

Biennale on Education in Africa

ADEA 2006

More and Better Education

What Makes Effective Learning
in Schools and in Literacy and
Early Childhood Development Programs?

Participants' Handbook

Libreville, Gabon, March 27-31, 2006



Association for the Development of Education in Africa

Cover: *From darkness to light*, oil on canvas, Georges M'bourou, Gabon

More than anyone, Georges M'Bourou knows how to arouse our curiosity so that we approach the Gabonese culture with interest. His paintings, mysterious and charged with meaning, are fundamentally African.

An artist characterized by absolute truthfulness, he is living testimony to the artistic and moral values that reside in him. In his own way, he is contributing to the life and rebirth of his people.

Georges M'Bourou was born in 1965 in Port-Gentil (Gabon). He lives and works in Libreville.

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How to use this program

Depending on the type of information you need, please refer directly to the part of the program that interests you.

► **For general information on the event**

Go to Part I: Concept of the Biennale

In this part, you will find a brief history of the ADEA Biennial Meetings and a presentation of the context, issues and objectives of the 2006 Biennial Meeting.

► **For the content of the various sessions**

Go to Part II: Annotated program

The annotated program provides condensed information on the content of the presentations, session by session. Both plenary sessions and parallel sessions are covered.

► **For the daily schedule at a glance**

Go to Part III: Schedule

This part provides an overview of the general conference schedule as well as the schedule for the three simultaneous series of in-depth parallel sessions dealing with literacy (parallel sessions A), effective schools (parallel sessions) B and early childhood development (parallel sessions C).

► **For information on side meetings held during the Biennial Meeting**

Go to Part IV: Side meetings

This part presents fringe meetings and events held in Libreville during the Biennale.

► **For practical information on organizational matters, accommodation and how to get around in Libreville**

Go to Part V: Practical information, map of Libreville and list of hotels

The information in this part relates to registration and access to meetings and to the various services you may need during your stay in Libreville. A city map and the list and location of hotels are included.

► **For information on how to get around in the Conference Center**

Go to Part VI: Conference Center

A plan of the Conference Center is included.

Biennale documents

Throughout this annotated program, documents prepared specially for the Biennale and related to presentations or discussions are pointed out with the following triangle ▲

Concept of the Biennale

The ADEA Biennale

The most significant regional encounter for educational co-operation in Africa, the ADEA Biennale, which takes place every two years, brings together African Ministers of Education and Training, high-level representatives of multi-and-bi-lateral organizations working in the field of development, researchers, practitioners and other education professionals in sub-Saharan Africa. Almost 400 participants, amongst which 35 ministers and deputy ministers, were present at the last Biennial Meeting, which took place in Mauritius in December 2003.

At the beginning, the Biennial Meetings were held in Europe but since 1997 they have taken place in Africa (in Dakar in 1997; Johannesburg in 1999; Arusha in 2001 and Grand Baie, Mauritius in December 2003). They are traditionally opened by two Heads of State, one from the host country and the other from another Sub Saharan country.

The Biennial Meetings provide an excellent opportunity for meeting other participants, for discussions and for the sharing of experience and knowledge. They also represent an important element in the life of the association. Their principal objective is to encourage and enable straightforward and open discussions to take place, with the support of analytical work undertaken specially for the event, as well as through the numerous contributions that are made available by education professionals and practitioners who are members of the ADEA network and, particularly, by the association's working groups. For the 2006 Biennial Meeting, over 70 documents and case studies have been produced to explore in greater depth the theme of the quality of education in schools and in literacy and early childhood development programs.

Each Biennale is centered on a basic theme which is critical for the development of education in Africa. The themes of the six previous Biennial Meetings were as follows:

- 1993: The implementation of educational projects and programs (Angers, France);
- 1995: The processes of education policy formation (Tours, France);
- 1997: Partnerships for Capacity Building and Quality Improvements in Education (Dakar, Senegal);
- 1999: What Works and What's New in Education: Africa speaks! (Johannesburg, South Africa);
- 2001: Reaching Out, reaching All: Sustaining Effective Policy and Practice for Education in Africa (Arusha, Tanzania);
- 2003: The Quest for Quality – Listening from the African Experience (Grand Baie, Mauritius).

Context of the 2006 Biennial Meeting: challenges and opportunities for primary education, literacy and early childhood development

The 2006 Biennial Meeting will be held in a context in which the challenges facing Africa remain a cause of serious concern: civil conflict, increased impoverishment, exponential spread of the HIV/AIDS pandemic, countries at risk of not reaching the Education for All (EFA) goals in 2015. Despite this gloomy picture, there are some grounds for optimism: the debt cancellation process initiated by the G8, the impetus given to poverty-reduction programs and the Millennium Development Goals reflect strong commitment on the part of the international community and represent new opportunities for progress.

In the wake of these initiatives, new forms of cooperation are being established, with sector-wide and intersectoral aid approaches linked to holistic and macroeconomic analyses of poverty. At the same time, the top political leadership of African countries is increasingly asserting its will towards ownership of development policy and programs. This is reflected in the founding of the

African Union and its NEPAD program, which proclaim the determination of African heads of state to take responsibility for the continent's development and on that basis to build a new type of partnership with the North. Another illustration is the recent decision by the Khartoum summit of African heads of state to launch a new Decade of Education in Africa (2006-2015) that takes account of the lessons learned from the evaluation of the OAU education decade (1997-2006).

To meet these challenges and grasp these opportunities, Africa has no more powerful lever available than education. As a vital factor in economic growth, equitable redistribution, protection of health and the environment, the promotion of democratic citizenship and national cohesion, education is both a necessary condition for sustainable development and a powerful force driving it. The central importance of education, which is increasingly recognized around the world, is precisely what explains the collective commitments and mobilization to achieve the EFA goals. And the pillars of EFA are precisely primary education, youth and adult literacy, and early childhood development (ECD).

The EFA movement

Since 1990, the Education for All movement launched by the Global Conference in Jomtien has made basic education for children, teenagers and adults a central commitment of the international community. In April 2000, the World Education Forum in Dakar reiterated and strengthened these commitments, embodying them in six goals. The state of progress toward these goals is as follows:

Goal 1: Early childhood care and education (ECCE)

Progress in broadening access has been slow, and children from underprivileged backgrounds are more at risk than others of being excluded from ECCE. In sub-Saharan Africa, a child can count on only 0.3 year of pre-school education, as compared to 1.6 in Latin America and the Caribbean and 2.3 in North America and Western Europe. In many developing countries, ECCE programs are implemented by inadequately qualified teachers.

Goal 2: Universal primary education

Worldwide, the number of children out of school is declining: it fell from 106.9 million in 1998 to 103.5 million in 2001. Although the past decade has seen progress in enrolling more children in school, the rate of increase is too slow to achieve UPE by 2015. If past trends continue, the net enrollment rate should reach a world average of 85% in 2005 and 87% in 2015. Completion of primary education remains a major cause for concern: late enrollment in school is common practice, survival rates in the fifth primary year are low (under 75% in 30 of the 91 countries for which data are available) and repetition rates high.

Goal 3: Learning needs of young people and adults

Efforts to raise the skill level of young people and adults have had only a marginal impact in the few developing countries that have conducted evaluations of such programs. At the global level, progress is difficult to evaluate.

Goal 4: Literacy

Some 800 million adults were illiterate in 2002¹, and 70% of them lived in nine countries, almost all of which were in sub-Saharan Africa and in East and South Asia, specifically India, China, Bangladesh and Pakistan.

1. The number of illiterate people has been re-assessed by the UNESCO Institute of Statistics (UIS) based on the most recent data available. The present estimation is much lower than the 862 Millions illiterate people shown in the 2003/4 Global Monitoring Report. This is due to several factors, including new data provided from recent censuses and surveys carried out in a number of countries. The census carried out in China in 2000 has for example reduced by 50 million the estimated number of illiterate adults in the country.

Goal 5: Gender

Over the last decade, many countries around the world made noteworthy progress toward gender parity in primary and secondary education. Large gender gaps persist nevertheless, particularly in the Arab states, sub-Saharan Africa, and South and West Asia. In 2001, at the global level, girls accounted for 57% of primary school-age children not enrolled in school; in the Arab states and South and West Asia, this figure was over 60%. In 71 countries out of 175, the primary school participation rate of girls is well below that of boys (gender parity index less than 0.97). Gender disparities are still greater in secondary and higher education. Of the 83 developing countries for which data are available, half have achieved gender parity in primary school, less than one-fifth have done so at the secondary level and only four in higher education. Nearly two-thirds (64%) of the illiterate adults in the world are women.

Goal 6: Quality

The countries that are furthest from achieving goals 1 through 5 are also the furthest from reaching goal 6. Several indicators provide information on various aspects of quality. Public spending on education accounts for a higher share of GDP in rich countries, where the EFA goals have already been reached, than in the poorest countries, where the coverage provided by under-funded education systems needs to be both extended and improved. Expenditure has increased over the last decade in many developing countries, particularly in East Asia, the Pacific, Latin America and the Caribbean. Pupil/teacher ratios are higher than they should be in many countries in sub-Saharan Africa (regional average: 44/1) and South and West Asia (regional average: 40/1). In many low-income countries, teachers do not even meet the minimum standards required for admission to the teaching force, and many have not fully mastered the education program. The HIV/AIDS pandemic is gravely compromising the provision of quality education and is a major cause of teacher absenteeism. Data for scores on national and international tests show that inadequate learning outcomes are widespread in most developing regions.

As regards Africa more specifically, the review conducted by the “Dakar+5” seminar in 2005 on progress toward Education for All shows substantial progress in broadening access to education. Nine African children out of 10 now enter school. The efficiency of school systems is particularly low, however, as only 60% of the children who enter school complete primary education, and of these, about 50% have not mastered the basics. Obviously, this lackluster performance of African schools offers no hope that they will have a major impact in the near future on the goal of eradicating illiteracy in Africa. And yet literacy for all is a necessary condition and crucial factor of sustainable development for any country. That is why we must welcome the decision made by the 56th General Assembly of the United Nations to proclaim a “United Nations Literacy Decade” for the period 2003-2012. In Africa, the launch of the Literacy Decade took place at the 2003 ADEA Biennial Meeting in Mauritius. It represents a formidable challenge in terms of mobilization, since the literacy sub-sector suffers from a shortage of investment, both national and international. The internal and external efficiency of education programs was seriously cast into doubt by the disappointing results of the mass literacy policies and campaigns undertaken in the period following the independence of African countries. Since then, there has been no lack of success stories, but they have not really reversed the disengagement observed in this sub-sector. It is thus essential to grasp the opportunity offered by the UN literacy decade to give fresh impetus to the fight against illiteracy, which remains a major development issue in Africa.

According to the EFA Global Monitoring Report 2006, “140 million adults in sub-Saharan Africa lack the basic learning tools needed to make informed decisions and participate fully in the development of their societies”. In fact, with less than 60% of adults able to read and write, Africa has one of the lowest illiteracy rates in the world, along with large disparities. For every 100 literate men, there are only 76 literate women. Whereas literacy rates are below 40% in most of the Sahel countries, they stand at 90% in the Seychelles and Zimbabwe. In general, rural areas are at a considerable disadvantage with respect to urban areas, particularly in countries with low literacy rates.

In general, early childhood development programs contribute significantly to success in school, and hence to literacy, yet the huge majority of African children are excluded from pre-primary education – which, to be sure, is not all there is to early childhood development. The gross enrollment rate in pre-primary education in Africa is under 6%. In most cases, the few children who do enter pre-school establishments are the children of the privileged classes of society, while the poorer population groups are neglected, particularly in rural areas. And yet it is precisely the latter who have the greatest need of protection, nutrition, health care, intellectual stimulation activities, etc. The African conferences on ECD organized by the ADEA Working Group on ECD and its partners in the Consultative Group on Early Childhood Care and Development have been effective forums for promoting policy dialogue and discussions among professionals with the aim of expanding and improving programs. They have also helped to promote a holistic view of and intersectoral approaches to early childhood development that require collaboration and coordination among the various ministries of government, as well as the development of partnerships between the state and civil society. Building the capacity of families and communities in the area of protection, nutrition, health and stimulation of small children is another crucial aspect of ECD.

Issues and objectives of the 2006 Biennial Meeting

The international mobilization for the EFA goals has given priority to two of the six Dakar goals, universal primary education and gender parity, which are also the only two EFA goals included in the Millennium Development Goals. As it often happens at the international level that commitments and actions confuse priority with exclusivity, the other EFA goals – early childhood development, literacy, the learning needs of young people and adults, and, to a certain extent, the quality of education – have not received enough attention and effort. For this reason, the ADEA Steering Committee decided that the 2006 Biennial Meeting would pursue in greater depth the work on improving the quality of education, the theme of the 2003 Biennale. This concern for continuity is reflected in the choice of theme for 2006: the effectiveness of basic education. The components of basic education are explicitly designated, as regards both their specific features and the linkages among them: formal elementary schools, literacy and education of young people and adults, early childhood development.

The first measure of the effectiveness of learning – in school systems, schools and programs – is the rate of survival and completion of the educational level considered. In Africa, repetition and dropout rates are particularly high in basic education, which means that coefficients of efficiency are low, at 60% on average. This measure of internal efficiency does not, however, encompass the entire issue of the quality of learning. Various evaluations show that, of the pupils who complete basic education, nearly half have not acquired the basic skills. And it is precisely these learning outcomes that count most, since there is a considerable risk that the young people in question will become illiterate. Despite all this, however, success stories can be observed in many African countries in the sub-sectors of basic education. How can these be explained?

Which schools and which literacy and ECD programs display better performance in terms of the effectiveness of education, as measured at the two levels indicated above, namely the efficiency of the school system and the effectiveness of learning?

Do African schools and programs of this type share any characteristics specific to Africa?

If so, how can these characteristics be recognized, defined and conceptualized with a view to capitalization and reproducibility.

If not, how can they be analyzed and compared in order to reveal the contexts, factors and conditions that can have a significant impact on learning outcomes? What lessons can be drawn for policies and strategies to enhance effectiveness?

This overall issue of the Biennial Meeting thus focuses on the outcomes of basic education and on what determines these outcomes in the location and environment in which learning takes place. Beyond this point, schools and ECD and literacy programs are examined individually.

What can be done to reduce significantly the rates of repetition, dropout and failure in African schools in order to increase their efficiency? In other words, how can an ineffective school be made effective?

In African contexts of scarce resources, what ECD strategies and experiences have proved to be effective in terms of finding satisfactory solutions to the vast array of needs (particularly those of the poorest) and in terms of impact on successful learning?

Why and how should we promote literacy programs that ensure – if not for all, at least for the greatest number – the success of the learning process and actually insert learners into the processes of developing self-sufficiency, personal self-help and collective development?

The notion of external efficiency comes into play here, raising the question of the relevance of education and its private and social returns. The policy-level definition of the purposes of basic education and their translation into the general goals and objectives of curricula, operational training objectives, and processes and procedures for teaching/learning and evaluation will determine the meaning, the utility and the utilization of what is learned for personal development and in social practice.

Lastly, the issues facing the Biennial Meeting include that of the search for synergy among the components of basic education, with an eye to broadening access and improving quality. In its formulation of the EFA goals, the Dakar Forum clearly established the linkages between school-based education, literacy and early childhood development. First, their activities converge to increase the level and the stock of education in a country's total population and to achieve the EFA goals. Second, the relationships among these three components are interactive. Primary schooling attacks the roots of illiteracy, while literate parents develop a more positive attitude toward their children's pre-school and school education; moreover, literate parents can provide more effective support for learning. The importance of ECD is better understood and taken into account by educated families and communities. Many research studies show that ECD programs bring a noteworthy improvement in academic performance, and even in social and working life. Lastly, in general, the pooling of the resources of the school system, literacy programs and pre-school education through an integrated strategy regarding the EFA goals can certainly create new synergies, unify efforts, tap latent or under-used resources in the system, build capacity and improve the quality of the supply of education, particularly in contexts where the scarcity of resources requires that efficient use be made of what few resources are available. This raises more explicitly another aspect of efficiency that relates to resource allocation and utilization: the efficient transformation of resources into learning outcomes.

These are the issues on which the Biennial Meeting seeks to engage ministers, development agency representatives and education professionals in a dialogue aimed at achieving the following goals:

- to exchange experiences and share knowledge on the characteristics, conditions and factors in Africa that determine the effectiveness of basic learning, in order to enrich one another's views, conceptions and practices; this is supposed to help strengthen the transformation capacities of decision-makers and key education stakeholders;
- to develop collegial consideration of the policies and strategies that create contexts conducive to the emergence of these conditions in order to promote shared understanding of the challenges facing us and the approaches that are likely to overcome them; this should increase the effectiveness of the dialogue, partnerships and concerted action;
- to promote a set of concepts, methodologies and instruments as well as a culture of educational quality rooted in the specific features of African contexts and geared for action, in order to take up the challenge of successful basic education for all;
- to promote partnerships and networks to pool and reinforce projects and expertise relating to the improvement of the quality of basic education, particularly on the basis of the inter-country quality nodes; this is supposed to help build national and regional capacity.

In short, the Biennial Meeting is a high point of policy dialogue, inter-learning and intermingling among the main stakeholders in African education on issues that are critical for the development of education. It is hoped that these discussions and interactions will act as a melting pot that will catalyze new commitments, innovations and reforms to drive qualitative change in education and training systems. If so, the Biennial Meeting in Gabon, like previous ADEA Biennial Meetings, will make a significant contribution to the thinking and action of African countries in quest of effective education systems that can bring them into the virtuous circle of education and sustainable development.

Annotated Program

MONDAY 27 MARCH: MORNING

Meeting of the Caucus of Ministers

9:00 - 16:00

Agenda of the meeting

Time	Issues to be discussed	Presenters
9:00/ 11h00	Presentation and Discussion: Perspectives for a new Decade of Education in Africa (2006-2015): outcome of the African Union's Summit in Khartoum (Sudan).	Presentation by H. E. Mr. Alpha Oumar Konaré, Chairman of the African Union Commission
11:00/ 11:15	Coffee Break	
11:15/ 11:45	Presentation and Discussion: Ministers' involvement in the Decade of Education for Sustainable Development in Africa	Presentation by Ms. Lalla Aicha Ben Barka, Director of BREDa, UNESCO's Regional Office for Education in Africa
11:45/ 12:15	Dialogue between Ministers of Education and Ministers of Finance: Lessons learned by the ADEA Working Group on Finance and Education (WGFE)	Presentation by WGFE
12:15/ 13:00	The Review exercise in Mauritius as experienced by the ADEA Working Group on Sector Analysis (WGESA)	Presentation by WGESA
13:00/ 14:30	Lunch Break	
14:30/ 17:00	1. Presentation of the Bureau of Ministers' report of activities	Presentation by the Chair of the Bureau of African Ministers, Hon. Mrs. Rosalie Kama-Niamayoua, Republic of Congo
	2. Discussions on the strategic framework related to ADEA's future activities	
	3. Election of a new Bureau of Ministers	

**During each Biennial Meeting ADEA organizes a meeting for the Caucus of Ministers of Education and training in sub-Saharan Africa.
Attendance of the Meeting is reserved to the Ministers only.**



Official Opening Ceremony of the Biennale

17:30 - 19:00

Chairman

- Hon. Mr. Albert Ondo Ossa, Minister of National Education and Higher Education, Gabon

Speakers

- Ahlin Byll-Cataria, ADEA Chair (10 minutes)
- Hon. Mrs. Rosalie Kama Niamayoua, Chair of the ADEA Caucus of African Ministers (10 minutes)
- Mrs Simone de Comarmond, President of the Forum of African Women Educationalists (FAWE) (10 minutes)
- Zeinab El Bakri, Vice President of the African Development Bank (10 minutes)
- H.E. Mr. Alpha Oumar Konaré, President of the African Union Commission (15 minutes)
- H.E. President Pedro de Verona Rodrigues Pires of the Republic of Cape Verde (15 minutes)
- H.E. President El Hadj Omar Bongo Ondimba, of the Republic of Gabon (15 minutes)

Plenary Session I: General Introduction

9:00 - 11:00

*Plenary Session 1 will open the discussions of the Biennale.
After the introductory speeches, two reports will be presented and discussed:
an assessment of EFA in Africa by the Global EFA Monitoring Report and a
presentation of the ongoing peer review exercise in Gabon.*

Chairperson

- Hon. Mrs. Rosalie Kama-Niamayoua, Interim Chair of the ADEA Bureau of Ministers

Speeches by Keynote Speakers

- H.E. Nahas Angula, Prime Minister of Namibia (from 9h-9h20)
- Birger Fredriksen, Education Expert and Former Senior Advisor at the World Bank (from 9h20-9h40)

Presentation

▲ EFA Monitoring Report on Literacy in Africa

Panelist:

- Nicolas Burnett, Director of the EFA Monitoring Report, introduced by Peter Smith, ADG Education / UNESCO

Presentation of the EFA Monitoring Report on Literacy in Africa by Nicolas Burnett, Director of the EFA Monitoring Report with an introduction by Peter Smith, ADG Education / UNESCO (from 9h40-10h)

Discussion: 30 mn (from 10h00 – 10h30)

▲ Gabon's Education Sector Peer Review experience

Panelist:

- Hon. Mr. Albert Ondo Ossa, Gabon's Minister of National Education and Higher Education (10h30-10h45)

Discussion: 15 mn (from 10h45 – 11h00)

Plenary Session 2 : The Foundations and Evolution of Literacy in Africa

11:30 - 13:00

Session 2 will be a general introduction to the theme of literacy via two presentations

Chairperson

- Fabienne Lagier, Education Consultant, Swiss Agency for Cooperation and Development

Presentation

▲ Why invest in African Literacy Programs?

Panelist:

- Sibry Tapsoba, African Development Bank (15-20 mn)

This presentation attempts to answer this question. First, from the fundamental standpoint of human law, literacy is a vital component of the democratization of societies and the recognition of human rights. But the effectiveness of this law must also be considered in relation to the individual and collective returns and benefits of literacy training.

From the standpoint of investment, measurement of the costs involved proves to be important. According to the EFA Global Monitoring Report, they may range from USD 100 to USD 400 depending on the context. In terms of cost-benefit analysis, formal primary education and non-formal literacy training seem to stand at roughly the same level. There is no lack of arguments for the benefits of literacy: (i) linkages between literacy and progress in health, political behavior, agricultural innovation, receptiveness to technology, etc.; (ii) linkages between the literacy of women and progress as regards their children's survival, health, education, etc.; (iii) linkages between literacy and collective, structural and strategic effects in the process of social change, as well as poverty reduction, self-sufficiency and self-help, etc.

▲ Changes and trends: New representations of literacy

Panelist:

- Adama Ouane, Directeur de l'Institut de l'UNESCO pour l'éducation (IUE) (15-20 mn)

Although still somewhat behind expectations, overall literacy rates have more than doubled since 1970. The gender parity index has risen from around 0.45 to 0.75. Analysis of the trends associated with these advances reveals new strategies based on decentralization, use of contractual instruments, partnerships and a redefinition of the respective roles of the state and civil society. These strategies bring positive effects (adaptation of programs to the local level, great potential for expansion, close supervision, community participation and support, etc.), but they also require that the conditions needed for success be created (effective monitoring and evaluation mechanisms, operational tools to empower and involve communities, etc.).

In addition, experiments are being conducted in the development of «national qualification frameworks» that define levels of basic skills and knowledge in order to establish bridges between the formal, non-formal and informal education sectors.

Overall, new trends are emerging: the diversification of provision, priority to women, the decline in the average age of learners (adolescents), targeting of groups having specific needs, linkages between school programs and the social and productive sectors, participatory teaching methods, curricula geared toward skills development. The vital question of what happens once literacy is

acquired then arises in all its complexity: access to reading materials, availability of continuing education, opportunities either to assume duties that give an incentive to use literacy skills or to manage businesses requiring the use of these skills.

Promoting self-sufficiency appears to be the alternative strategy that incorporates individual emancipation and social transformation into the literacy training process. All this should lead national governments and the international development cooperation community to take a different view of literacy and devote more effort to it.

Discussion: 45 mn

Plenary Session 3: Conditions and Factors of Effective Schools in Africa

14:30 - 16:00

Session 3 will bring up basic issues related to the effectiveness of African schools

Chairperson

- Hon. Mr. Alpha Wurie, Minister of Education, Sierra Leone

Presentation

▲ Characteristics of effective schools in Africa: The role of the school director, the teacher effect and community contributions

Panelist:

- Adriaan Verspoor, Education Expert and Coordinator of ADEA's ad hoc Working group on Quality (15-20 mn)

After a brief review of the literature on the effectiveness of schools, the presentation focuses on the characteristics of effective schools in Africa. Citing Ward Henneveld's study based on experiences in Madagascar, Mozambique, Tanzania, and Uganda, this summary sets out the problems involved in making African schools more effective, emphasizing the central importance of teachers and of the process at work at the local level. However, the impact of these factors is overdetermined by institutional factors, in which the management and leadership of schools systems, and of individual schools, play a crucial role. The content and language of instruction, factors often neglected by studies of effective schools, are also invoked, as are decentralization and community participation.

▲ Bilingual education, active pedagogies and pertinent curricula: factors of effective learning

Panelist:

- Hon. Mrs. Becky Ndjoze-Ojo, Deputy Minister of Education of Namibia (15-20 mn)

The presentation is primarily based on a review of African experiences of bilingual education. This research is an integral part of the follow-up activities to the 2003 Biennale on improving the quality of education through the use of African languages as teaching languages. Drawing mainly on expert studies and independent evaluations, six academics analyzed learning outcomes in relation to models of bilingual education, along with the factors conducive to success or failure in the technical, financial, linguistic, political and social spheres. Experiences in the following countries were studied: Benin, Burkina Faso, Botswana, Cameroon, Chad, Eritrea, Ethiopia, Ghana, Guinea, Guinea-Bissau, Kenya, Liberia, Mali, Malawi, Mozambique, Namibia, Niger, Nigeria, Uganda, Senegal, Somalia, South Africa, Tanzania, Togo and Zambia.

Disputed issues such as costs, cost-effectiveness, equity, and the choice of which local language to use in teaching are also addressed. One of the major conclusions is that bilingual education models in which the pupil's first language is used as the language of instruction for at least six years have a much stronger positive impact not only on learning outcomes but also on social and economic development. To ensure the quality and relevance of the knowledge acquired, however, it will also be necessary to employ appropriate pedagogical methods and undertake relevant curricular reform.

Plenary Session 4: Facing the Challenge of Defining ECD Models that can be Scaled Up

16:30 - 18:00

Session 4 will introduce the theme of Early Childhood Development, hereby insisting on the political and strategic dimensions as well as on the issue of cost-effectiveness

Chairperson

- Ann-Therese Ndong-Jatta, Director, Division of Basic Education, UNESCO

Presentation

▲ The progress made in of early childhood development in Africa: promoting a favorable political environment

Panelist:

- Agnes Aidoo, Consultant in Ghana and former UNICEF Representative for Tanzania and the Seychelles (15-20 mn)

Over the last three or four decades, nearly all countries in sub-Saharan Africa have developed and implemented various forms of sector-specific activities to promote early childhood development (ECD). These activities have assisted a great many children, especially at the time when they enter the school system. However, most of these programs face problems of poor quality, inequitable distribution and inadequate resources. Today, it is urgent to adopt more holistic policies that encompass health, nutrition, water and hygiene, care, stimulation, learning, social protection and the self-sufficiency of families and communities, so that children can realize their full potential. This paper demonstrates the important link between the improvement of ECD programs in Africa and success in the international commitments given by African governments. Advocacy to mobilize the commitment and political will of governments is crucial, since these are what create a context conducive to the expansion of ECD programs.

▲ Early childhood care and education in sub-Saharan Africa: Expanding and improving services

Panelist:

- Alain Mingat, Research Director at France's National Center for Scientific Research (CNRS), IREDU-Université de Dijon and Education Expert at the World Bank (15-20 mn)

The paper begins by showing the links, in the fields of health, nutrition and education, between the Millennium Development Goals (MDGs), the breaking of the poverty cycle and early childhood development (ECD). It focuses in particular on answering three questions: What main structural and organizational decisions need to be taken to achieve the MDGs and the Dakar EFA goals? What do these decisions entail in terms of human and financial resources? How can the achievement of this goal be financed?

Various discussion points are then made relating to efficiency and effectiveness:

- ▶ connecting ECD activities to generic social activities that serve as a sheltering umbrella;
- ▶ integrating activities targeting the two age groups (0-3 years and 3-6 years) into a comprehensive ECD strategy;
- ▶ developing strategies that maximize the synergy between formal structures and community-based activities;

- managing selectivity in the implementation of ECD activities. The issues of affordable costs and sustainable financing are analyzed in relation to possible policy and strategic options.

Discussions: 45 mn

Official Launch of the United Nations Decade of Education for Sustainable Development

18h00 - 19h00

Pursuant to the resolution of the 57th session of the General Assembly of the United Nations in December 2002, the United Nations Decade of Education for Sustainable Development (UNDESD, 2005-2014) was launched in New York in March 2005. The vision of education for sustainable development is a world in which each person has the opportunity to receive an education of good quality and to learn the values, skills and behavior required to bring about a sustainable future and beneficial transformation of society.

The goals of the Decade are as follows:

1. to give an enhanced profile to the important role of education and learning in the global pursuit of sustainable development;
2. to facilitate networking, linkages, exchange and interaction among stakeholders in education for sustainable development;
3. to provide an opportunity for refining and promoting the vision of and the transition to sustainable development – through all forms of education, public awareness and training;
4. to foster improvement in the quality of teaching and learning in education for sustainable development;
5. to develop strategies at all levels to increase the resources available to education for sustainable development.

As the lead agency of the Decade, UNESCO is to conduct, facilitate and coordinate the implementation of activities related to the Decade at the international level. Within this framework, the UNESCO regional offices will facilitate the development of regional strategies for implementation of the Decade. For sub-Saharan Africa, this role will be played by the UNESCO Regional Office for Education in Africa (BREDA) in Dakar.

Dinner offered by the Ministry of National Education and Higher Education of Gabon

from 19h30

During the dinner, ADEA will launch its publication "The Challenge of learning: Improving the Quality of Basic Education in Sub-Saharan Africa"

In-depth Parallel Session I**9:00 - 11:00****A. Effective Literacy Programs****A 1. Vision, Policy and Strategy: Analysis and Prospects for Future Development****Chairperson**

- Hon. M. Pandor, Minister of Education of South Africa

ADEA Film**Learning and Self-Sufficiency: An Adult Literacy Program in Burkina Faso**

In a small village of some 100 inhabitants, about 30 young women and men, the prime movers of the village, participate in an experimental literacy program. Above and beyond the skills learned (reading, writing, arithmetic, etc.), the program transforms the lives of families and that of the entire village.

General Introduction*Panelist:*

- Lalla Ben Barka, Director, UNESCO BREDA

Presentation**▲ Visions, policies and strategies for increasing literacy in Africa***Panelist:*

- Tonic Maruatona

This paper explores the synergy between vision, policy and strategies of literacy education in Africa and offers examples of countries that have demonstrated a link between the three. Countries formulated plans of action for both adult learning and Education for All based on their national contexts and the international agreements decided upon at UNESCO conferences. Donors have funded some literacy projects emphasizing Universal Primary Education which excluded adult learners. Countries have used campaigns, programs, and projects to enable community members in the acquisition of skills needed for decision making in their contexts, and allowing their participation in the broad development issues of their nations as well as the international realm. Consequently, literacy policies are either separated from or embedded in the general education policy. By analysing both policies and strategies for literacy, this study makes some suggestions on how to enhance political will to deliver demand-driven literacy programs. The study also identifies a number of promising practices such as decentralization for increased learner involvement and improvement in the recruitment, continuous training of literacy teachers, such as in Namibia, which has moved away from using volunteers to hiring them on an annual contractual basis. It stresses the importance of considering the gender bias of particular literacy approaches, of lifelong learning as an educational strategy, of the use of mother tongue as a mode of delivery such as in Mali, and of working in partnership with civil society and NGOs. These coherent policies have had a profound impact on the acquisition and the effective use of literacy in sub-Saharan Africa.

▲ Integrating Literacy and Non-formal Education into Burkina Faso's Education Policy

Panelist:

- Hon. Arsène Hien, Deputy Minister of Education, Burkina Faso

This paper reports on Burkina Faso's experience with literacy training and non-formal education. It briefly reviews literacy policy and strategies from the post-colonial period to the creation of the Permanent Centers for Literacy and Training (CPAF) in 1991. It places special emphasis on (i) the importance of non-formal education as a source of provision that can make up for the shortcomings of the formal system, (ii) the linkages between the formal and non-formal sectors, (iii) the problems facing the literacy and non-formal sub-sector, (iv) the strengths and potential that the sub-sector can leverage to build its capacity and reorganize to meet the educational needs of the population.

▲ National Policy for Youth and Adult Education in Brazil

Panelist:

- Hon. Dr. Ricardo Henriques, Vice Minister of Education of Brazil

This case study describes the new Brazilian National Policy of Adult and Youth Education. Since 2003, literacy has been a political priority with a focus on the reduction of disparities (regional, urban/ rural, gender and ethnic groups). This requires the recognition of diversity amongst realities and subjects, with a range of learning needs and, as a result, policies directed towards these segments demand a strong partnership between civil society and the public sector. Education is treated as a part of the process of building conscious and active citizenship, by respecting and giving value to the plurality of subjects and to their respective specificity.

B. Effective Schools and Quality Improvement

B 1. Characteristics of Effective Schools

Chairperson

- Hon. Mrs. Catherine Abena, Secretary of State for Secondary Education, Ministry of Secondary Education, Cameroon

Presentation

▲ Characteristics of Effective Schools in Africa: A Synthesis of Studies in Madagascar, Mozambique, Tanzania and Uganda

Panelist:

- Alice Nankya Ndidde

This paper presents the findings and conclusions of four sub-national studies on the quality of primary education in Uganda, Madagascar, Mozambique, and Tanzania. In each country, a survey has been conducted on 30 schools. The conclusions suggest that a greater focus on teacher-learning processes and how to improve them should drive decisions on which school characteristics to invest in to improve student results. The study found that the availability of classrooms, teacher housing close to the school, and external supervision do not differentiate high-performing schools from low-performing ones. However, the Head Teachers' supervision and monitoring of teachers supervision would have an impact on pupil learning.

▲ Cost-Efficient Inputs : A Meta-Analysis of the SACMEQ and PASEC Evaluations

Panelist:

- Katarina Michaelova, researcher, Hamburg Institute of International Economics

The 2003 Biennial Meeting assembled considerable evidence establishing a set of inputs that have a good cost-effectiveness ratio in learning. This paper confirms these findings, adding empirical results from recent studies based on new methodological approaches such as random evaluations and natural experiences. It also analyzes micro-data stemming from large-scale evaluations of learning outcomes that have recently become available for Anglophone and Francophone Africa, in order to verify that the results are valid in the African context. Intangible inputs such as empowerment, effort and motivation, transparency, parents' monitoring capacity, etc. are also taken into consideration. It emerges that reforms aimed at making schools more effective must include incentive mechanisms for teachers and school principals, as well as the supply of inputs such as textbooks and other books.

▲ Grade Repetition

Panelist:

- Jean Marc Bernard, PASEC Advisor

The average rate of repetition stands at 5% worldwide, but at 18% for Africa. Disparities on this scale are held to be due to differing conceptions and views of education. Repetition rates for the Lusophone, Francophone and Anglophone countries of Africa are 20%, 19% and 8.5% respectively. The legacy of colonialism seems to determine national cultures and practice in this sphere. The PASEC study calls repetition into question as:

- ▶ a source of inefficiency in school systems and a barrier to universal primary enrollment;
- ▶ illusory as a condition for catching-up and improved performance;
- ▶ the result of inconsistent and subjective evaluations and decisions.

The analysis leads to the exploration of options for changing conceptions and practice in this respect.

Discussant

- Matthieu Brossard, Education Policy Analyst, Pôle de Dakar

C. ECD Programs that Can Be Scaled Up

C 1. Preparing Schools for Children

Chair person

- Hon.Mrs. Indranee Seebun, Minister of Women's Rights, Childhood Development and Family Affaires, Mauritius

Oral Presentation

The First and Second Years at School

Panelist:

- Ann Therese Ndong-Jatta, Director, Division of Basic Education, UNESCO

Presentation

▲ Facilitating the transition for Children in their First Year of School

Panelist:

- Gilberto Mendez, Education Specialist, Christian Children's Fund

This paper addresses a key issue in basic education, the difficulties that children experience adapting to school and attendant high repetition rates in first grade. This will be addressed from two perspectives, the readiness of children as they leave preschool programs and the readiness of schools they enter. This paper presents a transitions framework based on enhanced relationships among parents, preschool and schoolteachers, and children.

Transition frameworks are emerging. Some deliberately aim to build bridges between preschool education and the early grades of school. Studies in the Eastern Caribbean point out the need for harmonizing preschool and school curriculum, teacher training and pedagogy. Some frameworks address the need for children to enter school "ready to learn" while others stress the need for a child friendly environment in schools and call for more child-centered, active learning.

This paper presents central features of child and school readiness arguments and findings, and practical features of a transitions framework based on relationships, drawing from CCF experiences in Honduras and Kenya.

▲ From Bisongo to Satellite Schools: Responding to the Need for Integrated Child Development in Burkina Faso

Panelist:

- Hon. Minister Amadou Diendioda Dicko of Basic Education and Literacy of Burkina Faso

The Bisongo and the satellite school are educational innovations initiated in 1995 to meet the challenge of Education for All in Burkina Faso. The Bisongo is a village framework of supervision for the integrated development of young children. The satellite school is a school with three classes, located in a village more than 3 km from the nearest traditional primary school; it admits children from 7 to 9 years of age, at least 50% of whom are girls. One of the psychological, pedagogical and cultural particularities of the satellite school is the use of the child's mother tongue as the medium of instruction as from the first year, on an equal footing with French.

This paper reviews the results of these alternative educational solutions since 1995, particularly as regards access and gender parity, and discusses the prospects of taking them to scale.

Exploring the Links Between Adult Education and Children's Literacy: A Case Study of the Family Literacy Project, Kwazulu Natal, South Africa

Panelist:

- Wilna Botha, Family Literacy Project; South Africa

The Family Literacy Project is a small non government organization (NGO) from rural KwaZulu Natal, South Africa. In most societies children grow up with their parents or a close family member, a grandparent or aunt. These adults, along with older siblings are the child's first teachers. The education and learning link between children and their adult carers is clear. Children learn from those around them.

There is another side to this relationship and this raises the question of if, and how, children influence their adult carers. Will the adults seek educational opportunities that will help them to be more effective parents?

This case study looked at both the adult-child link in education and learning, as well as the child's influence on the adult to seek further educational opportunities.

In-depth Parallel Session 2

11:30 - 13:00

A. Effective Literacy Programs

A 2. Effective and Promising Programs

Round Table

Chairperson

- S.E. M. Razafinjato, Ministre de l'éducation nationale et de la recherche scientifique de Madagascar

General introduction to the session

Panelist:

- Sonja Fagerberg-Diallo, Director, Associates in Research and Education for Development (ARED)
- Pape Madéfall Gueye, Deputy director, EEMAS-SA

Presentation

▲ Approaches and Processes Focused on Learners: the Link between Non-formal Education and the Creation of a Literate Environment

Panelist:

- Sonja Fagerberg Diallo, Director, ARED, Senegal

This paper is based on 20 years' experience in the design and creation of approaches to education and adult literacy in African languages in Francophone West Africa. In recent years, our thinking about literacy has gone far beyond the simple desire to eradicate illiteracy. Rather, educators have sought to create a literate environment based on the principle of continuing education and the creation of learning societies. The paper examines this fundamental issue, drawing on the experience of a linguistic community – pulaar (fulfulde) speakers in Senegal – who readily agreed to participate in literacy programs with the deliberate aim of strengthening both their language and their culture. The paper also takes into account the overall context of West Africa, examining among other things the “faire-faire” programs adopted by most countries.

▲ Diversifying education's offer and orientation towards general demand in Senegal

Panelist:

- Pape Madéfall Gueye, Deputy director, EEMAS-SA
- Kassa Diagne, Project Director, PAPA II

In Senegal, the diversification of the supply of non-formal education is based on analysis of demand. This implies that every project or program must observe certain principles relating to the diversity of situations on the ground and of the needs of the population. The lessons learned from the experiences undertaken in Senegal are that participatory study of the environment is a pre-requisite for constituting any relevant form of educational supply and that the use of African languages as the medium of instruction is an important factor. The major challenges to be met have to do with the establishment of partnerships, mobilization of financial and local resources,

training and qualification of trainers, the teaching of French and the revision of curricula to incorporate vocational training.

▲ **Project to Support Professional Training for Neo-literates: An Efficient and Promising Project (PAFPNA)**

Panelist:

- Paul Gérin-Lajoie Foundation

The project to support vocational training for the newly literate, initiated in August 2004 in Senegal with the Paul Gérin-Lajoie Foundation as the implementing agency, is testing an apprenticeship-based approach to training, with shorter-term apprenticeships of 14 months in six low-technology vocational tracks. This project is based on a contractual, “faire-faire” approach with self-employed. Implementation entails facing a large number of challenges:

- ▶ access to vocational training at lower cost;
- ▶ suitability of training for the local context, particularly as regards the language question;
- ▶ quality, to ensure that the training is in line with the needs of local development and the labor market;
- ▶ management of the apprenticeship system as a component of the vocational training sector;
- ▶ the gender approach in the supply of and demand for vocational training;
- ▶ linkages between the proposed apprenticeship training and poverty reduction strategies, which raises the issue of strategies regarding admission to vocational training programs.

▲ **IEP’s experience in Mali: Processes, Approaches and Pedagogy**

Panelist:

- Maria Diarra Keita, Coordinator, IEP Mali

This study presents the potential of the evolving process of literacy training in the context of democratization and decentralization that has characterized educational reform movements in Africa since the 1990s. Taking the experience of Mali and the Institut pour l’Éducation Populaire (IEP) as the case in point, it describes the changes occurring in the forms of education through a “language of possibility” that emerges when the working principles of formal and non-formal education come to resemble one another.

Considering that the participation of the populace is both the means to and the end of development, the study points to the deficiencies in the current supply of education and proposes a “people’s intergenerational” form of education that can revitalize existing forms.

Examples of Beneficial Formal / Non-Formal Connections in Africa

Panelist:

- Anne Ruhweza Katahoire, University of Makerere

This paper is based on a review of selected cases of meaningful interactions between formal and non-formal education in Africa undertaken to assess forms of integration and linkages that currently exist between these education programs. In its analysis, the study adopts a systemic approach which advocates for the recognition of a holistic system of education with linkages between both formal and non-formal systems, seeking to provide optimal structure and preparedness to accomplish the social, economic and human welfare objectives. It adopts three categorizations of forms of integration, namely systemic, institutional and programmatic.

Moderator

- Koumba Barry Boly, Swiss Agency for Cooperation and Development

B. Effective Schools and Quality Improvement

B 2. Teachers and School Principals at the Center of Changes in the School and the Classroom

Round Table

Chairperson

- Jee-Peng Tan, Education Specialist, The World Bank

ADEA Film

Leadership and Effectiveness - A well managed primary school in the Republic of Guinea

In a neighborhood primary school in Conakry, the principal decided to upgrade the teaching approach of all the teachers working in the school. Through monitoring and training within the school itself, she improved the level of instruction dispensed by the teaching staff. She also called on a network of partners (parents, neighborhood community, NGOs, etc.) for help in continuing to develop her project for the school.

Roundtable discussion on:

▲ School principals' leadership as a factor of effectiveness: studies in Francophone and Anglophone countries

Panelist:

- Richard Charron, Secretary General of AFIDES

This study examines the characteristics of school management in 16 schools located in four African countries (Guinea, Mali, Central African Republic and Senegal). Despite difficult conditions, these schools obtained higher pass rates than other schools in their areas. Field surveys showed that the school teams interviewed were made up of people committed to and mobilized for the success of their pupils, and that the management of these schools was clearly able to rally and empower staff. Thus, despite the different contexts, policies and directions in these countries, it must be recognized that the basic unit of educational activity is indeed the individual school, and that it is within the school that the processes leading to increased scholastic success for all will, or will not, be established. Central to these dynamics are a number of exemplary management practices that play a significant role in pupil success in particular, and the effectiveness of the school in general.

▲ Synthesis of a questionnaire on the findings of the AFIDES study on school leadership

Panelist:

- Margaret Griffin, International Confederation of School Principals (ICP)

This paper is based on a survey conducted via a questionnaire administered to schools selected according to criteria of effectiveness in Ghana, Nigeria, South Africa, Tanzania and Zambia. The principals of these schools were asked to respond, on the basis of their own thoughts and experience, to the findings of a study on the relationship between the quality of school leadership and the effectiveness of the school. The questionnaire items had to do with categorization of schools, their distance from the capital city, the description of the relationship studied, the principal's point of view on the findings, standards of success, dropout and repetition rates, attendance (overall and by sex), successful learning and management of sub-standard performance.

The similarities that emerge point to the following as criteria of effectiveness and success: structured, visible management of the school, transparent management, continual communication, professional support and in-service training, pedagogical leadership, and evaluation and monitoring activities.

▲ Teachers for rural schools

Panelist:

- Aidan Mulkeen, Principal Education Specialist, The World Bank

A number of obstacles, relating to both supply and demand, bar the way to access to schooling for rural children. Among these obstacles, problems related to teachers are particularly acute: the shortage of teachers, their under-qualification, weak supervision and support, insufficient time at work, difficulties in gaining access to information. Having established this, the study reviews the solutions that have been tried, evaluating their strengths and weaknesses. It analyzes in succession the modes of deployment used in different countries in connection with gender issues and the AIDS pandemic, various incentive systems, targeted recruitment and alternatives used in practice, and models for managing, inspecting and supporting rural teachers. Three major weaknesses in the supply of teachers to rural areas are identified: (i) deployment practices result in the abandonment of posts and increasing numbers of under-qualified teachers; (ii) operating practices result in overcrowding in the first years and assign the least qualified teachers to the most difficult classes; and (iii) limited management systems can lead to inadequate inspection and support of rural teachers, as well as to absenteeism and a reduction in time spent at work.

▲ Professional development for teachers and distance training: AVU's experience

Panelist:

- Kuzvinetsa Peter Dzimbo, Rector, African Virtual University (AVU)

This paper is an explication of how the African Virtual University (AVU) has implemented a Teacher Education Program. The project is meant to train teachers in mathematics, science and the use of information and communication technologies (ICTs) across the school curriculum. The program will make use of different Open, Distance and Electronic Learning (ODEL) methodologies to deliver content to teachers in ten Eastern African countries. The focus of the paper is on a case study description of what we consider to be an innovative multi country project because of the intended extensive use of ICTs and various ODeL methodologies using VSAT technologies. Specifically, the paper assesses the key challenges of teacher development that confront Africa today, traces and outlines the origins of the African Virtual University, its vision, mission and paradigm shift from brokering overseas content to capacity enhancement in ODeL in African institutions.

Discussant

- Virgilio Juvane, Coordinator, ADEA Working Group on the Teaching Profession

Chairperson:

- Khady Diop Mbale, General Director, "Case des Tout Petits" National Agency, Senegal

C. ECD Programs that Can Be Scaled Up

C 2. Preparing Children for School: Working with Parents and Communities

Presentation

▲ Ensuring Effective Caring Practices within the Family and Community

Panelist:

- Modou Phall, National Nutrition Agency, The Gambia

The theme of this paper, «Ensuring effective care practices in families and communities», raises a number of questions: Are the concepts of «child care» and «care practices» well understood? How should care practices be defined in the African context? Where does the community's responsibility for ensuring effective care practices in families and communities begin? To answer these questions, the paper analyzes the current situation as regards care-giving practices, the factors influencing these practices and the associated challenges and opportunities.

▲ Fatherhood and Men's Role in Early Childhood Development: The Fatherhood Project, South Africa

Panelist:

- Alex Mashiane, Provincial Project Manager, Department of Education of South Africa

In South Africa, it has been observed that fathers are often missing from their children's lives, owing to death or other reasons. A household survey conducted in 2002 reveals that 45.8% of children do not live with their fathers. The study presents the situation in the various ethnic groups and the emotional, psychological and cultural impact on children. It discusses the importance of fathers in the protection, care, guidance and disciplining of children. In interviews, children express what they expect from their fathers.

▲ Strengthening Families' Abilities to help HIV/AIDS-affected Children Prepare for School

Panelist:

- Lydia Nyesigomwe, Action for Children, Uganda

This paper highlights programme issues from an Early Childhood program (ECD) that is being implemented in Uganda by a local Non Governmental Organization (NGO) called Action For Children (AFC). The paper highlights the importance of Early Childhood Development (ECD) program to children infected and affected by HIV/AIDS, the needs of the children and their caregivers and how they affect or and contribute towards child development and transition to school. The paper also brings out the importance of linkages between Parents/caregivers and teachers, homes and schools and shares the lessons from the project that have been learnt, and lastly recommendations to different partners and stakeholders.

Discussant

- Hon. Joyce Banda of Malawi, on Malawi's progress with working with families and communities.

In-depth Parallel Session 3

14:30 - 16:00

A. Effective Literacy Programs

A 3. Stimulating Environments for Engaging in Literacy

Chairperson

- S.E. M. Chinwe Nora Obaji, Ministre de l'éducation, Ministère fédéral de l'éducation du Nigéria

Presentation

▲ General Introduction on the stimulating environment for literacy: Creating a Literate Environment: Hidden Dimensions and Implications for Policy

Panelist:

- Peter Easton, Associate Professor, University of Florida

A «literate environment» is one that offers new literates multiple opportunities for using their recently acquired knowledge, for enhancing it through continuing education, and for developing solid habits of lifelong learning. Experience with literacy campaigns, programs and projects over the last few decades have conclusively demonstrated that the quality of the literate environment is a major determinant of knowledge and skill retention among literacy or non formal education students as well as of the ultimate impact of the training that they received. This paper is devoted to analyzing and illustrating the different dimensions of a literate environment. Care is taken to demonstrate the mechanics and the complementarity of the four major varieties of «post-literacy» activity and programming: (i) provision of reading materials for new literates, (ii) organization of beneficial and accessible varieties of continuing education, (iii) local assumption of new responsibilities for production, investment and service delivery in the surrounding economy, and (iv) assistance to new literates in securing credit and creating new business ventures of their own.

▲ Decentralization, Diversity Management and Curricular Renewal: Literacy in Four Countries (South Africa, Botswana, Kenya and Uganda)

Panelist:

- John Aitchison, Professor, University of Kwazulu Natal, South Africa)

This is a situational study of literacy education provision in four sub-Saharan African countries (Kenya, Uganda, South Africa and Botswana) that focuses on the decentralization of programme management (particularly in relation to policies, planning, implementation strategies, curriculum and practices) to meet the diversity of language, culture and contextual requirements in these countries. It describes the literacy situation and various forms of provision by the state and civil society, as well as education policies, strategies and practices. It assesses the likely impact of the situation and possibilities for reaching the Education for All literacy goals. Additionally, it focuses on the extent to which decentralization and curriculum renovation respond to learner diversity and needs.

▲ Evaluating the “Faire-Faire” Strategy in Literacy and Non Formal Education Programs

Panelist:

- Amadou Wade Diagne, Director, cabinet d'appui en éducation et en formation
- Binta Sall, Coordinator, EQPT/ENF program, Senegal

This study provides a review of the «faire-faire» strategy implemented in Senegal in 1995. It is primarily based on interviews with those involved with the strategy (political leaders, technical managers, technical and financial partners, operators, etc.) and on analysis of the literature on the subject. The study's assessment gives some grounds for concern, because although there has been some positive achievement, many problems continue to plague the “faire-faire” process. These problems are observed at the institutional, partnership, financial, technical (capacity building) and human levels.

This study examines the “faire-faire” strategy in the field of literacy training, now employed in a number of African countries after being launched in Senegal. It analyzes both the concept, placing it in a context of emergence, and the results in order to draw lessons concerning the institutional, partnership, technical and financial aspects. The review shows that the strategy has had a definite impact on illiteracy and has proved attractive to other sectors. The problems that have arisen during implementation, however, raise the question of whether the strategy should be readjusted (or overhauled); suggestions for adjustment include the repositioning of communities in the process, integration into local development plans, and anchoring the strategy in existing social structures.

▲ Using African languages in Literacy Programs (Benin, Burkina Faso, Cameroon, Tanzania and Zambia)

Panelist:

- Hassana Alidou, associate professor, Alliant International University, USA

In light of several political declarations, charters, and plans of action, it is clear that African governments do recognize the need to promote African languages for literacy, education, and development. However, lack of political will has prevented most governments from implementing the various international and regional language policies and plans of actions. This document is a critical review of available Francophone (Benin, Burkina Faso, Cameroon, Mali and Niger) and Anglophone (Cameroon, Tanzania and Zambia,) studies related to language use and literacy in Africa. It serves as an initial step towards an understanding of the factors and conditions that facilitate or undermine the promotion of African languages and literacy.

Discussant

- Ingrid Jung, InWent

B. Effective Schools and Quality Improvement

B 3. For Effective Learning in Africa: Bilingual Education and Curriculum Reform

Chairperson

- Hon. Mr. Moustapha Sourang, Minister of Education of Senegal

Film

▲ Film on Bilingual Education

This film describes how Zambia has implemented a primary reading program which uses local languages. After a pilot phase, the program was extended to the whole country.

Presentation

▲ Effective models of bilingual education and use of African languages in education: UIE/GTZ/ADEA Study

Panelist:

- Kathleen Heugh, Research Specification Languages and Literacy Specialist, Human Sciences Research Council, South Africa
- Hassana Alidou, Associate Professor, Alliant International University, USA

The presentation is primarily based on a review of African experiences of bilingual education. This research is an integral part of the follow-up activities to the 2003 Biennale on improving the quality of education through the use of African languages as teaching languages. Drawing mainly on expert studies and independent evaluations, six academics analyzed learning outcomes in relation to models of bilingual education, along with the factors conducive to success or failure in the technical, financial, linguistic, political and social spheres. Experiences in the following countries were studied: Benin, Burkina Faso, Botswana, Cameroon, Chad, Eritrea, Ethiopia, Ghana, Guinea, Guinea-Bissau, Kenya, Liberia, Mali, Malawi, Mozambique, Namibia, Niger, Nigeria, Uganda, Senegal, Somalia, South Africa, Tanzania, Togo and Zambia.

Disputed issues such as costs, cost-effectiveness, equity, and the choice of which local language to use in teaching are also addressed. One of the major conclusions is that bilingual education models in which the pupil's first language is used as the language of instruction for at least six years have a much stronger positive impact not only on learning outcomes but also on social and economic development. To ensure the quality and relevance of the knowledge acquired, however, it will also be necessary to employ appropriate pedagogical methods and undertake relevant curricular reform.

▲ Reinforcing meaningful and effective learning through curricula adaptation: lessons from an inter-African seminar

Panelist:

- Charles Delorme, Director, Centre d'Etudes Pédagogiques pour l'Expérimentation et le Conseil International (CEPEC), France
- Alpha Mahmoudou Diallo, General Director, Institut international de recherche et d'action pédagogique (INRAP), MEPUCE, Guinea

The aim of the seminar was to stimulate the debate over the development of curricula meeting the current and future needs of African contexts. More specifically, it sought to identify and analyze the challenges raised by such a process, the successful experiences and good practices that should be promoted, and topics that could be documented for purposes of dissemination. Another aim was to constitute a network for sharing experience and knowledge and for defining methodologies and working procedures in the field of curricular reform. Some ten countries in Francophone and Anglophone Africa, as well as many resource persons specializing in educational reform, took part in the seminar.

The lessons drawn from the seminar relate to three aspects of adaptation of curricula: the skills-based approach, the gender dimension and the introduction of African languages. It was primarily a matter of identifying and analyzing the challenges that arise at these three levels and of sharing the experiences of and the strategies employed in ten African countries. Theoretical and international perspectives are also addressed.

Discussant

- Elisabeth Gfeller, Bilingual Education Consultant, SIL
- Andreas Schott, Program Coordination, GTZ Africa, Basic Education Program, Namibia

Continued on page 38

Part III
Biennale at a Glance

C. ECD Programs that Can be Scaled Up

C 3. Preparing Children for School: the Role of Holistic Practices in the Early Years of Learning

Chairperson

- Hon. Mrs. Pascaline Tamini, Minister for Social Action and National Solidarity, Burkina Faso

Presentation

▲ One year of Pre-school Education for All?

Panelist:

- Rokhaya Diawara, UNESCO BRED

Where early childhood is concerned, Africa faces a number of challenges: (i) improving the quality of pre-primary education; (ii) broadening the supply of education and diversifying the services provided; (iii) defining education policy, including for pre-primary education, on the basis of diversified strategies that are suitable for African countries; and (iv) promoting an integrated, efficient education system. To meet these challenges, it is proposed, as a matter of strategy, to introduce one year of compulsory pre-primary education for all children. This paper lays the foundations of this strategy and attempts to provide some insights on the implementation of such a strategy in Africa, based on the experience of Senegal and Gambia.

▲ Pre-School Education and School Readiness: Kenya's Experience

Panelist:

- Samuel Ngaruiya

This discussion paper examines the impact of various pre-school models in promoting school readiness and effective transition from pre-schools to primary education programs in Kenya. Focusing on the findings from the school readiness study done in Nairobi, it provides examples on how different pre-school models in varying socio-economic statuses prepare children for formal learning in primary school. In this context, the effectiveness of pre-school models in enhancing developmental readiness amongst school aged children is questioned and the current transition challenges are addressed.

The study recommends a paradigm shift from an academically oriented pre-school model to one that embrace a holistic approach in program and assessment of children's school readiness as base to enhance effectiveness and efficiency in primary education.

▲ The 'Case des Tout Petits' in Senegal

Panelist:

- Khady Diop Mbale, General Director, "Case des Tout Petits" National Agency, Senegal

To promote early childhood development, Senegal has developed a national program called the Case des Tout-petits ("Toddler's Corner") targeting children 0 to 6 years old from the poorest population groups, rural areas and urban slums. This case study reports on this experience, presenting the program's infrastructure, education program content, supervision, management, advocacy and partnership framework. It then provides extensive documentation on the various components of the program.

▲ The Case of Schools in Pastoral Communities in East Africa

Panelist:

- Nathan Chelimo, ABEK, Uganda

Formal education introduced early in the 19th century was not well received by the people of Karamoja. Opposition to formal education was heightened when reading and writing (the pen) symbolized the registration of people who were conscripted into the colonial British army during the Second World War. Other reasons that undermined the proliferation of formal education in Karamoja included its irrelevance to the indigenous semi-nomadic pastoral context.

This curse was however lifted upon the launch of ABEK in the sub-region at the end of the 20th century.

The implementation of Alternative Basic Education for Karamoja (ABEK) Programs started in 1998, as an intervention to harmonize challenges of pastoral childhood with education as a right in childhood. This non-formal education program was designed for the pastoral community of Karamoja as a response to barriers in basic education experienced by children (6 to 18 year) in semi-nomadic pastoral communities of semi-arid regions where they play a central role in household livelihoods. The programme is founded on the strategic objective of increasing opportunity for disadvantaged children, especially girls, to experience positive early childhood development and to benefit from appropriate basic education.

In-depth Parallel Session 4

16:30 - 18:00

A. Effective Literacy Programs

A 4. Mobilizing Resources and Capacity Building: Improving Program Cost-Efficiency

Round Table

Chairperson

- Vincent Snijders, conseiller en éducation, Ambassade des Pays-Bas, Rwanda, Zambie

Presentation

General Introduction

Panelist:

- Amina Osman, Coordinator, ADEA WG on Non Formal Education

▲ Capacity Building by Adult Educators in South Africa, Botswana, Kenya and Namibia

Panelist:

- Veronica McKay

This study discusses different modes of building capacity for literacy/non-formal education and focuses specifically on the roles and functions of the educators in the countries under examination (South Africa, Botswana and Namibia). The investigation for each country commences by describing different modes of training as well as the policies guiding educator capacity building. Furthermore, the study examines the involvement of untrained personnel within the sectors in the three countries and the extent to which the countries offer career-pathing and remunerated (and un-paid) work opportunities for literacy educators. It stresses the crucial role of adult educators to improve quality of literacy and non-formal education, and therefore demonstrating the need for professionalizing and improving the conditions of service and workplace conditions of adult educators.

▲ Financing Literacy and Non-formal Education, Burkina Faso's FONAENF

Panelist:

- Alice Tiendrebreggo, Director, FONAENF, Burkina Faso

This case study recounts the creation of the Fund for Literacy Training and Non-Formal Education (FONAENF) in Burkina Faso in 2002. The purpose of the fund, which relies on the «faire faire» strategy, is to collect and manage contributions from the state and from public and private partners to finance literacy training and non-formal education. Its objectives are as follows:

- ▶ Encouraging the state and development partners to increase their financial contributions for non-formal education;
- ▶ Broaden the funding base of non-formal education in order to collect fresh financial resources from new partners;
- ▶ Strengthen capacity for action in the field of non-formal education by granting subsidies in accordance with the criteria laid down in procedural manuals;
- ▶ Adopt new forms of financing of non-formal education that favor disadvantaged social groups.

Consideration is being given in several venues to the operating procedures of FONAENF and how to improve the management of funding requests and selection criteria.

▲ **Costs and Financing of Adult Literacy Programs in Senegal**

Panelist:

- Binta Sall, Program Coordinator, EQPT/EUF, Senegal
- Kassa Diagne, Project Director, PAPA II, Senegal

The Jomtien conference in 1990 confirmed a break-up of the «monopoly» position of formal education by granting an increasingly important role to non-formal education. Fifteen years later, however, questions still remain concerning sustainability and funding volumes for this sector. Analysts agree that national plans allocate a relatively meager budget share to literacy training: less than 1% of the education budget and a negligible percentage of the national budget. Yet promoting literacy is truly investing in the future of African societies. This case study on Senegal shows the necessity of giving greater attention to the financing and costs of literacy programs in order to find lasting responses to the enormous requirements that exist.

▲ **Indicators and Financing for Literacy Programs**

Panelist:

- David Archer, Head, International Education, Action Aid.

In 2005, ActionAid and the Global Campaign for Education undertook the largest-ever survey to systematise experience of effective methods in adult literacy and the cost of quality literacy programmes: 67 successful literacy programmes in 35 countries have been analysed and then developed into 12 core benchmarks in consultation with 142 respondents in 47 countries. These are designed as a starting point for policy dialogue between governments, funding agencies, NGOs, and adults who have been deprived of their right to education. As costs cannot be established in isolation of a clear set of principles concerning how programmes should work, the calculation of the costs of adult literacy served as a crucial part of this process.

Moderator

- Maine Matthew, Education Advisor, Irish Aid

B. Effective Schools and Quality Improvement

B 4. Reinforcing Responsibilities and Capacity Building of Schools and Communities in view of Improving Student Performance

Round Table

Chairperson

- Margaret Kilo, African Development Bank (AfDB)

ADEA Film

Participation and Ownership: A Community in Action in the Democratic Republic of Congo

In a neighborhood in an outlying working-class district of Kinshasa, parents and the local community are taking action: some ten years ago, they took over responsibility for building and operating the primary school, including payment of teachers' salaries. Today, in the middle of a teachers' strike, they are planning and scheduling the continuation of the construction work. Parents' contributions will again be the main source of funding for this project.

Round table discussion on:

- Decentralization and efficiency of school projects :

▲ Direct financing for schools: a synthesis of case studies

Panelist:

- Chérif Diarra, Coordinator, ADEA Working Group on Finance and Education

Direct assistance to schools is a mechanism in which lump-sum subsidies are granted to all public schools on the basis of a financing formula based on the number of pupils enrolled and the number of classes per school. Once the education ministry has calculated the funding requirements of each school, it transfers the funds directly to the bank account either of the administrative departments of the education system or of the school's own account at district level. The electronic transfers is accompanied by directives concerning the procedures to be followed in paying invoices as well as how the resources are to be allocated between learning materials and general operating expenditure. This study reviews experiences of direct assistance to schools in Kenya, Uganda, Tanzania and Mozambique.

▲ School Projects in Sub-Saharan Africa: lessons learned in Guinea, Madagascar and Senegal

Panelist:

- Bruno Suchaut, Université de Bourgogne

A school project is a contractual process through which stakeholders agree to put their educational plans into formal terms in a «school contract that sets forth the school's goals, determines its requirements and the resources needed, and sets the contributions and obligations of the school's partners». Observations in three countries – Guinea, Madagascar and Senegal – show that there is real diversity among such projects, depending on whether they are adopted in public primary schools, community schools or the non-formal education sector. An important aspect of the school project is the approach used, which rallies a community to act on school issues and generates various positive interactions for universalizing access to education and for the quality of instruction. This paper highlights the contrasting nature of the outcomes, depending on the country and context, and reveals more generally that the allocation of funding to communities and to stakeholders in schools under such projects should be accompanied by studies and measures

that avoid placing an excessive burden on the pedagogical and educational dimensions.

- Parent and Community Participation

▲ Rearranging and consolidating spaces for horizontal dialogue in view of the contributions of PTAs and communities to the achievement of EFA goals

Panelist:

- Boubacar Niane, Sociologist, Université de Dakar

This study is based on analysis of the situation, role and actions in support of schools of parents' associations and communities in five countries: Burkina Faso, Niger, Republic of Congo, Democratic Republic of Congo and Senegal. It examines the real contribution of parents' associations to the education system and the tools, resources and skills that need to be developed to make them more effective. Today, parents' associations play a limited role in managing the educational and administrative affairs of schools. Generally speaking, they have very little in the way of infrastructure and logistical resources despite the financial contributions of parents. Nevertheless, parents' associations and local communities have the potential for broader action and participation in terms of social cohesion, community ownership of schools, better monitoring of children's schooling, and improved performance of both teachers and pupils. This is thus a worthwhile challenge, and the study explores means of meeting it, in a new approach to dialogue between the school and the surrounding community, notably including parents' associations.

▲ The contributions of PTAs to making EFA a reality

Panelist:

- Jordan Naidoo, Education Specialist, Save the Children

In the last decade, local, state and national parent associations (PAs) have become more involved in activities to promote education in Africa, with the growing recognition that PAs are important institutional partners in efforts to support EFA and improve educational quality. Within the context of decentralization, local parent and related school based management structures have been subjected to fairly intense study, while the role of national parent associations have received less attention. The main finding is that parent participation in education policy making at national levels is limited in these countries. Yet, there is some recognition of the need for formal mechanisms to ensure the organized participation of parents at national levels. In setting up public advisory forums and other opportunities for parent associations to participate in the policy making process, parent voice has to be strengthened as they are likely to be constrained by more powerful actors and interest groups including teacher organizations.

Discussants

- Faryal Khan, Coordinator, Program on Governance in Education, UNESCO
- Youssouf Cissé, Aide et action

C. ECD Programs that Can Be Scaled Up

C 4. The Cost of ECD Interventions

Chairperson

- Hon. Mr. Joseph Danquah Adu, Deputy Minister of Women's and Childrens' Affairs, Ghana

Presentation

▲ Investing in Early Childhood Development: the Potential Benefits and Cost Savings

Panelist:

- Karin Hyde, ADEA WGECD Consultant

Early childhood development (ECD) has been recognised as a key contributor to positive outcomes in school and in adulthood. However, questions remain as to its cost-effectiveness and financial sustainability in the African context. This paper tries to answer some of these questions by reviewing the potential benefits of ECD programmes in three areas: education, health and adulthood. The review is supplemented by summaries of cost-benefit studies and a general discussion of the costing and funding issues.

▲ Evaluating the Costs of Scaling up Early Childhood Development Interventions: the World Bank Costing Model with Burkina Faso and the Gambia

Panelist:

- Alain Mingat, The World Bank

This paper presents two case studies concerning the identification of early child development programs in Burkina Faso and Gambia. From the standpoint of an operational definition, case studies raises questions concerning:

- ▶ the expected level of coverage of the young population by the level of service planned from now through 2015;
- ▶ the proposed services and the way they are organized;
- ▶ unit costs and the translation of these costs into budgetary terms;
- ▶ financial sustainability.

▲ A Costing Model of the Madrasa ECD Program in East Africa

Panelist:

- Juliana Nzomo, Aga Khan Foundation

Research findings (e.g. Young, 2002) suggest that early childhood development programs can make a highly cost-effective contribution, not only to learning in school but also the overall development of a child into a balanced adult that contributes positively to a nation's development. These effects are particularly strong for children with disadvantaged home background due to poverty or low levels of parental education.

There is increasing international recognition (Jomtien, Dakar) that it is in one's early years that the foundations are laid for physical, cognitive, emotional and social development. However, despite the recognition and willingness to invest in ECD, governments find it difficult to afford major investments that would allow expansion of services, within a context of many priorities and only limited resources.

The aim of the costing study is to formulate policy options for governments that are willing to invest in ECD interventions as a major strategy to meet the Millennium Development Goals in health and education. This case study focuses on the Madrasa Early Childhood Development Programme (hereafter Madrasa Programme), a community-based initiative of the Aga Khan Foundation, currently operates in the three countries which comprise East Africa -- Kenya, Tanzania (Zanzibar), and Uganda.

Discussant

- Hon. Minister of Education, South Africa - Introduction of the Year Zero into Primary Schools for South Africa: Costs and Financing

**Plenary Session 5: Round Table discussion on
Challenges and Opportunities**

09:00 - 11:00

Round Table

Chairperson

- Carew Treffgarne, DFID

Challenges:

▲ Quality Education for All: addressing the obstacles (HIV/AIDS, civil conflicts...)

Panelist:

- Françoise Caillods, Assistant Director, IIEP/UNESCO (15-20 mn)

Although increased efforts and investments have been devoted to educational development in Africa since 1990, a large proportion of the poorest groups are still excluded from primary education owing to obstacles beyond the control of ministers of education. Some of the obstacles blocking progress toward EFA are extreme poverty, HIV/AIDS, conflicts and emergency situations, corruption and inefficient resource utilization. The paper analyzes how these factors are holding back EFA and proposes means of overcoming them.

Opportunities :

▲ Innovations in communications and NICTS

Panelist:

- Hon. Mr. Papa Youga Dieng, Minister of Education, Senegal (15-20 mn)

This paper by the ADEA Working Group on Distance Education and Open Learning emphasizes the importance of distance education in improving cost-effectiveness, access and quality in African education. However, political obstacles loom on the path to effective use of distance education. Questions are raised about the following:

- ▶ the relevance of ICT in African contexts;
- ▶ the confusion between ICT and distance education;
- ▶ the condition of technological infrastructure;
- ▶ the need for favorable policy frameworks.

It is ultimately seen that strong commitment on the part of governments, partnerships in the use of resources and the decentralization of supporting services are factors conducive to progress.

▲ The EFA Fast Track Initiative: A catalyst for quality education for all in Africa

Panelist:

- Hon. Mr. Haja Nirina Razafinjatovo, Minister of Education and Scientific Research, Madagascar
- Desmond Birmingham, DFID, former FTI co-Chair (15-20 mn)

If EFA is to be achieved in 2015, all six-year-old children will have to be in school within three years. The Fast Track Initiative (FTI) aims to help tackle this challenge by:

- ▶ supporting any country that meets two conditions: having a PRSP and an education sector strategy in conformity with it;

- ▶ enhancing aid effectiveness through cooperation and harmonization;
- ▶ providing a framework agreement between donors and countries for an adequate budgetary allocation and efficient resource management;
- ▶ creating a catalytic seed fund and a fund for educational program development to provide financial and technical assistance respectively.

A review of FTI activity shows progress in mobilizing resources and in the number of countries supported. Major challenges remain, however: the long-term commitment and predictability of the financial support provided, problems of educational quality, etc.

Discussion: 60 mn

Discussant

- Justine Sass, Program Specialist, UNESCO
- David Archer, Head International Education, Action Aid International

A. Effective Literacy Programs

A 5. From Literacy to Lifelong Learning (Round Table)

Round Table

Chairperson

- Hon. Mr. Lamine Traoré, Minister of Education of Mali

Presentation

▲ **General Introduction on Going from Literacy to Lifelong Learning**

Panelist:

- Rosa Maria Torres

Many people would think that the notions of literacy and lifelong learning have nothing in common. In fact, most people – including many education specialists - think of literacy as a short, remedial, non-formal educational provision for poor youth and adults who did not attend school when they were children. This paper attempts to address these and other misconceptions about literacy, and show the intimate relationship between literacy and lifelong learning.

▲ **Literacy and Globalization: Towards a Learning Society**

Panelist:

- Catherine Odora-Hoppers

The central argument of this paper is as follows: today's problems cannot be solved with yesterday's ways of thinking. Mobilization for literacy is entering a period of rare uncertainty, and this paradox alone requires courageous initiatives that are determinedly innovative and strategic. If these uncertainties and paradoxes are seen not as a justification for paralysis and passive imitation of the past, but rather as a pre-requisite for innovation, then the need to shift to a different level of strategic action becomes so obvious as to need no further argument.

▲ **Putting Lifelong Learning into Effect: the Challenges for Africa**

Panelist:

- Carolyn Medel-Anonuevo

The policy discourse of Lifelong Learning was introduced in the international scene in the seventies with the Faure Report issued by UNESCO in 1972. Since then, the discourse of lifelong learning has been interpreted in different ways and consequently, operationalized in a variety of ways. Varied as the practices are on lifelong learning, the term itself is more widely used in Europe and some countries in Asia. Briefly tracing the history of the discourse, the paper demonstrates the evolution of the term from lifelong education to lifelong learning, and additionally identifies the main issues that have emerged through time. By giving examples of the implementation of the policy discourse of lifelong learning, it shows that lifelong learning is relevant to all countries in the world. This paper argues that lifelong learning as policy discourse is inherently related to the Education for All agenda; therefore countries in the African region will benefit from integrating its principles in their educational visions and consequent operationalization in their educational plans and programs.

▲ Continuing and Expanding Literacy Programs: From Literacy in Basic Education for Adults Onwards in Uganda

Panelist:

- Anthony Okech

Uganda offers an example of a low intensity program of literacy and basic education for youth and adults carried out through a pluralistic approach with different actors. Adult literacy is treated as one of the strategies in the struggle against poverty, in which Uganda has made significant progress during the last decade. This paper explores the extent to which the varied literacy provisions in Uganda are offering a holistic lifelong learning perspective examining (i) the program structure and its link to continuing education, (ii) the current methodology and its contribution to empowerment for lifelong learning, (iii) skills development for work and life and (iv) the impact of literacy. It concludes that adult literacy programs in Uganda, although quite effective at the basic level, have very inadequate provision for adult continuing and lifelong education and have practically no links with the formal education.

▲ Indicators of the Right to Education in Burkina Faso

Panelist:

- Germaine Ouedraogo - APENF

In Burkina Faso, the creation of the Ministry for Basic Education and Mass Literacy in 1988 reflected the concern of the country's political leaders for fighting illiteracy both upstream, via efforts to achieve universal school enrollment (development of primary education), and downstream, via massive literacy campaigns (the "commando" and "bantaare" campaigns) aimed at an adult population that at the time was more than 85% illiterate. This vision required an effort to integrate two education sub-systems, the formal and non-formal sectors, for mutual reinforcement, building on past achievement and rational utilization of resources. However, the tendency, or the risk, is still to see the non-formal sector diluted in the formal, owing in particular to the lack of relevant tools for both individual and comparative evaluation of programs. This study on measuring the right to education enlarges and deepens the existing evaluation framework in order to identify what should be the subject of concern in both the formal and non-formal sectors.

▲ Educational Equivalence Systems in South Africa, Botswana, Kenya and Namibia

Panelist:

- Veronica McKay

This document locates the development of National Qualifications Frameworks (NQF) within the perspective of lifelong learning. It outlines the experiences and stages of development with the NQF processes in four countries (Botswana, Kenya, Namibia and South Africa) and delineates lessons learned from the investigation with regard to difficulties in implementation arising mainly from systemic and capacity problems. The central function of the NQF in all its stages of development is to accredit unit standards which culminate in qualifications for even basic level learners. In addition, it seeks to permit portability, accessibility and transferability of credits, knowledge and abilities across qualification levels and across education and training and to recognize and accredit prior learning. It argues that learning acquired non-formally should be located within the NQFs to ensure the validation, accreditation, and certification of non-formal learning.

Moderator

- Joyce Kebathi

Discussant

- Hon. Mrs. Becky Ndjoze-Ojo, Deputy Minister of Education of Namibia

B. Effective Schools and Quality Improvement

B 5. The Equity Imperative

Chairperson

- Maire Matthews, Education Advisor, Irish Aid

Presentation

Effective Schools for Disadvantaged and Underserved Populations

Panelist:

- Joe De Stefano, Education Quality Improvement Program (EQUIP)

Achieving the goals of Education For All will require that countries more effectively meet the educational needs of the segments of their populations currently least able to access and succeed in school. Complementary education programs are designed specifically to extend the reach of formal public schooling in developing countries to better serve the most disadvantaged and/or remote areas. Through such programs, non-governmental actors support these underserved communities in creating and running their own schools. This paper summarizes the findings of eight case studies of complementary education programs in Afghanistan, Bangladesh, Egypt, Ghana, Honduras, Mali and Zambia. It reveals that these particular complementary models are helping address issues of access for underserved regions in their respective countries.

Gender Responsive Pedagogy

Panelist:

- Penina Mlama, Director of FAWE

In a nutshell, quality of education cannot be achieved without addressing the gender dimension. The Forum for African Women Educationalists (FAWE) has over the past five years been exploring the concept of a gender responsive school through the Centres of Excellence programme. A gender responsive school is one where the academic, social and physical environment and its surrounding community take into account the specific needs of both girls and boys. The academic delivery including teaching methodologies, teaching and learning materials, classroom interaction and management of academic processes is also gender responsive. The physical environment in the school including buildings, furniture and equipment is also gender friendly. This paper seeks to provide a synopsis of the issues covered in the Teacher's Handbook on Gender Responsive Pedagogy Handbook developed by FAWE.

Discussant

- Fay Chung, Secretary for the Association for Strengthening Higher Education for Women in Africa (ASHEWA); Chairperson of the Board of Trustees of the Women's University in Africa (WUA)

C. ECD Programs that Can Be Scaled Up

C 5. Coordination and Sustainability of Integrated Early Childhood Development Provision

Chairperson

- Hon. Mrs. Batilda Burian, Deputy Minister of Community Development, Gender and Children, Tanzania

Presentation

▲ Coordination and Implementation of Early Childhood Development Policies and Policy Frameworks

Panelist:

- Eveline Pressoir, Regional Advisor, UNICEF Office for West and Central Africa

The integrated approach to early childhood development, which combines activities in the fields of health, nutrition, water, hygiene, sanitation, stimulation and protection, is seen as an optimal strategy for responding to the coming into effect of the Convention on the Rights of the Child. This approach entails actions at three complementary levels: strengthening families' ability to care for their children; providing basic services of good quality and ensuring they are used; the existence of a favorable policy environment. For each of these levels, since the actions required are multi-sectoral in nature, coordination becomes a necessity, as it is key to the scheduling and implementation process.

The presentation focuses on the policy framework for the development of programs for early childhood in West and Central Africa. It examines in turn the policy responses, the regional trend and regional coordination, constraints and challenges, lessons and prospects.

▲ Convergence, Coordination and Integration: Action at a National Level - Eritrea's Integrated Early Childhood Development Program

Panelist:

- Mussa Naib, Director General, Department of General Education of Eritrea

The Eritrean Integrated Early Childhood Development project became operational in September 2000. The goals of the program were to improve the holistic growth and development of Eritrean children in health, nutrition, cognitive and psychosocial aspects. There are four major components for the implementation of the program: Early Childhood Care and Education, maternal and child nutrition, maternal and child health and support for children in difficult circumstances.

The project has been implemented in an integrated way by involving four main line ministries of Labor, Education, Health and Agriculture. The presentation assesses what has been realized and analyzes the impact on communities, families and children.

▲ Convergence of Services for the Survival and Development of the Young Child

Panelist:

- Appolinaire Kingne, DPPS-MINPLAPDAT, Cameroon

The Program for the Survival and Integrated Development of Young Children was selected as the framework for implementing a strategy of convergence developed in Cameroon. Three programs targeting the 0-6, 6-12 and 12-18 year-old age groups are supported by two cross-cutting programs: Special Protection and Planning/Evaluation/Communication. The presentation analyzes trends, strategies, participating population groups, areas of intervention, the coordination mechanism and the monitoring, evaluation and reporting process.

Discussant

- Hon. Mrs. Marie-Solange Pagonendji-Ndakala, Minister of Family and Social Affairs and of National Solidarity, Central African Republic: Issues of Coordination and Inter-Ministerial Collaboration in Central African Republic

In-depth Parallel Sessions 6

14:30 - 16:00

These sessions will summarize the overall discussions and will reflect on:

- ▶ The emerging tendencies and main lessons learned on the theme
- ▶ The lessons learned from the experiences and research
- ▶ The messages and recommendations addressed to the various actors in view of promoting progress and reforms in the areas explored

A. Effective Literacy Programs

A 6. Conclusions: Main findings and recommendations arising from the sessions on effective literacy programs

Chairperson

- Adama Ouane, UNESCO Institute for Education (UIE)

Rapporteur's presentation

- Esi Sutherland-Addy

Discussion

B. Effective Schools and Quality Improvement

B 6. Conclusions: Main findings and recommendations arising from the sessions on effective schools and quality improvement

Chairperson

- Adriaan Verspoor, Education Specialist, ADEA Consultant

Rapporteur's presentation

- Ward Heneveld, Education Specialist

Discussion

C. ECD Programs that Can Be Scaled Up

C 6. Conclusions: Main findings and recommendations arising from the sessions on ECD programs in Africa that can be scaled up

Chairperson

- Jeannette Vogelaar, Leader, ADEA Working Group on Early Childhood Development

Rapporteur's presentation

- Agnes Aidoo

Discussion

Innovations Fair

16:30 - 18:00

On the sidelines of the ADEA 2006 Biennial Meeting, an Innovations Fair will be held to showcase successful, promising or innovative experiences happening on African soil. These experiences will illustrate initiatives taken either by countries or by organizations working for the development of education in Africa.

The unifying theme of the Fair will be the same as that of the Biennial Meeting, “How to improve learning”, and will be addressed in particular – but not exclusively – by presenting effective schools, adult literacy programs and early childhood development programs.

Part of the Fair will highlight African countries’ participation in the activities of the ADEA’s inter-country quality nodes; it will also provide information on this exercise to countries that are interested but do not yet participate in these activities.

There will also be a projection area where visitors can view five films on themes related to those of the Biennial Meeting:

- ▶ **Learning and Self Sufficiency - An adult literacy program in Burkina Faso** (Produced by ADEA and *Les films du Passeur*)
- ▶ **Leadership and Effectiveness - A Well Managed School in the Republic of Guinea** (Produced by ADEA and *Les films du Passeur*)
- ▶ **Awareness and Discovery - An ECD program in Uganda** (Produced by ADEA and *Les films du Passeur*)
- ▶ **Participation and Ownership - A Community in Action in the Democratic Republic of Congo** (Produced by ADEA and *Les films du Passeur*)
- ▶ The primary school reading program in Zambia (Produced by the Ministry of Education of Zambia)

ADEA gala dinner

from 19:30

During the evening, the UNESCO Institute for Education (UIE) will launch a book by Michael Omolewa, entitled - “Widening Access to Education as Social Justice”. Michael Omolewa is Nigeria’s Ambassador and Permanent Delegate to UNESCO. He currently on leave of absence as Professor of Adult Education from the University of Ibadan, Nigeria.

**Plenary Session 6 : Presentation of conclusions
of in-depth parallel sessions**

09:00 - 11:15

*This session will be devoted to hearing the syntheses prepared by the
rapporteurs of the in-depth parallel sessions*

Chairperson

- Hon. Antonio Burity da Silva Neto, Minister of Education of Angola

09:00 - 09:45

Presentation and discussion of conclusions on Effective Literacy Program

09:45 - 10:30

Presentation and discussion of conclusions on Effective Schools

10:30 - 11:15

Presentation and discussion of conclusions on Early Childhood Development programs that can be scaled up.

Plenary Session 7: Wrap-Up session and Closing

11:45 - 13:00

*This session will assess the Biennale and discuss the next steps
including follow-up work*

Chairperson

- Ahlin Byll-Cataria, ADEA Chair

11:45 - 12:30

General conclusions: Findings and lessons learnt on effective learning and effective education and training systems in Africa

Presentation of the Report of the Caucus of Ministers

12:30 - 13:00

Closing Ceremony

13:00 - 13:45

Press Conference followed by Press Luncheon

Part IV: Side Meetings

Friday March 24, 2006

8:00/13:00 –14:30/17:30 Méridien Hotel (Ebendje room)

ADEA WG on Higher Education - Steering Committee Meeting

In September 2004, the WGHE Steering Committee constituted an Internal Assessment Task Team to assess the Group's mandate and recent performance, and to propose a future direction, in preparation for the Group's next Strategic Plan. The primary purpose of the Steering Committee meeting in Gabon is to review the conclusions and recommendations of the Assessment Task Team, in order to make strategic decisions about the Group's future, specifically, its mandate, composition, mode of governance and operations. The SC will also at this meeting outline a broad framework for the Group's next 3-year Strategic Plan.

Saturday March 25, 2006

8:00/12h00 Méridien Hotel (Ebendje room)

ADEA WG Higher Education - Steering Committee Meeting

14h30/16h30 Méridien Hotel (Ebendje room)

ADEA WG on Distance Education and Open Learning - Steering Committee

In 2004-2005 WGDEOL initiated a project geared towards taking stock of both pre and in-service teacher training programs using distance education modes in Francophone and Anglophone Africa. The Steering Committee meeting in Libreville will review the outcomes of the project and discuss the programmatic implications of the recommendations that came out of the Technical Committee's meeting held in February in Mauritius to revise the 2006 work plan and reflect on the WG's future orientations.

Sunday March 26, 2006

9h00/11h00 Conference Center (Ivanga Room)

FAWE - Workshop on Gender Responsive Pedagogy

The major obstacle facing teachers today is an apparent lack of gender skills for instruction; yet the ability of the teacher to effectively use gender responsive pedagogy can be accomplished if the teacher is well grounded in gender responsive teaching skills. The recognition of this gap led FAWE to develop the Gender Responsive Pedagogy Model. This model recognizes that the teacher plays a pivotal role in improving the quality of education. Since teachers are central to the teaching and learning processes in the classroom, their understanding and awareness of gender responsiveness is key to the effective participation of both girls and boys.

11h00/13h00 Intercontinental (Lambarené Room)

InWEnt - Workshop on Capacity Building in Educational Budgeting- Presentation of MECOFIBU (Managing Educational Costs, Finance and Budgeting)

The objective of the workshop is to inform about the 1 and ½ years of capacity building in Educational Budgeting (MECOFIBU). Participants to the MECOFIBU programme will present some specific issues like output budgeting, how to forecast teachers' costs and the issue of budgeting under decentralisation. At the end of the workshop a discussion should shed light on the following questions: What are the demands and needs of capacity building in educational budgeting in the African countries and does MECOFIBU meet these needs? Does it address the core problems of the countries' education sector?

14h30/17h00 Intercontinental (Lambarené Room)

InWEnt and WGFE Steering Committee Meeting

15h00/17h30 Conference Center (Ivanga Room)

UNESCO BREDIA - Experts' meeting on the Launch of the Decade of Education for Sustainable Development in Africa

In preparation for the launch of the UN Decade of Education for Sustainable Development, UNESCO/BREDIA will hold an experts' meeting to discuss the implications of this initiative for African ministries of education. The outcomes of this meeting will be reported to the Caucus of Ministers.

Monday March 27, 2006

9h00/10h00 Conference Center (Mangane Room)

Caucus of Ministers

Among other agenda items, the Ministers will discuss (i) the new African Decade of Education launched by the African Union (2006-2015); (ii) the involvement of African Ministries of Education in the UNESCO Decade for sustainable development in Africa. The ADEA WG on Education Finance (WGEF) will present its experience in promoting dialogue between ministries of education and Finance. The ADEA WG on Education Sector Analysis (WGESA) will report on the first Education Peer Review undertaken in Africa. A report of the Activities report of the ADEA Bureau of Ministers will also be presented by the Chair of the Bureau.

10h00/12h00 Conference Center (Ikourou Room)

COMED Forum

Organized by the Working Group on Communication for Education and Development (WGCOMED), the Forum will bring together COMED stakeholders to discuss the revised work plan and orientations of the WG.

14h00/16h30 Conference Center (Ikourou Room)

ADEA WG on Education Sector Analysis - Technical Meeting

The meeting will focus on the following:

- Early lessons learned from the peer review exercise in Africa
- Issues and Challenges facing the introduction and implementation of Formative Research in Africa: Lessons learned from implementing WGESA Strategic Choices between 2002 and 2005
- Lessons learned from implementing WGESA Strategic Choices between 2002 and 2005

14h00/16h00 Conference Center (Ivanga Room)

ADEA WG on Early Childhood Development - Steering Committee Meeting

The Steering Committee of the WG on Early Childhood Development (WGECD) and some key representatives will meet to revisit issues from previous conferences and meetings that need immediate follow-up in order to plan the next steps following the Biennale.

Friday March 31st and Saturday April 1st, 2006

March 31st as of 15h00 and April 1st as of 9h00

ADEA Steering Committee Meeting

Part V. Practical Information

International Conference Center

Cité de la Démocratie
Libreville, Gabon
Phone: +241 74 10 50

Welcome at the Airport

The Ministry of National Education and Higher Education of Gabon will welcome arriving participants based on the flight information participants have communicated to the ADEA Secretariat.

Entry Formalities for Gabon

Participants residing in countries where Gabon is represented by an embassy or consulate should obtain their visas prior to departure. For those participants whose home countries have no Gabonese embassy or consulate, the ADEA Secretariat will send you a letter from the Gabonese government confirming that your visa will be delivered upon your arrival at the airport. Participants unable to get a visa in their home country should bring this letter as well as their official letter of invitation with them as travel documents to be presented to your airline company at check-in.

Health Requirements

Please make sure that you have and bring with you a valid yellow fever vaccine certificate; presentation of this document is **COMPULSORY** for entry in Gabon.

Registration

Upon arrival in Libreville, please present yourself at the ADEA welcome desk located in your hotel lobby in order to complete the registration process and receive your badge, the conference kit and program.

Only the ADEA welcome desk can provide **your room key**, following your arrival and registration.

Access to Meetings and Restaurants and Security;

At registration at the welcome desk in your hotel lobby, you shall be given a badge with your name on it, to be worn at all times. This badge will allow you to access the Conference Center where the Biennial Meeting will take place, as well as all side meetings. You will be asked to present this badge in order to access official Biennale lunches, receptions and dinners.

For lunches during the Biennale, you will be asked to present your lunch ticket. Each participant will be given 4 restaurant tickets for the 4 lunches served during the Biennale.

For your personal security, please observe the following rules: Do not leave your laptop computer, mobile phone or other personal items unattended; Follow the instructions given to you by security personnel, Ministry of Education personnel and ADEA staff at all times. **NO SMOKING POLICY.** Conference Center meeting rooms are smoke-free areas.

Services

Communication

Free access to the Internet will be available to participants at the Conference Center.

Exchange Rate And Bank Transactions

The UN official exchange rate is 542.48 CFA francs for 1 \$US (February 2006 rate).

The rates offered by banks on site may be different from the UN official rates. Holders of major credit cards will be able to withdraw cash from the ATM machines in the airport or at the major banks in town.

First Aid

Two medical doctors will be at the Conference Center and available 24 hours:

- Dr Baya Roland, Tel : 06 23 45 35 / 07 89 13 30
- Dr Idoundou Solange, Tel: 06 23 13 63

Transportation

International Air Travel

If you have not yet done so, we highly recommend that you book your air tickets immediately, as flights for Gabon are very full already for this period.

As soon as you have reserved your flights, kindly transmit the following information to the ADEA Secretariat: dates and times of arrival and departure, flight numbers and airline.

The ADEA Secretariat will help you to reconfirm your return flights following. When you register at the welcome desk in your hotel lobby, you will receive a flight reconfirmation form with which to make your request. Please note that the ADEA Secretariat will not handle return flight modifications.

Transportation To And From The Airport

Gabon's Ministry of National Education and Higher Education will provide transportation for participants from Libreville Airport to the different hotels and departure transfers from the different hotels to Libreville Airport.

Local Transportation

The Ministry of National Education and Higher Education of Gabon will organize the daily transportation of participants from the different hotels to the Conference Center.

Taxis

During your stay in Libreville, you can also use taxis to get around. Libreville taxis are either red and white or purple and white in color. Fares vary according to your destination; there are no fare meters.

You can either: • Pay for the entire fare ("la course" in French) for a rate of 1000 FCFA (except for "courses" departures from the airport or the Atlantique Hotel where fares are 2000 FCFA). This means you travel by yourself in the taxi. • Otherwise, you can share taxi with other passengers and in this case, fares start at 100 FCFA for short distances. The fare from Libreville to the Conference Center is around 2000 FCFA. • At night, taxi fares tend to double in price.

Information on Libreville

Weather

Temperatures at the end of March are around 28-30° C (80° F), with a chance of rain.

Electricity

Electric current: 220 volts.

Time Zone

Greenwich Mean Time (GMT) + 1 hour.

Exploring Libreville

Below are some suggestions if you should like to explore Libreville :

- The beach : we recommend the beach near the Atlantique Hotel (near the airport)for bathing
- The "quartier Louis" neighborhood, a lively place with many restaurants
- The two traditional arts markets ("marché artisanal" in French) in downtown Libreville ("Centre Ville")

- The Libreville Museum (Le Musée de Libreville)
- The Sibang Arboretum, located five kilometers from Libreville, features most of the tree species present in Gabon's rainforests. The arboretum offers daily guided tours with forest rangers.
- Pointe Denis, a seaside resort, lies on a peninsula between the Atlantic Ocean and the Gabon Estuary. You can take a 30-minute boat ride from Libreville to Pointe Denis on Saturdays and Sundays.

Libreville Restaurants

The restaurants below are rated as follows:

- * under 10.000 FCFA/person
- ** between 10.000 FCFA and 20.000/person
- *** over 20.000 FCFA/person

Near the Hôtel Atlantique

- * Tivoli
- ** Dakota
- ** Tropicana

Near the Intercontinental Hotel

The closest area is the "quartier Louis" – Libreville's most lively neighborhood with many restaurants and discotheques.

- * La Costa Sylvia
- * La Tonquinoise
- * Papa Union 1 et 2
- ** Grillardin
- ** L'Indochine
- ** L'étoile d'Or
- ** La Mangrove
- ** Les Arcades
- ** L'Odika
- *** L'épicurien

On the beach

- ** La Dolce Vita
- ** La Maringa
- ** Pizza Da Dino
- *** Ambroise

Near the Meridien and Novotel Hotels

- * La Marmite Bantu
- ** Chez Marcelline
- ** Le Marquisat
- *** Le Pescadou

List of Hotels

A I. Hôtel Atlantique

Across from the Libreville Airport

Tel. +241 73 24 30; Fax +241 73 24 36

Payment options: cash (FCFA, US\$), VISA, MC, AmEx, Diner's Club, Traveler's Checks (US\$)

B. Hôtel Intercontinental

Boulevard de Nice, Libreville

Tel. +241 73 20 23; Fax: +241 73 16 29

Payment options: cash (FCFA, US\$), VISA, MC, AmEx, Diner's Club, Traveler's Checks (US\$)

E. Hôtel Novotel Libreville Rapontchombo

Boulevard de l'Indépendance, Libreville

Tel. +241 76 47 42; Fax +241 76 13 45

Payment options : cash (FCFA, US\$), VISA, MC, AmEx, Diner's Club

F. Hôtel Le Méridien Re-Ndama

Boulevard de l'Indépendance, Libreville

Tel.+241 76 61 61; Fax +241 74 29 24

Payment options: cash (FCFA, US\$), VISA, MC, AmEx, Diner's Club, Traveler's Checks (US\$)

Shuttles Between Hotels and Conference Center

Dat	Departures
Monday March 27	Caucus of Ministers - Departure for Cité from hotel at 8h00
	Official Opening of the Biennale – Departure for Cité from hotel at 16h45
	Departure from Cité at 19h00
Tuesday March 28	Departure for Cité from hotel at 8h00
	Departure from Cité at 19h00
	Departure after dinner, starting 22h30
Wednesday March 29	Departure for Cité from hotel at 8h00
	Departure from Cité at 18h00
Thursday March 30	Departure for Cité from hotel at 8h00
	Departure from Cité to hotels at 18h00
	Departure for Atlantic Hotel (ADEA gala dinner) from hotel at 20h00
	Departure from Atlantique starting at 22h30
Friday March 31	Departure for Cité from hotel at 8h00
	Departure from Cité at 14h00
	ADEA Steering Committee – Departure from Cité at 18h00
Saturday March 1st	ADEA Steering Committee – Departure from Hotel at 8h00
	Departure from Cité at 12h00

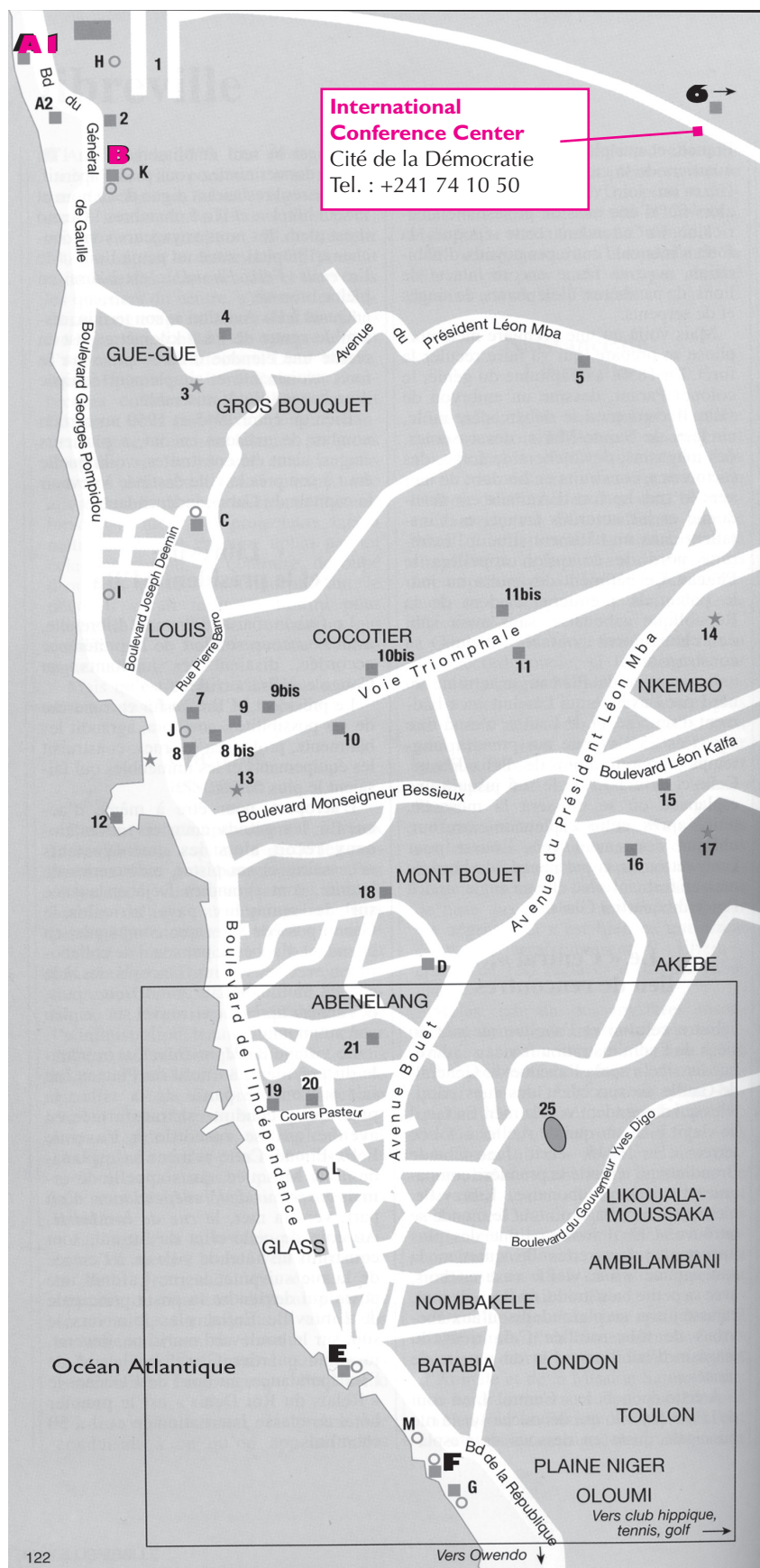
Remarks :

Every morning, bus shuttles will leave the hotels to go to the Centre de la Démocratie where the Conference Center is located. They will leave when they are full. There will be departures between 8h00 et 8h30.

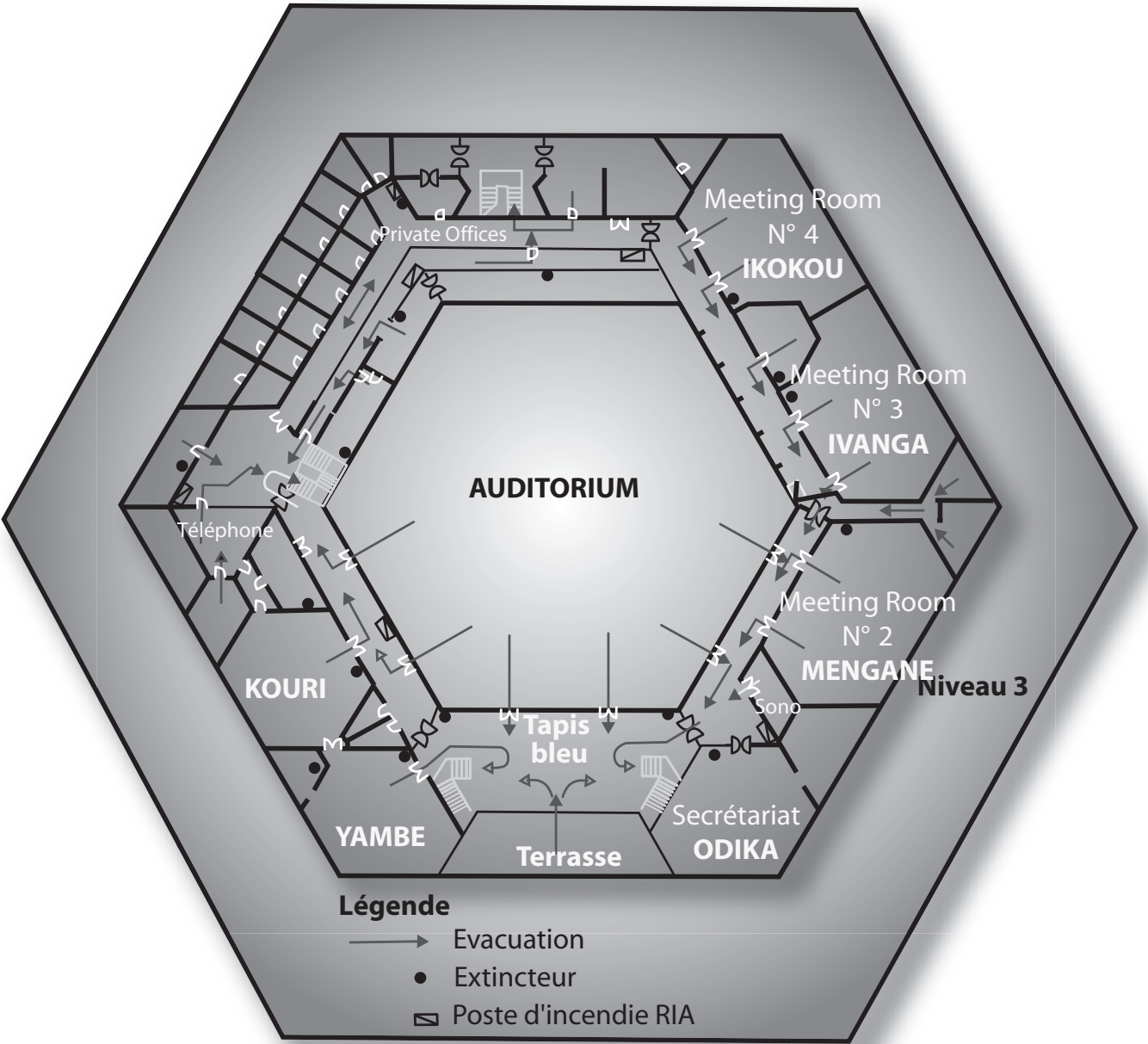
Every evening, the bus shuttles will transport the participants from the Conference Center to the hotels. They will leave when they are full. There will be departures between 18h00 et 19h00.

The bus shuttles will have signs indicating to which hotels they are attached.

- 6.** Conference Center
- A1.** Atlantique Hotel
- B.** Intercontinental Hotel
- E.** Novotel Libreville Rapontchombo Hotel
- F.** Le Méridien Re-Ndama Hotel



Map of Conference Center



- Secretariat:** ODIKA
- Plenary Sessions:** Auditorium
- Other Sessions:** Auditorium, Mengane, Ivanga et Ikokou
- Cyber Café:** Yambe
- Press Room:** Kouri
- Exhibit:** Terrasse and Tapis Bleu
- Fair of Innovations :** Banquet Hall and Room

Information Note on ADEA

A forum

for policy dialogue on education in sub-Saharan Africa

A network

of education professionals, practitioners and researchers

A partnership

between ministries of education and development agencies

A catalyst

for education reform

The Association for the Development of Education in Africa (ADEA) has been in existence since 1988. Then called Donors to African Education (DEA), it was set up to promote exchanges about educational policy in Africa and to establish a framework for better coordination among development agencies.

Since its foundation, ADEA has come to represent a genuine partnership between African education and training ministries in sub-Saharan Africa and their technical and external partners. It has also developed into a partnership of professionals, educators and researchers, and, based on its capacity to foster policy dialogue, a catalyst for educational reform.

Policy dialogue takes place within programs and activities carried out by the ADEA Secretariat and the Working Groups. The Biennial Meetings organized by ADEA are events of the greatest importance for education in Africa. African ministerial conferences and ADEA Steering Committee seminars are also auspicious occasions for promoting regional policy dialogue and exchanges concerning the agenda for educational cooperation on the continent.

ADEA Working Groups (WGs) also foster policy dialogue around educational priorities that have been set by the African countries. There are currently eleven Working Groups, which focus on the following areas: education sector analysis, communication for education and development, early childhood development, non-formal education, distance education and open learning, higher education, finance and education, books and learning materials, the teaching profession, education statistics, and the teaching of mathematics and science. Four ad hoc groups have been set up to explore concerns related to, HIV/AIDS, the quality of education, policy dialogue and post-primary education.

Among its other activities, ADEA encourages the sharing of African experience and know-how through its program of intra-African exchanges. The purpose of this program is to facilitate both study visits between countries and expertise missions of African professionals sent to assist countries that request them. ADEA also provides support for national coordination of funding agencies. Since 2001 it has held the Africa Education Journalism Award to encourage the African press to cover education and thus promote public debates in this area.

ADEA is also a source of baseline information about education in Africa. It manages a number of databases on its activities, on external funding programs and projects, on educational statistics concerning Africa, and on African education specialists and professionals.

Finally, ADEA has a publications program which seeks to share the lessons learnt from its Biennial Meetings and to highlight ongoing successful experiences in Africa. The Secretariat also publishes a quarterly Newsletter and a monthly Bulletin of Briefs.

More information about ADEA is available at: www.adeanet.org