

ADEA 2001 Biennial Meeting

(Arusha, 7-11 October 2001)

Draft Program

C:\TRANS\ADEA\biennial\Papers\Program-2001\ArushaBiennial.wpd
October 1, 2001

Introduction to the Program

Objective and content of the meeting

The meeting will have a double focus:

- " It will explore issues related to bringing actions, innovations, programs and policies to scale, and the ways and means of doing this.
- " It will (i) explore promising approaches used by education systems and mass communication to combat the HIV/AIDS epidemic, and (ii) review seventeen recent conferences on HIV/AIDS and education in Africa.

This is the sixth ADEA Biennial meeting. As in the past, the meeting will be characterized by a spirit of informality, collegiality, professionalism and, therefore, critical feedback. Content was selected on the basis of substantive impact, with a focus on outcomes and results. There is no expectation for a final declaration, resolution or communiqué. Rather, through a high degree of interaction, these Biennial meetings are designed to promote the common understandings and shared visions essential to the construction of the partnerships we all need for the development of education in Africa.

The contents of this year's Biennale will reflect ADEA's continuing focus on policy assets, on what works based on experience on the ground. This approach formed the basis of the 1999 Johannesburg Biennale. The theme of this Biennale is the next logical step forward from Johannesburg where successful experiences were presented and discussed, many of which were small-scale innovations and pilot programs.

The program of this meeting is designed to present experiences and stimulate discussions, from which lessons can be drawn that will enable all participants to better understand the issues involved in (i) going to scale, and (ii) responding to the challenges of HIV/AIDS. In this way, we aim at: (i) reinforcing the partnerships ADEA strives to promote; and (ii) developing indications for how the ADEA network can more effectively respond to the challenges of educational development in Africa.

Organization of the meeting

The opening session will take place in the Simba Hall on Monday morning, October 8th, from 9:00 to 1:00 pm. After the opening and keynote speeches, there will be a presentation from Tanzania on how they attained universal primary education and subsequently experienced declining rates of enrolment. This presentation will be followed by a discussion.

The main body of the meeting's program will consist of ten plenary sessions of 1½ to 1¾ hours, each (there will be a coffee/tea break between each session). They will take place from Monday afternoon through Thursday morning, also in the Simba Hall. This Biennale will have fewer presentations/panelists in order to ensure that each session has ample time for questions and comments from the floor. Also, Wednesday afternoon will be devoted to breakaway sessions and group discussions.

The plenary sessions will be varied in format. They will include presentations of studies (cited in the program), panel discussions moderated by the session Chair, and video presentations. The presentations papers and videos have been commissioned by ADEA for this meeting. All sessions are designed to allow at least thirty minutes of open discussion with and from the floor.

Five breakaway group discussions are programmed for Wednesday afternoon. These sessions are expected to involve in-depth discussion of the topics addressed by the plenary sessions. Each breakaway group will draw conclusions and recommendations on how the lessons learned during the Biennial meeting can inform improved partnerships between agencies, and ministries and between ministries and other actors in the education sector.

The Caucus of Ministers will meet during the second half of Wednesday afternoon (during which time the breakaway sessions will continue).

Thursday morning's wrap-up sessions will include: (i) a report from the Caucus of African Ministers; (ii) reports from the breakaway group discussions; (iii) a synthesis of the lessons learned, followed by discussions on their implications for education in Africa in general, and for ADEA in particular; and (iv) closing comments and remarks, including new directions and transitions for ADEA.

Monday, 8th October

OPENING SESSION: 9:00 - 13:00

Chair: Hon. Joseph MUNGAI, Minister of Education and Culture, Tanzania

Welcome from the ADEA

Mr. Ahlin BYLL-CATARIA, Chair of the ADEA and Education program officer, Swiss Agency for Development and Cooperation

Hon. Bireme Abderahim HAMID, Alternate Chair of the ADEA and Minister of Education, Chad

Keynote speech

His Excellency Ally Mohamed SHEIN, Vice President of the Republic of Tanzania

Speeches

"Prof. Bouli Ali DIALLO, President of FAWE

"Dr. Birger FREDRIKSEN, Senior Education Advisor, Africa Region, World Bank

"Dr. Peter ADAMS, Member of Parliament, Canada

Education for All Challenges in Tanzania

Hon. Joseph MUNGAI and Prof. Justinian GALABAWA (University of Dar-es-Salaam),

Developments and Issues Regarding Universal Primary Education (UPE) in Tanzania.

This paper traces the development of basic education through three phases: (i) a phase of Socialism and Self-Reliance with Gross Enrollment Rates reaching close to 100% (1970's - early 1980's); (ii) a phase of economic expansion and schooling, during which the economy and schooling, during which expansion and enrollment rates declined (1980's - 1995); and (iii) the current phase characterized by increasing participation. The paper analyzes the factors associated with attaining the goals of UPE.

SESSION 1: 14:30 - 16:00

Topic: From pilot to scale: issues and experience

This session will develop conceptual and operational approaches when taking pilot experiences and innovations to scale, giving special attention to the factors that contribute to the success and/or failure of "going to scale". In addition to a conceptual background paper, the session will take a close look at specific programs in two countries.

Chair: Hon. Lesao Archibald LEHOHLA, Minister of Education and Manpower Development, Lesotho

Presentations:

Scaling up by focusing down, Prof. Joel SAMOFF, Stanford University, Prof. E. Molapi SEBATANE, National University of Lesotho, Prof. Martial DEMBELE, Ecole nationale d'administration et de magistrature, Burkina Faso

Start small but think big. That attractive approach to innovation and reform for education in Africa has proved difficult to achieve. Some initiatives may be small. Three themes frame an agenda for future knowledge base is problematic. Scaling up requires a holistic approach and vibrant networks. Rather than replicating the specific elements of the reform, what must be scaled up are the conditions that permitted the initial reform to be successful and that can sustain it.

Mobilizing Guinean Educators Around a Primary School Quality Improvement Program, Mr. Alpha Mahmoudou DIALLO, Directeur National de l'Enseignement Élémentaire, Ministère de l'Enseignement Pré-universitaire et de l'Éducation civique, Guinée

Following broad dissatisfaction with top-down in-service teacher training, the country adopted a bottom-up approach that puts teachers at the center to improve quality in a sustainable manner. This approach was implemented through a grants program designed to help small schools prepare their own professional development and, if selected for funding, execute them. Almost all the country have participated in the design of at least one program. Also, many top administrators and mid-level ministry personnel have been mobilized on a regular basis as jury members, team facilitators, evaluators with teachers on quality of education issues within the framework of this program.

The Primary Reading Programme: The Zambian Experience of Going to Scale, Prof. Geoffrey TAMBULUKANI, University of Zambia

The Zambian Primary Reading Programme aims at developing primary school children, first in the children's mother tongue, and then in English. The paper outlines the stages through which the programme went from inception to piloting and evaluation in selected languages and districts, and then to scale in all the national languages and all the districts in the country. The paper discusses the factors, the challenges and the problems encountered during the pilots, as well as

during the process of going to scale contain lessons applicable to other countries as they take their educational programme to scale.

SESSION 2: 16:30 - 18:00

Topic: System-wide mobilization of latent resources

The main issue in this session is that education underused. If fully mobilized, they could have significant, system-wide impact. Such latent resources could include teachers who are not teaching and buildings that are underused. This session will demonstrate how large-scale, system-wide benefits for quality and access can be achieved at little-to-no additional direct cost.

Chair: Dr. P. T. M.. MAROPE, World Bank

Presentations:

Hon. Prof. Kader ASMAL, MP, Minister of Education, South Africa

This paper focuses on mobilizing latent, under-utilised resources. In addressing this subject the paper looks at what is latent, how we recognise it as latent and what is latent resources. Although the point of reference is the South African experience, many of the problems and challenges faced in South Africa are replicated in the rest of Africa. An important aspect in mobilising resources is the need to build professionalism of the teaching profession and to employ innovative approaches to motivate teachers.

Using Job Descriptions for Monitoring Primary Education in Senegal, Mr. Pape Momar SOW, Regional Director, Fondation Paul Gerin-Lajoie, Senegal

Seven principles guide this experience: parSeven principles guide and efficient management; steady support (*animatioanimation*); training and upgrading; and action-research. Job descriptions that outline tasks and expectations for teachers, and inspectors were drafted by all concerned parties, and are applied in an open and inspttransparent manner. Since the intrtransparent manner. Since the intschoschool school leaving examination have gone from 30% to 49%. In conclusion, we see how effective organizational methods can enable ordinary people to aceffective organizational methods tasks.

Tuesday, 9th October

SESSION 3: 9:00 - 10:45

Topic: HIV/AIDS *Taking stock of promising approaches in HIV/AIDS and Education in Sub-Saharan Africa: What works, why and how: A synthesis of country case studies*

This session will report on the ADEA initiative *Identifying and Applying the "praxis approach" to education systems*. At the Johannesburg Biennale, ADEA was challenged to apply the "praxis approach" to education systems by highlighting the problem posed to education systems by HIV/AIDS. This session will report on the approaches to tackling HIV/AIDS issues are underway in 14 countries. After a brief presentation that takes stock of the studies completed and underway, a panel presentation that takes explore approaches that show promise within the context of the education system.

Chair: Ms. Françoise CAILLODS, Deputy Director, IIEP

Panelists:

" from the ADEA Technical Team for the exercise and authors of the Report

Dr. Gabriel RUGALEMA, UNDP, Pretoria

Dr. Richard AKOULOZE, Inspector General for Pedagogy, Ministry of Education, Cameroon

" from participating country teams

Prof. Malick SEMBENE, Division Head, School Health and Nutrition, Ministry of Education, Senegal

Dr. Becky NDJOZE-OJO, Chief Consultant on HIV/AIDS in Education, University of Namibia

Mr. M. SAWAYA, Principal Education Officer, Ministry of Education and Culture, Tanzania

Mr. Paul DOGOH-BIBI, ADEA Teaching Profession Working Group (Francophone section), and Inspector General, Ministry of Education, Côte d'Ivoire

SESSION 4: 11:15 - 13:00

Topic: Tackling HIV/AIDS: Mass-Media and International Conferences

Chair: Ms. Sissel VOLAN, Head of Unit for Education, Research, and Culture, NORAD, Norway

Presentations:

HIV/AIDS Impact on Education in Africa: An Analysis of Conferences, Workshops, Seminars, Meetings and Summits Focusing on HIV/AIDS Impact on Education in Africa, Mr. Peter BADCOCK-WALTERS, University of Natal, South Africa

This paper provides a coherent and comprehensive picture of the outcomes of conferences on HIV/AIDS and education conferences on HIV/AIDS and education in June 2001. It reviews these conferences, analyzes their effectiveness and appears to be minimal links between the learning experience. It postulates a typology of conference effectiveness. The paper does not claim a trend, conferences appear to be getting better at recognizing their limitations and are setting their sights on longer-term, developmentally-sound incremental delivery of visible short-term results.

Going to Scale Across Borders: The Choose Life Project, Ms. Harriet PERLMAN, Regional Manager, Soul City: Institute for Health and Development Communication, South Africa

This paper looks at the process through which materials developed in one context are used in another. The different phases of the process and the strategies used (e.g., the formation of partnerships in the target country with NGOs, consultation with Ministries of Health and Education, national radio promotional campaign, etc.) are described in order to learn. This experience draws attention to the importance of ownership of the materials in the fight against HIV/AIDS.

SESSION 6: 16:30 - 18:00

Topic: Networks: a potent vehicle for going to scale

Increasingly, we think of networks as capable of generating energy that is the sum of their constituent parts. There may be a number of contributing factors, such as: low transaction costs; distributed ownership (with no flag) and involvement; focus; flexible, informal structural arrangements; and informal structural arrangements that mobilize a variety of resources in a cost-effective manner. For ADEA, critical analysis is also part of the equation. This session will examine how the ADEA network also part of the equation. This session will provide resources to the processes of going to scale. This session: (i) a critical look at education policy network in particular; and (ii) a prospective analysis of ADEA and its future.

Chair: Dr. Katherine NAMUDDU, Rockefeller Foundation

Presentation:

Networks: A Potent Vehicle for Going to Scale, Prof. Lily MAFELA, University of Botswana

From past to Future: Continuity and Change in ADEA, Dr. Ingemar GUSTAFSSON, Swedish International Development Cooperation Agency (Sida)

Panelists:

Prof. Penina MLAMA, Executive Director, FAWE

Dr. Ko-Chih TUNG, Statistics Working Group, and UNESCO

Mr. Alamah CONDE, Teaching Profession Working Group (francophone section), and Deputy Inspector General for Education, Guinea

Ms. Eliesha LEMA, African Publishers Network (APNET)

Dr. William LYAKURWA, Director of Training, African Economic Research Consortium (AERC), Nairobi

Wednesday, 10th October

SESSION 7: 9:00 - 10:45

Topic: From innovation to scale: lessons from elsewhere

African countries should learn from African countries should learn from each other African countries should learn from each other in the world, especially in the world, especially from other developing countries experiences in Central America (Escuela nueva in El Salvador) experiences in Central America (Escuela nueva in El Salvador) Bangladesh (BRAC) and India (District Primary Education Programme) Bangladesh (BRAC) and India (District Primary Education Programme) brought to scale innovations and reforms for basic education brought to scale innovations and reforms for basic education participation; active, child-centered pedagogies; decentralization; large-scale NGO delivery of basic education; and local education planning. The "presentations" consist of documentaries of study tours to these countries (including ministers). The study tours were designed to provide insights from these experiences. The study tours offer alternatives strategies for providing cost-effective quality education within the limits of central government action.

Chair: Mr. Mamadou NDOYE, ADEA

Presentations: Two video documentaries:

Sharing and Learning: New Strategies for Education for All

Part I: Guatemala and El Salvador

Part II: Bangladesh and India

Panelists:

Hon. Joseph MUNGAI, Minister of Education and Culture, Tanzania

Mr. Kassoum ISSA, Secretary General of the National Teachers Union of Niger

Ms. Vicky COLBERT, Colombia

Dr. Manzoor AHMED, Special Adviser to UNICEF, Bangladesh and Associate Faculty,
Institute for International Education Studies, University of Pittsburgh

SESSION 8: 11:15 - 13:00

Topic: Mainstreaming Non-Formal Education: Moving from the margins and going to scale

The session explores the issue of moving NFE and alternative approaches from the margins and taking them to scale as credible means of education. An introductory paper sets out experiential knowledge of the type of theory that can guide policy makers, planners and NFE and alternative approaches to basic education. Three other presentations examples of successful practices in Africa from other regions. The analysis presented here is designed to develop mainstreaming tools based on experiential practices.

Chair: Hon. G. MARTINS, Minister of Education, Science and Technology, Guinea Bissau

Presentations:

Learning How to Mainstream: Experiential Knowledge and Grounded Theory, Dr. Cream WRIGHT, Head of Education Department, Commonwealth Secretariat, London

Successful Experiences from Asia, Latin America and the Caribbean on Alternative Approaches to Formal Education that Contribute to Improving the Quality of Education, Ms. Rosa-Maria TORRES, Argentina

Successful Experiences in NFE and Alternative Approaches to Basic Education in Africa, Mr. Ekundayo J. D. Thompson, Kenya

Mainstreaming and Marginalisation of NFE in Ethiopia, Dr. Emebete MULUGETA, Coordinator, Center for Research Training & Information on Women in Development, Addis Ababa University

Breakaway, small group sessions: 14:30 - 18:00

There will be five groups. Each one will be tasked to draw conclusions and recommendations on how lessons learned during the Biennial meeting can be applied to education policy formulation and be used to inform improved partnerships between agencies and ministries and between ministries and other actors in the education sector. Groups will be provided with an agenda of points to be discussed.

A Chair, resource persons and a rapporteur will be assigned to each group. The rapporteur will provide a synthesis of the group's discussions to the plenary. To ensure balance, participants will be assigned to the discussion groups.

<u>Groups</u>	<u>Topic</u>	<u>Room</u>
1	Implications for going to scale	Simba Hall
2	Focus on non-formal education	Twiga
3	Focus on HIV/AIDS	Mbayuwayo
4	Focus on communication for education and development	Kololo
5	Focus on networking as a resource for mobilizing knowledge and partnerships	Manyara

Thursday, 11th December

SESSION 9: 9:00 - 10:45

Chair: Hon. Bireme Abderahim HAMID

Report from the Caucus of Ministers

Panel with rapporteurs from the breakaway group discussions

SESSION 10: 11:15 - 13:00

Chair: Mr. Ahlin BYLL-CATARIA, Chair, ADEA

Panel on lessons and conclusions

ADEA: transitions and directions

Closing of the meeting