADEA Steering Committee – Sèvres, France**

*13-15 May.* ADEA WGEMPS Coordinator represented the Working Group at the 38<sup>th</sup> Session of the ADEA Steering Committee meeting which was held at the International Center of Pedagogical Studies (CIEP). The sessions covered reports on the Executive Committee, the Bureau of Ministers, the Inter Agencies meetings, the ADEA 2012 Activity report, the 2013 Work Program and Budget as well as the follow up of the 2012 Triennale. Several decisions were made which included the adoption of May 2013 Reports of the Bureau of Ministers, the Inter Agencies, and the Executive Committee Meetings, ADEA's 2013 -2017 Strategic Medium Term Plan (SMTP) and the 2013 Work Program and Budget. Other key resolutions made were the granting of research awards to two prominent African research institutions and three senior African researchers. A MoU between ADEA and the Governor's Office of the State of Kano in Nigeria was also signed. As a way forward towards the implementation of ADEA's activities, the Steering Committee recommended the organization to engage more in resource mobilization. *Contact: Mohamed Diarra; [m.diarra@afdb.org](mailto:m.diarra@afdb.org).*

### **African Union (AU) Statistics and Education divisions' working visit to ADEA WGEMPS – Harare, Zimbabwe**

*15-17 May.* A delegation of the African Union Commission (the Statistics Division and the Education Division) visited WGEMPS Harare Node to participate in training on the AU Outlook on Education database, EMIS processes, education statistics and indicators. An important objective was also to chart the way forward in terms of future collaborations between the organisations. Delegates from Zimbabwe's Ministries of Education Sport, Arts and Culture (MOESAC), Higher and Tertiary Education (MOHTE), Youth Development, Indigenization and Empowerment (MOYDIE) and the Zimbabwe Statistics Agency (ZIMSTAT) also participated in the training sessions. The visit also included courtesy visits to offices of the two Ministries of Education and ZIMSTAT. Lively debates took place with participants recommending the development of more indicators on culture and the need to strengthen National Strategies for the Development of Statistics (NSDS), adopted by many African countries. They also stressed the importance of strengthening the system of focal points in national statistics offices so that the reporting mechanism on education statistics is enhanced. Decisions were made in a bilateral meeting between the AU and ADEA to conduct a pilot on uploading country education statistics onto the AU Outlook on Education database which should be online from August 2013. *Contact: Brighton Mutasa; [b.mutasa@adeanet.org](mailto:b.mutasa@adeanet.org).*

### **National stakeholders' forum in Nairobi to validate ADEA study on "Qur'anic Schooling and Education for Sustainable Development: The case of Kenya". – Nairobi, Kenya**

*16-17 May.* A representative from ADEA WGEMPS participated at the above workshop which brought together representatives from the Ministry of Education, ADEA, Kenya National Commission for UNESCO, UNESCO, Kenya Institute for Curriculum Development (KICD), Kenya Education Management Institute (KEMI), Muslim Associations, teacher representatives, university students as well as Imams and Sheiks from the Muslim community. Participants discussed the findings of the research study and proposed strategies for embracing Qur'anic schooling into the Ministry's planning process. In validating the study findings, the meeting recommended that a coordinating body be established to engage with the Government on issues such fully recognising Qur'anic schooling as an alternative education and training pathway, developing a system of equivalencies between formal

and non-formal education, fully integrating the Islamic curriculum into the formal education system, and providing a common curriculum for madrassas. The meeting further called on the Ministry of Education and other stakeholders to organize a meeting of Education Commissioners and Directors to strategize on how to implement the recommendations and to ensure wide dissemination of the final study report. *Contact:* Shem Bodo; [s.bodo@afdb.org](mailto:s.bodo@afdb.org).

### **Finalization Workshop on Peace Education Policy and Technical Workshop on Measuring and Monitoring Peace Education – Nakuru, Kenya**

*27-31 May.* A representative from ADEA WGEMPS participated in two back-to-back workshops co-organised by the Kenya Ministry of Education, UNESCO Regional Office for Eastern Africa and UNICEF Kenya Country Office. Participants reviewed the content and implementation strategies in the draft education sector policy on peace education. The draft policy covers key areas such as (1) Building a Culture of Peace through integration of conflict sensitive education and training approaches, (2) Integrating Peace Education in the education and training curricula, (3) Emergency preparedness and response, (4) Institutional Framework, and (5) Coordination, Collaboration and Partnerships. Participants also revised the draft policy's activity implementation matrix. The ADEA WGEMPS representative consolidated all the inputs into a revised draft, whose validation is scheduled for August 2013. The technical workshop shared the conceptual framework for measuring and monitoring Peace Education in Kenya. A core technical team was formed, comprising representatives from the Ministry of Education, ADEA, UNESCO and UNICEF, to chart the way forward in developing the measuring tool and monitoring framework. *Contact:* Shem Bodo; [s.bodo@afdb.org](mailto:s.bodo@afdb.org).

## **June**

### **Polytechnics Tertiary Record Keeping and Management Training Workshop – Bulawayo, Zimbabwe**

*05-06 June.* The Ministry of Higher and Tertiary Education, with technical support from ADEA WGEMPS, hosted a series of training workshops for personnel responsible for managing institutional records in higher education institutions over recent months. The third such workshop in the series on building expertise in institutional record keeping systems was for polytechnics, vocational training centres and industrial training centres. This workshop was attended by 42 participants, including Ministry head office officials, personnel from seven Polytechnics, two Industrial Centres and five Vocational Training Centres. The workshop focused on developing skills on systematizing records, and in particular the norms in their collection, cleaning, aggregation, analysis and interpretation. The participants were sensitized on the national and international obligations for submitting statistical information as well as the norms and standards in Higher Education Management Information Systems (HEMIS). Recommendations were made with respect to developing an HEMIS road map, annually reviewing the higher and tertiary education annual census questionnaires and installing ministry-wide software for institutional record keeping systems. *Contact:* Tegegn Nuresu Wako; [tn.wako@gmail.com](mailto:tn.wako@gmail.com), Brighton Mutasa; [b.mutasa@adeanet.org](mailto:b.mutasa@adeanet.org). or Takudzwa Nkomo; [takunkomo@gmail.com](mailto:takunkomo@gmail.com).

### **Learning Metrics Task Force Phase III Consultation – Dakar, Senegal**

*10-11 June.* The ADEA Working Groups on Education Management and Policy Support and ECD provided support to the Learning Metrics Task Force in-country consultations with the aim of making recommendations to help countries and international organizations measure and improve learning outcomes for children and youth worldwide. Building on the learning end-goal identified for all children across the globe (Phase I) and the need to know how to measure and track progress in learning (Phase II), the Dakar consultations' objectives were to gain information on how and what learning is being measured, how countries use assessment results and what barriers exist to the measurement of learning outcomes. Under the highest level of representation, the ministerial meeting gathered 29 participants including a representative each from Côte d'Ivoire and Mali, while the Non-Governmental stakeholder consultation gathered about 10 NGOs (including a regional one – the Education Research Network of West & Central Africa representing 18 Anglophone and Francophone countries) among other participants totalling 20 to discuss country capacity for measuring learning, the tracking of global progress in learning and the feasibility of a multi-stakeholder advisory group on learning. Organisations such as UNICEF, UNESCO BREDIA and UIS, Pole de Dakar, ADEA, PASEC, CIDA among others were in attendance. *Contact:* Cherif Diarra; [m.diarra@afdb.org](mailto:m.diarra@afdb.org) or Houraye Anne [h.anne@afdb.org](mailto:h.anne@afdb.org).

### **Youth Employment in the Informal Sector Roundtable – Nyanga, Zimbabwe**

**18-21 June.** The Joint Youth Working Group (JOWOG) in collaboration with The United Nations Development Programme (UNDP) and Deloitte hosted a seminar on improving and scaling youth employment initiatives, with a special focus on the informal sector. Some 45 participants representing various youth association members of JOWOG, officials from the Ministries of Youth, Labour, Agriculture and other NGOs attended. The aim of the seminar was to identify practical strategies for improving the potential of youths in terms of access to opportunities within the informal sector. Discussions focused on the policies addressing youth, labour, informal markets and micro, small and medium enterprises. Together with JOWOG, ADEA WGEMPS issued a policy brief on recommendations which was disseminated at the subsequent national conference on Youth Skills for Employment, Entrepreneurship and Industry Growth. *Contact:* Angela Arnott; [a.arnott@afdb.org](mailto:a.arnott@afdb.org), or Chemwi Mutiwanyuka; [c.mutiwanyuka@gmail.com](mailto:c.mutiwanyuka@gmail.com).

### **National Conference on Youth Skills for Employment, Entrepreneurship and Industry Growth – Harare, Zimbabwe**

**24-26 June.** The Ministry of Youth Development, Indigenisation and Empowerment (MOYDIE) and the Zimbabwe Youth Council (ZYC) jointly organised a conference on youth skills which was opened by the Vice President of Zimbabwe, Hon. Joice Mujuru. In addition to co-funding the conference together with AFDB, the ILO and Restless Development, ADEA WGEMPS provided technical support in the planning of the sessions and producing related policy briefs and sector fact sheets to support dialogue. The conference brought together Government Ministers, senior policymakers from over eight different ministries, education and training practitioners, industry, finance leaders, youth organisations and academics in Zimbabwe. It focused on how to develop coherent policy and integrated strategies for promoting skills development to enhance youth participation and empowerment. Panel discussions on the engagement of youth in various sectors of the economy took place. The ADEA WGEMPS made a presentation on the panel on education and training, advocating for a paradigm shift from old traditional thinking towards a more holistic inclusive approach to education focused on skills development. The participants stressed the importance of creating an enabling environment for youths by reviewing policy instruments as a measure of promoting entrepreneurship and employment for the economic growth of Zimbabwe. The AFDB pledged financial assistance to (MOYDIE) towards the creation of an enabling environment for youth development. *Contact:* Angela Arnott; [a.arnott@afdb.org](mailto:a.arnott@afdb.org). or Shem Bodo; [s.bodo@afdb.org](mailto:s.bodo@afdb.org).

### **3rd KEMI Annual Conference on Capacity Development of Education Managers towards Achievement of EFA goals – Nairobi, Kenya**

**26-28 June.** An ADEA WGEMPS representative presented a paper on ADEA's experience and lessons in EMIS capacity development and peace education work in Africa at the above conference organised by the Kenya Education Management Institute (KEMI), under the sub-theme "Knowledge and Skills Transfer in Capacity Development". The well-received and appreciated presentation highlighted ADEA and its working groups, focus areas and key messages from the 2012 Triennale, status of EMIS development in SADC, ECOWAS, ECCAS and EAC regions within the framework of the AU Plan of Action for the Second Decade of Education for Africa, the Inter-Country Quality Nodes (ICQNs) and their activities – especially the ICQN on Peace Education. The ADEA WGEMPS representative, Shem Bodo, re-enforced the need for holistic and integrated education and training as well as the need to focus on Technical and Vocational Skills Development (TVSD) with appropriate national qualification framework. *Contact:* Shem Bodo; [s.bodo@afdb.org](mailto:s.bodo@afdb.org).

## **Events and Training Opportunities**

**April 2013**

## **Inaugural meeting of the Ibero-American Institute for ICT and Education (IBERTIC) – Buenos Aires, Argentina**

*21-23 April.* ADEA's Executive Secretary and the ICT coordinator had the opportunity to participate in the inaugural meeting of the Ibero-American Institute for ICT and Education (IBERTIC), a regional initiative established under the Goals 2021 Education Ministers Education, Science and Culture of the Organization of Ibero-American States (OEI). The meeting served the purpose of stressing the importance of digital technology, which allows the transformation of management information systems to promote access to education and improve its quality. This meeting was successful since it allowed ADEA to extend its partnership with OEI in accordance with the strategic objectives of ADEA's new strategic plan (2013-2017). *Contact:* Tarek Chehidi; [t.chehindi@afdb.org](mailto:t.chehindi@afdb.org).

### **May 2013**

## **ADEA Meeting on issues regarding the Inter-Country Quality Node on Literacy and National Languages (ICQN/LNL) – Ouagadougou, Burkina Faso**

*04-06 May.* A regional conference of Ministers of the Inter-Country Quality Node on Literacy and National Languages was held in order to validate the Three-Year Action Program proposed by a workshop of the same Node which was held earlier in December 2010. This conference was preceded by a seminar aimed at capitalizing, within the framework of South-South cooperation, successful non-formal education alternatives that bear the potential for scaling up and dissemination within the Node and in other interested countries. The conference brought together representatives of Node member country educational and training systems, experts who are internationally recognized for their works on literacy and training systems, experts who are internationally recognized for their works on literacy and non-formal education, representatives of pan-African and international institutions *Visit:* [www.adeanet.org](http://www.adeanet.org).

## **Exploring Quality Assurance through the Africa-EU Partnership" Conference– Libreville, Gabon**

*31 May-01 June.* In the framework of the Africa-EU Strategy, the European Commission, the African Union Commission and the Association of African Universities organized this conference. The Joint Africa-EU Strategy emphasizes the importance of cooperation with Africa in higher education to build capacity through networking, mobility, institutional support and innovation. Representatives of Ministries for Higher education, Councils for Higher Education, Quality and Accreditation agencies, and regional university associations attended the Conference alongside representatives from European partner associations, organizations and networks. From the discussions, a number of issues were distilled and agreed as areas that may receive further attention through future initiatives in the framework of the Africa-EU Partnership. *Visit:* [www.africa-eu-partnership.org](http://www.africa-eu-partnership.org).

### **June 2013**

## **ADEA participates in planning an audit on the management of the professional and career development of contract teachers in Niger**

*June.* In response to a request from the Niger Ministry of Education, the Association for the Development of Education (ADEA) is participating in planning the audit. The main objective is to improve the quality of basic education in Niger by strengthening the management and professional development of contract teachers. This initiative is being carried out in collaboration with the International Task Force on Teachers for Education For All (EFA) which is hosted by UNESCO. *Contact:* H Boukary; [h.boukary@afdb.org](mailto:h.boukary@afdb.org).

### **July 2013**

## **International Conference on Engineering Education and Research 2013 (ICEER) – Marrakesh, Morocco**

**01-05 July.** The International Conference on Engineering, Education and Research is taking place in Africa for the first time. It is one of the ICEER series sponsored around the world by the INEER (now with 38,000 members in 98 countries). The general theme of the conference is “*Borderless Global Engineering Education, Research and Industrial Development*”. ICEER 2013 main objective is to bring together researchers, academics, industrial partners, policy makers and experts in the field of Innovative and Technology Enhanced Engineering and Vocational Education. *Visit:* <http://iceer2013.labader.org>.

### **Africa Reload conference – Weimar, Germany**

**11-13 July.** Africa Reload is the annual main event in the ice hub network's calendar of activities in Germany. Major players from the world of international collaboration - along with trailblazers and inventors, students and educators, greentech activists and social entrepreneurs from Europe and Africa - will get together to exchange ideas and information about the pressing issues, phenomena and challenges faced by those active in international collaboration. With a clear focus on innovation, collaboration and entrepreneurship, participants will brainstorm and network with the aim of laying the groundwork for a fruitful medium and long-term collaboration. *Visit:* <http://icebauhaus.com>.

## **August 2013**

### **16th Highway Africa Conference 2013 – Speaking truth to power? Media, Politics and Society - Grahamstown, South Africa**

**30 August - 02 September.** This conference is scheduled to take place at Rhodes University and is an opportunity to interrogate how journalism and the media have interacted with and impacted on politics and society (for development). The Highway Africa gathering is responding to identified gaps by making practical interventions through re-skilling, up-skilling, educating and training journalists in Africa. *Visit:* [www.highwayafrica.com](http://www.highwayafrica.com).

## **September 2013**

### **Technical Consultation Meeting on Global Citizenship Education – Seoul, Korea**

**9-10 September.** UNESCO and the Ministry of Foreign Affairs of the Republic of Korea are organizing the above technical consultation meeting in partnership with the Ministry of Education and the Asia-Pacific Centre of Education for International Understanding (APCEIU). The purpose is to review existing initiatives and address the conceptual and definitional issues surrounding the concept of global citizenship education, and develop an operational framework that could guide future work in this area. ADEA has been invited to this meeting to share its experience and expertise on peace education efforts in Africa. *Contact Anna Chung;* [khchung@unescoapceiu.org](mailto:khchung@unescoapceiu.org) *or Jun Morohashi;* [j.morohashi@unesco.org](mailto:j.morohashi@unesco.org).

## **Education Development News**

### **Global**

#### **Global surveys on STI indicators**

The UNESCO Institute for Statistics (UIS) is carrying out global surveys on Science, Technology and Innovation (STI) indicators. A Global Observatory on STI Policy Instruments (GO-SPIN) has an on-line prototype in operation for the 33 countries of Latin America and the Caribbean since 2010. The new multilingual platform is now under design, but the survey to collect the information at global level on STI policies and policy instruments has already been undertaken by 15 sub-Saharan countries. By the end of 2013 with the sponsorship of the Arab Science and Technology Foundation this survey will be extended to all the Arab Countries. A training workshop for national officials from the ministries of S&T; planning; national institutes of statistics, parliamentarians, and representatives from the academy and private sectors will be organized for all the Maghreb countries in Tunisia in 2014. It includes items on the number of days and hours that students are meant to be learning and the allocation of instructional time by subject matter according to current curricular standards. *Contact:* Lemarchand, Guillermo A; [ga.lemarchand@unesco.org](mailto:ga.lemarchand@unesco.org).

## **Schooling for millions of children jeopardised by reductions in aid**

Progress in reducing the number of children out of school has come to a virtual standstill just as international aid to basic education falls for the first time since 2002, according to a new paper released by the UNESCO Institute for Statistics (UIS) and the Education for All (EFA) Global Monitoring Report. The latest data show that there were still 57 million children out of school in 2011, a drop of only 2 million from the previous year \*. Sub-Saharan Africa accounts for more than one-half of all out-of-school children worldwide and has the highest out-of-school rate of all regions. Making matters worse, the lack of progress in reaching these children coincides with significant cuts in aid to basic education, which fell by 6% between 2010 and 2011. Over the course of the year, six of the top ten donors to education reduced their spending. The changing donor landscape now sees the United Kingdom as the largest bilateral donor to basic education, taking the place of the United States. *Source: [www.uis.unesco.org](http://www.uis.unesco.org). Accessed on 12 June 2013.*

## **Africa**

### **African Development Bank launches additional data platforms in 10 African countries**

African Development Bank announced the launching of additional data platforms in 10 countries including; Angola, Botswana, Egypt, Guinea, Lesotho, Libya, Mauritania, Mauritius, Seychelles and Uganda . This brings to thirty (30) the number of countries where the open data is available. The Open Data Platform is part of the AfDB's recently launched "Africa Information Highway" initiative aimed at significantly improving data management and dissemination in Africa. Once implemented, the Open Data Platform will also be used by African countries for all data submission flows to the AfDB and possibly other international development partners, including the International Monetary Fund (IMF), European Commission (EC), World Health Organization (WHO), Food and Agriculture Organization (FAO), African Union Commission (AUC) and UN Economic Commission for Africa (ECA). *Source: [www.afdb.org](http://www.afdb.org). Accessed on 12 June 2013.*

### **Digital jobs offer skills, promise to Africa's unemployed youth**

Although Africa's economy has expanded rapidly in recent years, it has not kept pace with the growth of its youth population or their need for jobs. With almost 200 million people between 15 and 24 years old - a figure that is set to double by 2045, according to the African Economic Outlook's (AEO) 2012 report - the continent has the youngest population in the world. Yet despite the increasing percentage of Africa's young people with secondary and tertiary educations, many find themselves unemployed or underemployed in the informal economy. The world's increasingly digitalized economy needs workers with the skills to capture and manage the vast amounts of data it generates. The Rockefeller Foundation recently launched Digital Jobs Africa, a seven-year, US\$83 million initiative to improve the lives of one million people in six African countries through digital job opportunities and skills training. *Source: [www.irinnews.org](http://www.irinnews.org). Accessed on 20 May 2013.*

### **EAC slashes budget for harmonising higher education**

The East African Community, or EAC, has slashed its budget for harmonizing education systems and curricula in the five member countries in the coming fiscal year, further slowing a process that has nearly flopped due to financial constraints. Budgetary estimates produced by the EAC secretariat, the executive arm of the trade bloc, showed that the Inter-University Council for East Africa (IUCEA) will receive US\$9.6 million – just down from the current year's \$10 million. The IUCEA is the regional body charged by the five countries with harmonising their education systems. According to the documents, of the US\$9.6 million, \$5.6 million is expected to come from donors, while the balance will be contributions from the partner states: Burundi, Kenya, Rwanda, Tanzania and Uganda. Educationists and managers at IUCEA had hoped that the body would get a big financial boost to unlock the harmonisation process, which has also been hampered by conflicting nationalist interests among the five EAC countries. *Source: [www.worlduniversitynews.com](http://www.worlduniversitynews.com). Accessed on 18 May 2013.*

### **North African Higher Education initiatives launched**

Two new initiatives are under way in North Africa to promote regional and international higher education and research cooperation. The United Nations University is establishing a sustainable development institute in Algeria, and a Regional Environmental Education Group will be set up in Tunisia and Morocco. The Japan-based UNU will establish the institute, with the aim of

strengthening the presence of the UNU in the region and intensifying research and training interactions across North Africa. *Source: [www.worlduniversitynews.com](http://www.worlduniversitynews.com). Accessed on 28 May 2013*

## Countries

### **Ethiopia: Better School Management Systems Increase Quality of Teaching in Rural Areas**

The project, based on a new school management information system, is led by the International Institute for Communication and Development (IICD) and funded by Liberty Foundation. The new system will benefit eight primary schools in the Oromia region, reaching out to at least 150 teachers and 6,000 children. The School Management Information System (SMIS) will be accompanied by training, support and advice to the teachers and school heads to equip them with knowledge and skills on how to use computers and information systems to increase the quality of the education in their schools. *Source: [www.iicd.org](http://www.iicd.org). Accessed on 17 June 2013.*

### **Guinea Bissau: The nation still way behind on education**

Guinea-Bissau's chronic political turmoil is depriving children of quality education. Access to education remains low, learning is often disrupted by teachers' strikes and the country spends the lowest portion of its budget on education in West Africa, spending 11 per cent compared to Ghana's 30 per cent which allocates the highest amount to education in the region. *Source: [www.irinnews.org](http://www.irinnews.org). Accessed on 20 May 2013.*

### **Nigeria: AfDB Project Integrates Nomadic Peoples into Mainstream Education**

The State of Kaduna in Nigeria has overseen the establishment of 258 nomadic schools in the state. The AfDB-funded Nomadic Centre located 26 kilometres from the city of Kaduna is, however, seen by the Federal Government of Nigeria as a model project that falls in line with the Government's poverty reduction initiative and its efforts to expand access to basic vocational skills and education. The project promotes the Government's Education for All initiative and the attainment of the Millennium Development Goals (MDGs). It is worth noting that the nomadic population in Nigeria comprises some 9.4 million people. Of this population, over 3 million are school-aged children. Concerned about their very low school enrolment and literacy rates that range from barely 0.2 per cent to 20 per cent, several international development agencies, including the African Development Bank (AfDB), has been offering these children support. *Source: [www.afdb.org](http://www.afdb.org). Accessed on 18 May 2013.*

### **Rwanda: Sweden Donates U.S. \$7 Million to Peace Education Programme**

The Swedish Embassy in Rwanda has signed an agreement to fund a peace building program designed by anti-genocide NGO, Aegis Trust. Under a Memorandum of Understanding signed on Friday, Sweden will spend \$7million (around Rwf 4.5 billion) on the Rwanda Peace Education Programme which was designed to counter behavioral risk factors for genocide by promoting social cohesion, pluralism, personal responsibility, empathy, critical thinking and action to build a more peaceful society. *Source: [www.allafrica.com](http://www.allafrica.com). Accessed on 18 June 2013.*

### **South Africa: Medium-term funding boost for post-school education**

South Africa's post-school education budget has been increased to R34.3 billion (US\$3.8 billion) – growth of 8.6% over last year – Minister of Higher Education and Training Blade Nzimande said last week. A priority is to provide opportunities for 3.5 million youths not absorbed into employment, education or training this year. Around a million young South Africans leave school each year, and only half of young people between the ages of 18 and 25 are employed. Nzimande said one of his department's highest priorities was to ensure that many more young people were offered post-school education and training opportunities that would improve their employability. *Source: [www.sarua.org](http://www.sarua.org). Accessed on 13 May 2013.*

### **South Sudan: Ministry of General Education launches Girls Education plan**

The Ministry of General Education and Instruction launched the Girls Education South Sudan or GESS programme. The programme aims to transform a generation by helping 200,000 girls in primary grade five and above to go and stay in school in the ten states of the country. GESS will also be the best way to raise families and communities out of poverty, and to put South Sudan on track

for sustainable development. The UK Government donated 60 million British pounds to fund the girl's education programme in South Sudan. *Source: [www.irinnews.org](http://www.irinnews.org). Accessed on 18 June 2013.*

### **Tunisia: Global Business School Network Tunisia Conference Addresses Education, Employment and Entrepreneurship**

The Global Business School Network (GBSN) Annual Conference, co-hosted in early 2013 by the Mediterranean School of Business (MSB) and Babson College, is a premier international forum on management education for the developing world. The conference, which was titled "Education, Employment and Entrepreneurship," was GBSN's first in the Middle East North African Region (MENA) and marked the organization's 10th anniversary. At the 2013 conference, delegates from over 30 countries discussed the role of business education, technology and the global community in improving access to high quality, locally relevant business education, with a particular focus on the critical unemployment levels in the MENA region. Considerable discussion surrounded the potential of technology to help schools collaborate internationally to strengthen their faculty and programs, and also to help them deliver educational programs in new ways. *Source: [www.einnews.com](http://www.einnews.com). Accessed on 13 June 2013.*

## **Vacancies, Awards and other Opportunities**

### **Professional Certificate in Education Finance, Economics and Planning**

The University of Witwatersrand's SADC Centre of Education Policy Support in Johannesburg together with GIZ Capacity Building International, Germany is offering a one year Professional Certificate blended-learning course accredited as a masters level Certificate of Competence. It is targeted at officials and professionals involved in education policy, planning, financing and budgeting and employed in ministries of education and finance, NGOs and training institutions within the SADC region. The Professional Certificate consists of a combination of 4 residential tuition weeks (these take place at Wits University in Johannesburg), and resource-based learning, including an e-learning platform, which enables learning at a distance, thus allowing the participants to continue to work and to apply their learning in practice on-the job. The deadline for applications is the 1<sup>st</sup> of July 2013. *Contact: Helga Wenhold; [helga.wenhold@giz.de](mailto:helga.wenhold@giz.de).*

### **Call for Research Articles, Editors and Reviewers – Global Advanced Research Journal of Educational Research and Review**

The Global Advanced Research Journal of Educational Research and Review (GARJERR) journal inviting researchers to submit manuscripts that meet the general criteria of significance and scientific excellence which reflect basic and applied research, case studies, critical reviews, surveys, opinions, commentaries and essays. The journal also requires qualified and high profile researchers to join its editorial team as editors, subeditors or reviewers. The responsibility of an editor will be to edit manuscripts after they have been peer-reviewed. The editor will ensure that revisions have been completed if requested by peer-reviewers. GARJERR covers all areas related to education. *Visit: <http://gari.org/Author's%20Instruction.htm>.*

### **Call for Papers: “The Professionalization of Student Affairs in Africa” – Journal of Student Affairs in Africa**

Along with the revitalization of African higher education and the increasing massification of universities and colleges across the continent, student affairs has been experiencing an incipient professionalization in Africa. Master's and doctoral-level programmes in Higher Education Studies, in parts focused on the training of researchers and professionals with interest or involvement in student development, have sprung up in African universities. It is within this context that the Journal of Student Affairs in Africa (JSAA) is inviting original contributions of conceptual, empirical and normative nature that engage with questions around the incipient professionalization of student affairs in Africa. In addition, the journal publishes relevant book reviews, and professional and conference notices from affiliated scholarly associations and institutions. The Closing Date for receiving full papers for the prestigious launch double issue is 30 June 2013. Submissions on these and related topics relevant to the field of student affairs can be made at any time. *Visit: [www.jsaa.ac.za](http://www.jsaa.ac.za).*

### **Call for Abstracts: “Climate Change and its Impact on Africa: The Role of Science and Engineering for Combat.”**

The University of Energy and Natural Resources (UENR) in Ghana is inviting interested persons to submit papers that address the climate change phenomenon, specifically as it affects the African continent. Abstracts should be no more than 300 words in length and should be accompanied by a registration form, and the paper submission form. Deadline for submission is June 15, 2013. *Visit: [www.owsd.uenr.edu.gh](http://www.owsd.uenr.edu.gh).*

## Networking and Resources

### **The right skills for the job – Rethinking training policies for workers**

This book addresses the question of how to build and upgrade job relevant skills. Specifically, the author's focus on three types of training programs relevant for individuals who are leaving formal general schooling or are already in the labor market: pre-employment Technical and Vocational Education and Training (TVET); On-The-Job training (OJT); and training-related Active Labor Market Programs (ALMPs). *Source: [www.worldbank.org](http://www.worldbank.org). Accessed on 14 June 2013.*

### **The MDG Report 2013: Assessing progress in Africa towards the Millennium Development Goals**

The progress report, prepared by the African Union Commission (AUC), UN Economic Commission for Africa (ECA), UN Development Programme (UNDP), and the African Development Bank Group (AfDB) by highlighting the great strides the continent is making towards reaching many MDG targets, as well as the challenges faced in reaching the target of halving extreme poverty by 2015. *Source: [www.afdb.org](http://www.afdb.org). Accessed on 14 June 2013.*

### **General History of Africa – Abridged edition**

This groundbreaking work was the first of its type to present the entire history of the African continent. The collection sheds light on the pre-colonial era and interweaves Africa's destiny with the rest of humanity's, examining its interaction with other continents and the role of Africans in the dialogue between civilizations. The publication is in eight volumes. *Source: [www.unesco.org](http://www.unesco.org). Accessed on 18 June 2013.*

#### **Newsletter information sources include:**

*ADEA, African Countries' and Ministry of Education websites, University World News, SADC, UNESCO, UIS, IRIN News, World Bank, All Africa Global Media, Southern African Regional Universities Association (SARUA), Association of African Universities (AAU), IIEP, IICBA, OSISA, African Capacity Building Foundation (ACBF), SciDev.net, Pambazuka Newsletter, FAWE and general sources.*

The comments expressed in this newsletter are those of the author(s) and do not necessarily reflect the views of the Working Group or those the working group represents. No responsibility is therefore taken for the veracity of information provided.

### **Working Group on Education Management and Policy Support (WGEMPS)**

P. O. Box HG 435, Highlands; 8 Kenilworth Road, Newlands; Harare, Zimbabwe

Phone: +263 4 776114-5 / 776775-9 / Fax: +263 4 776055; Email: [m.diarra@afdb.org](mailto:m.diarra@afdb.org) ; Web: [www.adea-wgemps.org](http://www.adea-wgemps.org).

#### **Bureau Régional de l'UNESCO (BREDA)**

12, Avenue Léopold S. Senghor, BP 3311 Dakar SENEGAL

Tél. : (221) 33 849 23 23 - ext 2348 / Télécopie (221) 33 821 38 48 ; Mèl : [sised@adeanet.org](mailto:sised@adeanet.org).