

ADEA 2003 Biennale

The Quest for Quality:
Learning from the African Experience

Program of the Meeting

Grand Baie, Mauritius, December 3-6, 2003



Association for the Development of Education in Africa

Cover: *La pensée*, by Malcolm de Chazal

ADEA has a tradition of using a work by an artist from the host country to illustrate the theme of its Biennial Meetings since there is a close relationship between education and culture. For the 2003 Biennale, a work by Malcolm de Chazal has been selected. Malcolm de Chazal (1922-81) was a leading figure in the literary and artistic history of Mauritius. A writer and painter, he regarded verbal alchemy and poetic writing as the vehicle of thought. He developed extensive relationships with the French surrealists, particularly André Breton. During the last thirty years of his life, he also threw himself with fervor into naive painting, the meaning of which he explicated in "*Sens plastique*", one of his literary works.

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Introduction to the Program

Background

ADEA's 2003 Biennial Meeting is being held three years after the Dakar International Forum on Education for All. The commitments made collectively by the international community are increasingly focused on the acceleration of universal primary education and education for girls, in keeping with the development objectives of the Millennium. Together with unconditional support for the various initiatives designed to expand access to primary education and to ensure gender equity in the schools, we need to remember that the Dakar vision is broader since it includes alternative forms of learning for children, as well as literacy training and education for adults and young adolescents. Similarly, the six objectives that were adopted in Dakar quite rightly stressed the overriding importance of the quality of education measured by using the primary school completion indicator, as well as the importance of successful learning in other forms of education.

Actually, and this takes us to the core of the Biennale's field of concern, it is doubly productive to combine efforts to ensure access and equity with efforts to ensure quality.

First of all, this is a way to avoid the waste caused by investing enormous resources in education without having any evidence of it in the outcomes of learning, because children, adolescents and adults will have gone through basic education programmes without having acquired the minimum skills, i.e. reading, writing and arithmetic.

Seen from another angle, combining access, equity and quality can be especially successful. Indeed, the combination encourages, motivates and, hence, stimulates demand for education by parents and communities. Furthermore, it contributes to making education systems more effective and allows for the same amount of resources to produce substantially better results in terms of the supply of education. The Biennale's concern, thus, is not to be interpreted as a message that opposes improved quality to wider access. It would be more accurate to say that the first objective gives strength and effectiveness to the second, the aim being to provide good quality education for all by the year 2015.

Theme and objectives of the Biennale

The theme of the Biennale focuses on examining policies and practices that have proven to be effective or promising in improving the quality of basic education in sub-Saharan Africa. It is backed by the work started more than a year ago by African countries, development agencies, ADEA working groups, regional networks and civil society organizations to identify, analyze and document their successful experiences in order to be able to share them.

A large number of case studies and background papers have been used to produce a synthesis of African experiences. They have also made it possible to provide an international perspective to accommodate lessons from other regions of the world, in particular developing countries. This work is set out in a discussion paper that will be reviewed by the Biennale. It considers a variety of critical subjects: quality concepts and designs, equity and gender policies, frameworks and structures for supporting decision-making and implementation, the financing of quality and essential inputs, the issue of the relevance of education in relation to curricula adaptation and the use of African languages, strategies for skilled teachers and effective schools, decentralization and diversification of the supply of education with an eye on the participation of the civil society and local communities, quality management and monitoring-evaluation, new prospects and ways to improve quality, etc.

Gravitating around this very productive theme, the Biennale will be a place of open and critical reflection that is collegial and informal, professional and development-oriented with the aim to:

- stimulate the sharing of a common understanding of the main challenges and stakes of “quality education”;

- develop “mutual learning” by sharing experiences and knowledge between countries, ministries of education, development agencies, networks and experts, the civil society and other actors;
- promote policies, reforms and practices that have proven to be promising, as well as lessons derived therefrom;
- promote a “culture of quality” among the main actors and partners who are working on developing education in Africa;
- stimulate the emergence of a framework for policies, concepts, tools, methodologies and strategies for implementation that is designed from an operational vantage point that can effectively support the actors working at different levels to improve the quality of education.

Program and working procedures

Plenary sessions on specific topics: After the opening session, to be held on Wednesday, December 3, from 9:00 to 11:00 a.m., there will be ten plenary sessions lasting an hour and a half on average. These plenary sessions will be spread over the four days of the Biennial Meeting, with two sessions in each half-day (except the morning of the first day, when only one plenary session will be held after the opening session; the afternoon of the third day, which will be devoted to breakaway workshops and the Caucus of Ministers meeting; and the morning of the fourth day, when the last session will be held). Of the ten plenary sessions, five will consist of presentations followed by panel discussions. The other five sessions will be round-table discussions, with no formal presentations.

Round-tables: The round-tables will consist of discussions with panelists and participation by the audience. The following sessions will be round-tables: session 2 will assess educational quality in Africa (1st day); session 4 will focus on the professional development of teachers (2nd day); session 7 will explore quality in other sectors and sub-sectors (2nd day); session 8 will focus on decentralization and the participation of civil society (3rd day); and session 10 will be on HIV/AIDS and educational quality (4th day).

Breakaway workshops: In the afternoon of Friday, December 5 (3rd day), three breakaway workshops are scheduled to be held simultaneously with the meeting of the Caucus of African Ministers of Education. The workshops will consist of two consecutive sessions (3:00-4:30 p.m. and 5:00-6:30 p.m.) and will address the following topics: policies for the improvement and financing of quality (workshop 1), strategies and reforms at the school and classroom levels (workshop 2) and partnerships for quality (workshop 3). The purpose of these workshops is to let more participants voice their views and to explore more deeply certain issues brought up in the plenary sessions. For this reason, no formal presentations are scheduled; rather, resource persons will initiate the discussion by delivering a short introduction that raises questions worth pursuing.

Caucus of Ministers: The Caucus of Ministers will meet in two separate sessions. The first session will address substantial issues in connection with strategies for implementing NEPAD in the education sector; the second will be devoted to the examination of the Bureau of Ministers’ report of activities and to the election of the new ADEA Bureau of African Ministers.

Report from breakaway meetings and the Caucus of Ministers: The last day of the Biennial Meeting will begin with a round-table on HIV/AIDS and educational quality. It will be followed by a session with the rapporteurs of the breakaway workshops and a report of the Caucus of Ministers meeting. After a break, the wrap-up session (11:00 a.m.-12:30 p.m.) will present highlights and outcomes of the Biennial Meeting: general trends, main findings, promising lessons and important messages. Lastly, the closing address will be delivered in the closing session (12:30–1:30 p.m.).

Annotated Program

WEDNESDAY 3 DECEMBER - MORNING

Opening session

9:00 - 11:00

Chairman

- Hon. Mr. Louis Steven OBEEGADOO, Minister of Education and Scientific Research, Mauritius

Welcoming addresses

- Mr. Ahlin BYLL-CATARIA, ADEA Chair, program education specialist, Swiss Agency for Development and Cooperation (DDC), Switzerland
- Hon. Mr. Lesao Archibald LEHOHLA, Minister of Education, Deputy Prime Minister, Lesotho, President of the ADEA Bureau of Ministers

Messages

- Hon. Mrs. Anne Thérèse DJONG-JATTA, Secretary of State for Education, Department of State for Education, Gambia, FAWE
- Mr. Michael OMOLEWA, President of the UNESCO General Conference
- Mr. Birger FREDRIKSEN, Senior Education Advisor, the World Bank

Opening speeches

- H.E. Mr. Amadou Toumani TOURE, President of the Republic of Mali
- H.E. Mr. Anerood JUGNAUTH, President of the Republic of Mauritius

Documents of the Biennial Meeting

Throughout the annotated program, documents prepared specifically for the Biennale and related to presentations or discussions in plenary sessions are preceded by the sign ▲.

Panel I:
Educational quality in sub-Saharan Africa (SSA) at issue

11:30 - 13:30

Chairperson

- Hon. Mr. Lesao Archibald LEHOHLA, Minister of Education, Deputy Prime Minister, Lesotho, President of the ADEA Bureau of Ministers

Objectives and contents

The first panel will be an introduction to the discussions on the quality of education. It will dwell on conceptual and operational issues linked to the formulation and implementation of policies for improving quality. The purpose of this introduction is to clarify and to explain differences in understanding and their implications in terms of dialogue and negotiation. The panel will start by examining the experience of a policy to improve quality in Mauritius, which will provide a basis for presenting field-related challenges and strategies. The session will then view a film showing the variety of concepts of quality as expressed by actors in education in Africa. Finally, in the presentation of the discussion paper, the main theoretical and practical questions on African and international experiences in quality improvement will be briefly considered.

Presentations

▲ **The Mauritius Experience**

- Hon. Mr. Louis Steven OBEEGADOO, Minister of Education and Science, Mauritius

The concern for quality cuts across every education system. Unlike the past where emphasis had traditionally been laid on increasing the output, today the quality dimension has become an imperative, focusing as it does on the critical factors of inputs, process, outputs and outcomes. Because of the realization that quality education is a social service that both defines the identity of the individuals and spearheads socio-economic aspirations in a context of life long learning, demand for it is increasing steadily. A number of initiatives are currently underway in Mauritius to ensure that an education for sustainable development—of the person and the society—is provided as part of the Quality Education for All drive. This encompasses special efforts made towards disadvantaged groups in close collaboration with and participation of all stakeholders. The Mauritian experience in securing a holistic education for all learners is based on a vision that encourages the development of a value-based democratic citizenship.

▲ **Film: “Viewpoints on quality”**

- produced by Ms Catherine ECOLIVET
- comments by children

This film, produced for the Biennale, shows a series of interviews that express various perceptions of what quality in education is or should be. Ministers, teachers, parents, students, school inspectors, managers and partners explain what they understand by a “good quality school”, “good quality education”, quality assessment and indicators. How do all these concepts fit together when used in formulating and implementing quality policies at different levels in the educational system?

▲ Discussion paper

The challenge of learning: improving the quality of basic education in sub-Saharan Africa.

- Mr. Adriaan VESPOOR, ADEA Lead Consultant, ADEA ad hoc Working Group on quality
- Mr. Martial DUMBÉLÉ, University of Quebec, Montreal

The discussion paper is an overall synthesis of case studies and background papers prepared as part of the exercise on quality. The paper is structured around the following central issues:

- ◆ Education For All policies should match the challenge of quality and bear specifically on equity issues, including gender issues;
- ◆ A "culture of quality" grounded in a shared vision of teaching and learning with a leadership that models appropriate behaviors and attitudes and accepts personal responsibility is at the heart of sustainable policies;
- ◆ Successfully implemented quality improvement recognizes the school as the unit of change, supports school-level initiative, encourages flexible and incremental progress, and provides opportunities for learning from experience;
- ◆ Successful Education For All assumes that students are well prepared, that schools offer enabling conditions, that teachers are qualified, that curricula contents are adapted to needs and that educational processes are effective;
- ◆ Quality improvement depends largely on the regular monitoring of students' progress, management methods (decentralization, school autonomy, community participation, etc.), financial developments (cost structures, cost effective options and use), and a capacity building strategy that is system wide and recognizes the need to do existing work better and more efficiently;
- ◆ Capacity building and sustainable support for policies aiming at improving quality require new partnerships with civil society, communities and development agencies;
- ◆ The challenge of learning goes well beyond the education sector and requires solutions to the problems posed by conflicts, HIV/AIDS, malaria, poverty, inequality and discrimination of all sorts.

Panel 2: ROUND-TABLE

Assessing and taking stock of the quality of education in Africa

15:00 - 16:30

Chairperson:

- Ms Alice HAMER, Director, Department for Social Development, North, East and South Region, African Development Bank (ADB)

Panelist:

- Mr. Saul MURIMBA, Director, SACMEQ
- Mr. Jean-Marc BERNARD, Advisor, PASEC
- Mr. Vina CHINAPAPAH, Senior Program Officer, Department for the promotion of quality education, UNESCO
- Ms Fatou NJIE, Ministry of Education, Gambia
- Mr. Glory MAKWATI, Working Group on Education Statistics (WGES)
- Mr. Vincent GREANEY, Senior Education Specialist, the World Bank

Objectives and contents

The panel will be organized as a round-table, in order to bring out:

- ♦ the findings on learning achievement in Africa, weighed against the assessments made under the auspices of SACMEQ, PASEC and MLA;
- ♦ lessons from these assessments and their importance in defining and implementing quality improvement policies;
- ♦ indicators and guidance for quality through educational statistics (WGES);
- ♦ conditions for using examinations and other types of assessments for monitoring performances regularly.

Lessons learned from regional experiences in learning assessment (SAQMEQ, PASEC and MLA)

▲ Southern African Consortium for Monitoring Educational Quality (SACMEQ)

SACMEQ is a consortium bringing together fifteen ministries of education of Southern and Eastern Africa to examine research and training policies linked to the monitoring of quality. The evaluation is centred on results obtained in grade six which is considered a strategic level for measuring the success of the whole primary education cycle. Results show that: (i) there is great variation from one country to the other, (ii) the uptake levels are generally low because over half the students do not reach the required levels, (iii) most of the students do not reach the “minimum level” and less than 15% reach the “desired” level, and (iv) results recorded by SACMEQ II indicate that progress had been made since SACMEQ I. The study recommends prudence in passing judgement because of the difficulty of obtaining satisfactory, homogeneous measurements of quality when examining the various definitions and their consequences with regard to the diversity of orientations and educational choices between and within countries.

▲ CONFEMEN program for the analysis of education systems (PASEC)

PASEC assesses the learning performances in the second and fifth year of primary education. The document gives a picture of quality based on comparative data from five countries (Burkina Faso,

Cameroon, Côte d'Ivoire, Madagascar and Senegal) obtained using the same survey protocol. The results indicate overall weakness of performance, and differences between and within a country. The lack of effectiveness of the educational systems calls for greater attention to the schooling conditions and out-of-school factors of successful learning. The document stresses the crucial importance of the first years of schooling.

▲ Programme to monitor the learning achievements of learning (MLA)

After being launched by UNESCO and UNICEF, this program provided support for 70 countries, (46 in Africa) to develop and strengthen their system for monitoring and evaluating the achievements of learning. The document presents results and lessons from African experiences. It also brings up the conceptual, methodological and analytical implications of introducing evaluations, as a cultural practice, bearing in mind the needs and priorities of the African situation.

▲ Using the MLA study to investigate quality factors in private schools in Gambia

MLA results show that private school students have greater skills than public school students. On the basis of these results, the study examines school performances that explain these differences. The essential differences included: (i) the style of management characterized by the unwaveringly leadership of the school director, teamwork and discipline; (ii) the availability of school textbooks, teaching materials, programs and manuals for both teachers and students; (iii) the evaluation, monitoring and recognition of progress in learning; and, (iv) the strength and quality of supervision, pedagogic support for the teachers and also the teachers' involvement in planning, evaluating and improving their work, (v) the parental support for the students at home.

▲ Indicators and monitoring quality through statistics (WGSE)

Statistics are essential tools in promoting quality in the education sector. This presentation shows how statistics are used to improve guidance for quality.

Since 1997, the NESIS program of the WGES has been working on promoting and developing methodological and technical tools to help sub-Saharan countries make the collection and processing of their statistical data on education more reliable. Many countries have now adopted this approach that combines rigor and flexibility in a "statistical chain" set. The methodology proposed by NESIS does not include all these dimensions but seeks to combine qualitative and quantitative approaches. Three case studies are presented in this document. Each one considers several facets of the quality of teaching and, when statistical data made a more detailed analysis on: (i) availability of schools textbooks in the primary schools in Burkina Faso between 1997 and 2002, (ii) impact of having more women teachers on the girl/boy ratio in Senegal in 2002-2003 and, (iii) impact of access to water and sanitation in schools on the girl/boy ratio in Senegalese schools in 2002-2003.

▲ Monitoring performance: assessment and examinations in Africa

The document focuses on the use of evaluations as a tool to improve the quality of education. It analyzes the following four categories of evaluations on the basis of experiences in Africa over the last 20 years: (i) national examinations; (ii) national evaluations; (iii) international evaluations, and (iv) classroom evaluations. The document advocates reforms, especially aimed to redesign examinations because of their generally poor quality and because they largely determine educational practices. The document explains the effects that these reforms could have on school program content, school performance and cognitive skills. It emphasizes the insufficient use of the results of the national and international evaluations and the great importance of evaluations at the classroom level, a level which is still seriously undervalued.

Chairperson:

- Ms Sissel VOLAN, Senior Education Adviser, NORAD, Norway

Objectives and contents

An Education For All policy advocates for quality for all. The panel will strive to promote the equity dimension of quality policies by emphasizing the gender issue. EFA report examines girls' education in Africa while FAWE focuses on improving girls' participation in education. As concerns the financing of quality, the scarcity of resources makes it vital to seek lowest costs and highest impact in education. The presentation on essential inputs seeks to provide answers to this complex question, and invites reflection on cost/effectiveness, and on cost/equity investment options.

Presentations**▲ Equity in learning: the gender dimension (FAWE)***Panelist:*

- Ms Lornah Murage, Program Officer, Forum of African Women Educationists (FAWE)

This study is a contribution by FAWE to the discussions of the Biennale. It analyzes the following points: (i) the small number of girls being educated, (ii) socio-economic, cultural, family and school factors that influence education for girls, (iii) reform strategies on funding, management, planning, and other areas designed to make it easier for girls to go to and stay in school, and (iv) promising experiences in Kenya, Cameroon and Tanzania which indicate that the right environments for educating girls can be created. Guiding government policy so as to deal efficiently with questions of gender, community involvement and the roles of different players and partners in education throughout the entire process as these seem to be the general factors behind the success in the different experiences presented.

▲ EFA 2003 report on girls' education*Panelist:*

- M. John DANIEL, Assistant Director-General for Education, UNESCO/
- Christopher Colclough, Director, Team for the EFA follow up Report

All countries have agreed to eliminate gender disparities in primary and secondary education by 2005. The new edition of the EFA Global Monitoring Report takes stock of where Africa stands in moving towards greater gender parity and highlights policies that have lifted some of the barriers to schooling in the region. But parity is not only about equal numbers. It is about improving the quality of the learning experience, and ensuring equal opportunities in society. While a much bolder international effort is required, the State must play the fundamental role in making good quality basic education a right and a reality for every citizen.

▲ Key elements in policies addressing education quality in the context of EFA*Panelist:*

- Alain MINGAT, Senior Economist, the World Bank

Based on the meta-analysis of assessments of the learning experiences, the cost effective approach

considers the cost of inputs and their effects on the outcomes of the learning experience. Although this approach is admittedly limited since it does not include processes and contexts, the study nonetheless provided a framework for choice on investment options when resources are scarce. The following questions are considered: (i) duration of pre-service training for teachers, (ii) increased emphasis on in-service training for teachers, (iii) priority to providing school textbooks, (iv) lack of effectiveness of expensive school construction, (v) limited effect of increasing student enrolment figures up to a certain level, (vi) questions on the effectiveness of inspections, (vii) the importance of development programs for early childhood, (viii) the positive effects of food programmes for students and literacy programmes for parents, and, (ix) doubtful value of repeating classes.

▲ Interactive Radio Instruction (IRI): Contributing to Quality and Access for EFA

Panelist:

- M. Gordon NAIDOO, Open Learning Systems Education Trust (OLSET), South Africa

This presentation will focus on the effectiveness of IRI for basic education at the primary school level to improve and enhance educational quality and access. Experiences of IRI from Guinea, South Africa, Southern Sudan, and Zambia, will illustrate what IRI is about, how it works, why it is needed, how it supports teacher development and government EFA efforts. Key issues related to policy, planning and implementation of IRI will be highlighted including financing, in-service teacher development and support, materials production, partnerships, and sustainability.

**Launching of the Akintola Fatoyinbo Africa Education
Journalism Award – 2004 Edition**

18:30 - 19:00

The third edition of the *Africa Education Journalism Award* will be launched during the gala evening that will celebrate the 15th anniversary of the association. The *Africa Education Journalism Award* recognizes the best articles on education written by African journalists and published in African newspapers. ADEA created the award to highlight the importance of reliable and quality public communication for the development of education in Africa, to enhance the media's interest in education and to promote public debates around issues and problems facing the education sector.

The 2004 edition of the Award will be launched in the presence of :

- Hon. Mr. Archibald Lesao LEHOHLA, President of the ADEA Bureau of Ministers
- Professor OPUBOR, acting coordinator, Working Group on Communication for Education and Development (WGCOMED)
- Thanh-Hoa DESRUELLES, coordinator of activities, Africa Education Journalism Award
- The winners of the 2002 and 2003 editions of the Africa Education Journalism Award

**Panel 4:
Teacher development at the center
of pedagogical renewal****9:00 - 11:00****Chairperson:**

- Hon. Mr. Prof. Daniel ONA-ONDO, Ministry of Education, Gabon, Vice-president of the Bureau of ministers, ADEA

Objectives and contents

The panel calls for reflection on effective strategies for developing and strengthening the professional skills of teachers while encouraging learner-oriented educational practices. The session will start with a presentation that will be followed by a round-table. Case studies on the teaching profession in Guinea and Cameroon, and others provided by the Working Group on the Teaching Profession will provide insights on field experiences whereas the thematic synthesis will derive the main lessons so that they can be viewed in the light of international knowledge. It is hoped that reflection stimulated by the panel will lead to reforms that target the professional upskilling of teachers (pre-service education, in-service education, motivation, ethics, etc.) which is a key factor of success in desired changes in educational concepts and practices.

▲ Thematic synthesis. Pedagogical renewal and teacher development*Panelist:*

- Mr. Martial DEMBELE, university of Quebec, Montreal

This presentation summarizes five national case studies, four background papers and two literature reviews on the professional upskilling of teachers and educational upgrading. It shows the following: (i) face to face teaching methods are still being used in the classes, (ii) reading is still a basic skill needed to learn other subjects, (iii) difficulty to change teaching methods based on deeply rooted beliefs and habits, (iv) prospects for changing educational practices through innovative experiences lead to a level that seems to be the most critical (the school and the classroom) and promising, (v) observations of effective practices should give closer attention to field processes and the use of inputs in schools and classrooms. It also brings up discussion points such as the use of African languages as the language of instruction, educational challenges focused on the learner in Africa, the restructuring of the teaching corps with new types of recruitment, and reconciling traditional inspection with stronger leadership and management in basic schools.

ROUND-TABLE : Professional development of teachers*Panelist:*

- Mr. Henry KALUBA, Working Group on the Teaching Profession
- Mr. Faoura THIAM, Ministry of Education, Guinea
- Mr. Yacouba YAYA, Ministry of Education, Cameroon
- Mr. Martial DEMBELE, University of Quebec, Montreal
- M. Faizal JEEROBURKHAN, Senior lecturer, Mauritius Institute of Education

▲ Self-evaluation of teachers: the path to a better school (WGTP)

Training organised by the Working Group on Teaching Profession (WGTP) on in-school self-evaluation in The Gambia, Swaziland and Kenya stressed the need to have: (i) a clear reference

framework (national mechanism, mandate, support arrangements), (ii) to develop a shared understanding of the self-evaluation process among people responsible for inspection, planning, finances and training and, at the school level, for directors, teachers, parents, management committee, etc, (iii) to have school directors who provide dynamic local leadership and to promote widely self-evaluation and (iv) to establish a well-structured institutional framework at the national and local levels to guide and monitor the evolution of the experience.

▲ Reform of pre-service training of teachers in Guinea (FIMG): analysis and assessment of the implementation

In 1998, Guinea had to face the challenge of recruiting 6,000 more teachers in three years, and reducing costs without compromising quality. Reacting to the very low cost effectiveness of the model used since 1992, the decision was taken to overhaul the pre-service training system for teachers by introducing a new model which shortens the training period from three to two years. The model uses the two-pronged German-type professional training system and tends towards active pedagogic methods and strategies focused on learning, reflective practices and constructivism. In the first year, training is scheduled to alternate courses at the teachers' training school (*École Normale*) and internships in primary schools. In the second year, the student teachers take over full responsibility for classes with the assistance of educational advisors and peers. This model was used to train 7,162 new teachers (more than targeted), lower unit costs and improve the results of student learning since the performance of classes run by these new teachers were better than those of classes run by teachers trained using the earlier model. This difference in progress level was even clearer with the second cohort of teachers trained using the new model.

▲ Implementing a new teaching approach in primary education (NAP) in Cameroon

In 1997, the Cameroonian Ministry of Education formulated and implemented the NPA. The methodology combines the principles of objectives and active pedagogic methods. The approach consists in announcing the objectives of the learning exercise to the students, showing them a situational problem and getting them engaged individually and then as groups in a problem-solving process and in transferring solutions to different situations in the surrounding environment. The evaluation is supposed to be phased with the original objectives. The NPA will be used as a lever and a compass to transform teaching practices through training and pedagogic support. The results indicate: (i) increased confidence and initiatives, and better relations between students and teachers, (ii) more intense contacts between inspectors, directors and teachers on educational practices and support, (iii) stronger commitment by teachers in preparing lessons and, (iv) stronger interactive relations between the school and the community. Furthermore, a brief study that was made showed that student performances had improved, especially in arithmetic.

▲ Teacher training via distance education in Mauritius (WGDEOL)

To meet the need to train teachers, many countries have begun to carry out distance television, audio and videocassettes and in certain cases the Internet and CD-ROMs. This case study presents the experience of Mauritius with a distance programme in continuing education. It analyzes how the Advanced Certificate in Education (ACE) course was viewed by primary teachers who received training between 1993 and 1998. A quantitative analysis of responses to a questionnaire was supplemented by a qualitative analysis using semi-guided interviews of school heads and inspectors concerning in particular the contribution of the ACE to improving learning results in the classroom. The teachers gave a generally high evaluation of the distance training methodology, which focused on learning more than on teaching and was based on a flexible, autonomous and cooperative approach. The ACE course also provided the teachers an opportunity to consider their own teaching practices and to improve some of these, as well as to begin a lifelong process of professional improvement.

**Panel 5:
Ensuring the relevance and efficiency of learning****11:30 - 13:30****Chairperson:**

- Birger Frederiksen, Senior Advisor for Education, World Bank

Objectives and contents

The problem of relevance is stated here in relation to the promotion of an African education model. More practically speaking, the panel will focus on increasing relevance as a way to improve the effectiveness of learning. From this pedagogical angle, adapting the curricula to the needs of the “Scope of Social Practice” of the learners and using their language as the first teaching language seems especially productive in the educational processes and active strategies and in the learners’ performances. Discussions on these issues may bring policy makers to introduce and/or strengthen the curricula of basic education.

Presentations**▲ Relevance of education: adapting curricula and using of African languages***Panelist:*

- Mr. Nazam HALAOUI, University of Montreal, Canada

The summary of the case studies (on Burkina Faso, Burundi, Mali, Niger and Zambia) and of the documentation is used to analyse experiences in reforming the curriculum and in bilingual education. It shows that increasing the relevance of education by taking account of the learners’ actual situation, capacities and needs also increases the effectiveness of learning when: (i) the curricula are based on the experiences and achievements of the learner in his/her family and environment and (ii) the language the learners use as their means of communication is the language of instruction during the first years of schooling. Bilingualism as a strategy facilitates the conveyance of knowledge. The same can be said for instructional programmes and strategies underpinned by intuition based on observations and experiences drawn from the learners’ environment. The presentation addresses the importance of making the learning process meaningful in relation to local and national healthcare (HIV/AIDS), environmental and labour requirements.

▲ Primary reading program in Zambia*Panelist:*

- Mr. François SAMPA, Ministry of Education, Zambia

Launched in 1998, this programme seeks to improve the performance of primary school students in reading and writing. The activities that were developed under this programme included: (i) the formulation and implementation of a bilingual teaching model that introduces the use of seven local languages as the first language of instruction while English is studied first orally and then in written form before becoming the language of instruction, (ii) support for this experience through teaching methodologies that are focused on the learner, on-going evaluation of the learning process and a teacher support system, (iii) the strengthening of the reading component of the school curriculum through educational publication on HIV/AIDS, the gender issue, everyday life-skills, etc.

Comparative results obtained from evaluations made in 1999 when the programme began, and 2002 show that the reading achievement level of classes in the various regions of Zambia improved by 30% and 68%. Furthermore, at the national and local levels, the programme helped strengthen the institutional capacities and the management, monitoring and support techniques of both schools and teachers. The Ministry has prepared a programme for 2003-2007 and for decentralisation that should ensure the sustainability of the experience. But there are still outstanding challenges: staff shortages in the schools, overcrowded classes, and poor pay for teachers.

▲ Beyond access and equity: improving the quality of nomadic education in Nigeria

Panelist:

- Ms Nafisatu MOHAMMED, Ministry of Education, Nigeria

The education program for nomadic children was started in 1989 in Nigeria to adapt the supply of education to demand for these segments of the population who are herders and fishermen. It has been developed using innovative techniques, and particularly: (i) adaptation of the contents of the programmes to the needs and realities of these communities, (ii) flexibility in the school timetable and calendar in order to fit the nomadic pace of life, (iii) use of nomads' native languages as the language of instruction, (iv) construction of mutable classrooms and boat-schools and (v) educational renewal and adapted training for teachers. The programme also includes prospects for sedentarisation and provides the necessary mechanisms. Besides presenting results that indicate that significant progress has been made, the study also analyses costs and evaluates quality.

▲ Early childhood development as an important strategy to improve learning outcomes (WGECD)

Panelist:

Ms Judith EVANS, Consultant, Working Group on Early Childhood Development (WGECD)

The concept of early childhood development (ECD) goes beyond preparation for schooling. It also includes stimulation of the child's potential, adequate healthcare and nutrition, and an enabling environment for the protection and development of the child's personality. The study stresses: (i) the importance of early development of certain potentialities to avoid losing them, (ii) the contribution of ECD to successful schooling and, later, to better performance and (iii) greater equity in quality improvement efforts, especially for girls and children from underprivileged environments. The study looks at ECD in Africa with its weaknesses in the pre-schooling phase, in the budgets and in the programme. Recommendations were made on: (i) promoting the integrated approach, (ii) the involvement of parents, the communities and NGOs and also the use of their educational resources, (iii) the adoption of high quality and financially sustainable programmes, (iv) strengthening the capacities of the teaching staff and parents, (v) establishing a political and operational framework that takes account of the realities and the needs of the communities, (vi) extending the ECD concept to rural zones and underprivileged areas, (vii) recognition of the diversity of modes of intervention and integration of services for children with regard to their health, nutrition, cognition and, motor, psycho-social and emotional development.

Panel 6:
Implementing reforms in schools and classrooms

15:00 - 16:30

Chairperson:

- Hon. Prof. Fabian Osuji, Minister of Education, Nigeria

Objectives and contents

Significant changes to improve the quality of education occur in the schools and classrooms. This panel will identify and analyze strategies, procedures, conditions and factors that contribute to turning reforms into practice by the players directly involved in the classroom, i.e. the teachers and the students. The introduction of innovations is indeed the major issue at stake for educational reforms but experience has shown the enormous, complex challenges are involved.

Presentations

▲ **Synthesis of studies on the generalization and sustainability of reforms**

Panelist:

- Mr. Kabule WEVA, University of Moncton, Canada

In the same vein as the ADEA 2001 Biennale, this synthesis of five case studies presents a typology of modes for scaling up reforms, as well as the conditions and factors for successful scaling up. It puts special emphasis on the importance of the social and political commitment, the role of communication and decentralization, and the need for a political framework and adequate financing to ensure the sustainability of the reform. The recommendations tend to support the use of: (i) a test phase before any widespread extension, (ii) a decentralization that makes the communities and schools responsible for defining their educational orientations and (iii) a local management and participatory communication system.

▲ **An approach to improving educational quality in the context of reforms in Mauritania**

Panelist:

- Ms Nebghouha MINT MOHAMED VALL, Ministry of Education, Mauritania

As part of the implementation of its NESDP, Mauritania has developed an education quality improvement process which required the establishment of an entity responsible for the strategic guidance, coordination and management of its activities. Instruments such as manuals on procedures and operations have been designed to facilitate programme implementation. Alongside this programme, the government is carrying out large-scale communication campaigns on literacy training and access to reading skills for all in order to ensure that parents acquire more knowledge and support education. The study stresses the importance of the commitment of the public authorities, the mobilisation of actors and resources, the timely validation of technical proposals, and the quality of the guidance as important factors of success. A *bona fides* contract on improving the performance of the educational system has been negotiated with all the stakeholders of education.

▲ The impact of primary education reform program on the quality of basic education in Uganda

Panelist:

- Mr. Joseph EILOR, Ministry of Education, Uganda

Since 1992, the Government of Uganda has undertaken an ambitious reform designed to make primary education universal and to improve the quality of basic education. As concerns quality, work has been done on the management system for pre-service and in-service training for teachers, school directors and education managers, on the production and distribution of learning materials, and on the adaptation of curricula and examinations. The study mentions the importance of involving communities in changing attitudes and values, introducing active technical methodologies and developing demand-driven strategies. Lessons learned over time stress the need to define objectives and priorities clearly, to introduce an institutional capacity-building mechanism and to obtain support from the communities to develop new partnerships. Government commitment has led to substantial funding.

▲ Lessons learned from the Improving Educational Quality (IEQ) approach

Panelist:

- Ms Jane SCHUBERT, Senior Research Fellow, American Institutes for Research, USAID

The study focuses on progress in knowledge and experiences in improving the quality of education over the last thirty years. The problem of moving from the knowledge to the practice of quality in the classroom is at the heart of the discussions. USAID supported a project called “Improving Education Quality” (IEQ) which was applied in seventeen countries. Lessons from the project tend to recognise education, learning and results as the core of quality improvement strategies. Since two classes are never the same, the study addresses the need to base quality introduction and management strategies on the specific realities of the school in question, thus indicating that quality improvement starts in the school and the classroom as changing unit. This has led to question on what teachers know, how they teach, what students do in the classrooms, what resources underpin the education and learning processes, what the students learn and how they learn it. The cycle that uses IEQ includes the evaluation of learning and education, multifarm methodologies, the analysis of qualitative and quantitative data, instructive evaluations that lead to changes in practices.

Panel 7: ROUND-TABLE
How is quality ensured elsewhere?

17:00 - 18:30

President :

- Ms Françoise CAILLODS, Deputy Director, International Institute for Educational Planning (IIEP)

Panelists:

- Mr. Jacob BREGMAN, Senior Education Specialist, World Bank
- Ms Magdellen JUMA, Senior Manager, African Virtual University
- M. James ADU OPARE, University of Cape Coast, Ghana, Working Group on Higher Education (WGHE)
- Tisna VELDHUYZEN VAN ZANTEN, Vice President and Director, International Development Group, University Research Co.

Objectives and contents

This panel will examine experiences in quality improvement at levels other than basic education (secondary and higher education) and in others sectors (health, new technologies) in an endeavour to derive useful lessons and contributions. Educational reforms have often learned from strategies developed in sectors outside education. Can the analysis of strategies designed to ensure quality in the field of health or technology bring new ideas? This question will be explored at a round-table discussion.

▲ **Quality of secondary education in Africa**

Achievements in basic EFA have created increased demand for higher level education. This document addresses the following three discussion points: (i) How far has secondary education in Africa gone in ensuring access, equity and quality? (ii) What are the trends and best practices for improving education quality in the OECD countries? (iii) Do they provide any lessons that can be applied to secondary education in Africa?

The document points to the alarming situation in secondary education in Africa and discusses the following challenges: finding the best cost/efficiency ratio, introducing equity and quality standards, providing the right training for teachers, redesigning the curricula, improving management and accountability, combining quality and relevance with the international and local issues.

▲ **Ensuring the quality of distance education in higher education: the experience of the African Virtual University**

The study presents the AVU experience with strategies and mechanisms used to guarantee the quality of distance learning in higher education. The AVU was started in 1997 by the World Bank. It grew from the project stage into a full-fledged university, and entered its operational phase in 2002. The AVU educational model gravitates around the learner. The students are the main players in this learning exercise and are they supported by teachers who give them advice and monitor their progress, all the while helping to provide access to knowledge. The educational method combines various procedures which allow the students to use Internet, intranet and CD-ROMs and to stay in contact with a local facilitator for explanations, information, advice and assessments. E-mail is also used as a means of communication among the students who can also access the AVU library through video/tele-conference courses. The list of challenges facing the AVU includes shortage

of IT resources, slow Internet connections, obstacles caused by telecommunications policies, the high cost of telecommunications, lack of ICT skills, and scepticism towards technology-assisted learning.

▲ The role and contribution of higher education to improving the quality of basic education (WGHE)

In Ghana the IEQ research centre is part of the Faculty of Education of the University of Cape Coast. This center conducts research that focuses on the school and the classroom. Research projects include: (i) a study on the availability and use of teaching and learning materials in the sciences, mathematics and English; (ii) a study on achievements in learning and quality improvement in primary schools and (iii) an evaluation of the application of the language policy in the primary schools. The study pointed out that research has an impact on the government's policy on basic education and has contributed to changing the attitude of teachers and students in the classroom and even in changing the attitude of the community. The presentation underscores the important role that higher education can play in improving the quality of basic education.

▲ Ensuring quality in the health sector

Improving quality has become a unifying theme across health programs and countries. Awareness of the importance of improving healthcare quality is seen in the rapid spread of evidence-based guidelines, growing attention to patient safety and monitoring health outcomes, attempts to reduce waste and inefficiency to ensure that scarce resources for healthcare are used to derive their full impact, and increasing involvement of communities in health care management and improvement. This document will present the approach used by the USAID-funded Quality Assurance Project that has been successfully applied in more than thirty countries. The approach incorporates tools of quality assurance (QA) and quality management within an institutional and organizational framework

**Panel 8: Decentralization and diversification:
the role of civil society and communities**

9:00 - 11:00

President:

- Hon. Mr. Prosper MPAWENAYO, Minister of Education, Burundi

Objectives and contents

Quality education for all requires political commitment and mobilizing latent educational resources in society. Partnerships with civil society, community involvement, responsibility taken up by local authorities and private sector initiatives depend to a great extent on the latitude given to them in government policies. The round-table will consider cases of decentralization, devolution and contracting which have made it possible to involve education stakeholders and partners in quality policy formulation and implementation. This also opens the way to diversification of the supply of education as a response to the diversity of demand for quality education.

Presentations

▲ Decentralizing and diversifying delivery systems: involving and empowering for “school citizenship”

Panelists:

- Mr. Boubacar NIANE, Teacher, Ecole Normale Supérieure, Senegal
- Mr. Jordan NAIDOO, Harvard Graduate School of Education, USA

In experiences with decentralization as a tool for quality improvement, contracting and delegating decision-making powers to the school and community level have proven to be a strong source of creative energy. Partnerships, involvement and cooperation have produced a slate of players and entities that are particularly productive. Lessons from these experiences show that: (i) school environments have abundant latent resources that can be used to improve the quality of education; (ii) confidence, transparency and value given to community participation in the decision-making process are extremely beneficial; (iii) on-going social dialogue, improvement of educational output, and efforts to obtain local financing contribute to promoting the quality issue in decentralisation-relocation policies. Increasing learning time, providing educational materials and tools, using technologies, providing local support for teachers, motivating the staff, supporting the parents and making school time square with social time are all vital factor of quality.

Panelists:

- Mr. Boubacar NIANE, Professor, Ecole normale supérieure, Senegal
- Mr. Jordan NAIDOO, Harvard Graduate School of Education, USA
- Mr. Alassane NDIAYE, Directeur de l'Alphabétisation, ministère délégué chargé de la Formation professionnelle publique et privée, de l'Alphabétisation et des Langues nationales, Sénégal
- Mr. Ratrema WILLIAM, Ministry of Education, Madagascar
- Mr. Paul Taryam ILBOUDO, Working Group on Non-Formal Education (WGNFE)
- Ms. Deborah GLASSMAN, Save the Children
- Mr. Mohamed Chérif DIARRA, Working Group on Finance and Education (WGFE)
- Mr. François GERIN-LAJOIE, Director, Paul Gérin-Lajoie Foundation

▲ An experience from Senegal: Decentralizing the management of education and diversifying supply - the “faire-faire” strategy

The “have others do it” strategy is based on a partnership between the State, civil society organizations and the community. Using a well-balanced, functional distribution of roles, this partnership builds up the mechanisms and the operational procedures for developing and financing literacy projects for adults and alternative education programmes for children and teen-agers. Guarantees for the learning process are rooted in: (i) consultation frameworks that are constantly assessing and improving actions underway; (ii) an evaluation and capacity-building mechanism for the various players based on four functions (information, supervision, quest for quality, and support); (iii) greater logistical and financial resources, and (iv) the diversification and expansion of the educational demand-oriented supply. The remaining challenges are local community involvement and data management.

▲ Contract-programs and improving quality in Madagascar

The contract-programs (CP) was inspired by Malagasy customary law and has been framed as an agreement between the members of a community and the Ministry of Education. It takes account of the local conditions in their context, seeks to share the objectives of the programs and allocate the roles to the contracting parties. The first CPs gave special emphasis to broader access and greater equity. As of 1999 they also focused on the improvement of educational practices that helped reduce the number of repeaters and increase the UPE success rates. CP initiatives, *inter alia*, were designed to train school directors and education adviser in learning management and school organisation working together with the community. This led to a system that was better designed for educational and teacher planning, stronger pedagogic support for teachers and greater availability of school textbooks. It was noteworthy that the students and the teachers became more punctual, industrious and motivated.

▲ The experience of Burkina Faso (WGNFE)

After analyzing and assessing changes in basic education in Burkina Faso between 1960 and the present, the study reviews various educational and pedagogic innovations keyed to improving the quality and the relevance of the learning experience: satellite schools, bilingual education, *banma nuara* centres, centers for non-formal basic education, and the “reflect” approach. Thereupon it looks at prospects for developing the system in relation to the “Education For All” objective. Stress is laid on the important role played by nonformal education and bilingual education which can be included in the system to boost efforts to achieve access and equity and also further efforts to adapt educative contexts and strengthen the quality of learning.

▲ **Save the Children village schools in Mali, 1992-1993 : a future to quality access?**

For a decade, the Malian government has designated financial and human resources to meet the two principal challenges facing the educational system – improving access, on the one hand, and improving the quality of learning in schools on the other. This gave rise to the community schools, new forms of educational organization born of the limits of the public services to meet the demand for education in rural areas. Today, they offer an alternative solution to quality education for all. In 1992, Save the Children proposed a different model for village schooling which represents a break from the existing formal education paradigm in several important ways. Save the Children US has been providing community (or village) schools in Mali since 1992 and has expanded and adapted its approach to seven other countries in Africa. These schools provide relevant rural education in villages in Mali where no proximate schools existed. At the same time, this model was innovative, and challenged prevailing assumptions about what education works effectively. This document focuses on the evolution of the village school approach in Mali and its relationship to Malian educational reform. It concludes by raising questions about how educational projects run by NGOs with outside are valued and evaluated.

▲ **Financing education in a decentralization context in Mali, Nigeria and Uganda Working Group on Finance and Education (WGFE)**

This paper examines and analyses the financial management of education in a decentralized setting cases studies made in Mali, Nigeria and Uganda. The choice of these countries was further dictated by the nature, time span and specificities of their experiences in decentralization. The experience with and impacts of the different approaches to and aspects of decentralizing are reviewed in these studies. The focus on these approaches has taken into account deconcentration and devolution. The findings of the studies reveal that there are a lot of commonalities between the financial management of education in a decentralized setting in the three countries under investigation, but also differences. These differences relate more to the contextual variations between the countries than to the financial management structures operating at various levels of government.

▲ **Field training and support for young volunteer teachers in basic education in Niger: the experience for the Paul Gérin-Lajoie Foundation**

The Paul Gérin-Lajoie Foundation observed the learning situation of pupils in 19 rural schools in Niger. This revealed that certain teachers did no more than childminding, while others who attempted to teach coursework had no real mastery of the subject matter. There was a great deal of absenteeism in these schools, and in some villages the parents did not want to entrust their children to the teachers because learning was poor. This document analyzes methods of training school heads and volunteers in the context of an action-research program implemented in the field to improve the quality of teaching. The results with regard to the motivation of teachers and their relationship with school directors as well as with regard to pupil learning seem to be very encouraging.

A second part of the document concerns a program called *Educators without borders*, which is a network of Canadian educators who volunteer to give support to their counterparts in school systems in the South. The goal is to share knowledge and pedagogical know-how in order to strengthen basic education. Haiti and the African countries of Senegal, Mali and Niger benefit from the program.

**Panel 9: External partnerships:
Financing and knowledge sharing**

11:30 - 13:30

Chairperson

- Ms Sarah MOTEN, Coordinator, Education For Development and Democracy Initiative, USAID

Objectives and contents

This presentation explores aid strategies applied by development agencies to contribute to quality improvement. Both multilateral and bilateral agencies are involved. The exchanges will address issues such as the sustainability of aid and the coordination of interventions, in particular in relation to sector-wide approaches. The resulting assessments and lessons should encourage changes designed to improve the relevance and effectiveness of external partnerships.

Presentations

▲ Joint evaluation of external support: Local solutions to global challenges for effective partnerships in basic education

Panelist:

- Ms Sheila DOHOO FAURE, Consultant for the Joint Evaluation

This report presents the results of the Joint Evaluation of External Support to Basic Education in Developing Countries commissioned in February 2002 by a consortium of thirteen external agencies and four partner countries (Bolivia, Burkina Faso, Uganda and Zambia). The evaluation examined the process of external support to basic education provided by international and national funding and technical assistance agencies to partner countries from 1990 to 2002. It focused particularly on the relationship between the intents, practices and results of external support, in order to draw lessons for policy and program improvement.

The over-riding conclusion of the evaluation concerns the ongoing search for meaningful partnership as a road to the effective provision and use of external support to basic education, and hence to improvements in basic education in partner countries. The commitment to partnership is evident in the efforts of both external agencies and national and local partners over the period from 1990 to 2002. What is most lacking, however, is a willingness and determination to improve basic education through locally developed solutions which are most relevant to the particular contexts of partner countries and which are built from the “ground up” rather than through the application of blueprints and templates developed at a global level.

▲ Implementation matters: Exploring their critical role in transforming policies and investments into results

Panelist:

- Mr. Ibrahima BAH-LALYA, Coordinator, Working Group on Sector Analysis (WGESA)
- Mr. Richard SACK, former Executive Secretary, ADEA

“A policy is as good as its implementation”. On the basis of this statement, the study analyzes midterm and end-of-project/program assessment reports and annual reviews, and the inter-agency support documents on eleven countries (Benin, Ethiopia, Ghana, Guinea, Kenya, Malawi, Mali, Nigeria, Tanzania, Uganda and Zambia). The results are alarming. The following obstacles were

identified, *inter alia*: weak response by the education sector to the constraints and needs of other sectors, internal resistance to change, limited time and resources, insufficient involvement by stakeholders in policy formulation, ill-adapted monitoring-evaluation strategies. To synchronise formulation and implementation, the study presents a series of proposals such as, greater flexibility to improve response time and adaptability, allowances for the probability that the situation will change, shortening the formulation-to-implementation time, involvement of all stakeholders, reflection on the most appropriate allocation of roles and functions in education policies in a situation marked by decentralisation, political dialogue and partnership.

▲ Supporting the quality of basic education in SSA: the experience of the World Bank

Panellist:

- Ms Jeanne MOULTON, consultant

The study - carried out by a consultant - is based on an analysis of documents on fifty-eight projects in thirty countries, assessments made between 1987 and 2003, and discussions with project leaders in eight African countries. Concerning support for quality, the World Bank has moved from installations and school textbooks provision approach to a systems approach. Its focus has shifted from the ministries to the classrooms. The World Bank's main contributions have been in the following fields: community involvement, reforming the teacher training and recruitment systems, on-going evaluation of the learning process, use of radio, in-school healthcare and nutrition programmes, decentralization of educational services, and accommodation of non-pay-related quality factors. The study also identifies constraints to these contributions that lie outside the scope of the World Bank, e.g. shortage of inputs and basic processes, inefficient resource management, poor decentralization efforts, insufficient use of assessment practices. The study suggests ways to meet these challenges, i.e. capacity building for the people directly concerned, institutional development for ministries, promotion of intersectoral strategies with healthcare, nutrition and ECD included in quality policies.

▲ Support for Education For All in multilingual societies: the experience of the German Technical Cooperation

Panelists:

- Mr. Kurt KOMAREK and Dagmar ORTH, Germany's Technical Cooperation

This document gives a summary of twenty-five years of German Technical Cooperation experiences in supporting EFA in multilingual societies and the main lessons learned, especially for Africa. The document stresses the vital role of the mother tongue in the learning processes and brings out the main lessons to be learned from using this language in teaching. It was seen that: (i) using the learner's mother tongue improves acquisition of skills in reading, mathematics, sciences and foreign languages, (ii) studying in a non-native language creates serious challenges but technical obstacles are not the main ones, (iii) school textbooks and teachers' manuals in local languages are very important, (iv) bilingual education should be provided systematically with due attention to the official language.

▲ Lessons learned from the implementation of a curriculum reform

Panelists:

- Jacques PLANTE, University of Laval, Canada

This main source for this study was a program in Senegal to build a new basic education curriculum using a skills-based approach with the support of the ACDI. The study analyzes the different stages in the process of development and implementation in order to draw useful lessons with regard to 1) the preliminary conditions that must be met to implement the reform, 2) the conditions needed to implement a new curriculum approach, 3) the factors making it possible to generalize the approach, and 4) general recommendations.

FRIDAY, 5 DECEMBER - AFTERNOON

Breakaway workshops and Caucus of Ministers Meeting

15:00 - 18:30

Three breakaway workshops will be held during the Caucus of Ministers meeting. The aim is to give deeper consideration to issues discussed during the plenary sessions and draw conclusions and recommendations to strengthen IEQ policies and partnerships in Africa. Each workshop will have a president and a panelist whose roles are described in a separate document.

Workshop 1 on policies and funding	Workshop 2 on strategies and actions in schools and classrooms	Workshop 3 on partnerships for quality
Session 1	Session 1	Session 1
15:00-16h30	15:00-16:30	15:00-16:30
<i>Animateur :</i> Ms Maire MATTHEWS, Education Advisor, Irish Department of Foreign Affairs <ul style="list-style-type: none"> ◆ Quality concepts: different prospects and converging trends ◆ Quality policies: basic priorities and options 	<i>Animateur :</i> Mr. Cream WRIGHT, Head Education Section Program Division, UNICEF <ul style="list-style-type: none"> ◆ Strategies for qualified teachers and effective education in the classrooms ◆ Conditions for successful implementation of reforms focused on quality in teaching and learning practices in the school and the classroom 	<i>Animateur :</i> Ms Nancy FOSTER, Senior Program Officer, CIDA, Canada <ul style="list-style-type: none"> ◆ Lessons and contributions from other levels of education and other sectors to the quality of basic education ◆ Decentralization and the diversification of supply: the role of civil society, communities and the private sector
Session 2	Session 2	Session 2
17:00-18:30	17:00-18:30	17:00-18:30
<ul style="list-style-type: none"> ◆ Criteria and strategies for guaranteeing effective and equitable quality financing ◆ Essential inputs: indicative framework for selecting cost effective investments 	<ul style="list-style-type: none"> ◆ Bilingual education and quality improvement: prerequisites of success ◆ Adapting curricula to the local context: stakes and challenges 	<ul style="list-style-type: none"> ◆ Partnerships for knowledge sharing and capacity building ◆ Partnerships for financing quality and making it effective

The meeting of the Caucus of Ministers will be held at the same time as the breakaway workshops.

Caucus of Ministers

Session 1 – 15:00-16:30

- Strategies for the implementation of NEPAD in the education sector
- Presentations on NEPAD
- Peer reviews: Can African practices draw on the OECD example?
- Including handicapped children in Education For All: a proposal from OECD

Session 2 – 17:00-18:30

- Presentation of the report of activities by the outgoing Bureau of Ministers
- Election of the new Bureau of Ministers

ADEA will celebrate its 15th anniversary on the evening of the third day of the Biennale. Celebrations will take place in the presence of former Chairs, Alternate Chairs and Executive Secretaries.

The commemoration will include statements on the activities and evolution of ADEA in relation to the association's overall objective to support the development of education in Africa.

The celebration will be followed by a gala dinner.

Panel 10 - ROUND-TABLE
HIV/AIDS and the quality of education

9:00 - 9:45

President:

- Ms Aïcha BAH DIALLO, Deputy Assistant Director General, Director of Basic Education, UNESCO

Panelists:

- Gudmund HERNES, Director, International Institute for Educational Planning (IIEP)
- Alphonse KANGAH, medical doctor, Côte d'Ivoire

Objectives and contents

The impact of the HIV/AIDS pandemic on education in Africa is a major issue for this round-table focusing on the quality of education, in particular the relation between the education-learning process and the effects of the pandemic on teachers and students. This relationship is also to be examined from the angle of the contribution that good quality education can make to HIV/AIDS prevention. Discussions on data collection and processing should stimulate political leadership, broader political visions and, more importantly, the development of well-planned sectoral AIDS-control programs.

▲ The impact of HIV/AIDS on schooling in sub-Saharan Africa

This study assesses the real and probable impact of the HIV/AIDS epidemic on school attendance in the countries of sub-Saharan Africa, and makes a special analysis of data on school attendance of orphans and the morbidity/mortality rates of teachers in countries with high prevalence rates. Although the epidemic creates somewhat of a threat to the basic education offer and other forms of education and training in certain African countries, the author feels that the potential global impact of the epidemic continent-wide should be less catastrophic than suggested in most studies. This is the main conclusion of the study that also raises many questions.

▲ AIDS: A threat to educational quality in sub-Saharan Africa

This study is intended to provide an analytical framework to assist educational decision-makers of Sub-Saharan Africa and their partners in assessing the impact of the AIDS epidemic on educational quality. The practical value of the framework is to provide guidelines in setting educational policy priorities and designing planning strategies to support national efforts in reaching the Education for All goals. Evidence of the impact of the HIV/AIDS on educational quality, limited and anecdotal, requires a more systematic research. But enough is available to draw some implications for future policies. The author argues that the theme of educational quality is particularly appropriate for developing policy responses to HIV/AIDS in the education sector, because the responses must be multi-faceted and holistic to take into account the complex factors that mediate the achievement of educational quality. A focus on a single factor, such as teacher supply or curriculum, would be insufficient to protect the education sector from the impact of the epidemic. In essence, the effort to prevent and mitigate the impact of HIV/AIDS in the education sector must be mainstreamed in strategies to promote and protect educational quality.

▲ The impact of HIV/AIDS on teachers in Côte d'Ivoire

Dr. Kangah will discuss a study he conducted between 1996 and 1998 on the impact of HIV/AIDS on teachers in Côte d'Ivoire. Based on statistics collected from hospitals and schools, the study shows the impact of AIDS on teaching personnel in Côte d'Ivoire and the consequences this could have on educational quality and access. The study makes three types of recommendations: 1) it is urgent to ensure HIV prevention and protection of the teachers through their own efforts and those of the government services; 2) it is essential to set up a system without delay for the computerized collection, analysis and follow-up of data concerning the impact of AIDS on the entire educational system; and 3) civil society as a whole needs to be involved in dealing with AIDS in every development sector.

Panel of rapporteurs of breakaway workshops

9:45 - 10:30

President :

- M. Serge TOMASI, Deputy Director, Social Development and Education Cooperation, Ministry of Foreign Affairs, France

Rapporteurs :

- Ms Pulane LEFOKA, Outgoing Coordinator, ERNESA
- Ms Kathryn TOURE, Regional Coordinator, ROCARE
- Ms Carew TREFFGARNE, Senior Education Advisor, DFID, Coordinator, Working Group on Books and Learning Materials (WGBLM)

Report of the Caucus of Ministers

10:30 - 11:00

- Report by the President of the Caucus of Ministers

Final closing session

11:30 - 12:30

Wrap-up session

President:

- Mr. Ahlin BYLL CATARIA, ADEA Chair

Closing of the meeting

Press conference on the outcomes of the Biennale

13:00 - 13:30

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

What is ADEA?

ADEA is a forum that strives to promote more effective partnerships between its two major constituencies—African ministries of education and training as well as their external technical and funding partners.

One of the principles underlying ADEA's philosophy is that the responsibility of education rests with the governments of Africa. This is why ADEA is concerned with fostering a process that empowers African ministries of education and makes development agencies more responsive to the concept of national ownership. ADEA's activities focus on strengthening policy dialogue between governments and agencies, between governments, and between development agencies. Its activities also focus on enhancing institutional and technical capacities within Africa by establishing networks for the sharing of information and the dissemination of successful strategies and innovations. Within this context, ADEA fosters regional, sub-regional and cross-country exchanges as well as partnerships with civil society institutions.

How is ADEA governed?

ADEA is governed by a Steering Committee composed of ten African ministers of education and representatives of most multilateral, bilateral and private development organizations that work in the education sector in Africa. The Steering Committee is both ADEA's governing body and ADEA's primary instance for coordination among funding agencies, among African ministries of education, and between these two components.

The ten ministers of education on the Steering Committee constitute the ADEA **Bureau of Ministers**. They are chosen by the **Caucus of Ministers** which consists of all the ministers of education in sub-Saharan Africa. Ministers are selected by region (Western Africa, Eastern Africa, Central Africa, Southern Africa and the Indian Ocean) and serve on the bureau for a four-year period. Bureau members are selected on the basis of alphabetical rotation by country. Both the Bureau of Ministers—which meets twice a year—and the Caucus of Ministers—which meets during ADEA's Biennial Meetings—are frameworks for dialogue and consultation on the challenges and opportunities for the development of education in Africa.

Historical overview

ADEA was first established in 1988 under the name Donors to African Education (DAE). Its initial mandate was derived from the recommendations of the World Bank 1988 study entitled *Education in Sub-Saharan Africa: Policies for Adjustment, Revitalization and Expansion*. The goal of DAE was to continue the policy dialogue initiated by that study and to act as a framework for improved coordination between development agencies. DAE was then managed by the Africa Region Human Development Department of the World Bank.

The association grew rapidly to include the participation of most multilateral, bilateral and private development organizations. However, soon after its creation it became evident that without the active involvement of African ministers of education, the effectiveness of this collaboration would be limited. Consequently, in 1992 five African ministers of education were asked to join the Steering Committee.

During the same year, a small independent secretariat was established in Paris and housed at the International Institute for Educational Planning (IIEP) of UNESCO. The purpose of this move was to foster a broad sense of ownership among all members—African ministers and funding agencies alike.

The conclusions of an evaluation conducted in 1994 led to an increase in the number of ministers represented on the Steering Committee to 10 members.

In 1995 the association's official title changed from "Donors to African Education" to "Association for the Development of Education in Africa" (ADEA) in order to better reflect the partnership between ministers and development agencies.

How does ADEA foster dialogue?

ADEA considers policy dialogue as an essential element in the process of assisting African countries engaged in education reforms. The programs and activities conducted by the ADEA secretariat and working groups promote policy dialogue, and the **Biennial Meetings** are major venues for interchange.

The Biennial Meetings are intended to promote frank and open exchanges between African ministers of education, senior representatives from development agencies and education specialists and researchers. These exchanges are essential in guiding ADEA in its future activities, dialogue remaining the best way to promote common understanding and progress. Matters of professional substance dominate the agenda of these meetings that go beyond the more formal concerns, such as approving a work program, a common declaration or charter. Participants at the Biennial Meetings discuss and explore various themes that are major issues for education in Africa.

Previous Biennial Meetings have focused on the following themes:

- ▼ *The Implementation of Education Projects and Programs* (Angers, France, 1993)
- ▼ *The Processes of Education Policy Formation* (Tours, France, 1995)
- ▼ *Partnerships for Capacity Building and Quality Improvements in Education in Africa* (Dakar, Senegal, 1997)
- ▼ *What Works and What's New in Education: Africa Speaks!* (Johannesburg, South Africa, 1999)
- ▼ *Reaching Out, Reaching All: Sustaining Effective Policy and Practice in Africa* (Arusha, Tanzania, 2001).
- ▼ *The Quest for Quality: Learning from the African Experience* (Grand Baie, Mauritius, 2003)

Policy dialogue is also promoted through ADEA's Steering Committee seminars. The main objective of these seminars is to provide a venue for high level discussions between ministers of education and member agencies on priority issues for education in Africa. Steering Committee seminars have been organized since 2002. They take place twice a year, except the years of the Biennale. The last three seminars have focused on new initiatives and trends in development cooperation for education, on the financing of education and on the future of ADEA working groups in the present African context.

ADEA also facilitates regional and sub-regional cooperation and dialogue. In response to needs expressed by the Bureau of African Ministers, it organizes **sub-regional ministerial meetings** on topics of common interest in order to foster greater cooperation between countries. ADEA also develops partnerships with regional institutions and networks with a view to enhancing African capacities and supports the sharing of experiences between countries through its **Intra-African Exchange program**.

ADEA working groups

ADEA's working groups also cultivate policy dialogue around topics identified by African countries as key concerns for education in the region.

Working groups provide ADEA with a unique perspective on specific issues. They undertake exploratory work and examine ways to improve the performance in their specific domain. Although the working groups are all structured and managed in a different way they all carry out research, capacity building, advocacy and networking activities.

There are currently ten ADEA working groups. They are led by funding agencies and/or ministries of education and other African organizations. Activities of some working groups are implemented by specialized agencies, such as UNESCO, or by African institutions. The working groups (with the lead agency in brackets) are: **Books and Learning Materials** (led by the British Department for International Development, DFID); **Distance Education and Open Learning** (led by the Ministry of Education, Mauritius and BREDa); **Communication for Education and Development** (COMED) (led by the Norwegian Agency for Development Cooperation (NORAD) and based at the West African News Media and Development Centre (WANAD) in Cotonou, Benin); **Early Childhood Development** (led by the Dutch Ministry of Foreign Affairs); **Education Statistics** (led by the Dutch Ministry of Foreign Affairs; coordinated by UNESCO/Harare); **Education Sector Analysis** (led by UNESCO-IIEP); **Finance and Education** (led by the Canadian International Development Agency; implemented by CODESRIA, based in Dakar); **The Teaching Profession** (led by the Commonwealth Secretariat); **Higher Education** (led by the Association of African Universities (AAU)); and, **Non-Formal Education** (led by the Swiss Agency for Development and Cooperation, in collaboration with the Commonwealth Secretariat and UNESCO).

The activities of the former Working Group on Female Participation (WGFP) were recently mainstreamed into The Forum for African Women Educationalists (FAWE). FAWE will continue to be involved in ADEA activities as a graduated working group and associate member.

ADEA also establishes *ad hoc* groups which are intended to explore and tackle cross-cutting issues. The **ad hoc group on HIV/AIDS** was set up just after the 2001 Biennial Meeting to support the sharing of strategies and practices that attenuate the devastating impact of HIV/AIDS in the education sector. The **ad hoc group on Quality**, created in 2002, is responsible for carrying out a study on improving educational quality in sub-Saharan Africa.

The working groups and *ad hoc* groups promote cooperation and consensus-building among agencies to ensure policy coordination and coherence. Some groups have redefined the policy debate among governments and agencies in entire subsectors (such as higher education and non-formal education). Others have brought to the forefront of ministers' thinking essential issues such as gender equality, the importance of early childhood education and school books. In the area of capacity building, the working groups have also assisted ministries in setting up statistical information systems. They have also helped countries to design instruments to follow up on budgetary processes and to develop communication policies.

Other programs and activities

The praxis approach being at the center of ADEA's working principles, its program includes the production and dissemination of a series of documents which report on **successful experiences** in the field of education in Africa. Written by national authors, these papers "tell the story" of how governments have approached and solved specific problems. Available papers cover: the redeployment of teachers in Guinea; Ghana's experience in country-led aid coordination; and the reintegration of child soldiers into the school system in Uganda. ADEA also encourages ministries of education in Africa to identify the initiatives that have worked in their countries, to evaluate them and analyze the reasons for their success. This praxis approach has been applied for the *Prospective, Stock-Taking Review of Education in Africa*, launched in 1998, as well as for the *Identifying Effective Responses to HIV/AIDS* initiative and the study on the quality of education referred to as *The Challenge of Learning: Improving the Quality of Education in Sub-Saharan Africa*. These different initiatives have brought to light a large stock of country experiences which are described in national case studies.

In order to further reinforce local leadership, ADEA also facilitates **country-led coordination** of funding agencies, and will provide logistical and other support based on expressed needs.

ADEA has also developed **information databases** on education in Africa. ADEA has assembled a database of all major externally-funded education projects in Africa (**PRISME**—Program and Project Information System on Education). This is designed to enable ministers to learn what is happening across the continent and for development agencies to be better informed of what each one is doing. A third database—**ADEA PROFILE**—makes it possible to have detailed information on all activities carried out by ADEA, including working groups. Another database, currently being developed, will provide information on regional and sub-regional institutions with activities relating to the development of education in Africa.

Processes encouraged by ADEA

Since its inception ADEA has:

- ▼ promoted consensus-building and the development of common approaches to the major issues facing education in Africa;
- ▼ reinforced African ministries' leadership capacities to work collaboratively with funding agencies;
- ▼ raised agencies' awareness that their own practices should be adapted to the needs of nationally-driven education policies, programs and projects;
- ▼ contributed to increasing the knowledge on education in sub-Saharan Africa through research, investigation and publications;
- ▼ contributed to the development of a growing network of education specialists in Africa;
- ▼ encouraged the sharing of African expertise through regional, sub-regional and cross-country cooperation and exchanges.

How is ADEA funded?

ADEA is funded through two principal mechanisms. One primary source of funding comes through the membership fees that development partners are required to pay in order to be a member of the Steering Committee. Another funding source comes through grants provided by development agencies which are either earmarked for specific working groups or activities or go into the general budget. The resources are then used to finance policy dialogue, regional and sub-regional cooperation, working groups and ad hoc groups, knowledge management or publications and communication activities as well as the Secretariat's operating costs.

Who can participate in ADEA's activities?

ADEA's two principal components are African ministers of education and various development agencies. Participation in meetings of the Steering Committee and of the Bureau (or Caucus) of Ministers is restricted. However, ADEA allows for broader participation in its other activities and meetings are open to anyone interested in the issues raised in the agenda. Because of its role as a forum to foster policy dialogue on issues affecting education in Africa, broad stakeholder participation is essential to long-term impact.

ADEA uses a variety of mechanisms to reach various audiences. For instance, the Biennial Meetings target decision-makers who are instrumental in the formation and implementation of policy and to guide ADEA's program of activities. Furthermore, through working group activities and publications ADEA is able to reach practitioners and other stakeholders working at the school and community level.

Participating in ADEA is an excellent way of learning about the state of education in Africa. ADEA is a network through which ministry officials, educational professionals and development partners can share best practices and lessons learned. However, experience has shown that the greatest benefit of ADEA is the network that it provides in which informal discussions take place. These exchanges foster trust, build on government ownership of the educational reform process and have been critical in developing partnerships and improving relations between ministries of education and their technical and funding partners.

Where can one get additional information on ADEA?

ADEA publishes a quarterly newsletter which provides information on ADEA activities, including those of the working groups. General information on ADEA and more detailed information on ADEA programs, working group activities, publications and databases are available on the ADEA web site at the following address: **www.ADEAnet.org**

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ADEA BIENNALE 2003 – DRAFT AGENDA – GRAND BAIE, MAURITIUS, DECEMBER 3-6, 2003

WEDNESDAY DECEMBER 3		THURSDAY DECEMBER 4		FRIDAY DECEMBER 5		SATURDAY DECEMBER 6	
	<ul style="list-style-type: none">• Formal opening session• Welcome speeches<ul style="list-style-type: none">- Chair of ADEA- Chair of the Bureau of Ministers• Messages• Opening speech	Panel 4. Teacher development at the center of pedagogical renewal <ul style="list-style-type: none">a. Thematic synthesis. Pedagogical renewal and teacher development ROUND-TABLE: Professional development of teachers <ul style="list-style-type: none">b. Self-evaluation of teachers: the path to a better school (WGTP)c. Reform of pre-service training of teachers in Guinea (FIMG): analysis and assessment of the implementationd. Implementing a new pedagogical approach in primary education (NAP): Cameroon case studye. Teacher training via distance education (WGDEOL)	Panel 8. Decentralization and diversification: the role of civil society and communities <ul style="list-style-type: none">a. Thematic synthesis. Decentralizing and diversifying delivery systems: involving and empowering for “school citizenship” ROUND-TABLE: Decentralization and participation of civil society <p>Experiences from Senegal, Madagascar, Burkina Faso (WGNFE); Mali (Save the Children); Mali, Nigeria and Uganda (WGFE); Paul Gérin Lajoie Foundation</p>	Panel 10. ROUND-TABLE HIV/AIDS and the quality of education <ul style="list-style-type: none">a. The impact of HIV/AIDS on schoolingb. HIV/AIDS : a threat for the quality of educationc. The impact of HIV/AIDS on teachers in Côte d'Ivoire 9:45-10:30 <p>Panel of rapporteurs of parallel sessions</p> 10:30-11:00 <p>Report of the Caucus of Ministers</p>	9:00-9:45		
9:00 – 11:00							
11:00 – 11:30	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break		
11:30 – 13:30	<i>Press Conference</i> Panel 1. Educational quality in sub-Saharan Africa (SSA) at issue <ul style="list-style-type: none">a. The experience of Mauritiusb. Film: viewpoints on qualityc. Discussion paper: The challenge of learning: improving the quality of basic education in SSA	Panel 5. Ensuring relevance and efficiency of learning <ul style="list-style-type: none">a. Thematic synthesis. Relevance of education: adapting curricula and using African languagesb. Primary reading program in Zambia: Improving access and quality in basic schoolsc. Beyond access and equity: improving the quality of nomadic education in Nigeriad. Early childhood development as an important strategy to improve learning outcomes (WGECD)	Panel 9. External partnerships: financing and knowledge sharing <ul style="list-style-type: none">a. Joint evaluation of external support: local solutions to global challenges for effective partnerships in basic educationb. Implementation matters: Exploring their critical role in transforming policies and investments into resultsc. Supporting the quality of basic education in SSA: the experience of the World Bankd. Universal Primary Education in multilingual societies: experience of Germany's technical cooperatione. Lessons learned from the implementation of a curriculum reform	11:30-12:30 <p>Final wrap-up session</p> 12:30-13:00 <p>Closing of the meeting</p> 13:00-13:30 <p><i>Press conference</i></p>			
13:30 – 15:00	Lunch	Lunch	Lunch	Lunch	Lunch		

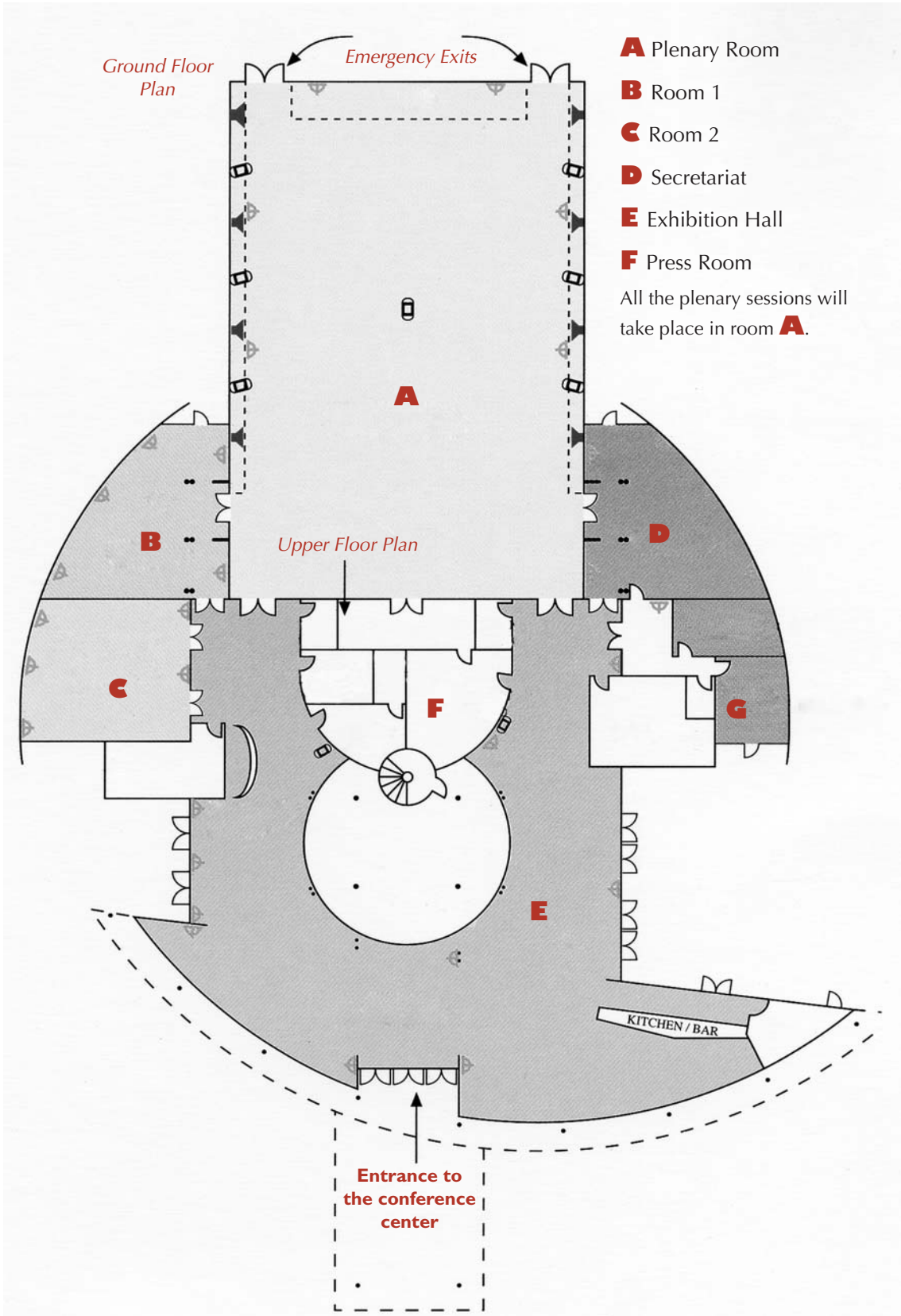
	WEDNESDAY DECEMBER 3	THURSDAY DECEMBER 4	FRIDAY DECEMBER 5	SATURDAY DECEMBER 6
15:00 – 16:30	Panel 2. ROUND-TABLE Assessing and taking stock of the quality of education in Africa <ol style="list-style-type: none"> Lessons learned from regional experiences in learning assessment (SACMEQ, PASEC and MLA). Using the MLA study to investigate quality factors in private schools: Gambia case study Indicators and monitoring quality through statistics (WGES) Monitoring performance: assessment and examinations in Africa 	Panel 6. Implementing reforms in schools and classrooms <ol style="list-style-type: none"> Thematic synthesis. Scaling up and sustaining education reforms An approach to improving educational quality in the context of reforms in Mauritania The impact of the education reform program on the quality of basic education in Uganda Lessons learned from the Improving Educational Quality (IEQ) approach 	Parallel sessions/ Caucus of Ministers <p>Workshop 1: Policies for improving and financing quality</p> <p>Workshop 2: Strategies and reforms at school and classroom level</p> <p>Workshop 3: Partnership for quality</p>	Steering Committee meeting
16:30 – 17:00	Coffee Break	Coffee Break	Coffee Break	Coffee Break
17:00 – 18:30	Panel 3. Policy options and options for fi- nancing quality <ol style="list-style-type: none"> Equity and learning: the gender dimension (FAWE) EFA 2003 report on girls' education Key elements in policies addressing education quality in the context of EFA Interactive Radio Instruction (IRI): Contributing to quality and access for EFA 	Panel 7. ROUND-TABLE How is quality ensured elsewhere? <ol style="list-style-type: none"> Quality of secondary education in Africa Ensuring the quality of distance education in higher education: the experience of the African Virtual University The role and contribution of higher education to improving the quality of basic education (WGHE) Ensuring quality in the health sector 	Parallel sessions/ Caucus of Ministers (end)	Steering Committee meeting (end)
19:30	Reception courtesy of the Ministry of Education and Scientific Research of Mauritius		ADEA gala and 15th anniversary celebration	

- All plenary sessions will take place in Room A.
- Workshops 1, 2 and 3 will be held in rooms B, A and C.
- The meeting of the Caucus of Ministers will take place at the Veranda Hotel.

ADEA 2003 Biennale - Biennial side events

	Monday 12/01	Tuesday 12/02	Wednesday 12/03	Thursday 12/04	Friday 12/05
08:00 – 13:00		<p>AVU-ADEA Conference on distance higher education and Open Learning in Africa (Plenary room - ICC) 08:00 – 13:00</p> <p>WG Early Childhood Development – Consultative meeting (Hotel Veranda - ICC) 08:00 – 12:30</p> <p>UNESCO – Round-table on Gender and Literacy (Hotel Cannonier) 09:00 – 13:00</p>		<p>WG Books and Learning Materials Public/private sector partnerships (Hotel Mauricia) 08:00 – 09:00</p>	
14:00 – 19:30	<p>WG on Finance and Education Meeting on the financing of higher education (Room B – ICC) 14:30 – 18:00</p> <p>WG on the Teaching Profession, Steering Committee (Room C - ICC) 14:00 – 18:00</p>	<p>AVU-ADEA Conference on distance higher education (Plenary room, ICC) 14:00 – 17:30</p> <p>WG Early Childhood Development – Consultative meeting (Hotel Veranda) 14:00 – 17:00</p> <p>FAWE – Gender and the Quality of Education (Room C - ICC) 14:00 – 17:00</p> <p>WG on Non-Formal Education – Nonformal Education and Quality of EFA within the Context of Diversified Learning Systems (Hotel Cannonier) 13:30 – 17:30</p> <p>Meeting with the chairpersons and panelists of different sessions of the Biennale (Room C - ICC) 17:00 – 19:00</p> <p>Welcome cocktail (Hotel Mauricia) 19:00</p>	<p>Reception courtesy of the Ministry of Education of Mauritius 19:30</p>	<p>UN Literacy Decade Regional Launch in Africa. UNESCO (Exhibition Hall, ICC) 18:30 – 19:30</p> <p>WG Education Sector Analysis: Renewed Education Sector Analysis in Africa (Room B - ICC) 19:30</p> <p>WG Non-Formal Education: Steering Committee (Room C - ICC) 19:30</p>	<p>ADEA Evening Gala. 15th Anniversary Celebration (Mauricia Hotel) 19:30</p>

Map of Conference Center



List of Participants

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