

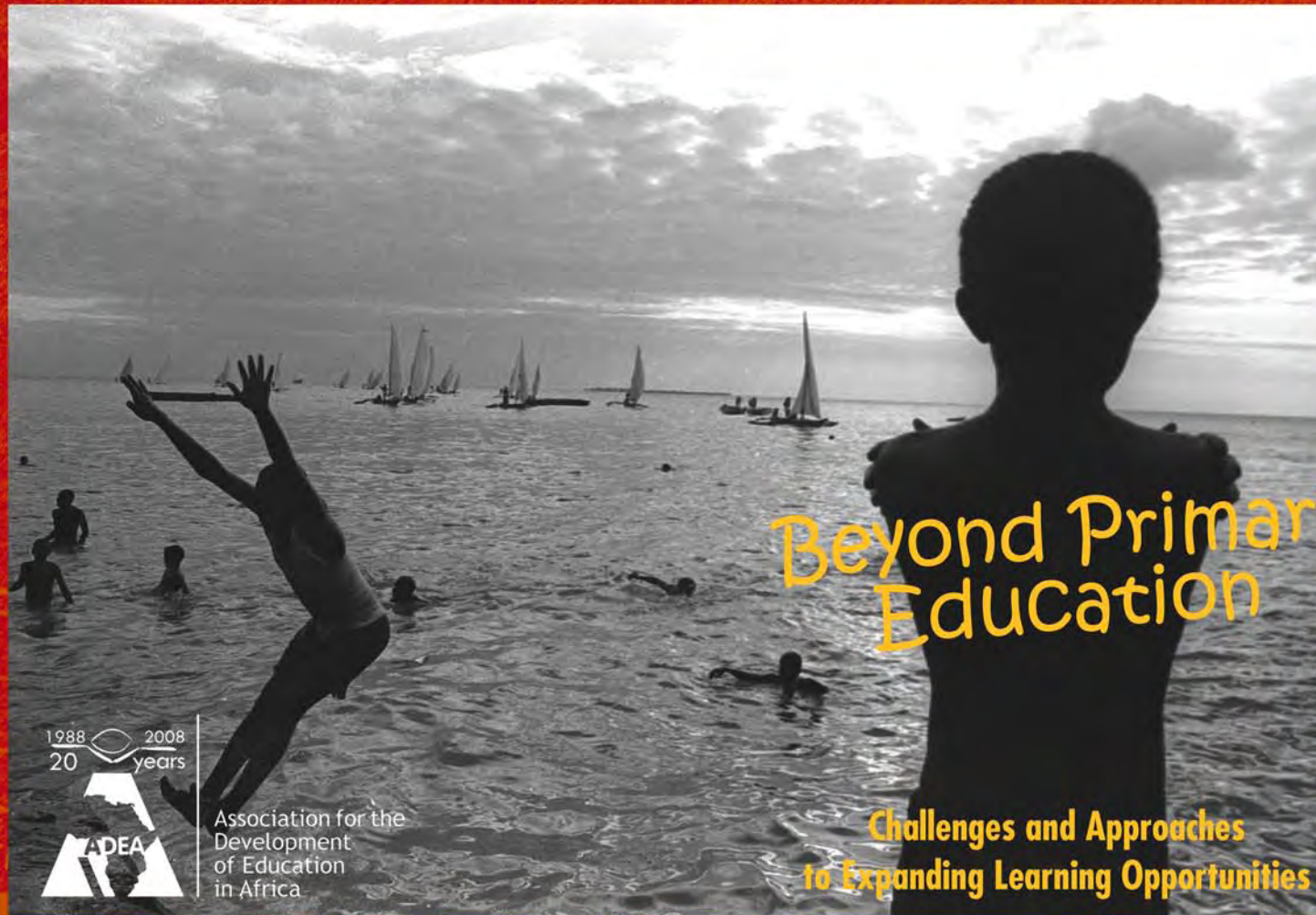
2008 Biennale on Education in Africa

May 5-9, 2008

Maputo,
Mozambique

Program

Photo "A child's dream", 1998, by Luis Basto, Mozambique



Beyond Primary
Education



Association for the
Development
of Education
in Africa

Challenges and Approaches
to Expanding Learning Opportunities

2008 Biennale on Education in Africa

Beyond Primary Education

Challenges and Approaches to Expanding Learning Opportunities

Maputo, Mozambique, May 5-9, 2008

Annotated Program and Participants' Handbook



Photo on cover page: “A child’s dream”, 1998, by Luis Basto, Mozambique.

“A child’s dream”: this photo, taken by Luis Basto in Zanzibar, Tanzania, was chosen by ADEA to symbolize post-primary education, that crucial phase when the horizons of young people open up, when they first experience and learn to manage autonomy. Learn to leave the safe, solid ground of childhood to face the ever-changing sea of adulthood. Learn, like the boy in the foreground with his back to the lens, to look to the future with confidence. To dive in and swim out to the boats that they will board and sail toward their future.

Luis Basto was born in Maputo, Mozambique, in 1969. A self-taught photographer, his early work influenced the school of Mozambican photography. Much of his work documents the social and urban realities of African cities. Luis lives in Maputo, Mozambique.

How to use this handbook

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Part I. Concept of the Biennale

The ADEA Biennale

The Biennale on Education in Africa, a regional forum for policy dialogue, is the most important educational cooperation event in Africa. The event brings together some 500 participants for five days of intensive discussions. The meeting is attended by African Ministers of Education and Training, senior representatives of multilateral and bilateral cooperation agencies, researchers, practitioners and other professionals from public institutions, the private sector and civil society. More than 500 participants, including 55 Ministers attended the last Biennale, held in Libreville, Gabon, from 27 to 31 March 2006.

The Biennales offer exceptional opportunities for an intermixture of stakeholders and ideas, exchange of experiences and cross-fertilization of knowledge. They are the high points of the policy dialogue and interface between policy decision-making and analytical research, which ADEA seeks to promote. Discussions at the Biennales are open, frank and geared towards discussing ideas and mutual learning devoid of any policy or financial power position. This informal nature of the discussions is structured around the theme and findings of research and studies that provide inputs for the dialogue. For the 2008 Biennale, more than 120 studies have been commissioned. These studies have been carried out not only by professionals in education ministries and development agencies but also by researchers from institutes, universities and civil society organizations. The identification, analysis and documentation of best policies, strategies and practices are directed mainly towards mutual exchanges and learning amongst education experts and decision-makers in Africa. Beyond the quality of the studies presented, what is of the most importance before, during and after the Biennale, are the processes of evaluation, introspection, learning, development of a culture of analysis and enriched return to action to which education stakeholders in Africa are committed and which represent the major value added of this event. These processes create indeed the crucible of shared understanding

on the challenges and shifts in visions, attitudes, policies and practices that foster the promotion of the reforms and innovations that are indispensable to the qualitative leap and progress of education in Africa.

Following ADEA's evolution, the first Biennales were organized in Europe. Since 1997, they have been held on the African continent, with an increasingly clearer focus on the urgent and major challenges facing educational development in Africa. The presentation of the themes of the last seven Biennales is a clear demonstration of this focus:

- 1993 : Implementation of education projects and programs in Africa (Angers, France)
- 1995 : Formulating Educational Policy in sub-Saharan Africa (Tours, France);
- 1997 : Partnerships for Capacity Building and Quality Improvements in Education in Africa, (Dakar, Senegal)
- 1999 : Education in Africa : What works and what's new in Education: Africa Speaks! (Johannesburg, South Africa)
- 2001 : Reaching Out, Reaching All--Sustaining Effective Policy and Practice for Education in Africa (Arusha, Tanzania)
- 2003 : The Quest for Quality: Learning from the African Experience (Grand Baie, Mauritius)
- 2006 : More and Better Education. What Makes Effective Learning in Schools and in Literacy and Early Childhood Development Programs?

Background of the 2008 Biennale

Since the 1990 Jomtien Conference, efforts have been made to focus attention and initiatives on the achievements of the objectives of basic education for all.

In Africa, the Dakar Forum of 2000 gave a new impetus to primary education. It is found that since 2000, most African countries have recorded greater annual increases in enrolment rates than what was recorded between 1990 and 1999. Even though there is need to make distinctions between the various country situations taking into account the levels of enrolment achieved and their conflict or non-conflict status, the trend shows that notable progress has been made both in intake and completion rates at primary education level.

However, it is worth stressing that despite these results which are all the more remarkable, coming after more than a decade of stagnation, Africa accounts for half of the 77 million out-of-school children. At 61%, the literacy rate among the population aged 15 years and above is clearly below the world average of 82%. Furthermore, strong inequalities still exist in the rate of completion of the primary cycle, the quality of which continues to be a source of concern. In 2015, about 10 African countries are expected to be in a position to achieve the second Millennium Development Goal on the achievement of primary education for all.

Besides, progress, like the persistent challenges in the field of primary education, raises an increasing number of questions on the future developments of the African education systems. In national and regional debates, the future of post-primary education appears more specifically like a great concern for both government and civil society representatives.

Consequently, post-primary education is a subject of discussion on the agenda of African and international policy forums. The Conference of French-speaking Ministers (CONFEMEN) adopted it as one of the themes of its future conferences. Conferences on higher education and secondary education (SEIA) organized over the last few years by the World Bank in collaboration with ADEA and African Education Ministers echoed the prospective criticism and discussions calling for a holistic management and treatment of the development of education in Africa.

This trend was largely confirmed by the choice made by the Conference of African Ministers of Education (COMEDAF) to focus the African Union's 2nd Decade for Education in Africa (2006-2015) on seven priorities:

1. Gender perspective and culture
2. Education Management Information systems

3. Teachers development
4. Higher education
5. Technical and vocational education and training, including education in difficult situations
6. Curricula and teaching aids and materials
7. Quality management.

It is absolutely important not to misunderstand the message being sent here. Efforts in favor of basic education should certainly be pursued, but in a holistic framework that makes it possible to have an overall and integrated vision of the development of education and training systems. This vision clarifies the link between the different levels and sub-sectors, the transitions and bridges, tensions and synergies, allows for balanced agenda setting and its articulation with available resources, the needs, requirements and demands of the economy and the society in view of local, national and global priorities. The Biennale therefore falls within this context, which requires us to look up into levels other than primary education.

Issues and Objectives of the 2008 Biennale: « Beyond Primary Education: challenges and approaches to expanding learning opportunities in Africa »

Defining post-primary education appears to be the first challenge both in terms of clarifying the concept and the functional or operational framework for the formulation and implementation of policies. From a stock-taking exercise point of view, post-primary education can be seen as all educational, learning, training and apprenticeship opportunities offered after the primary education level. However, a meaning has to be agreed for primary education, which may vary in terms of standards and/or duration, depending on the context, particularly when the different formal, non-formal and informal modalities of elementary education, basic education or primary education are taken into consideration. At the other end, where does post-primary education stop? Training, higher education or beyond? Or should we rather be content here with a process driven by the concept of lifelong learning?

Given the African situation, does this definition of post-primary education cover the needs and the situations of the numerous adolescents and young people who have never been inside the walls of a primary school or who dropped out of school early?

One way or the other, these questions lead us back to the holistic vision to be promoted through the post-primary education approach. Taken vertically, it makes it possible to take into account all levels of the education system in order to understand the links of consistency and/or efficiency, the transitions and the flows. Horizontally, it gives an all-embracing insight into the different courses of general education, technical education, vocational training and various apprenticeships for updating promising articulations, combinations, bridges and alternatives. In relation to delivery methods (formal, non-formal and informal), it provides a diversified and innovative take on the richness of the educational resources, articulation opportunities between them, adaptability and adaptation perspectives with a view to providing flexible and relevant answers to the needs and situations of different constituencies, including those who have been neglected by the official system.

The formulation of the central theme of the Biennale as well as the questions it raises precisely set that framework for a holistic, diversified and integrated vision: « Beyond Primary Education: Challenges and Approaches to Expanding Learning Opportunities in Africa ».

From the cross-cutting point of view, the issues raised concerning the expansion of learning opportunities and their quality and relevance relate to a whole set of questions that can be introduced as follows:

- 1) What policy orientations appear to be the most relevant? How can coherent and efficient governance of systems be promoted? How can roles be efficiently shared between the government and the different partners (parents, private sector, civil society, communities, decentralized community groups...)?
- 2) How to mobilize resources and reduce the costs in order to meet the growing needs? How can resources be otherwise, better or more efficiently allocated? What partnership will help to increase existing resources, enhance the relevance of the initiative and improve the results?
- 3) What promising strategies are available for expanding access and enhancing equity? How can the disparities between girls and boys, rural and urban dwellers, the poor and the rich as well as the different discriminatory practices against minorities, AIDS patients and other society rejects be corrected?

- 4) What teachers/trainers recruitment and deployment policies and what funding methods can be adopted to significantly increase the number of learning opportunities and their use at the level required to expand learning opportunities? How can initial and in-service training be provided to ensure adequate professional development for all these teachers and trainers to be recruited *en masse*? How can the challenge of AIDS be addressed as part of teacher's management and support?
- 5) Which basic and special skills should be developed at each stage and in each course in terms of consistency with the ultimate aims, graduation to the different levels and relevance to individual and society needs and situations? How should the school curricula be developed and implemented to facilitate the development of these skills and integration into the world of work, including for the development of an entrepreneurship spirit?
- 6) What articulations can be made between the different education, training, and apprenticeship courses and opportunities for the optimal use of systems resources? How to ensure equivalences and bridges? Which national qualification frameworks appear effective and/or promising?

These questions do not entirely exhaust the crosscutting issues but reflect the trend and objectives of the overall interrogation.

In relation to the three sub-themes, the issues involved can be analyzed using the formulation of the sub-themes themselves:

1) "Towards 9-10 years Education For All: Promising Policies and Strategies"

This sub-theme 1 focuses on how to respond to an increase in the demand from families and communities for education beyond the primary level. The policy reform consisting in extending to 9/10 years the coverage period of education for all, which for most African countries presently stands at between 5 and 7 years of age, seems to be shared by most African Ministers of Education. The issues to be considered in order to raise the overall level of education of the population can be expressed in the following questions:

- What are the challenges to the design and implementation of expansion policies and strategies meant to respond to a massive demand?

- How can the necessary resources be mobilized despite many national budgets already being in deficits at this level? What resulting changes will there be in costs, patterns and sources of funding?
- What advances can be observed in the planning for controlled development? What transformation can be made to the structure and organization of supply?
- How can the required number of teachers be recruited and trained? What categories of teachers should be recruited (levels of recruitment and training, workload and subjects taught, status, salaries)?
- How can the quality of training and internal efficiency be safeguarded and improved upon with mass-production of staff and its different foreseeable impacts? What transformations should be made to the curricula in view of the needs of the numerous young people for whom the cycle will be final and who will need to face the challenges and life-threatening dangers such as AIDS, drugs, delinquency, etc. and the life skills? What are the relationships between the skills to be developed, evaluated and certified and these challenges?
- What type of management should be promoted in relation to the multiplicity of schools, the need for constituency outreach at grassroots level, decentralization processes, multi-stakeholder interventions, etc...?

2) "Skills Development and the world of work: Challenges for Education and Training"

Post-primary education must be able to respond to the labor market needs and the necessity to prepare young people for socio-professional integration, lest it loses its relevance and meaning as an investment. For developing countries like those of Africa, successful integration into the global economy will require technological opening, skills massification, improved qualification, increasing work productivity and enterprise promotion, all of which determine growth, coupled with the structural transformation of the economy. In that regard, the issues raised must go beyond a traditional vision of vocational training and technical education and generally address issues associated with skills development through the mobilization of all formal, non-formal and informal resources and opportunities of education, training and apprenticeship:

- How to formulate and implement a multi-sectoral and multi-stakeholder skills development policy? What is the response to the wide range of massive demand for training and growth of the labor market in a predominantly non-formal and poorly sector-structured economy? How to articulate the different resources that can be mobilized for skills development within a framework of policy synergy? What type of governance should be promoted to avoid fragmentation and at the same time guarantee the necessary inter-sectoral and public-private collaborative partnerships? What strategies and what instruments appear to be effective for planning, guiding and managing these policies?
- What public, private and other financing models can meet the enormous needs and the challenge of sustainability? What are the various funding sources and how can they be best mobilized? How to promote cost-efficient models, especially in vocational training? What uses can better increase the cost-effectiveness of infrastructures, equipments and other investments? What capital gains can training funds provide?
- How do you increase and diversify capacities for skills development to meet the massive needs of young people in search of socio-professional integration? In terms of equity, what strategies are effective for integrating young people who have never been to school or who dropped out early? How to ensure gender equity? What strategies to address young people's needs in rural areas?
- How to recruit, train and pay staff given the massive need for skills? How to update staff skills vis-à-vis the rapid and continuous change in technologies, trades, know-how and knowledge? How do you make the best use of systems alternating training and work?
- What curriculum should be adopted to simultaneously develop generic and specific skills? How to address social and professional mobility and therefore, the need to be able to adjust to new situations?
- How do you take into account the preparation of young people to face the challenges of HIV/AIDS, drugs, delinquency, etc? In more general terms, what will be the place given to life skills and approaches adopted for their development?

- How do you combine the resources of the formal, non-formal and informal systems in the search for synergies? What bridges to establish between the various systems? How to promote a system of experiential learning recognition that addresses diversity and makes it possible to establish equivalencies that take into account subjects and course programs proposed in the formal, non-formal and informal education systems.

3) “Preparing Knowledge Workers for Africa’s Development: Articulating Upper Secondary with Higher Education.”

Combining these two levels raises issues relating to the diverse horizontal and vertical links that may exist between them. Angles of review and analysis include: partnership building, search for synergies, pooling of resources as well as flows and transitions, curricula alignment, training continuity and progression, and careers and career-paths of students/undergraduates. Given the issues raised, the following questions arise:

- What are the aims and ultimate goals of higher education in developing countries, especially in Africa? Considering the high costs, how to select priorities and/or develop models adapted to available resources? How to make this investment profitable to both private and public sectors, vis-à-vis labor market, community and country development needs? In that regard, how to ensure flows between secondary education and higher education in terms of selection, orientation or re-orientation in order to maximize results?
- What types of funding should be promoted to address the issue of equity and at the same time respond to the need for non-state contributions? What contributions can public-private partnerships make and how to promote them? Can higher education generate income and/or recover the costs of its funding? What legal and academic frameworks do you need to put in place to encourage the intervention of a wide range of providers? What should be the place of trans-national public and private higher education?
- How to address the effects various sources of inequality in secondary and higher education? What instruments can, in terms of redressing inequalities and/or their targeting, effectively address the situation of girls and disadvantaged students? What is the status of the scholarship policies and their impact on equity?

- What links to establish between secondary and higher education curricula in order to address diversification and differentiation, including the technical education and vocational training dimensions? How to ensure that skills developed meet labor market demands and changes in terms of flexibility and adaptation? What initiatives are needed to qualitatively and quantitatively promote teaching of science and technology, which continues to be the major weakness of education in most African systems?

As a policy dialogue forum, the Biennale brings African Ministers, development partners, education professionals and representatives of civil society, communities and the private sector to put their heads together to address these issues with the following objectives in mind:

- to learn from one another through the exchange of experiences and the sharing of knowledge and lessons learnt on policies and practices that have proven to be effective in expanding an equitable and quality post-primary education;
- to promote shared understanding on the major challenges posed by the quantitative and qualitative development of post-primary education in Africa as well as on the policies and strategies that can meet these challenges;
- to develop, through a collegial discussion of concepts, methodologies and instruments that clarify conceptions and representations and which effectively provide the tools for formulating, planning and implementing post-primary education development policies;
- Build, on these shared bases, partnerships and networks that synergize and cross-fertilize efforts, resources and capacities with a view to maintaining the processes of expanding and improving post-primary education at all levels;
- to develop, in an inclusive manner, an indicative framework offering diverse policy options based on the lessons learnt from the best practices in post-primary education development according to the different contexts and levels of African countries.

It is therefore expected that the 2008 Biennale will be a crucible for reforms, innovations and new commitments based on a holistic vision which gives a new impetus to the qualitative transformation of African education systems in close relationship with economic development and satisfaction of community and individual needs.

Part II. Annotated Program

MONDAY 5, MAY - MORNING

Meeting of the Caucus of Ministers of Education and Training in Africa

8:30 - 15:30

Agenda of the meeting

Time	Issues to be discussed	Presenters
8 :30 – 9 :30	Introduction Presentation and discussion of the report of activities of the outgoing Bureau of Ministers (2006-2008)	Hon. Rosalie KAMA-NIAMAYOUA, Chair of the ADEA Bureau of Ministers
9 :30 – 11:00	Peer Review • Report of the pilot phase of the Peer Review exercise in Mauritius, Gabon and Nigeria • Asia's Peer Review experience	ADEA Working Group on Education Sector Analysis (WGESA) (20 minutes) Mr. Song Seng LAW, Working Group on Post-Primary Education (WGPPE), Singapore (15 minutes)
11:00 – 11:30	<i>Coffee Break</i>	
11:30 – 13:00	African Union Second Decade of Education for Africa • Presentation on the status of implementation of the Plan of Action and the partnership expected from ADEA – African Union Commission (15 minutes) • Presentation on ADEA's Strategic Framework and Planned partnership with the African Union Discussions	African Union Commison ADEA Secretariat (15 minutes)
13:00 – 14:30	<i>Lunch Break</i>	
14:30 – 15:00	Information on: • Policy paper on capacity development in education planning and management for achieving EFA • The role of the State, regulator of education services	UNESCO Organisation internationale de la Francophonie
15:00 – 15:30	Constitution of the new Bureau of Ministers: • Merger of the COMEDAF and ADEA Bureau of Ministers	
15:30	End of Meeting	

Official Opening Ceremony of the Biennale

15:30 - 19:30

15:30 – 16:00	Arrival and installation of participants
16:00 – 16:15	Arrival of the Heads of State and Guests of Honor
	Official Opening of Exhibition by Heads of State
16:15 – 16:35	Welcome addresses
	- Minister of Education and Culture of Mozambique (5 minutes)
	- Chair of ADEA (5 minutes)
	- Chair of the ADEA Bureau of Ministers (5 minutes)
16:35 – 17:20	Messages of Guests of Honor
	- Chair of the Forum of African Women Educationalists (FAWE) (10 minutes)
	- Vice-President of the Africa Region, World Bank (10 minutes)
	- Vice-President of the African Development Bank (ADB) (10 minutes)
	- Youth from Mozambique (10 minutes)
<i>17:20 – 17:30</i>	<i>Artistic performance</i>
17:30 – 19:00	Opening speeches
	- Director General of UNESCO
	- First Lady of Puerto Rico
	- Chair of the African Union
	- President of the Republic of Algeria
	- President of the Republic of Mozambique
19:00 – 19:30	Meeting of the Heads of State with the media

20:00

► **Dinner offered by the Ministry of Education and Culture of Mozambique**

Presentations

▲ Education as a Driver of Development – Approaches, Experience and Prospects for Expanded Learning Opportunities

Panelist

- Karin JAHR DE GUERRERO (BMZ - German Federal Ministry for Economic Cooperation and Development)

Education in a holistic view is a driver for individual and social development, and makes a proven contribution to social participation, peaceful coexistence and social and economic development. Investment in education – seen as a lifelong process – involves the development and strengthening of a) cognitive skills and access to knowledge, b) social and cultural competence and personal development, c) critical thinking, d) creativity, and e) the ability to cope with life and solve problems. To ensure this, good quality and efficient basic, secondary and vocational education institutions as well as universities are needed. Much has been achieved, but there are still major challenges ahead of us. This applies especially to the countries' needs for flexible and viable educational systems that allow transition between the various levels of education.

One of the most important questions currently is - What comes after primary school? In creating and improving opportunities for learning which go beyond primary education, the focus should be on strengthening secondary education, vocational training and university education, together with non-formal educational services. The orientation on the "lifeworld" is particularly important in all the various offers. The experience of German development cooperation has shown that the following factors are decisive for post-primary learning opportunities and individual and social involvement: a) curricula relevant to the "lifeworld", b) well-trained and qualified teachers, c) qualified school managements, d) quality teaching and learning materials, e) cooperation between

schools and communities, f) coordinated and flexible educational systems and policies at national and local level.

Answers to challenges and developing prospects for the future include a) learning from innovative approaches and disseminating these, b) making effective use of international, national, regional and local networks, c) developing useful monitoring systems to show improvements and impacts, d) promoting cooperation between governmental and non-governmental institutions and involvement of civil society, e) strengthening the capability of individuals, organizations and social systems through capacity development.

▲ Science, Development & Education in Africa

Panelist

- Wilmot JAMES (Africa Genome Education Institute, South Africa)

This presentation will deal with science applications to development in Africa and what that means for higher education research and teaching. The presentation will focus in particular on genomic science in biology and health. It will also remark on aspects of the science of climate change and global warming and what that means for food security and health.

▲ HIV and AIDS: Finding Effective Approaches in Post-primary Education

Panelist

- Michael KELLY (Consultant, Zambia)

This presentation is based on a study conducted by the ADEA ad hoc Working Group on HIV and AIDS. The study is an exploratory effort to identify issues and entry points for the consideration of HIV and AIDS in post-primary education and training (PPET) in Africa. The study documents the importance of the issue by showing that the age group of 12 years and above that is the client of PPET, especially the 12-18 year-old age group, is highly vulnerable to HIV infection

because its members are unmarried adolescents. Adolescent girls are particularly vulnerable to HIV because of gender roles and physiological factors. It is therefore important that PPET play a more prominent role in protecting African youth from HIV infection.

The need for a coordinated effort by all actors in the education sector – national and international – is required in order to create a “platform” for funding and managing the diverse field of PPET programs. It is important that youth have a

choice among diverse programs that suit their needs, allowing for movement between different programs at different times in their educational career. The study notes the need for considerable financial efforts and cites several potential sources of funding for responses to HIV and AIDS in PPET, including grants from the Global Fund against AIDS, Tuberculosis and Malaria.

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

Plenary Session I – Introductory presentations**11:00 – 13:00**

Plenary Session 1 will open the discussions of the Biennale. After the introductory keynote speeches, four reports will be presented and discussed: the World Development Report 2007 focusing on youth, an assessment of Education for All (EFA) in Africa by the Global EFA Monitoring Report, a presentation of the Dakar + 7 report and a presentation on the East Asian experience in the expansion of post-primary education.

Presentations**▲ World Development Report 2007: Development and the Next Generation***Panelist*

- Oscar PICAZO (World Bank Pretoria Office)

The theme of the World Development Report (WDR) 2007 is youth, aged 12 to 24. It focuses on decisions concerning the five phases with the biggest long-term impact on how human capital is kept safe, developed, and deployed. For each phase (continuing to learn, starting to work, developing a healthful lifestyle, beginning a family, and exercising citizenship) governments must increase investments directly and cultivate an environment for young people and their families to invest in themselves. The WDR suggests that a youth lens on policies affecting the five phases would help focus on three broad directions: expanding opportunities, enhancing capabilities, and providing second chances. Each pathway (opportunities, capabilities, and second chances) is applied to each of the transitions, generating reform suggestions. To mobilize the economic and political resources to stimulate such reforms, countries must resolve three issues: better coordination and integration with national policy, stronger voice, and more evaluation. In addition, the WDR examines both youth migration, and their increasing use of new technologies.

▲ EFA Global Monitoring Report 2008 – Education For All by 2015: Will we Make it?*Panelist*

- Nicholas BURNETT (UNESCO)

The 2008 EFA Global Monitoring Report marks the midterm point in the international commitment to provide a quality education to all by 2015. It assesses progress towards expanding early childhood learning programs, achieving free and universal primary education, realizing gender parity and gender equality in education, reducing adult illiteracy and improving education quality. This presentation focuses on African countries.

▲ The Challenges and Stakes Facing EFA in Africa: Top Priority for Integrated Sector-wide Policies*Panelist*

- Jean-Pierre JAROUSSE (UNESCO-BREDA Pole de Dakar)

The Dakar forum certainly changed the stakes for African educational systems. This can be seen from the institutional changes which have occurred and from the way the practices of States and those of the international community as a whole have evolved, as well as from the spectacular increase in the primary

schooling indicators observed in Africa during the 2000-2005 period. These changes show that large strides have been made. They have also given rise to new stakes and challenges which the States and the international community must quickly take into account. It has become especially urgent to define integrated educational policies which are both economically and socially sustainable and lend themselves to consolidating (and in the case of many States, creating) quality UPDs, focusing on young children, literacy campaigns for adults and far-reaching post-primary educational reforms. Priority was given to UPDs as the result of a broad consensus on the importance of access of all to complete primary education. A similar consensus still needs to be achieved in the next stage by explaining the economic and social benefits to be gained from the various forms of post-primary education and reflecting on modes of access combining both collective efficiency and equity.

▲ An African Exploration of the East Asian Education Experience

Panelists

- Birger FREDRIKSEN and Jee Peng TAN (World Bank)

This presentation summarizes insights gained during a two-week study tour for 30 senior education policymakers from Cameroon, Ethiopia, Ghana, Lesotho, Madagascar and Mozambique organized in June 2006 to Singapore and Vietnam, and of a two-week follow-up workshop held in Singapore in January 2008 for 50 officials from Ghana, Madagascar and Mozambique.

The programs of both events focused on policy choices and implementation strategies that have allowed East Asian countries to propel their education and economic systems, over a period of 30-40 years, from a situation similar to that of many African countries, to their present status. The training material prepared for the study tour has recently been published in two books. Drawing on these books and on the insights gained during the two events, the presentation discusses East Asian countries' success in (i) creating a virtuous cycle between economic growth, employment, and education; (ii) implementing deliberate policies outside the education sector to enable education growth; and (iii) developing and effectively implementing visionary education policies and strategies.

Participants found four aspects of the East Asian experience particularly valuable for their own work: (i) strong strategic and pragmatic political leadership; (ii) ability to prioritize, and to foster a culture of learning by doing; (iii) creation of responsive technical and vocational education and training systems; and (iv) decentralization of decision-making to school heads and teachers.

Discussion: 1h15 mns (from 11:45–13:00)

Plenary Session 2 – Presentations on the Development of Post-Primary Education

14:00 - 15:30

Presentations

▲ SEIA: At the Crossroads: Choices for Secondary Education in sub-Saharan Africa

Panelist

- Michel WELMOND (Africa Region, World Bank)

The Secondary Education in Africa (SEIA) Synthesis Report, At the Crossroads: Challenges for Secondary Education and Training in sub-Saharan Africa, is the culmination of a multi-year SEIA work program. It is based on outputs from SEIA Regional Conferences in Kampala, Dakar and Accra; eight thematic studies on secondary education produced by SEIA in partnership with Universities and recognized educational institutions from the North and the South, and a literature review on secondary education. The report identifies policy options for sustainable development of secondary education, provides an evidence based foundation for discussion and partnership, and provides an explicit rationale and policy framework for increased World Bank lending to secondary education.

▲ Kigali Call For Action: An Expanded Vision of Basic Education for Africa

Panelist

- Ann-Thérèse NDONG-JATTA (UNESCO)

Since Jomtien (1990) and after Dakar's Forum on EFA (2000) most of the stakeholders have invested mainly in primary education, and carried out reforms in lower and upper secondary levels without looking at education as a system in a holistic manner.

Recently, UNESCO and its Education partners, among others, the African Union, ADEA and the World Bank, have supported different initiatives and

have organized regional consultations on important themes, including Regional Seminars on Reforming Secondary Education in Africa (Addis Ababa, Ethiopia, November 2005 organized by UNESCO/BREDA and Accra, Ghana, April 2007 organized by the World Bank), and came to the conclusion that a thorough, sector-wide reform of basic education in African countries is required. Introducing a basic education of a minimum of 9 years, that is holistic, inclusive, coherent and seamless, and giving priority to the preparation of clear policies and national plans towards its implementation is considered urgent for the achievement of EFA goals and the Millennium Development Goals (MDGs).

The expanded basic education will provide the knowledge base and competencies to the learners to improve their lives and facilitate their entry into the world of work, prepare them through skills training to contribute to social and economic development of their country and/or continue to further studies. This presentation will raise issues related to the necessary conditions for establishing a minimum of 9-10 year basic education, both in formal and non-formal settings, and to a range of important priorities and challenges for national, regional and international actions.

▲ Dynamics of Partnerships for Local Governance in Education

Panelist

- Ousmane MAMADOU SAMBA (Chair of CONFEMEN and Minister of National Education of Niger)

The paper presented by the Chairman of CONFEMEN was based on the results of a survey on the various aspects of secondary education and several political forums on the dynamics of partnerships promoting the governance of educational establishments and systems. To mobilize and synergize all the potential available, partnership processes must be based on clear and relevant definitions

of the roles and responsibilities of the various actors, accountability, clearly expressed expectations and objectives and assessment mechanisms, and the reinforcement of the capabilities of each of the partners involved. Focusing in particular on local governance, this paper stresses the importance of making establishments autonomous and setting up horizontal and vertical links making for better local coordination and smoothing the interfaces between educational programs at various levels.

▲ Technical and Vocational Skills Development in Africa

Panelists

- Lucia WEGNER (OECD) and André KOMENAN (African Development Bank)

Technical and Vocational Skills Development (TVSD) in Africa is the thematic focus of this year's African Economic Outlook (AEO). Quality Technical and

Vocational Skill Development is recognized to be a key for enhancing economic competitiveness and for contributing to social inclusion, decent employment and income and poverty reduction. An insufficient supply of technical skill can also be a bottleneck to private sector development and economic growth. The African Economic Outlook reviews technical skills development systems across 35 African countries, exploring challenges, bottlenecks, highlighting good practices, and identifying priorities for further policy-oriented research.

This paper focuses on the quality of TVSD stock-taking contribution to economic competitiveness, social inclusion, employment, and poverty reduction. It puts an emphasis on financial issues and actors of vocational training, and reflects the lessons from recent TVSD reforms in some African countries.

Discussion: 45 mns (from 14:45–15:30)

Plenary Session 3 – Presentation of the Analytical Work on Post-Primary Education**16:00 – 17:00****Presentations****▲ General Synthesis Report: Beyond Primary Education: Challenges and Approaches to Expanding Learning Opportunities in Africa***Panelists*

- Steven OBEEGADOO and Wim HOPPERS

This overall synthesis paper offers an integrated overview of concepts and issues regarding Post-Primary Education as a framework for debates during and after the Biennale. Its basic starting points are that post-primary education needs to be considered as a totality of very diverse learning opportunities whose development can only be meaningful if the opportunities are seen in relation to one another, and in relation to their relevance for the lives of young people and for enhancing the latter's participation in the labor market.

Against this background a range of issues are reviewed that have come to confront policy-makers in current socio-economic conditions around the continent and at the global level. All these are posing serious questions about policy directions and appropriate strategies for action, the balancing of supply and demand, the relation between quality and equity, criteria of cost-effectiveness, the mobilization and use of scarce resources, and the generation of knowledge, all in a bid to select the best avenues for achieving national policy goals.

The paper consists of four parts. The first one provides a tentative conceptual framework for reflecting and debating current realities of post-primary education on the ground, and a range of reference points that may assist in looking towards the future. The second reviews a wide variety of issues as regards the key themes of the Biennale that are being faced by policy-makers. These are reviewed in the context of diverse conditions in different parts of Africa. In

the third part a preliminary overview is provided of the general overarching conclusions that seem to emerge from the thematic reviews. Finally, the last part raises sets of questions for policy-makers regarding lessons that should be learned, options that may be available and directions for the future that may be recommended.

▲ Thematic Synthesis Report (sub-theme 1): Towards 9-10 Years Education For All: Promising Policies and Strategies*Panelist*

- Jacob BREGMAN

Adoption of the Millennium Development Goals (MDGs) and the prioritization of universal primary education have led to a rapid increase in primary enrolments in many African countries. This along with high population growth has resulted in increasing demand for access to post-primary education and competition for public resources. The designation of the expansion of universal basic education to 9 to 10 years as a theme of the 2008 ADEA Biennale reflects a growing consensus among African countries and the international community that completion of primary education is insufficient to ensure the creation of a competitive labor force, equipped with the skills and knowledge requisite for economic growth in the 21st century. This thematic synthesis report for sub-theme 1 of the Biennale aims to provide a brief presentation of key issues underlying Africa's transition to 9-10 years of basic education for all. It also highlights selected best practices (as presented in the country case studies) and key issues raised in studies submitted by NGOs and international development partners commissioned under sub-theme 1 for the 2008 ADEA Biennale.

▲ Thematic Synthesis Report (sub-theme 2): Skills Development and the World of Work: Challenges for Education and Training

Panelists

- Hans KRÖNNER and Richard WALTHER

This report focuses on the educational and vocational training measures and schemes which need to be set up to endow all youths with the knowledge and skills they require to facilitate their efficient transition to the labour market.

The authors of this report analyse ongoing reforms in African countries, stressing the following needs:

- Extending the concept of post-primary vocational training to all the various formal, informal and non-formal professionalising and qualifying paths;
- Adopting a more coherent, decentralized and coordinated approach to the governance of vocational education and training;
- Finding new modes of operation and larger financial sources to ensure equitable access for all to vocational training and transition to work;
- Finding new modes of accreditation and qualification so that the legitimacy and the efficiency of the various professionalising pathways are duly recognized.

The challenge is therefore to facilitate the access of all young Africans to a level of qualification and employment enabling them to live decently and to participate actively in the creation of a durable future for the African continent.

▲ Thematic Synthesis Report (sub-theme 3): Preparing Knowledge Workers for Africa's Development: Articulating Upper Secondary with Higher Education

Panelists

- Kabiru KINYANJUI and George AFETI

Higher education plays a critical role in preparing the knowledge workers and competent leadership that Africa needs for sustainable development. The effectiveness with which higher education fulfils this role is influenced by the preparedness of upper secondary school students for tertiary education and the

conditions that govern the transition between the two levels of education. This paper, which is a synthesis of country case studies and background papers from more than ten countries, discusses the many and complex factors that mediate the transition from upper secondary to higher education.

These factors include national educational policies and norms, institutional management and governance structures, teacher preparation and curriculum delivery, examinations and assessment procedures, admission requirements, equity of access, class and socio-economic inequalities, gender, regional and ethnic considerations, limited diversity in provision of tertiary education, and inadequate financing of higher education. The paper predicts that households will be called upon to contribute more towards higher education provision and calls for a more equitable administration of student loans and bursaries, and other support mechanisms for minorities, females and students from poor socio-economic backgrounds. The paper surveys the lessons learnt from the case studies and concludes with a number of suggestions and practical recommendations for a better articulation between upper secondary and higher education and employment.

Discussion: 1h (from 17:00 – 18:00)

18:00 – 18:30

▶ **Africa Education Journalism Award – Award Presentation Ceremony**

18:30 – 19:30

▶ **Cocktail offered by ADEA**

**Fifth Edition of the
Akintola Fatoyinbo Africa Education Journalism Award
Award Presentation Ceremony
May 6, 2008**

The Africa Education Journalism Award is organized by ADEA every two years. It recognizes the best articles on education written by African journalists and published in African newspapers, in French, in English or in Portuguese.

The award presentation ceremony for the 5th competition will be organized on May 6, at the Joaquim Chissano Conference Center, immediately after the sessions of the Biennale. It will be the highlight of the study tour offered to the winners, which ADEA is organizing during the Biennale.

Through the Award, ADEA seeks to promote public debates on education in Africa; to encourage the production of articles on education in African newspapers; and to encourage the development of a network of African journalists specialized in reporting on education.

WEDNESDAY 7 MAY – MORNING

Plenary Session 4 – Round Table: Issues of Policy & Governance and Costs & Financing

Round Table - 9:00 - 10:30

Presentations**▲ Post-Primary Education: The Experience of Mozambique***Panelist*

- Hon. Min. Aires Bonifacio Baptista ALI (Minister of Education and Culture of Mozambique)

The Minister of Education and Culture will present policy options that have been made in Mozambique in order to develop post-primary education. These options are based on the vision of a holistic and inclusive education with priority given to the mastery of science and technology. They are also focused on development of human resources and poverty eradication.

▲ Financial Sustainability as a Reference for the Development of Post-Primary Education in sub-Saharan Africa*Panelist*

- Alain MINGAT (Institut de Recherche sur l'Éducation (IREDU) and the AFD/the World Bank)

Since the sub-Saharan African countries will soon be seeing a substantial increase in the numbers of youths completing primary education, they will have to define strategies for meeting this challenge, while at the same time, high rates of unemployment are occurring among higher educational graduates in many countries.

Simulations were carried out using a model to determine the logistic and financial sustainability of various strategies involving combinations of options between i) quantitative factors (in terms of the coverage of the first secondary cycle and processes of continuity versus discontinuity with the subsequent educational levels, ii) the services provided, the modes of organization and the unit costs (defining a flexible indicative framework with either a more “favourable”

option or a more “economic” option and the adjustments required depending on the level of development of the country, how rural it is, etc.), and iii) funding possibilities (the level of budget priority corresponding to the sector and the rate of private funding).

It emerges from this study that the continuous flows option is not generally sustainable and that the more “economic” hypothesis will often have to be adopted when defining educational services. Efforts will also have to be made by the States (by giving greater priority to the education sector) and international aid. Further studies are now required to complete the definition of suitable strategies for each country.

▲ Seeking Secondary Schooling in sub-Saharan Africa: Strategies for Sustainable Financing*Panelist*

- Keith LEWIN (University of Sussex)

The purpose of this book is to explore how access to secondary schooling can be increased in sub-Saharan Africa. Many countries have embarked on ambitious plans to universalize access to lower secondary schooling and increase participation at upper secondary. This work analyzes the costs and financing issues that will arise and includes estimates of the financial implications of different patterns of growth at regional and country level. The kinds of reforms needed to generate sustainable strategies expansion are indicated. The argument is that expanded access is possible but only if the public resources available to the secondary sector are increased, reforms lead to greater efficiency and effectiveness, costs to poor households are reduced, and growth is managed in ways that do not degrade quality.

Discussion: 1h15 mns (from 9:45–10:30)

Parallel session 4A – Extending Basic Education, Expanding Secondary Education: Governance and Policy Issues

Presentations

▲ **Extending Basic Education to Include Lower Secondary while Maintaining the Quality Imperative: The Case Study of Gambia**

Panelist

- Pap SEY (Department of State for Basic and Secondary Education, The Gambia)

The mid-term review of the Gambia National Education Policy (1988-2003) resulted in significant policy shifts, which included: (1) giving girls' education a new impetus in order to enrol, retain and enhance the performance of girls; (2) providing quality education for all, noting that the expansion of the school system in the early nineties had the unintended consequence of undermining the quality of education provided; (3) the expansion of basic education to include lower secondary education; and (4) the restructuring of the school system from a 6-3-3-4 system to 9-3-3. The consequence is that, over the years, The Gambia has been providing nine years of uninterrupted education, exclusive of the pre-school years.

A major challenge posed by these shifts has been to diffuse and reconcile, in a sustained manner, the tensions between expanding access to all and providing quality education. This study, therefore, examines the impact of the policy shifts and their implications. The resultant institutional transformations in relation to the quest to provide quality education amid limited resources are also investigated. Supported by evidence provided by a sample of participants of varied backgrounds, the study also delved into issues on curriculum development, teacher education and utilization as well as student assessment.

The methodology consisted of a desk review exercise, complemented by analyzes of data collected through a questionnaire. The main objective of this

undertaking is to present The Gambia's experience and education system as a model for in-depth examination and possible adaptation or improvement. The study was conducted by a national team, comprising government and non-government officials.

▲ **Accelerating the Expansion of Access to Secondary Education. The 1980-1990 Experience of Zimbabwe**

Panelist

- Fay King CHUNG (Consultant, Zimbabwe)

The study describes the policies and strategies adopted by Zimbabwe immediately after independence in 1980 and for the following decade. Whilst there were huge successes in terms of transforming the elitist system which only catered for 4% of black students into a mass education system which catered for some 65% of the students in a cost effective manner, there were also major problems. The number of students who did well in the British Cambridge "O" and "A" levels expanded exponentially: from 1,460 students at "O" in 1980 to 25,651 in 1990, an almost eighteen fold increase; at "A" levels it increased from 527 students to 9,984 students. On the negative side, some 40% of students, numbering about 80,000 per annum, failed all subjects. This is a serious indictment of the curriculum and its suitability for a developing country.

The expansion and improvement of the system were possible due to a number of important innovations such as the utilization of distance education methodologies for textbooks; the utilization of a low cost experiment based science education program known as ZIMSCI (Zimbabwe Science); the introduction of practical subject kits so that every student could do two practical subjects during the first four years of secondary education; and innovative teacher education programs.

Secondary education serves as a bridge from a traditional and colonial system of values and economy into a modern system of values and economy. As such, it remains extremely important to enable a developing country to transition into a modern industrialized country. Zimbabwe's decision to cling to the British examination system meant that it imposed a straitjacket on itself, limiting the degree of transformation that was possible. Moreover the economy was not able to expand and improve at the same pace as the education system.

▲ **Post-Independence Reforms to Attain UPE in Benin, Cameroon, Guinea and Tanzania and their Effects on Post-Primary Education**

Panelists

- Ibrahima BAH-LALYA and A. Tidjane DIALLO (ADEA Working Group on Education Sector Analysis, WGESA)

The post-independence years were marked by the launching of a series of educational reforms designed to instate national sovereignty, correct what had been perceived as defects in the colonial system of education and take up the new challenges which had arisen as the result of the new national status. The present contribution to the ADEA Biennale deals with these reforms in Benin, Cameroon, Guinea and Tanzania. The aims of these initiatives were three-fold: (i) to really improve the educational supply, (ii) to make education more democratic, and (iii) to develop a new educational approach which would make a break with that applied during the previous period.

The implementation of these reforms has had positive effects, including higher rates of school enrolment and less inequality. However, there are still some weaknesses. The analysis of these positive and negative aspects has yielded lessons which should be applied to the ongoing reforms, which are faced with similar situations to those occurring in 1960-70.

▲ **Madagascar: The Challenge of Expanding Secondary Education and Training**

Panelist

- Patrick RAMANATOANINA (World Bank, Madagascar)

This report, produced with the help of Madagascar's national education team in 2006-07, is designed to contribute to ongoing education reform discussions. It analyzes the constraints to system expansion and presents possible next steps for an appropriate course of action. To promote a more competitive economy in Madagascar in the 21st century, the government expects to increase the average years of schooling from the current 4.5 years to 9-10 years by 2015 for relative age groups. This report discusses the ongoing reform and its impact and provides suggestions for implementation. The report is intended to be used as a discussion instrument and to be disseminated among Madagascar's stakeholders in education.

Discussion: 1h15 mns (from 11:45 – 13:00)

Presentations

▲ **Public-Private Partnerships in Lower Secondary Education in West-Africa: The Case of Burkina Faso and Senegal**

Panelist

- Ignace SANWIDI (Consultant, Burkina Faso)

Public-private partnerships (PPPs) are one of the keys to development and post-primary educational policies and the implementation of reforms. This is a particularly important aspect as far as drawing up post-primary reforms is concerned. In several countries in sub-Saharan Africa, a large proportion of post-primary enrolments occurs at institutions and in the framework of programs belonging to and managed by a vast set of private operators and religious suppliers. In other countries, the communities play a central functional role in the financing of post-primary programs, especially at public educational institutions. The aim of the present paper is to document and analyse various experiments involving PPPs in sub-Saharan African countries, focusing in particular on the first secondary educational cycle and its non formal equivalents.

▲ **The Power of Public-Private Partnership: Coming Together for Secondary Education in Africa**

Panelist

- Adriaan VERSPOOR (Consultant, World Bank)

Private involvement in secondary education in sub-Saharan Africa is ubiquitous. An increasingly diverse group of private providers deliver secondary education, but parents provide an important share of the financing. Much of this involvement has developed by default in the absence of formal policy in response to excess demand for public secondary schooling. In recent years several governments in SSA have developed partnership arrangements involving private providers and parents. This paper reviews the experiences with PPP around the world, discusses the challenges faced by countries in SSA and identifies promising practices that countries may wish to consider as they design policies to accelerate the expansion of access to secondary education. Most important are the recognition of the role and strengths of different partners, the creation of

an enabling environment by strengthening the capacity of the governments to manage their relation the private sector, helping private sector providers improve the quality of the instruction, establishing clear policies for the involvement of parents and communities and targeting public funding to ensure that poor children can access public and private schools. The paper concludes that well structured PPPs can make an important contribution to the acceleration of the expansion of access to secondary schooling.

▲ **The Provision and Financing of Quality Secondary Education Through Public Private Partnerships in Mauritius - A Success Story**

Panelist

- Praveen MOHADEB (Mauritius)

The study shows a public and private partnership (PPP) model which has been the successful in the development of secondary education in Mauritius. Primary education has always been free in Mauritius. The Government extended free education to the secondary level in 1977 for all students up to the age of 20 and made education compulsory up to age 16 in 2005. Enrolment in secondary education increased by three-fold from 1955 to 1968. When the country became independent in 1968, the State provision was about 6 percent of this sub-sector of education and the private sector accounted for more than 94 percent. The Gross Enrolment Ratio (GER) at secondary education level has more than doubled (from 30 percent in 1968 to nearly 70 percent in 2005).

There is a wide disparity in unit costs between State and private secondary schools. Unit costs are highest in State secondary schools. Despite this cost difference, it is noted that the differences in pass rates between State and Private secondary schools especially at the HSC level are not significant taking into account that private secondary schools enrol students whose performances are generally lower at the CPE level than those admitted in State schools. The private education sector has contributed significantly to the high literacy rate in Mauritius.

Government has always honored its contractual obligations towards the private schools and has made special concessions so that they may continue to offer efficient educational services to Mauritian children. In fact it has always believed

more in a PPP approach to the provision of education but re-serving the right to regulate and to intervene to ensure access, equity and quality.

▲ **Enhancing Equitable Access to TVET Through Coherent Governance, Public-Private Partnerships & Multimedia Campaigns Development**

Panelist

- Joseph EILOR (Ministry of Education and Sports, Uganda)

In the last decade, Uganda has implemented comprehensive reforms in Post Primary Education and Training system in general and the Business Technical and Vocational Education and Training (BTVE) sub-sector in particular.

Findings show that the reform has been mainly successful and as a result, quality changes have occurred in policy; organization and management; delivery;

regulation; planning and financing; quality assurance; public private partnership and social perception of BTVE. In addition, the fact that right from its inception the reform was planned and executed mainly by Ugandans themselves using home grown systems and structures appears to have provided an in-built mechanism for its sustainability.

Despite this however, BTVE continues to encounter formidable challenges that include budgetary constraints; high unit costs; strong social bias against manual work and stigma; and inadequate orientation to the world of work.

This paper highlights the developments and the outcomes of the reform process undertaken by BTVE sub-sector in the areas of governance, public-private partnerships, and multimedia campaigns development in Uganda.

Discussion: 1h15 mns (from 11:45–13:00)

Parallel session 4C – Transitions Between Upper Secondary and Higher Education: Policy and Governance

Presentations

▲ **The Interface Between Further and Higher Education in South Africa: Factors Affecting the Higher Education Sector's Capacity to Meet National Needs**

Panelists

- Nan YELD and Ian SCOTT (Council on Higher Education - South Africa)

The South African education system, in its second decade since the political transition, continues to face major challenges. A key area for intervention is the interface between secondary/further and higher education, where problems with articulation have been acknowledged in policy as having substantial negative effects on higher education performance, particularly for students from disadvantaged educational backgrounds.

This paper, written from the perspective of higher education, aims to identify, contextualize and offer discussion on key issues at the interface between secondary/further and higher education that have a significant bearing on effectiveness and equity in South African higher education. It provides: (a) a brief account of relevant aspects of the policy environment; (b) an account of performance

and issues in the school sector that particularly affect articulation, concluding that it is not realistic to depend on improvements in schooling to solve higher education's progression problems; (c) an overview of current undergraduate performance patterns intended to highlight the significance of systemic problems, particularly articulation, and arguing that promoting equity of access and outcomes is an essential condition for meeting national needs for high-level skills; and (d) an outline of key developmental initiatives that can significantly improve articulation and higher education performance.

A central theme of the paper is that successful articulation requires commitment to enhancing the educational process in higher education as well as in schools – particularly in relation to student selection and accommodating diversity in the curriculum – as a key part of the sector's contribution to transformation.

▲ **Better Articulation Between Upper Secondary and Higher Education**

Panelist

- Oumar SOUMARE (Ministry of Primary and Secondary Education, Mauritania)

In the present Mauritanian context, where economic growth has been boosted by oil production and heavy metal mining, a major challenge has to be met: providing the labour market with the human resources required to respond to the demand. The recent educational reform was designed mainly with this aim in mind.

The latest sectoral diagnoses have shown that the system is still confronted with more structural than economic problems at present. The authorities are attempting to deal with these problems before it is too late.

Several measures have been adopted, some of which are still in the process of being applied. This paper, which is based on data from several reports and interviews with actors in the educational sector, focuses in particular on the results obtained so far on articulating upper secondary with higher education in Mauritania.

The progress achieved in this sector is described, as well as the problems which will have to be dealt with in the years to come. The effect of increasing numbers enrolling in education and the fact that these fluxes are not regulated will lead to higher educational establishments being overwhelmed, for which they are not prepared, in addition to not responding to the labour market requirements.

▲ **Articulation between Upper Secondary and Higher Education: The Case Study of Mozambique**

Panelist

- Arlindo Gonçalves CHILUNDO (Ministry of Education and Culture, Mozambique)

At the time of Independence, in 1975, Mozambique had a very high illiteracy rate of about 93%, there was a lack of qualified personnel and particularly teachers, health care personnel and other specialized people.

The country launched massive literacy campaigns and special training programs particularly for social areas. The government created the National System of Education which was followed by a comprehensive curriculum reform. The war in Mozambique affected the whole country and more so the education system.

In 1992 the peace agreement was signed. The investments in education were increased, the schools were rebuilt and the educational system was very rapidly expanded with the emphasis to primary education at the beginning.

The paper describes the Mozambican educational system and its evolution since the independence. Details are cast on the situation of secondary education and on the transition mechanisms from upper secondary education into higher education. It also pays a special attention to quality assurance mechanisms, regional and gender disparities in the access to higher education, the expansion of higher education institutions to the provinces, and other issues that can undermine the possibility of the different groups of students to enter higher education.

Discussion: 1h15 mns (from 11:45–13:00)

Parallel session 4D – Financing: Trends and Challenges

▲ **The Challenges of Private Supplementary Tutoring: Global Patterns and their Implications for Africa**

Panelist

- Mark BRAY (UNESCO IIEP)

Private supplementary tutoring, in which pupils in full-time schools (both public and private) receive extra lessons after school hours, at week-ends and during vacations, became a major phenomenon in parts of Asia a few decades ago. More recently, it has become a major phenomenon in parts of North America

and Europe. In Africa it is less obvious, but increasingly visible in urban areas; and there are strong reasons to suggest that it will grow significantly during the coming years.

Supplementary tutoring may have very desirable effects in promoting learning and providing incomes for the tutors. However, it raises major challenges for equity since prosperous households are able to pay for greater quantities and better qualities of tutoring. Moreover, out-of-school tutoring has implications for the nature of in-school work, and thus has a backwash effect. Especially problematic are situations in which teachers accept extra remuneration for

teaching in private lessons after school the materials that they have not taught their pupils during school-time.

This paper maps the scale and nature of tutoring in Africa on available evidence, and compares it with patterns in other parts of the world. It demonstrates that tutoring is a component of the education sector that cannot be ignored.

▲ **Financing Vocational Training in Africa. Case Study on Five Vocational Training Funds**

Panelist Funds supporting vocational training in Africa, which were mostly created in 1980/90, constitute a major tool for public vocational training policies in these countries.

The present study was launched by the French Ministry of Foreign and European Affairs as a complement to the AFD (French Development Agency) study on mechanisms for funding vocational training, in order to compare various vocational training funds in terms of their status, their objectives, the financial circuits and modes of organization, implementation and management involved, and the reasons for their success or failure.

Funds of three main kinds were studied here: i) South Africa's integrated development fund, ii) Tunisia's dual development fund, and iii) the global fund for education in sub-Saharan Africa. It has emerged from this study that these funds contribute to structuring vocational training, and that the social partners are consistently involved, although their role is too often a purely consultative one, that the procedures involved in applying for funding need to be simplified, and that these funds are in need of experts to identify the needs and vocational training providers to organize suitable responses.

All these findings raise questions about these vocational training funds, in terms of: the distribution and nature of the actual powers of the public, private and social partners involved; whether the taxes collected are really spent on continuing vocational training; the incidence of external aid on the missions to which funds are allocated; the various modes of access of the beneficiaries of the funding; the distribution of resources between the "modern" and "informal" sectors; the shift from a supply-based approach to one focusing more on the economic and social needs.

▲ **Financing of Higher Education in a Context of Rapid Expansion: Anglophone (Kenya) and Francophone (Senegal) African Cases**

Panelist

- Mohamed Chérif DIARRA (ADEA Working Group on Finance and Education)

The paper is a comparative synthesis of two separate studies commissioned by the Working on Finance and Education (WGFE) on the financing of higher education on two African countries, one Anglophone Kenya and the other Francophone Senegal. Although the studies have common terms of reference, their authors are two different researchers from Kenya and Senegal.

The studies set out to assess the experiences of the two countries regarding the financing of higher education in a rapid changing context. They highlight the daunting challenges facing Kenya and Senegal regarding higher education at a time of explosion in enrolments, dwindling resources, cross-border provision and emergence of a vibrant private sector that is in competition with the public sector. The specific objectives of the studies underscore the following key issues: i) general economic, political and social context of the two countries; ii) articulation between upper secondary and higher education; iii) funding sources as well as the taxonomy, determinants and behavioral characteristics of the costs of higher education. The controversial issue of cost recovery is also explored in the studies.

The findings suggest that the bulk of higher education funding is still provided by the government, the enrolment explosion in upper secondary education negatively affects the system and there is growing recognition of cost recovery as a funding model to explore.

Discussion: 1h15 mns (from 11:45–13:00)

Plenary Session 5 – Round Table: Issues of Access and Equity**Round Table - 14:00 - 15:30****Presentations****▲ Education for Rural People***Panelist*

- Lavinia GASPERINI (FAO)

The presentation shares a synthesis of lessons learned since the launch of Education for Rural People (ERP) in 2002 under the leadership of the Food and Agriculture Organization (FAO) of the United Nations as part of the implementation process for the Millennium Development Goals (MDGs). The ERP program originated from the global consensus on the importance of education in reducing poverty and hunger and concern over the development challenges presented by approximately 880 million illiterate youth and adults and approximately 130 million out-of-school children, many of whom are rural and female. The most important products of ERP to date have been the knowledge generated and disseminated, innovations identified, and lessons learned by ERP partners related to policy and practice in areas such as education quality and access, gender responsive learning environments, parent and community engagement, and accommodation of non-traditional learners, to name just a few. Tools to strengthen national capacities to advance ERP have been developed. A global repository of the knowledge base on ERP has been established at FAO and is accessible worldwide via the Internet at <http://www.fao.org/sd/erp/>. Learning materials relevant to rural livelihoods are available in a portal at http://www.fao.org/sd/erp/ERPtktoolkit_en.htm. Partnerships have been forged to expedite and facilitate implementation. ERP is now widely acknowledged as a top priority in the international education agenda. But educating all rural people is a huge challenge, and much is still to be done considering the number of out-of-school children living in rural areas. During this next phase, new investments will be needed at the national level. Preparing rural citizens to engage successfully in knowledge-based economies is central to the achievement of the MDGs.

▲ Vocational Training for Out-of-School Girls in Conflict Situations*Panelist*

- Codou DIAW (FAWE)

FAWE will present a comparative study on vocational training in sub-Saharan Africa with a focus on post-conflict situations. The study will review TVET policies in Burundi, Liberia and Sierra Leone from a gender perspective. The literature and documentary reviews will be supplemented by fieldwork so as to provide baseline data for a project in the three countries entitled “Economic Empowering of Girls living in Post-conflict Situations through Vocational Training”. The review will provide a sense as to the scope and nature of gender disadvantages and inequity in vocational training in the three countries as well as make recommendations on how to bridge the gaps identified. It is expected that this study will contribute to influencing policy makers in the targeted countries to reform technical and vocational training to be more inclusive of girls’ needs and aspirations.

▲ Achieving Universal Post-Primary Education in Africa: Innovative Modalities and Cost Implications*Panelist*

- Cream WRIGHT (UNICEF)

In general many African countries have made rapid progress from a low enrolment base, largely due to national policies and investment in education as well as sustained external support by partner agencies. A logical consequence of these achievements is increased social demand for post-primary education. Unlike primary education the cost of universal post-primary education is likely to be extremely high and probably prohibitive for most countries, based on existing models of provision. Also, there are complex considerations relating to what are the most appropriate, cost effective and equitable ways of providing access to post-primary education opportunities for all children in the eligible age group, given their attendant diversity in talent, motivation and aspirations.

Against this background this paper has three foci. It highlights what we know about patterns of provision of post-primary education and offers an analysis of the determinants of these patterns in different countries. Secondly, it provides an Africa-wide cost estimate of the additional financing needed to expand post-primary coverage universally using current models of provision. Finally, in the context of the relationship between primary, post-primary, and tertiary

education, the paper explores innovative responses and pragmatic policies that will offer a wider variety of models for provision of post-primary opportunities. It then reviews the cost implications of these different patterns of innovative provision that would increase the feasibility of achieving universal post-primary education in most African countries.

Discussion: 45 mns (from 14:45–15:30)

WEDNESDAY 7 MAY – AFTERNOON

Parallel sessions

16:00 – 18:00

Parallel session 5A – Gender Issues in Post-Primary Education

Presentations

▲ Gender Issues in Post-Primary Education in Africa

Panelist

- Maguette DIOP (Consultant, Senegal)

Despite rising enrolments in Africa, gender parity has not yet been attained. The constraints on girls' education are due to both the internal workings of educational systems and their socio-cultural environments. When it comes to post-primary education, girls are often victims of tradition as well as economics, and secondary education is dominated by a general academic curriculum which does not prepare secondary school leavers for the labor market. Qualified female teachers, who can serve as role models for girls and in a more equitable school environment, are rare in rural areas.

New competencies are needed for women to improve their participation in development, and the training needs to be professionalized. The teaching and learning of equality must be promoted at the community level, and information and social mobilization can support gender equitable secondary education. Measures to enhance opportunities for girls could include boarding facilities for girls where necessary, protective legislation, the promotion of female

role models, tutoring and mentorship, inter-scholastic competitions for girls, community centers for girls and women etc. Existing innovations need to be monitored and adjusted as necessary.

Finally there are lessons to be learned from many countries and organizations regarding the improvement of post-primary education in terms of access, outcomes and external efficiency — one can cite OECD country initiatives, FAWA and countless girls' education projects.

▲ Gender Issues in Technical and Vocational Education and Training

Panelist

- Rudo Barbra GAIDZANWA (Consultant, Zimbabwe)

This paper argues that post primary education in Africa is uneven, biased by gender, location, class and region, resulting in the illiteracy of the majority of girls and women in Africa. A minority of African adolescents undertakes secondary schooling. The majority have little foundation for building on technical, vocational education and training, making technical, vocational education and training the preserve of a few, usually elite students. The rest of adolescents drop out of school and join the informal sector or work on family farms, enterprises and domestic domains with little systematic training. Girls and poor boys start

working as early as age five and their schooling has to be undertaken together with unpaid family labor. Boys' mobility allows them to earn better incomes while girls usually marry early, fall pregnant and have children, resulting in their occupational immobility.

The paper argues for provision of good quality formal and non-formal primary and some secondary and TVET for adolescents in Africa, especially for girls and poor boys in countries where barriers to schooling are high. The paper cites specific types of TVET which have been implemented in various countries, suggesting that secondary schooling, both formal and informal, be placed on a continuum and restructured to incorporate both formal and non-formal education, be made more accessible to poor, female, vulnerable and other adolescents and enable all students to choose any route to education and to ensure that there is equivalence, comparability and satisfactory quality in all types of education. The content of such TVET must suit the interests and life situations of the adolescents to make it relevant, effective and appropriate for generating decent levels of income and livelihoods for different types of adolescents.

▲ **Negotiating the Interface Between Upper Secondary and Higher Education in sub-Saharan Africa: The Gender Dimensions**

Panelist

- Grace BUNYI (Consultant, Kenya)

In sub-Saharan Africa, several interventions aimed at ameliorating the gender inequities in transition to and effective participation in higher education have been implemented in the feeder school system including re-entry policies for girls who become pregnant while still in school and implementation of Science Mathematics and Technology (SMT) programs for girls. Affirmative action policies and programs have been implemented at the upper secondary and higher education interface while interventions such as policies and programs to combat sexual harassment and gender-based violence, and gender mainstreaming have been implemented in a number of higher education institutions.

However, many of the interventions are in the form of small, usually pilot projects implemented by NGOs with little enduring impact with the result that the attainment of the EFA and MDG goals of gender equity and equality in higher education in SSA remains a distant dream for most countries. Recommendations for improvement include increasing access particularly girls from marginalized

communities to good quality primary and secondary schools; strengthening the teaching and learning of SMT subjects in schools with a special focus on girls; developing and effectively implementing gender in education policies; changing the masculine culture of higher education institutions; enhancing articulation of higher education curricula with the needs of the labor market; and institutionalizing the practice of collecting, analyzing and using gender disaggregated data for policy and planning purposes.

▲ **Transition to Post-Primary Education with a Special Focus on Girls**

Panelist

- Aster HAREGOT (UNICEF)

Post-primary education is especially critical for girls. Despite a sincere commitment to achieve Education for All, there is a huge gender gap in secondary schooling: In African countries only one in five girls enrol in secondary school, and countries have large gender gaps. Boys continue to have higher transition rates to secondary school than girls, and even in the five countries of southern Africa with relative gender parity, having equal numbers of girls and boys in school does not mean gender equality has been achieved.

Many barriers to post-primary education exist, especially for girls – barriers that are overlapping, intertwining, and cut across sectors. Since secondary school frequently involves school fees, one of the chief barriers to post-primary education, especially for girls, is poverty. Other barriers to post-primary education exist at the level of the education system. These include: a lack of schools or learning centers; not enough teachers for post-primary classes; and a lack of adequate and appropriate long-term plans

However, shifting the focus to post-primary education allows a more productive tension within dualities and ambiguities, and it enables them to surface and be addressed more creatively. Post-primary education encompasses a variety of purposes, populations, and interests. With a dynamic model that arises from such a conceptualization, it is possible to create educational systems that are responsive to individuals and society in diverse contexts, and that have potential for understanding the underlying cultural and structural influences that perpetuate current gender and economic inequities. This paper from UNGEI has identified several areas in which research would inform policy formulation and planning.

Discussion: 1h15 mns (from 16:45–18:00)

Presentations

▲ The Potential of Open Schooling in Africa: A Case Study of India's National Institute of Open Schooling

Panelist

- James STANFIELD (Consultant, University of Newcastle)

While there is much talk about 'the tragedy of education in Africa', exciting opportunities now exist for governments across sub-Saharan Africa (SSA) who are prepared to embrace the full potential of open and distance learning (ODL), in helping to expand access to secondary education. To help shed light on these emerging opportunities, this paper will examine India's National Institute of Open Schooling and identify its key strengths, weaknesses, opportunities and threats. A brief overview of previous developments in ODL across SSA will then be provided, followed by a discussion about the lessons to be learnt from the NIOS experience.

A key finding from the NIOS experience suggests that it is certainly possible for ODL services to be provided at little or no cost to the government and if managed correctly a surplus can be generated.

Previous attempts to introduce ODL across SSA also show that if governments intend to control, fund and manage ODL services solely by themselves, then possibilities for expansion and development are severely limited.

One of the benefits of expanding private provision is that there is already an enormous amount of experience and expertise on issues such as capacity building and quality control within the private sector.

However, despite the politics involved in this debate, exciting opportunities still exist for those national governments who are prepared to think the unthinkable and blaze new trails by creating a regulatory environment which encourages and attracts world class for-profit companies to come and invest in their ODL sectors. When you combine the profit motive, open and distance learning and information technology, then anything is possible.

▲ Review of the Use of ODL Systems in the Provision of Post-Primary Education in Africa

Panelist

- Ephraim MHLANGA (South Africa Institute for Distance Education)

This paper is a critical review of selected ODL interventions at post-primary school level in Africa. The purpose of the review is to show the state of ODL on the continent and shed some light on its potential to address problems of educational access, equity, and quality at post-primary school level in African countries. The experiences drawn from the various cases reviewed will inform on the opportunities that exist to extend basic education to include lower secondary education through ODL strategies.

Drawing from the experiences of several African countries, the paper argues that ODL is gaining momentum on the continent as a strategy for broadening access, and has the potential to provide quality education to large numbers of learners. In spite of this optimistic view it presents, the paper also warns of the many challenges that African countries face in implementing such a strategy at systemic level. These challenges include addressing quality issues, achieving enough buy-in from stakeholders, over-coming constraints posed by limited bandwidth, and developing appropriate funding models that ensure sustainability of the innovations.

Based on the experiences of the reviewed cases, the paper recommended that for ODL to succeed in meeting the educational needs of millions of deserving learners on the continent, governments need to take full responsibility to plan, support, and facilitate implementation of such innovations at systemic level.

▲ Case Study on the Articulation of the Namibia College of Open Learning (NAMCOL) and the Formal System in Namibia

Panelist

- Alfred ILUKENA (Namibia)

Issues of providing equitable access to post-secondary education are common in many developing countries. These issues are compounded by lack of targeted,

deliberate articulation between formal and non-formal streams within certain education systems. Consequently, learners whose formal educational careers are cut short tend to end up in proverbial 'streetville', to borrow a colloquialism. Those who somehow manage to find alternative post-primary education providers are not necessarily assured of the acceptability of the qualifications they may obtain from such providers. Many people and organizations still sniff at qualifications obtained via the alternative secondary education route, thinking that they are inferior. Namibia is also grappling with similar issues. However, at least at planning and macro-policy levels, some of these issues have to a large extent been resolved. Demonstrating how this has been achieved is the remit of this study.

The study discusses the articulation that exists between the Namibian College of Open Learning (NAMCOL) and the rest of the formal education sector. It takes the angle that this articulation is a successful government intervention,

which has removed the divide between formal and non-formal education in the pursuit of supplying education to all through the provision and enabling of complimentary systems. This intervention takes cognizance of the reality that formal education alone cannot cater for the educational demands of the expanding youth, as well as the diverse learning needs of all those who must access educational services.

The study attempts to answer the following question: How can we supply the demand for post-primary education via (an) alternative(s) but without disadvantaging the learners?

Discussion: 1h15 mns (from 16:45–18:00)

Parallel session 5C – Non-Formal Education

Presentations

▲ Transitions from Primary to Post-Primary Education: Using Non-Formal Learning Opportunities to Increase Access and Relevance

Panelist

- Deborah GLASSMAN (ADEA Working Group on Non-Formal Education)

SSA governments have made considerable progress towards achieving universal primary education in their countries and are now examining expanding access to post-primary education. Non-formal education (NFE) programs have made a small contribution to this progress by reaching people who, for reasons of geography, poverty, culture or social upheaval, have no access to a formal education.

This paper briefly inventories the reasons that formal education systems are not currently educating all children in SSA and cannot accommodate significantly more children in post-primary education (chapter 1). It goes on to explore the evolution of attitudes and approaches towards NFE programs (chapter 2) and to

examine some NFE developments in selected SSA countries whose education policies draw different lines of demarcation between formal education and NFE, and the purposes that the latter can serve (chapter 3). It suggests that formal education systems can draw inspiration from successful NFE pilots to expand access to post-primary education. It concludes that for SSA governments to expand access to primary and to post-primary education, they could consider building on many NFE initiatives that are already present; creating mechanisms to enhance programs and bring them within the compass of national education policies; and building bridges between NFE programs and the formal education system so as to expand learning opportunities for all.

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Agenda for the ADEA 2008 BIENNALE - Maputo, Mozambique, May 5-9, 2008

Monday 5 May

8:30–15:30	Caucus of Ministers
17:00–18:30	Official Opening Ceremony – Participation of Heads of State of Mozambique and Algeria, Chair of the African Union, first lady of Puerto Rico, Director-General of UNESCO and other guests of honor
	Press Conference with Heads of State

Tuesday 6 May

9:00–10:30	Keynote Speeches
9:00–10:00	1. Education as a Driver Of Development – Approaches, Experience and Prospects for Expanded Learning Opportunities
	2. Science, Development & Education in Africa
	3. HIV and AIDS: Finding Effective Approaches in Post-Primary Education
10:00–10:30	Discussion
10:30–11:00	<i>Coffee break</i>
11:00–13:00	SESSION 1 - Introductory Presentations
11:00–11:45	1. World Development Report 2007: Development and the Next Generation
	2. EFA Global Monitoring Report 2008 – Education For All by 2015: Will we Make it?
	3. The challenges and Stakes Facing EFA in Africa: Top Priority for Integrated Sector-wide Policies
	4. An African Exploration of the East Asian Education Experience
11:45–13:00	Discussion
13:00–14:00	<i>Lunch break</i>
14:00–15:30	SESSION 2 - Presentations on the Development of Post-Primary Education
14:00–14:45	1. SEIA: At the Crossroads: Choices for Secondary Education in sub-Saharan Africa
	2. Kigali Call for Action: An Expanded Vision of Basic Education for Africa
	3. Dynamics Of Partnerships for Local Governance in Education
	4. Technical and Vocational Skills Development in Africa
14:45–15:30	Discussion
15:30–16:00	<i>Coffee break</i>
16:00–18:00	SESSION 3 - Presentations of the Analytical Work on Post-primary Education
16:00–17:00	1. General Synthesis Report: Beyond Primary Education: Challenges and Approaches to Expanding Learning Opportunities in Africa
	2. Thematic Synthesis Report (sub-theme 1): Towards 9-10 years Education For All: Promising Policies and Strategies
	3. Thematic Synthesis Report (sub-theme 2): Skills Development and the World of Work: Challenges for Education and Training
	4. Thematic Synthesis Report (sub-theme 3): Preparing Knowledge Workers for Africa's Development: Articulating Upper Secondary with Higher Education
17:00–18:00	Discussion

Wednesday 7 May

9:00–10:30	SESSION 4 - Round Table in Plenary Session: Issues of Policy & Governance and Costs & Financing
9:00–9:45	1. Post-Primary Education: The Experience of Mozambique
	2. Financial Sustainability as a Reference for the Development of Post-Primary Education in sub-Saharan Africa
	3. Seeking Secondary Schooling in sub-Saharan Africa: Strategies for Sustainable Financing
9:45–10:30	Discussion
10:30–11:00	<i>Coffee break</i>
11:00–13:00	Parallel session 4A: Extending Basic Education, Expanding Secondary Education: Governance and Policy issues
	Parallel session 4B: Public-Private Partnerships
	Parallel session 4C: Transitions Between Upper Secondary and Higher Education: Policy and Governance
	Parallel session 4D: Financing: Trends and Challenges
13:00–14:00	<i>Lunch break</i>
14:00–15:30	SESSION 5 – Round Table in Plenary Session: Issues of Access & Equity
14:00–15:30	1. Education for Rural People

- 2. Vocational Training for Out-of-School Girls in Conflict Situations
- 3. Achieving Universal Post-Primary Education in Africa: Innovative Modalities and Cost Implications

14:00–15:30 **Discussion**

15:30–16:00 *Coffee break*

16:00–18:00 **Parallel session 5A: Gender Issues in Post-Primary Education**

Parallel session 5B: Distance Education and Open Learning

Parallel session 5C: Non-Formal Education

Parallel session 5D: Innovations for Equitable Access

Thursday 8 May

9:00–10:30 **SESSION 6 - Round Table in Plenary Session: Issues of Quality and Relevance of Post-Primary Education: Demand & Supply of Teachers for Post-Primary Education, Curriculum and Skills Development**

9:00–9:45 1. Lifelong Learning Connections: The Nodal Role of Diversified Post-Primary and Post-Basic Approaches

2. Provision of Teachers and Education Management Personnel: The Impact on The Quality of Education Delivery in Post-Primary Education

3. Contribution of School Principals to the Improvement of Post-Primary Education in Africa

9:45–10:30 **Discussion**

10:30–11:00 *Coffee break*

Parallel session 6A: Curriculum for Post-Primary Education

Parallel session 6B: Skills Development in General Education

Parallel session 6C: Skills Development in Technical and Vocational Education and Training

Parallel session 6D: Teacher Issues in Post-Primary Education

13:00–14:00 *Lunch break / pause déjeuner*

14:00–15:30 **SESSION 7 - Round Table in Plenary Session: Issues of Validation, Assessment, Articulation, and the Role of National Qualification Frameworks**

14:00–15:30 1. A Critical Reflection on the South African National Qualification Framework

2. Differentiation and Articulation in Tertiary Education Systems: A Study of Twelve African Countries

3. Transition / Articulation among Non-Formal, Primary, Secondary and Tertiary Education: Lessons from the Gabon, Mauritius and Nigeria Peer Reviews

14:00–15:30 **Discussion**

15:30–16:00 *Coffee break*

Parallel session 7A: Assessment

Parallel session 7B: National Qualification Frameworks, Recognition of Prior Learning and Competencies

Parallel session 7C: Transitions Between Upper Secondary and Higher Education: Similarities, Pathways and Orientations

Parallel session 7D: Mathematics, Science, Technologies and Information and Communications Technologies in Post-Primary Education

Friday 9 May

9:00–10:30 **SESSION 8 - Round Table in plenary session: Main Conclusions Drawn from the Discussions of the Biennale**

9:00–10:00 1. Conclusions sub-theme 1: Towards 9-10 years Education For All: Promising Policies and Strategies

2. Conclusions sub-theme 2: Skills Development and the World of Work: Challenges for Education and Training

3. Conclusions sub-theme 3: Preparing Knowledge Workers for Africa's Development: Articulating Upper Secondary with Higher Education

4. Overall conclusions: Beyond Primary Education: Challenges and Approaches to Expanding Learning Opportunities in Africa

10:00–10:30 **Discussion**

10:30–11:00 *Coffee break*

11:00–12:30 **SESSION 9 – Reflections on New Perspectives and Follow-up to the Biennale**

1. Main Lessons Learned by Different Groups of Stakeholders

Round table with participation of 1 Minister, 1 representative from a development agency, 1 researcher, 1 representative from a civil society organization, 1 student, 1 teacher and 1 representative from a sector other than education

12:30–13:00 **Official Closing Ceremony**

1. Presentation of the Report of the Caucus of Ministers

2. Closing Address

13:00–14:00 *Closing Press Conference*

14:00–18:00 **ADEA Steering Committee Meeting**

Detailed Information on Parallel Sessions

Wednesday 7 May

11:00 - 13:00

Parallel session 4A. Extending Basic Education, Expanding Secondary Education: Governance and Policy Issues

1. Extending Basic Education to Include Lower Secondary While Maintaining the Quality Imperative: The Case Study of Gambia
2. Accelerating the Expansion of Access to Secondary Education. The 1980-1990 Experience of Zimbabwe
3. Post-Independence Reforms to Attain UPE in Benin, Cameroon, Guinea and Tanzania and Their Effects on Post-Primary Education
4. Madagascar: The Challenge of Expanding Secondary Education and Training

Parallel session 4B. Public-Private Partnerships

1. Public-Private Partnerships in Lower Secondary Education in West-Africa: The Case of Burkina Faso and Senegal
2. The Power of Public-Private Partnership: Coming Together for Secondary Education in Africa
3. The Provision and Financing of Quality Secondary Education Through Public Private Partnerships in Mauritius - A Success Story
4. Enhancing Equitable Access to TVET Through Coherent Governance, Public-Private Partnerships & Multimedia Campaigns Development

Parallel session 4C. Transitions Between Upper Secondary and Higher Education: Policy and Governance

1. The Interface Between Further and Higher Education in South Africa: Factors Affecting the Higher Education Sector's Capacity to Meet National Needs
2. Better Articulation Between Upper Secondary and Higher Education
3. Articulation between Upper Secondary and Higher Education: The Case Study of Mozambique

Parallel session 4D. Financing: Trends and Challenges

1. The Challenges of Private Supplementary Tutoring: Global Patterns and Their Implications for Africa
2. Financing Vocational Training in Africa. Case Study on Five Vocational Training Funds
3. Financing of Higher Education in a Context of Rapid Expansion: Anglophone (Kenya) and Francophone (Senegal) African Cases

16:00 - 18:00

Parallel session 5A. Gender Issues in Post-Primary Education

1. Gender Issues in Post-Primary Education in Africa
2. Gender Issues in Technical and Vocational Education and Training
3. Negotiating the Interface Between Upper Secondary and Higher Education in sub-Saharan Africa: The Gender Dimensions
4. Transition to Post-Primary Education with a Special Focus on Girls

Parallel session 5B. Distance Education and Open Learning

1. The Potential of Open Schooling in Africa: A Case Study of India's National Institute of Open Schooling
2. Review of the Use of ODL Systems in The Provision of Post-Primary Education in Africa
3. Case Study on the Articulation of the Namibia College of Open Learning (NAMCOL) and the Formal System in Namibia

Parallel session 5C. Non-Formal Education

1. Transitions from Primary to Post-Primary Education: Using Complementary Learning Opportunities to Increase Access and Relevance
2. Vocational Training and Inclusion of the Finalists of the Education Centers for Development (CED) in Mali
3. Training Programs for Disadvantaged Youth in Latin America: Balance of Public Strategies in the Last Decade and Recent Trends
4. Mapping Non-Formal Education at Post-Primary Educational Level in Uganda

Parallel session 5D. Innovations for Equitable Access

1. Communal Schools and Alternative Structures for Post-Primary Education: Strategies for Extension of Basic Education in Burundi
2. Reintegration by Community Apprenticeship. The RAC Project in Congo
3. Non-Formal Education and Training Opportunities for Youth Living in The Rural Areas of South Africa

Thursday 8 May
11:00 - 13:00

Parallel session 6A. Curriculum for Post-Primary Education

1. Processes of Curriculum Change and Competency-Based Approaches in Basic Education Within an Interregional Perspective
2. Localization of Curricula and Decentralization of Curriculum Development
3. Relevance of Selected African Lower Secondary Education Curricula for Pupils' Future Life and Work

Parallel session 6B. Skills Development in General Education

1. Institutional Strengthening in Technological Matters. The PRIMTAF Programme in Francophone Africa
2. Capitalization of Action Research on Pathways Between General Education and Vocational Training
3. The Link Between Health, Social Issues and Secondary Education: Life Skills, Health and Civic Education
4. School Enterprises and Sustainability: Challenges for Secondary and Vocational Education

Parallel session 6C. Skills Development in Technical and Vocational Education and Training

1. From Traditional to Restructured Apprenticeship in West Africa: Towards the Establishment of a Post-Primary Vocational Training System
2. Entrepreneurship Education in Post-Primary Education and Training: Case Study from Botswana
3. The Challenge of Technical and Vocational Education and Training Reform in Mozambique: Goals, Options and Constraints
4. Vocationalisation of Secondary Education Revisited

Parallel session 6D. Teacher Issues in Post-Primary Education

1. Recruiting, Retaining and Retraining Secondary School Teachers and Principals in sub-Saharan Africa
2. The Expansion of Secondary Education and the Need for Teachers: How Big is the Gap?
3. Staff Retention in African Universities and Links with Diaspora

16:00 - 18:00

Parallel session 7A. Assessment

1. Review of the State of the Art on Post-Primary Education and Training (PPET) in Eastern and Southern Africa
2. Uganda Secondary Education & Training Curriculum, Assessment & Examination (CURASSE): Roadmap for Reform
3. Improving the Efficacy of Curriculum, Assessment and Certification at the Pre-Secondary Education Level in African Education

Parallel session 7B. National Qualification Frameworks, Recognition of Prior Learning and Competencies

1. Identification of Basic Skills and Knowledge Required for Access of Literates to Lower Secondary Education in Five West-African Countries
2. Integration and Articulation of Post-Primary Education and Training in Africa. Contribution of NQF and Recognition of Non-Formal and Informal Learning: a Key to Lifelong Learning
3. Validation of Non-Formal and Informal Learning Outcomes in Norway

Parallel session 7C. Transitions Between Upper Secondary and Higher Education: Similarities, Pathways and Orientations

1. Pathways for Post-Secondary Education - The Singapore System
2. Articulation Between Upper Secondary and Higher Education in Côte d'Ivoire
3. National and Cross-Border Articulation Between Secondary and Higher Education in Kenya

Parallel session 7D. Mathematics, Science, Technologies and Information and Communications Technologies in Post-Primary Education

1. Survey on ICT and Education in sub-Saharan Africa
2. Practice of INSET in Mathematics and Science Teachers and its Impact on Quality in Basic Education in Kenya
3. ICTs as Instruments for Development, Sustainable Policies and Efficient Practices for Education in Africa

▲ Vocational Training and Inclusion of the Finalists of the Education Centers for Development (CED) in Mali

Panelist

- Bonaventure MAIGA (Mali)

Since 1993, Mali has been implementing a vast educational program for youths who left school at an early age or never attended school: the based of the pyramid formed by the country's educational system is thus being enlarged. This experience focusing on young drop-outs from the educational system, which is now known as the CED (Education Centers for Development) strategy, started in 1993, when 20 pioneer centers supervised by the former DNAFLA (Direction nationale de l'Alphabétisation Fonctionnelle et de la Linguistique Appliquée) were created under the aegis of UNICEF. However, the initial educational program was revised and completed in 1994, when vocational training aspects were included, and the experiment was run from 1994 to 1998 by the NGO called the Mali Plan, Mali's ACODEP (l'Appui aux Collectivités Décentralisées pour un Développement Participatif) program and the UTAH Alliance, in partnership with the country's Ministry of National Education.

From the experimental stage to the time when the strategy was generalised, 29,832 learners completed the basic phase of their training cycle at DEC's. Only 927 of these DEC leavers underwent vocational training, however, and were provided with a start-up kit, while 523 others are currently undergoing vocational training in 24 specialized occupations. For the majority of the remainder, the outlook is still somewhat fuzzy.

In the present study, it is attempted to outline the problems involved in vocational training and the transition to work of DEC leavers. In other words, it is proposed to identify and analyse all the problems arising both upstream and downstream of the vocational training, as well as during the training itself.

▲ Training Programs for Disadvantaged Youth in Latin America: Balance of Public Strategies in the Last Decade and Recent Trends

Panelist

- Claudia JACINTO (redEtis)

This paper summarizes Latin-American trends in recent policies and programs addressed to increase disadvantaged youth employability and employment. Revising the financial, institutional and learning arrangements of the programs,

linked or not with traditional Technical and Vocational Education and Training (TVET), it describes promising paths in interlinking social, educational and training policies; decentralization strategies and public-private partnerships that seem to work better.

Although the policy approaches that have been particularly relevant for disadvantaged youth to find decent jobs and to generate income are difficult to determine, some practices seem to be more hopeful. Between them: promoting a closer bond with the private sector employer in order to add work insertion strategies from the designing stage of the program; combining both technical training and personal as well as social and livelihood skills; including on-the-job learning (internship/placements) as a part of the training; ensuring young people's access to work insertion services and counseling, either on self-employment, micro-enterprises, or paid employment; advisory, coaching actions and access to micro-credit for inexperienced small self-employed entrepreneurs, in first stages of business; linking different educational paths and learning environments (formal schooling, vocational training, workplace); improving local partnerships that link different types of institutions (educational, firms, local governments, NGOs) in a strategic plan of social and economic development.

▲ Mapping Non-Formal Education at Post-Primary Educational Level in Uganda

Panelist

- Twine BANANUKA (ADEA Working Group on Non-Formal Education, Uganda)

This desk study was based principally on the documents of education, agriculture, and health sectors and organized around the same. Non-Formal PPET policy provisions and implementation are weak in the education sector. Non-Formal PPET is extensively used to train agriculture development agents and health extension workers. The sponsor driven content in all three sectors is skills/profession oriented. One of principal trends is that NFE for out of school children has increased access to education. Some of the major challenges in the broader NFE are lack of: (1) political support and visibility, comprehensive policy elaboration; (2) resources, and (3) research, data/information. One of the policy implications is that government pays more attention to Non-Formal Education (NFE).

Discussion: 1h15 mns (from 16:45–18:00)

Parallel session 5D – Innovations for Equitable Access

Presentations

▲ Communal Schools and Alternative Structures for Post-Primary Education: Strategies for Extension of Basic Education in Burundi

Panelist

- Pascal MUKENE (Burundi)

This case study focuses on the topic of «Communal schools and alternative post primary educational structures: strategies for extending basic education in Burundi». Communal schools in Burundi, which are managed jointly by the Communal Administrator and the Principal appointed by the Ministry responsible for secondary education, are proximity schools which are most popular at local level and have developed very fast. They are currently the main component of secondary education (where they account for 80.3% of the first cycle).

In parallel, in the non formal sector, alternative post primary educational (PPE) structures have developed in Burundi, which are mainly attended by primary leavers who have not transited to formal secondary schools. These structures, which are of various kinds, dispense relevant vocational training enabling young people to subsequently join the world of work. However, they are not sufficiently numerous to cater for large numbers of beneficiaries.

This study raises questions about the possibility of extending access to post-primary education, in view of the considerable potential of these structures.

▲ Reintegration by Community Apprenticeship. The RAC Project in Congo

Panelist

- Maurice BANOUKOUTA (Congo Brazzaville)

This paper reports on the experience acquired in Congo in terms of strategies for reintegrating desocialized youths who have dropped out of the educational system in post-war Congo-Brazzaville.

How might it be possible to wipe out the traces of the sad events which have so deeply affected the young people in this country? In response to this question, the Ministry of Technical and Vocational Education has provided one of

the levers required by launching and implementing a community educational rehabilitation project, the RAC project.

To provide youths who are aimless and uneducated and psychologically, socially and economically distressed with new hopes and a meaning to life, the RAC project is reaching out to those who have been left to their own devices.

In parallel with the formal institutional system of education, the RAC project has called on local collectivities, partners, NGOs and craftsmen to participate actively in a kind of alternance training scheme: this scheme is based on an approach involving both formal and informal learning, while contributing at the same time to the socio-economic development of rural regions.

The dual nature of this project, which is its strength, is also the reason why it is likely to succeed, because it promotes youth transition to work not only in urban areas, but also favours local development in rural parts of the country.

To be able to continue running this project, it will be necessary to answer the questions raised here about the legal framework and the traceability of the human, physical and financial investments required.

▲ Non-Formal Education and Training Opportunities for Youth Living in the Rural Areas of South Africa

Panelist

- Kathy WATTERS (ADEA Working Group on Non-Formal Education)

This report focuses on youth living in rural areas of South Africa who are aged between 15 and 28 and who left school without a grade 12 certificate. It examines the non-formal and formal educational and training opportunities available to youth who live outside of the main urban areas and concludes that there are limited opportunities to access such programs despite the national qualification framework which aims to redress the past inequalities caused by the apartheid government. The report also argues that programs that focus only on skills development are unlikely to result in sustainable development of the individual and that a more holistic approach to development is required. The report concludes that lack of coherence in delivery of education and training

programs leading to qualifications aimed at youth living in rural areas as well as arduous bureaucratic demands has forced service providers to opt out of the qualification framework and to revert to small scale independent delivery.

Discussion: 1h15 mns (from 16:45–18:00)

18:00 – 18:30

► **Launch of the School Fee Abolition Initiative (SFAI) Operational Guidance Paper**

THURSDAY 8 MAY – MORNING

Plenary Session 6 – Round Table: Issues of Quality and Relevance of Post-Primary Education: Demand and Supply of Teachers for Post-Primary Education, Curriculum and Skills Development

Round Table - 9:00 - 10:30

Presentations

▲ **Lifelong Learning Connections: The Nodal Role of Diversified Post-Primary and Post-Basic Approaches**

Panelist

- Adama OUANE (UNESCO UIL)

The holistic and integrated nature of lifelong learning (LLL) offers the necessary framework to cater for post-primary education of various kinds. LLL provides the conditions and capacities for genuine empowerment and inclusion. Its fundamental features – namely integration, flexibility, continuing and purposeful application of learning – are important for post-primary education. This necessitates working through formal, non-formal and informal education, and calls for broader curriculum integration as well as a comprehensive mechanism for recognition of various types and forms of learning across development sectors. Some examples are presented of alternative approaches within an embryonic, emerging system of lifelong learning in a number of African countries.

▲ **Provision of Teachers and Education Management Personnel: The Impact on the Quality of Education Delivery in Post-Primary Education**

Panelist

- Virgilio JUVANE (ADEA Working Group on the Teaching Profession)

Access to primary/basic education has expanded significantly in recent years, especially in response to the EFA and MDG initiatives. As a result of this expansion, there is now an increasing pressure in many sub-Saharan African countries to widen access to post-primary education. This study analyzes the findings of five country studies (Ghana, Mozambique, Togo, Uganda, and Zambia) into the provision of teachers and other education personnel for secondary schools and TVET institutions.

It has been found that, despite official recognition of the importance of TVET to national economic development, it remains a relatively undervalued and under-resourced field. The demand for secondary school teachers is such that good primary school teachers are often redeployed to fill vacancies, a practice which not only could be damaging to secondary education, but which could

threaten the progress made recently in the provision of quality primary/basic education. Countries are now starting to turn their attention to defining the required profile of the teacher educators, who are seen as key to the provision of quality in education delivery, but often there remains a mismatch between methodologies being promoted as part of national policies and those which are practiced in teacher education institutions. Teacher education courses still tend to be academic and theoretical in nature, with little emphasis on the professional development of the student. Opportunities allowing teachers to engage in realistic career planning through involvement in professional development programs are limited in all the countries and programs for the training of other sector professionals such as senior school managers, inspectors/advisers etc. are rarely found and then only on an ad hoc basis.

Good practice has been recognized and possible pitfalls identified, so that ministries can benefit from the experience of other countries facing the same or, at least, similar challenges in the expansion of post-primary education provision.

▲ Contribution of School Principals to the Improvement of Post-Primary Education in Africa

Panelist

- Denise BERGERON (AFIDES)

Management has come to be recognized as an essential factor contributing to the quality of secondary education. According to the World Bank initiative Secondary Education in Africa (SEIA), concerted actions designed to improve leadership at educational establishments are among the the most promis-

ing means of enhancing the quality of secondary education in Africa. In its (Mémorandum sur la gestion scolaire), CONFEMEN has given top priority to implementing two projects: vocational training and networking for educational managers. The contribution made by heads of establishment to improving secondary education depends on their professionalisation. However, it has been established in a questionnaire-based survey carried out by the national sections of AFIDES that in most French-speaking African countries, there is little effective professionalisation at school management level. After analyzing the findings and the challenges involved in school management, it was concluded in this survey that educational systems are in the process of setting up a joint system of regulation, where the traditional hierarchy and system of control are gradually giving way to managers at all levels, who are necessary for the objectives of the system to be reached. It is suggested that this new model should also be introduced at the following levels: at managerial policy development level, at the levels responsible for the vocational training and networking of educational managers, and at management research level.

Discussion: 45 mns (from 9:45–10:30)

THURSDAY 8 MAY – MORNING

Parallel sessions

11:00 – 13:00

Parallel session 6A – Curriculum for Post-Primary Education

Presentations

▲ Processes of Curriculum Change and Competency-Based Approaches in Basic Education Within an Interregional Perspective

Panelist

- Renato OPERTTI (UNESCO IBE)

This document shows how well-diverse competency-based experiences can provide significant lessons to take into consideration, mainly based on the progress made and the difficulties encountered. This piece is particularly intended to contribute to orientate African countries towards positive changes with respect to curricular reforms and help them design and implement sustainable and effective processes of democratization of the learning opportunities.

By comparing and contrasting experiences from different regions of the world, the document underlines common concerns related to the understanding and respect for diversity by means of inclusive policies and student-centered curricular frameworks, pedagogic practices which respond to students' expectations and needs, and teachers' professional development and support school-based.

There are several key lessons learned from on-going processes of implementing competency-based approaches, principally linked to Basic and Youth Education. They could provide useful inputs to address a comprehensive curricular reform as a key component to effectively democratize Basic Education in Africa, principally with regard to school years 7 to 10.

▲ Localization of Curricula and Decentralization of Curriculum Development

Panelist

- Lewis DURANGO (Namibia)

The greatest challenge to the whole process of localizing curricula in Namibia is the bias by practitioners and educators for a more scientific, academic, general and standardized vocational education and training.

This bias is based on the in-built traditional paradigm of education and training which is characterized by an overemphasis of high general academic secondary school requirements for access to training and qualifications and instructor based delivery and assessment methods and techniques.

The whole essence of the Namibia Qualifications Framework (NQF) which is managed and maintained by the Namibia Qualifications Authority and the new Namibia Training Authority (NTA) curriculum materials and national assessment and certification arrangements is to open up the NQF and access to training and qualifications to different target groups at workplace (company), national and local levels and the fostering of articulation and linkages between the different evolving qualifications.

By its very nature the NQF allows the development of a diverse range of standards and qualifications as long as they meet all the guidelines and requirements of the NQF and the different NQF level descriptors. However, the difficulty of determining local skills needs and distinguishing between local and national needs and the complexities involved in the implementation of a more flexible NQF results in curriculum centralization and a "one for all" approach.

The success of curriculum localization in Namibia requires the NQA and NTA to effectively manage the change of traditional concepts and perceptions among all key stakeholders. The participation of all key stakeholders is critical for the success of the whole reform process of establishing a market-driven and flexible vocational education and training system.

▲ **Relevance of Selected African Lower Secondary Education Curricula for Pupils' Future Life and Work**

Panelist

- Dakmara GEORGESCU (UNESCO IBE, commissioned by GTZ)

The study explores elements in the written (intended) curriculum of ten sub-Saharan African countries (Angola, Botswana, Burundi, Congo-Brazzaville, Kenya, Mali, Mauritius, Mozambique, Senegal, South Africa) that can be associated with the development of competences for life and work in basic education (primary, and especially lower secondary stages). In addition, the study documents also experiences of fostering life and work competences in developed societies, such as United Kingdom (England) and Australia. Based on

the comparative analysis of curriculum frameworks and syllabuses for different learning areas (especially in the so-called “carrier-subjects”), the study highlights the countries’ achievements in linking learning objectives, content, processes and outcomes to current (and future) developments in social life and the world of work. It equally discusses different types of short-comings in addressing the development of competences for life and work, as well as effective ways the curriculum may encourage, and contribute to the preparation of children and young to take part in private, professional and public life successfully. Recommendations are being provided with regard to how education stakeholders may enhance the potential of formal curricula to contribute to effective preparation for life and work in today’s (and tomorrow’s) world based on sharing and learning from one another. A glossary of relevant terminology has been added to help clarifying some of the most important conceptual and methodological aspects pertaining to the research design, process and outcomes.

Discussion: 1h15 mns (from 11:45–13:00)

Presentations

▲ Institutional Strengthening in Technological Matters. The PRIMTAF Program in Francophone Africa

Panelist

- Vivianne MASSENGO (Congo Brazzaville)

This paper deals with a vocational training experiment conducted in Congo in a specific industrial sector, the food processing sector. The context in which the PRIMTAF project was created is first described in terms of the country's general economic situation, the state of the rural and agricultural sector, and the educational and vocational training supply available in this sector. There was a need in particular to provide the food processing industry in this country with occupational skills which were lacking: those involved in food preserving and processing activities. On these lines, PRIMTAF (Programme de renforcement institutionnel en matière technologique en Afrique Francophone) has launched new economic activities which, for lack of financial means, do not yet cover all the occupational specialities involved in the industrial food processing chain.

The PRIMTAF project is based on a vocational training model designed to promote the development of a specific economic sector of activity and the vocational qualification of its workers. In this framework, it has been qualifying both youths and adults for new occupations and training them to handle new techniques. The accent is placed here on designing technical and vocational training programs which foster a spirit of entrepreneurship and contribute to developing business vocations and making the subject of launching business start-ups a vocational training stream in its own right. It is becoming increasingly obvious that the PRIMTAF project, which combines vocational training and transition to work, is potentially capable of making a really strong institutional impact as long as it is provided with the resources it requires, as well as being supported by the political authorities and professional actors.

▲ Capitalization of Action Research on Pathways Between General Education and Vocational Training

Panelist

- Joseph SARR (Senegal)

In Senegal, the articulation between general education (both formal and non-formal education) and vocational training is a top priority in the educational policies designed to combat poverty and promote sustainable development.

This was the aim of the experiment called «Reducing poverty by teaching entrepreneurship at lower secondary and Daaras (Islamic) schools».

This experiment conducted at two secondary schools, in the regions of St Louis (CEM1 at the Richard Toll School) and Tambacounda (CEM at the AFIA School in Tamba) and a Daara school in the region of Louga (the Nurul Islam school in Guéoul), has yielded some encouraging results which suggest that the project should be pursued. The strong points of this project were mainly as follows:

1. It has benefited from strong commitment on the part of the actors (heads of establishment, pupils, parents, and partners) in this experiment;
2. Pupils in Saint-Louis and Tamba have obtained the vocational competence certificate (CAP). The number of applications for vocational training at upper secondary level has increased at technical educational establishments;
3. Functional economic interest groups have been set up by and for Daara leavers to promote the transition to work of these pupils;
4. Functional and more strongly supported units still exist to cater for future Daara boarders joining the system;
5. Special integration funds have been deposited at mutual savings and lending banks;
6. Synergies have developed between several sectors involved in education and development;

7. The experiment was strongly supported at both central and deconcentrated/decentralised levels.

This experiment has therefore been selected by several partners (UNDP, ILO, UNIDO, ADEA) as an example of good practices which could be adopted with a view to improving educational policies in western African countries, or even throughout the African continent, after making suitable contextual modifications.

▲ **The Link Between Health, Social Issues and Secondary Education: Life Skills, Health and Civic Education - The HESI Study**

Panelist

- Guro NESBAKKEN (Consultant)

This working paper is based on a literature review and country case studies in six sub-Saharan African countries: Eritrea, Mali, Namibia, Senegal, South Africa, and Tanzania. It looks at the role of secondary education and training in promoting health, civics and life skills among the African youth. Specifically, this study focuses on examining which schooling programs are effective in equipping young people with life skills, which programs reduce dropout and increase participation and how schools can become agents in tackling health and social issues.

▲ **School Enterprises and Sustainability: Challenges for Secondary and Vocational Education**

Panelist

- Madhu SINGH (UNESCO UIL)

While priority is being given through international agendas to basic education and Education for All, especially in developing countries such as countries in Africa, which is good, there is little attention focused on the articulation between

education, skills development and entry into the labor market. Current secondary and vocational educational models fail to adequately prepare students for the high probability of self-employment, which is a reality in most African countries on account of the lack of formal sector jobs. Another problem is the increase in the number of students completing primary education. Funding mechanisms will be needed for financing the increase in demand for post-primary education, if prohibitive user fees are to be avoided.

School enterprise is an alternative model for linking the processes of secondary and technical and vocational education to real work and market situations, as well as a providing self-sufficiency in financing. School enterprises, which combine market production with systematic vocational learning, bring conventional schools and vocational institutes closer to the realities of life, particularly the world of work and self-employment.

The paper: a) examines the issue of school enterprises as part of a larger educational project, influenced by the wider social and economic climate and the bigger policy discourses of multilateral and bilateral agencies; b) spells out the conceptual framework as a useful yardstick for analyzing differences on the effectiveness of school enterprises, and how well they are managed; c) analyzes the implementation of school enterprises by referring to literature on various examples of school enterprises and offers guidelines with regard to the optimal interlinking between production and learning, as well as the emphasis on the pedagogical value of introducing productive enterprise; d) concludes by looking at factors that may enhance school enterprise environment, and highlights some of the basic principles that need to be borne in mind while setting up school enterprises.

Discussion: 1h15 mns (from 11:45–13:00)

Presentations

▲ From Traditional to Restructured Apprenticeship in West Africa: Towards The Establishment of a Post-Primary Vocational Training System

Panelist

- Richard WALTHER

This study was based on the results of a field survey conducted in four countries: Benin, Togo, Senegal and Mali. This research came after a study by the AFD on vocational training in the informal sector, which showed that the traditional educational system, which was strongly implanted in western Africa, has been gradually evolving and that its vocational training contents, pedagogical practices and modes of validation and qualification are being restructured, forming a post-primary system of vocational training liable to involve thousands of youths employed at craftsmen's workshops in the four countries studied.

▲ Entrepreneurship Education in Post-Primary Education and Training: Case Study from Botswana

Panelist

- Jakes SWARTLAND (Botswana)

The purpose of the case study is to identify ways in which governments and other stakeholders may contribute to successful entrepreneurship education. The main objective is to determine whether a particular emphasis and effort in the preparation of institutions that deliver entrepreneurship education has a positive effect on training outcomes.

Although the focus is on the Botswana Technical Education Program (BTEP), the study also includes the introduction of entrepreneurship education in post-primary general education. The inclusion of entrepreneurship education in both general education and TVET is guided by well-articulated policy frameworks, namely the Revised National Policy on Education (1994) and the National Policy on Vocational Education and Training (1997).

A tracer study of 2007 follows students who have not yet completed. Findings indicate that access has improved, and that female participation is higher than

for most other training providers. Although graduates criticized the program, more than half said they would recommend it to their friends. Regarding employability, a majority of the respondents are unemployed or economically inactive, for the perceived reasons that a) industries do not recognize BTEP; b) there are few jobs in their area of training; c) there is high unemployment; and d) employers are looking for graduates with higher qualifications.

▲ The Challenge of Technical and Vocational Education and Training Reform in Mozambique: Goals, Options and Constraints

Panelist

- Gilberto BOTAS (Mozambique)

This paper focuses on Technical Vocational Education and Training, one of the priority area defined by the Government of Mozambique. The paper recognizes that, despite TVET's unquestionable contribution to the development of skilled manpower demanded by both formal and informal labor market, the system has been slow to respond to changing labor market demands. The paper points out some of the critical problems confronting TVET's current provision such as lack of coordination among the various TVET programs, very little flexibility to adapt to the changing labor market needs, insufficient funding to sustain the development and implementation of good quality and relevant training programs, coupled with a generally weak management capacity at school level.

It is against this background that the paper proceeds by describing the government's strategy to transform the current situation by promoting an Integrated Reform of Technical and Vocational Education (PIREP- Programa Integrado da Reforma de Educação Profissional), to create a demand-led system responsive to labor market needs.

Understanding the complexity of the reform in which the government has embarked on, the paper highlights some of the challenges that the reform is facing particularly with regard to the introduction of competency based curriculum, development of well qualified trainers and establishment of new institutional framework. The paper concludes by highlighting the dilemmas of the government to on one hand respond to the need to train skilled people for the yet small

formal labor market and, on the other hand, to respond to the huge social and political pressure to provide short skills training programs for the great majority of the population in order to enhance their opportunities to contribute to the development of their communities and their own lives.

▲ Vocationalisation of Secondary Education Revisited

Panelist

- Efison MUNJANGANJA (UNESCO UNEVOC)

The book 'Vocationalisation of Secondary Education Revisited' edited by Jon Lauglo and Rupert Maclean revisits the debate of secondary education vocationalisation. It presents overviews and five case studies on the debate, dealing,

among other things, with the relative success of implementing vocational curricula, attendant implications and lessons. Problems of poor quality of vocational teachers, financing, lack of equipment, lack of links to the world of work, and lack of articulation with further education and training dogged vocationalisation of secondary education. Reconceptualizing the curriculum in order to have a convergence of general and vocational education is suggested. Vocationalised curriculum had positive benefits where there was economic growth.

Discussion: 1h15 mns (from 11:45–13:00)

Parallel session 6D – Teacher Issues in Post-Primary Education

Presentations

▲ Recruiting, Retaining and Retraining Secondary School Teachers and Principals in sub-Saharan Africa

Panelist

- Aidan MULKEEN (World Bank)

This working paper is based on country case studies of Ethiopia, Ghana, Guinea, Madagascar, Tanzania, and Uganda, and an extensive literature review. In many parts of Africa, the demand for secondary teachers substantially exceeds the supply, due to factors such as secondary teacher attrition, bottlenecks in the teacher preparation system, and perceived unattractive conditions of service. Few countries have strong policies, strategies, and programs for recruiting able secondary school graduates to secondary teaching. The paper suggests several critical and promising areas for improvement in the quality of secondary teachers through new approaches to recruitment; pre-service and in-service teacher development; and improvements in the deployment, utilization, compensation, and conditions of service for teachers.

▲ The Expansion of Secondary Education and the Need for Teachers: How Big is the Gap?

Panelist

- Audrey-marie SCHUH MOORE (AED/Educational Quality Improvement Program (EQUIP2))

This study identifies the extent to which inefficiencies and supply mechanisms impact the expansion of secondary education in sub-Saharan Africa. The study uses existing demographic and education system data to quantify the demand for teachers for six countries in sub-Saharan Africa: Ghana, Kenya, Malawi, Senegal, Uganda, and Zambia. Data from the most recent Global Monitoring Report, Education Policy and Data Center, UIS, World Bank, and other existing sources are used to examine how primary completion, transition to secondary, secondary completion, entry to post-secondary teacher training and/or higher education combine to determine the pool of potential teachers at the secondary level. Data analysis scenarios examine the impact on the number of teachers that will be needed, should countries begin to expand secondary education. These data are then used to illustrate how conditions inherent in the traditional

system create a bottleneck at critical points of entry - in particular showing how transition and completion rates constrain the generation of adequate teacher supply. A model demonstrating the number of potential teachers that drop out at various points entry is used to show teacher stock and flow into the primary and secondary education system.

▲ Staff Retention in African Universities and Links with Diaspora

Panelist

- Paschal MIHYO (ADEA Working Group on Higher Education, WGHE)

Over the last few decades African institutions of higher education have lost capacity to retain staff in teaching and technical services. This is due to global competition, uncompetitive wages and benefits and lack of integration of higher education in the strategic development planning of many countries in the region.

In addition higher education funding has been fluctuating as it is not based on clear formulae, support for research and staff development is low and room for manoeuvre on the part of the institutions is limited due to control and over-regulation. On the other hand the institutions of higher education themselves are trying to develop new incentive schemes to enable them retain capacity but their decision making procedures on recruitment, training and promotion are too slow and uncompetitive. In addition some have been slow in noticing the changes going on around them locally and globally. To be able to increase their capacity to attract and retain staff, systemic changes at national and institutional level are necessary supported by changes in management styles and structures of decision making. Working with global knowledge networks of the Diaspora and others may also help.

Discussion: 1h15 mns (from 11:45–13:00)

THURSDAY 8 MAY – AFTERNOON

Plenary Session 7 – Round Table: Issues of Validation, Assessment, Articulation, and the Role of National Qualification Frameworks

Round Table - 11:00 - 13:00

Presentations

▲ A Critical Reflection on the South African National Qualification Framework

Panelist

- Joe SAMUELS (South African Qualifications Authority)

Qualifications frameworks are a fairly recent feature on the global education and training agenda. Across the world many countries and regions are now not only talking about qualifications frameworks, but are either already implementing national, regional and even transnational qualifications frameworks, or at the very least, are engaged in initial exploratory discussions, feasibility studies and draft-ing of concept documents.

The African continent is no exception: South Africa, Namibia and Mauritius are at advanced stages of implementation, the SADC region is considering a regional qualifications framework, Ethiopia is at an early stage of implementation and the Seychelles is well advanced, to mention but a few. Underlying this trend towards qualifications frameworks by governments across the world, including developing countries in Africa, and with support from a range of international organizations such as the ILO, UNDP, EU, World Bank and UNESCO, a critique of qualifications frameworks is also emerging; a critique that has been particularly constructive during the development and the implementation of the South African national qualifications framework is one case in point.

Considering the global trend, and the emerging critique, we use this paper to critically reflect on the current state of qualifications frameworks and possible future directions within Africa.

▲ Differentiation and Articulation in Tertiary Education Systems: A Study of Twelve African Countries

Panelist

- Njuguna NG'ETHE (ADEA Working Group on Higher Education, WGHE)

The objective of the study was to explore the extent and nature of differentiation and articulation in African tertiary education systems for purposes of general understanding on the sector. Although varied in nature and extent, differentiation is clearly evident in Africa. However, articulation seems to be in its infancy as some universities, in their admission requirements, do not recognise polytechnic qualifications, and mobility between similar institution types is rare. Though varied, the binary system is dominant, characterized by universities and polytechnics as distinct types of institutions. The rise in number and size of private universities has been high due to increased demand for university education and the public sector's inability to meet this strong demand. While national policy, market forces, institutional reforms, industry, and regional initiatives drive differentiation, resource constraints, iso-morphism, governance and funding structures, and the absence of size and shape debates act as inhibitors. Demand for access appears the only driver for articulation while national policies, internal governance structures, and industry/labor market inhibit its growth. In conclusion, the study observed that differentiation in African higher education is mostly horizontal as opposed to vertical differentiation. Furthermore, our knowledge of both differentiation and articulation in African tertiary systems is still scanty. Therefore, a great deal more research needs to be done with a view to anchoring differentiation and articulation within national tertiary education systems.

▲ Transition / Articulation among Non-Formal, Primary, Secondary and Tertiary Education: Lessons from the Gabon, Mauritius and Nigeria Peer Reviews

Panelists

- Joel SAMOFF, Kaviraj Sharma SUKON and Ibrahima BAH-LALYA (ADEA Working Group on Education Sector Analysis, WGESA)

ADEA, in collaboration with African country governments conducted three pilot Peer Review exercises in selected countries with the aim to develop effective

mechanisms for African-owned and country-driven assessments that are analytically and politically sound.

Among the themes reviewed by the peers were two areas: (i) transition phases between the various educational levels and (ii) articulation mechanisms between formal and non-formal education.

The present study documents and discusses the findings of the reviews in these selected areas:

- In the present African context, a holistic approach to expanding post-primary education is not only desirable but needed and essential.
- Traditionally, post-primary education is designed for small African elites. To convert this into a system that can provide high-quality learning environments to nearly all young people, such expansion has to be multifaceted. All dimensions of secondary education, from curriculum to pedagogy, to examinations, to other domains need to be properly addressed.
- Before post primary education is effectively expanded (and probably after), it is critical that secondary education include flexible and multiple pathways to accommodate both the different interests and achievements of learners and the changing needs of society. But, these tracks must not be developed in a way as to be perceived as “defective alternative for those who had not been successful on the main pathway”
- Particular attention is to be paid to students from low-income families or families with social problems (divorced parents, drinking problems, etc.).
- Education system must provide clear and recognized pathways beyond school. Often schools, university and training centers train and educate with no attention to the actual needs of the economy and society and with no effort to smoothen the transition from education to the world of work.
- The concept of national ownership needs to be revisited. Far too often, “national ownership” has been understood as “government direction” where the needs are for synergizing between all stakeholders.
- This argues for a wider use of the ADEA peer review approach as a means for involving all stakeholders in reviewing educational achievements and setting agendas for the systems.

Discussion: 45 mns (from 14:45–15:30)

THURSDAY 8 MAY – AFTERNOON

Parallel sessions

16:00 – 18:00

Parallel session 7A – Assessment

Presentations**▲ Review of the State of the Art on Post-Primary Education and Training (PPET) in Eastern and Southern Africa***Panelist*

- Pulane LEFOKA (ERNESA)

This synthesis report presents findings on the state-of-the-art of Post Primary Education and Training (PPET) in selected countries located in Eastern and Southern Africa sub-regions. The report is informed by the review of reports of research based reports and reports produced by ministries of education. The review was on curriculum and assessment in Post Primary Education and Technical and Vocational Education (TVET). The study whose findings are reported here was to identify research work that has been undertaken across the Eastern and Southern Africa sub-regions with special focus on curriculum and assessment in Post Primary Education. It was to examine and assess the manner and the extent to which research output has been taken up and utilized by policy-makers to reform the secondary education sub-sector, analyze how curriculum can be related to the socio-economic realities, profiles and expectations as well as how it can be adjusted such that it is strongly linked to the world of work. The review results are presented under the two sub-headings namely; curriculum and assessment. The review has revealed that, among others: a) research findings at national, regional and international levels are consistent; b) curriculum reform is very slow, c) teachers lack knowledge and skills to implement innovations; d) inadequate financial resource affect the extent to which governments can fully implement curriculum change.

▲ Uganda Secondary Education & Training Curriculum, Assessment & Examination (CURASSE): Roadmap for Reform*Panelist*

- Harriet NANNYONJO (World Bank Uganda)

The “Curasse Roadmap” report looks in detail into why curriculum change is required for the development of education in Uganda that is of an acceptable quality, financially sustainable and relevant to the economic reality and skill demands of the country’s labor market. The 3rd regional SEIA Conference, held in April 2007 in Accra, Ghana, provides the background for the discussions in the Uganda Curasse Roadmap report. Most middle- and higher income countries have made curriculum reform a continuous process in response to the rapidly changing demands from their labor markets. However, Uganda faces the challenge of first undertaking a more fundamental “adjustment” of the post-primary system in order to (a) allow Universal Secondary Education to be developed in sync with economic development demands for the 21st century; (b) respond to the increasing numbers of primary graduates as the MDG of primary education for all is achieved in the near future; and (c) reduce the unsustainably high cost of the current system. The report argues strongly that the curriculum reform should be preceded by a reconsideration of the secondary education structure.

▲ Improving the Efficacy of Curriculum, Assessment and Certification at the Pre-Secondary Education Level in African Education*Panelist*

- Peliwe LOLWANA (Umalusi)

Educational assessments and credentialing systems are part of all education systems. Both assessments and certification are central in every educational system as they direct and legitimize the social and political goals of the educa-

tion system. It is therefore in this context of acknowledging the power wielded by assessments and certification systems that we have to understand their social purpose in order to understand their potential role in constructing an expanded secondary schooling in sub-Saharan Africa (SSA).

This paper speaks to the inequalities and inefficiencies that have been created by the schooling system in SSA. The highly selective system at the end of the primary school system has created a very steep pyramid in the education system, which in many countries with a public mass education system is the thing of

the past. Drawing from the experiences of education systems with mass education this paper points to the lessons that would be useful for SSA education systems. Suggestions are made in the paper on how to improve the efficacy of curriculum, assessment and certification in the SSA school system in order to ensure a seamless progression of students till they attain a minimum of 8- 9 years of basic education.

Discussion: 1h15 mns (from 16:45–18:00)

Parallel session 7B – National Qualification Frameworks, Recognition of Prior Learning and Competencies

Presentations

▲ Identification of Basic Skills and Knowledge Required for Access of Literates to Lower Secondary Education in Five West-African Countries

Panelist

- Amadou Wade DIAGNE (ADEA Working Group on Non-Formal Education)

In this study on five African countries (Burkina Faso, Mali, Mauritania, Niger et Senegal), the corpus of basic skills and knowledge required for entry to lower secondary education is compared with the profiles of those leaving basic non-formal education with a view to determining the gaps between the two. A typology of non-formal basic educational supplies is used to analyse the further educational opportunities available to the beneficiaries of these schemes, and a repertory of the competences required for this purpose is drawn up.

This study ends with the following recommendations:

- a) The curricula need to be revised in terms of the competences required at entry;
- b) Non-formal post-primary structures need to be created;
- c) Equivalences need to be established with the certificates awarded to primary school leavers

▲ Integration and Articulation of Post-Primary Education and Training in Africa. Contribution of NQF and Recognition of Non-Formal and Informal Learning: a Key to Lifelong Learning

Panelist

- Madhu SINGH (UNESCO UIL)

An increasing number of African governments are developing accelerated plans for poverty reduction and knowledge-based industrial development, but are confronted with a situation of lacking frameworks conducive for comprehensive capacity building and lifelong learning.

The increasing demand for post-primary education is pushing African countries to improve the efficiency, performance and relevance of their systems. African governments are seeing in NQFs a way to reform their education and training systems, addressing flexibility, widening participation, and enhancing mobility.

Within the context of African countries' aim to develop comprehensive capacity building in post-primary education and training, this article will highlight the importance of four interrelated strategies and their underlying conceptual underpinnings. These relate to:

1. Lifelong and Life wide Learning
2. National Qualifications Framework (NQF)
3. Recognition of Prior Learning (RPL)
4. Institutional and structural dimensions

▲ Validation of Non-Formal and Informal Learning Outcomes in Norway

Panelist

- Torhild Nilsen MOHN (Ministry of Education and Research, Norway)

The present report presents the Norwegian system for validation of qualifications of individuals obtained through non-formal and informal learning, i.e. outside the formal education system. This is particularly relevant to adults that have participated actively in the world of work over long periods but never had or took the opportunity to attend formal education and training. Formalization of

their qualifications means competitive advantages to themselves in the labor market. To employers the formalization brings advantages in the recruitment process.

The document describes the system as it is today and gives a brief introduction to the development process. It summarizes major experiences, challenges and lessons and points to some important principles and issues that should be taken into account by other countries considering to develop similar systems.

Discussion: 1h15 mns (from 16:45–18:00)

Parallel session 7C – Transitions Between Upper Secondary and Higher Education: Similarities, Pathways and Orientations

Presentations

▲ Pathways for Post-Secondary Education - The Singapore System

Panelist

- Song Seng LAW (ADEA Working Group on Post-Primary Education, Singapore)

Singapore was a participant in a “Six-Nation Education Research Project (SNERP), initiated by the Graduate School of Education, University of Pennsylvania, USA in 1996. The broader goal was to examine and explore the relationships between education systems and the economies in the six countries. The six countries were China, Germany, Japan, Singapore, Switzerland and USA. Among the various educational projects was one on Vocational Training and Education (VTE), led by Switzerland.

Four countries took part in this VTE Project. Dr S.S. Law, who was then the Director and Chief Executive Officer of the Institute of Technical Education (ITE), represented ITE as the Singapore member of the research team. Conducted on a part-time basis over four years (1996-2000) and across four countries, the team adopted a qualitative ethnographic approach in its methodology and pursuing the underlying question on “How can participating countries learn from each other’s experiences in order to understand the differences and similarities among the VTE systems in each country?”

In this presentation, Dr. Law will be sharing his insights and observations with respect to the qualitative research methodology, lessons from Singapore’s perspectives and personal learning points.

▲ Articulation Between Upper Secondary and Higher Education in Côte d’Ivoire

Panelist

- Bernadette AVO BILE EHUI (Côte d’Ivoire)

This study is a contribution to promoting quality education in Côte d’Ivoire. The aim is to assess the present system in terms of the articulation between upper secondary education and higher education in this country.

The aspects of this topic studied here are the quality of the education dispensed, pupils’ mobility to higher education, the vocational training supply, the bridges available and the systems of assessment applied. This analysis was based on monographs, official texts (both currently applied and forthcoming texts), papers and experiments of various kinds.

The results show that far from being on the road to improvement (despite the efforts made by the public authorities), the modes whereby these two levels of teaching are linked up are rather unsatisfactory on the whole.

The need for proper methods of articulation has arisen, along with the need to link up the “3-5-8” system (which it is intended to introduce) with the competence-based system of vocational training currently applied at secondary educational level.

▲ National and Cross-Border Articulation Between Secondary and Higher Education in Kenya

Panelist

- Raphael M. MUNAVU (Kenya)

The recent and rising increase in enrolment at the primary school level since the introduction of the FPE in 2003 has led to a corresponding and significant rise in enrolment rates at the secondary school level. This has translated into an increased demand for higher education in the country. The demand for higher education is driven by the realization that this level of education forms the principal pillar of development. The current development agenda in Kenya is inspired by the realization that there are many available options and avenues via which the goals of industrialization and socioeco-nomic development can

be achieved. Higher education will play the strategic role in the process. It is therefore necessary to explore and understand the nature of linkages which exist between upper-secondary and higher education levels in terms of access, equity, relevance, financing, curriculum, quality and articulation to the job market. This study has examined the evolving trends and what they portend for the development of higher education and life long learning in Kenya. It has critically analyzed the articulation routes, delved into the quality aspect, the sustainability of the various initiatives, and identified the lessons learnt for possible best practices. The study previews the sustainability of the articulation pathways in the face of the expected surge in demand for higher education in the short and long term in Kenya. The study concludes that the recent initiatives to reform the upper secondary curriculum, to open up university access via the SSP route, to reconfigure student financing, to provide for the establishment of private universities and for admission of more female students have had positive impacts, and are sustainable.

Discussion: 1h15 mns (from 16:45–18:00)

Parallel session 7D – Mathematics, Science, Technologies and Information and Communication Technologies in Post-Primary Education

Presentations

▲ Survey on ICT and Education in sub-Saharan Africa

Panelist

- Michael TRUCANO (InfoDev)

InfoDev’s “Survey of ICT and Education in Africa” seeks to gather together in a single resource the most relevant and useful information on ICT in education activities in Africa in all 53 African countries. The release of initial results from this work, currently available in two volumes, is first step in a larger, on-going, systematic, coordinated initiative to track developments in technology use in the education sector to help inform a wide variety of stakeholders interested in the topic as they seek solutions to larger, more fundamental educational and development challenges in the years ahead.

▲ Practice of INSET in Mathematics and Science Teachers and its Impact on Quality in Basic Education in Kenya

Panelists

- Samuel KIBE and John ODHIAMBO (ADEA Working Group on Mathematics and Science Education)

The paper presents success of an intervention on capacity development as implemented in Kenya. This is a technical cooperation between JICA and Ministry of Education, Kenya. It is known as the Strengthening of Mathematics and Science in Secondary Education (SMASSE) that was launched in 1998 as pilot project and expanded in 2003 to cover the whole country and has also been launched in a number of African countries.

The SMASSE aims at upgrading capability of youth in mathematics and sciences through in-service education and training (INSET) of teachers in response to poor performance and achievement witnessed in Kenya and across the continent. Because of its success and impact the INSET has been institutionalized and regularized as a part of Kenya Education Sector Support Program (a SWAP).

The INSET curriculum is based on the findings of baseline study and focuses on: teaching and learning attitudes towards mathematics and sciences, pedagogy, teacher mastery of subject content, interaction among teachers, improvisation and production of instructional material besides mobilization of resources for mathematics and sciences. The WGMSE holds firmly that teachers are a great asset in the education system for its dynamic evolution.

▲ ICTs as Instruments for Development, Sustainable Policies and Efficient Practices for Education in Africa

Panelist

- Félix G. ANOMA - KANIE (IRCD)

After being presented with the University of Paris XIII's 2005 business start-up award, Mr ANOMA- KANIE and Mr LUVULUZU decided to set up a network

which can be used by engineers, research scientists and R&D workers to exchange information, as well as a computer healthcare training network.

This structure includes a biomedical module which can be used by professionals, creators and research workers in the field of biomedical equipment to communicate wherever they are; they can communicate, exchange and deposit records of their findings in a personal account, for which they are appropriately paid according to the principle of «more pay for more work» on a qualitative, confidential basis, while contributing to the vocational training of professionals and the communication of epidemiological and other information; all this is possible wherever the actors and patients may be located.

This approach solves the problems associated with inaccessible regions, without bypassing regional actors and without overloading specialists with work. A test platform has therefore been set up providing telemedical and teletraining services between France and Africa, Europe and the rest of the world.

Discussion: 1h15 mns (from 16:45–18:00)

19:00 – 22:00 ▶ Gala Evening with Celebration of ADEA's 20th Anniversary and Dinner Offered by ADEA

FRIDAY 9 MAY – MORNING

Plenary Session 8 – Round Table on the Main Conclusions Drawn from the Discussions of the Biennale

Round Table – 9:00 – 10:30

Presentations

▲ Conclusions sub-theme 1: Towards 9-10 years Education For All: Promising Policies and Strategies

Panelist

- Jacob BREGMAN

▲ Conclusions sub-theme 2: Skills Development and the World of Work: Challenges for Education and Training

Panelists

- Hans KRÖNNER and Richard WALTHER

▲ **Conclusions sub-theme 3: Preparing Knowledge Workers for Africa's Development: Articulating Upper Secondary with Higher Education**

Panelists

- Kabiru KINYANJUI and George AFETI

▲ **Overall conclusions: Beyond Primary Education: Challenges and Approaches to Expanding Learning Opportunities in Africa**

Panelists

- Steven OBEGADOO and Wim HOPPERS

Discussion: 30 mns (from 10:00–10:30)

FRIDAY 9 MAY – MORNING

Plenary Session 9 – Reflections on New Perspectives and Follow-up to the Biennale

Round Table - 11:00 - 12:30

Presentations

▲ **Main Lessons Learned by Different Groups of Stakeholders**

- Round table with participation of
- 1 Minister
- 1 representative from a development agency

- 1 researcher
- 1 representative from a civil society organization
- 1 student
- 1 teacher and
- 1 representative from a sector other than education

Official Closing Ceremony

Round Table - 12:30 - 13:00

Presentations

▲ **Presentation of the Report of the Caucus of Ministers**

Panelist: Chair of the Caucus of Ministers

▲ **Closing address**

Panelist: Chair of ADEA

▲ **Closing address**

Panelist: Minister of Education and Culture of Mozambique

13:00 – 14:00

► **Closing Press Conference**

14:00 – 18:00

► **ADEA Steering Committee Meeting**

Part IV. Exhibition and Side Meetings at the Biennale

Exhibition

An exhibition will be set up in the hall of the Conference Center.

It will be organized in several sections:

- an information area on the activities and publications of ADEA and its eleven working groups (education sector analysis, communication for education and development, early childhood development, non-formal education, distance education and open learning, higher education, finance and education, books and learning materials, the teaching profession, education statistics, mathematics and science education);
- a stand on the activities of the Ministry of Education and Culture of Mozambique;
- several stands on initiatives by ADEA's partner organizations;
- a media area where a series of films on education in Africa will be projected;
- an exhibition designed by France's Cité des Sciences et de l'Industrie on science and technology and what they imply for Africa's development. The exhibition, entitled "When Africa Awakes", is in four main parts: the challenge of food security, the right to health for all, the natural resources of Africa, a vision of the continent's future.

The exhibition will be inaugurated by the Heads of State immediately after the official opening session of the Biennale.

Tuesday May 2 – Monday May 12, 2008

The ADEA Secretariat and the Working Group on Communication for Education and Development (WGCOMED) – Study visit of the African Education Journalism Award.

The study visit is offered to the winners of the 4th and 5th African Education Journalism Award competitions. Its aim is to contribute to journalists' professional development and to sensitize editors-in-chief to the importance of educational

issues. The study visit will take place in Maputo and Johannesburg. In Maputo, most of the sessions will be held at the Joaquim Chissano Conference Center. The first session will begin on Tuesday May 2 at 9:00 a.m., at the Joaquim Chissano Conference Center.

Sunday 4 May, 2008

8:00 – 18:00 Hotel VIP

- ADEA Working Group on Higher Education - Steering Committee Meeting
(Participation on invitation)

9:00 – 12:00 Conference Center

- FAWE – Steering Committee Meeting
(Participation on invitation)

9:00 – 12:00 Conference Center

- ADEA Working Groups on Education Statistics, Education Sector Analysis and Finance and Education – Steering Committee Meeting
(Participation on invitation)

This will be the first Steering Committee Meeting of the new Working Group that emerged from the merger between the ADEA Working Groups on Education Statistics, Education Sector Analysis and Finance and Education.

14:00 – 17:00 Hotel VIP

- ADEA Working Group on Early Childhood Development
(Participation on invitation)

The objective of the session is to present the argument that it is critical to include at least one year of pre-primary as part of basic education towards achieving the goal of quality primary education. The recommendations from the session will

feed into the discussions of sub-theme 1 on Going Beyond Primary Education: Moving Towards 9-10 Years of Education for All.

14:00 – 17:00 Conference Center

- FTI Evaluation Oversight Committee - FTI External Evaluation: ADEA Input on the Terms of Reference
(Participation on invitation)

The EFA-Fast Track Initiative has supported progress on EFA in Africa for almost 6 years. The FTI Steering Committee has commissioned a comprehensive external evaluation of its effectiveness. This side meeting will discuss the evaluation questions and design features that may determine FTI's effectiveness, value added and future directions.

18:00 – 20:00 Conference Center

- Briefing meeting for session chairs, panelists, respondents and rapporteurs
(Participation on invitation)

The quality of the leadership and substance of the sessions depends to a great extent on the performance of chairs, panelists, respondents and rapporteurs. For this reason, the ADEA attaches great importance to how these key people prepare for their sessions. The briefing meeting will discuss the preparation of the various sessions for the session chairs, panelists, respondents and rapporteurs involved.

Monday 5 May, 2008

8:00 – 9:00 Venue to be announced

- ADEA Working Group on Education Sector Analysis – Information Meeting
(Participation on invitation)

This will be a general information meeting for members of the Steering Committee of the ADEA Working Group on Education Sector Analysis.

8:30 – 12:30 Hotel VIP

- ADEA Working Group on Education Statistics – Educational Planning Capacity Building
(Participation on invitation)

9:00 – 11:00 Avenida Hotel

- GTZ - EFA-FTI Capacity Development Guidelines: Introduction
(Participation on invitation)

Guidelines have been developed by the FTI CD Task Team to support the design of a strategic, participatory approach to capacity development in the education sector. These CD guidelines are intended to help stakeholders at the country level assess education sector plans and implementation capacity, identify capacity gaps and existing resources and set priorities for a capacity development strategy. The outcome of the analysis generated by these guidelines should be a strengthened and shared agenda for CD. Use of the guidelines should enhance the feasibility of the sector plan and will provide a sound basis for the donors' appraisal as part of the FTI endorsement process.

9:00 – 13:00 Hotel VIP

- ADEA Working Group on Non-Formal Education – Steering Committee Meeting
(Participation on invitation)

9:00 – 14:30 Hotel VIP

- ADEA Working Group on Higher Education - Steering Committee Meeting (continued)
(Participation on invitation)

11:30 – 12:30 Avenida Hotel

- UNESCO International Institute of Educational Planning - Capacity development: how can we avoid failure?

UNESCO's mandate includes a strong component of "capacity development": much of its work aims at strengthening the capacities of its Member States

through various means, such as training, technical advice, policy seminars and international conferences. Whereas many capacity-development programs have regularly strengthened the skills of individuals, they have seldom succeeded in transforming the organizations to which these individuals belong, including the ministries of education. In preparation of a policy paper on capacity-development in educational planning and management, this side meeting will discuss with the Ministers of Education various issues in order to examine the reasons for this relative failure and to propose innovative and relevant capacity-development policies and strategies.

Tuesday 6 May, 2008

7:30 – 8:45 Venue to be announced

- African Development Bank and UNESCO – Kigali Call for Action: an expanded vision for basic education

Since Jomtien (1990) and after Dakar's Forum on EFA (2000) most of the stakeholders have invested mainly in primary education, and carried out reforms in lower and upper secondary levels without looking at education as a system in a holistic manner. Introducing a basic education of a minimum of 9 years, that is holistic, inclusive, coherent and seamless, and giving priority to the preparation of clear policies and national plans towards its implementation is considered urgent for the achievement of EFA goals and the Millennium Development Goals (MDGs). The expanded basic education will provide the knowledge base and competencies to the learners to improve their lives and facilitate their entry into the world of work, prepare them through skills training to contribute to social and economic development of their country and/or continue to further studies.

18:00 – 19:00 Venue to be announced

- ADEA Working Groups on Education Statistics – NESIS Eye

In this side-meeting the ADEA Working Groups on Education Statistics will present the National Education Statistical Information Systems (NESIS) Eye. NESIS Eye is a new software package that allows users to view, modify and graph country data for African countries. A concerted effort will be made to present datasets on post-primary education.

Wednesday 7 May, 2008

7:30 – 8:45 Venue to be announced

- Meeting of the Assistant Director General for Education of UNESCO
Theme of the meeting: Framework for partnership building for Basic Education in Africa.

18:00 – 19:00 Conference Center

- ADEA Working Group on Books and Learning Materials (WGBLM)
The ADEA Working Group on Books and Learning Materials will organize a book launch of the publication on Reading Promotion. It will also launch the publication of the French versions of three existing publications.

19:30 – 20:30 Hotel VIP

- ADEA Working Group on Distance Education and Open Learning (WGDEOL) - restricted technical meeting
(*Participation on invitation*)

19:30 – 20:30 Venue to be announced

- ADEA Working Group on Communication, Education and Development – Round Table

During the round table discussion organized by the ADEA Working Group on Communication, Education and Development (COMED), African journalists and African Ministers of Education will address issues related to the importance of communication for education and development.

Part V. Practical Information

Date and venue of the meetings

The Association for the Development of Education in Africa (ADEA) Biennale on Education in Africa will be held from 15:30 on Monday, May 5, 2008 to 13:00 on Friday, May 9, 2008 at the

Centro Internacional de Conferência Joaquim Chissano
Avenida da Marginal 4441
Maputo, Mozambique; Phone: [+258] 21 48 63 95

The Caucus of Ministers will be held on Monday, May 5, 2008 from 08:30 to 15:30 at the same venue, the Centro Internacional de Conferência Joaquim Chissano.

Hotel reservation and costs

ADEA will book hotel rooms for all participants, including those who will pay their own hotel bill. Please note that negotiated rates will apply only to hotel bookings made by the ADEA Secretariat. Participants are allocated to six different hotels (you may consult the list provided at the end of this document –section 19).

General rule: Participants will settle their bill directly at the hotel.

For participants receiving ADEA financial assistance, kindly note that only room and breakfast are covered. All other expenses will be borne by the participants.

Access to meetings, restaurants and security

Your badge will allow you access to the different meetings during the ADEA Biennale, as well as conference-provided meals and evening functions. It is therefore necessary to wear the badge visibly at all times.

Participants are responsible for the security and safety of their personal effects. Please ensure your equipment and materials, such as laptop computers and mobile telephones, are secure at all times. Please follow the instructions of the security personnel, of ADEA staff and of the staff of the Ministry of Education and Culture.

NOTA BENE: Smoking is prohibited in the Conference Center.

Lunch

Lunch will be served to all participants during the working days of the Biennale on May 6, 7, 8, and 9, 2008. On May 5 lunch will be served to Ministers attending the Caucus of Ministers that will be held that day.

Communication

Internet will be accessible via the computers installed in room 5 of the Conference Center or via your personal laptop through WIFI connections in the corridors of the Conference Center. In addition, hotels also provide internet access via WIFI or cable access in the rooms and lobbies.

Three local telephone service providers will be selling phone and SIM cards at the entrance of the Conference Center: mcel (mobile), Vodacom (mobile) and TDM (land-line). They provide local PIN cards and recharge cards.

Local transportation

Local transfers

Daily transfer is scheduled between the hotels listed below and the Conference Center as well as to the evening functions. A detailed schedule is included at the end of this document.

Taxis

In general, taxis will be available in front of all hotels. Trips for taxis have fixed prices; the usual standard rates from one city area to another are from MZN 100 to 150. In addition, there are special tourist taxis (open vehicles) called Tuk-Tuk-Taxi (rates for these differ from that of standard taxis).

Taxi telephone numbers:

- Tuk-Tuk Taxi (open tourist taxi) – [+258] 82 41 00 001
- Omega Taxi Services – [+258] 21 41 71 95 or 21 31 19 61
- Top Taxis – [+258] 21 31 10 04

Transportation from the hotels to the airport at departure

The Ministry of Education and Culture of Mozambique will arrange for the transportation of participants from their hotels to the airport upon their departure from Maputo.

Departure formalities

A departure tax will be levied upon departure at the airport. The fee is MZN 750 or 30 USD.

Medical issues

The MEC, in cooperation with CIGENI (Comissao Interministerial de Grandes Eventos Nacionais e Internacionais), will provide first aid services at the Conference Center. Telephone contact details for the available doctors are as follows:

- Dra. Enigma – [+258] 82 45 37 940
- Dra. Hélia – [+258] 82 70 18 389
- Dr. Jeremias – [+258] 48 02 800
- Dra. Helena Chuquel – [+258] 45 37 940

Exchange rates and bank operations

The official exchange rate of the United Nations (UN) in April 2008 is 24.30 Meticaís for 1 USD. The exchange rates of banks and hotels may vary from the

UN exchange rate. Money withdrawal with credit cards is possible from various locations (e.g. airport, shopping centers, Conference Center). Hotels accept payment via credit cards, however not all of the restaurants accept credit cards.

General information on Maputo

Weather

Weather in Maputo during the month of May is normally moderate with temperatures varying between 18 and 25 degrees Celsius. Although the rainy season falls between October and March, there can be some rain in May.

Electricity

Electricity is at 220 Volts. Most hotels have standard sockets available in addition to South African sockets.

Time

Maputo is in the time zone GMT + 2 hours

Excursions and visits in Maputo

The following places have been recommended by the MEC for visits in Maputo:

- The Iron House: Constructed by Gustave Eiffel in 1892. (Located at Av Samora Machel near the Tunduru Botanical Garden.)
- Nucleo de Arte: Art Gallery, Live Music on Sundays. (Located at Rua de Argelia 194.)
- National Art Museum: Sculptures and paintings by renowned artists. (Located at Avenida Ho Chi Minh 1233.)
- Fish Market: Roofed market offering a large assortment of fresh sea products.

Restaurants in Maputo

Restaurants below are classified in three categories and listed by nearness to hotels:

- * less than MZN 300 / person
- ** between MZN 300 and 500 / person
- *** above MZN 500 / person

Around Hotels Avenida and Cardoso:

- * Piri Piri
- * El Grego
- ** Puerto Pirata
- ** Mundo's
- ** Monte Alentejano
- ** Surf II Partelaria (inside Jardim dos Namorados)
- *** Jardim dos Mariscos (inside Jardim dos Namorados)
- *** Rodizio Real
- *** Micasa

Around Hotel Holiday Inn:

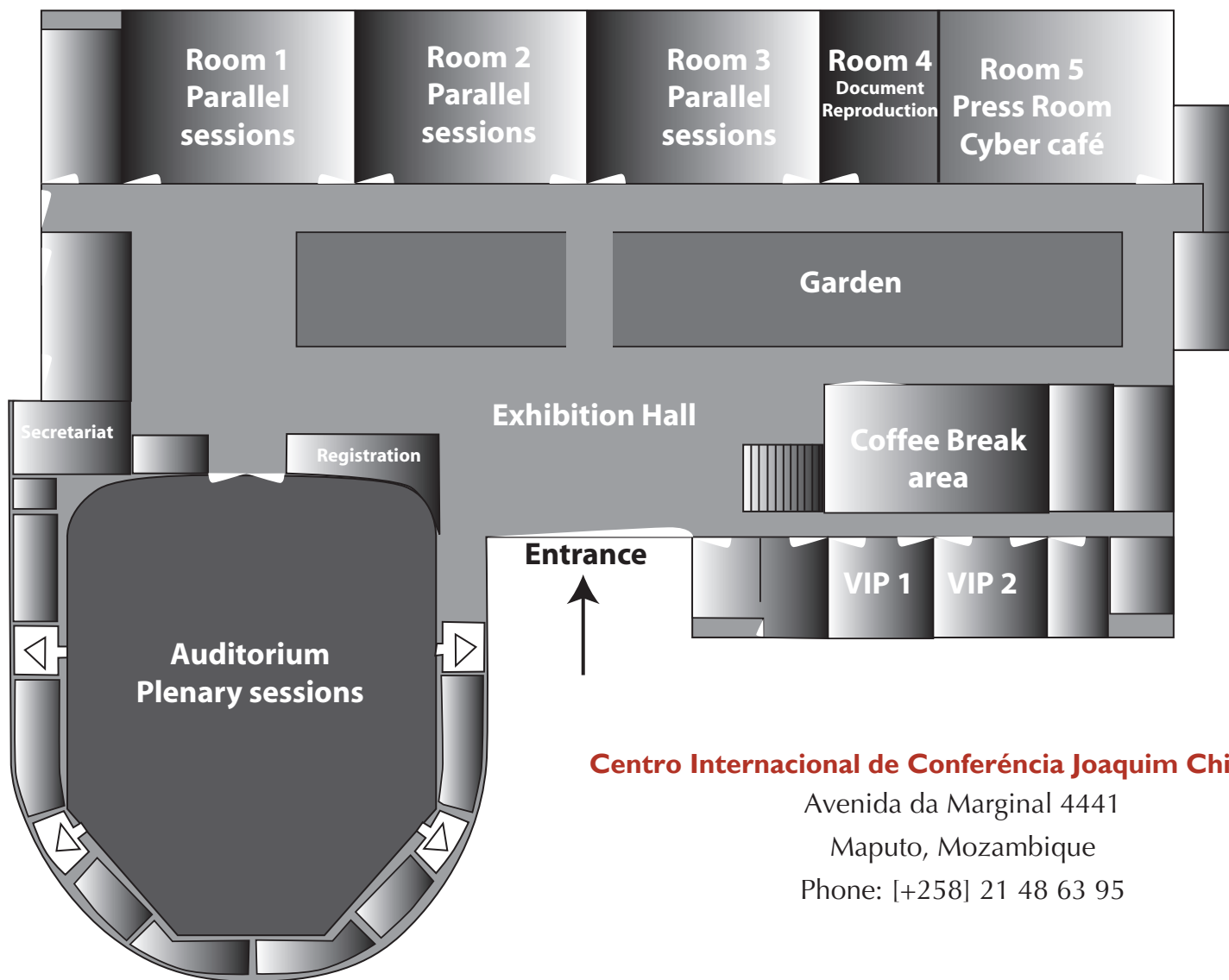
- * Fish Market
- ** Sagres
- ** Mira Mar
- ** Ximixuene
- ** Costa do Sol
- *** The Meat Company

Around Hotels Ibis, Rovuma Pestana and V.I.P.:

- * Escorpião
- * Macau Chinese Restaurant
- * Coqueiro (na Feira Popular)
- * Maputo Shopping
- ** Zambi
- *** Maputo Marina Waterfront

Transportation schedule

Day	Time
Monday, 05 May 2008	Departure at 14:30 from hotels to the Conference Center for the official opening
	Transfer at 19:30 from the Conference Center to the venue of the official Dinner of the Minister of Education and Culture of Mozambique
	Transfer at 22:00 to hotels from the venue of the official Dinner of the Minister of Education and Culture
Tuesday, 06 May 2008	Departure at 08:00 from hotels to the Conference Center
	Transfer at 20:00 to hotels from the Conference Center
Wednesday, 07 May 2008	Departure at 08:00 from hotels to the Conference Center
	Transfer at 19:00 to hotels from the Conference Center
Thursday, 08 May 2008	Departure at 08:00 from hotels to the Conference Center
	Transfer at 18:00 to hotels from the Conference Center
	Transfer at 18:30 from hotels to the venue of the ADEA Gala Dinner for its 20th anniversary (Jardím dos namorados)
	Transfer at 23:00 to hotels from the venue of the ADEA Gala Dinner for its 20th anniversary (Jardím dos namorados)
Friday, 09 May 2008	Departure at 08:00 from hotels to the Conference Center
	Transfer at 14:00 to hotels from the Conference Center (participants of the Biennale)
	Transfer at 18:00 to hotels from the Conference Center (ADEA Steering Committee members)

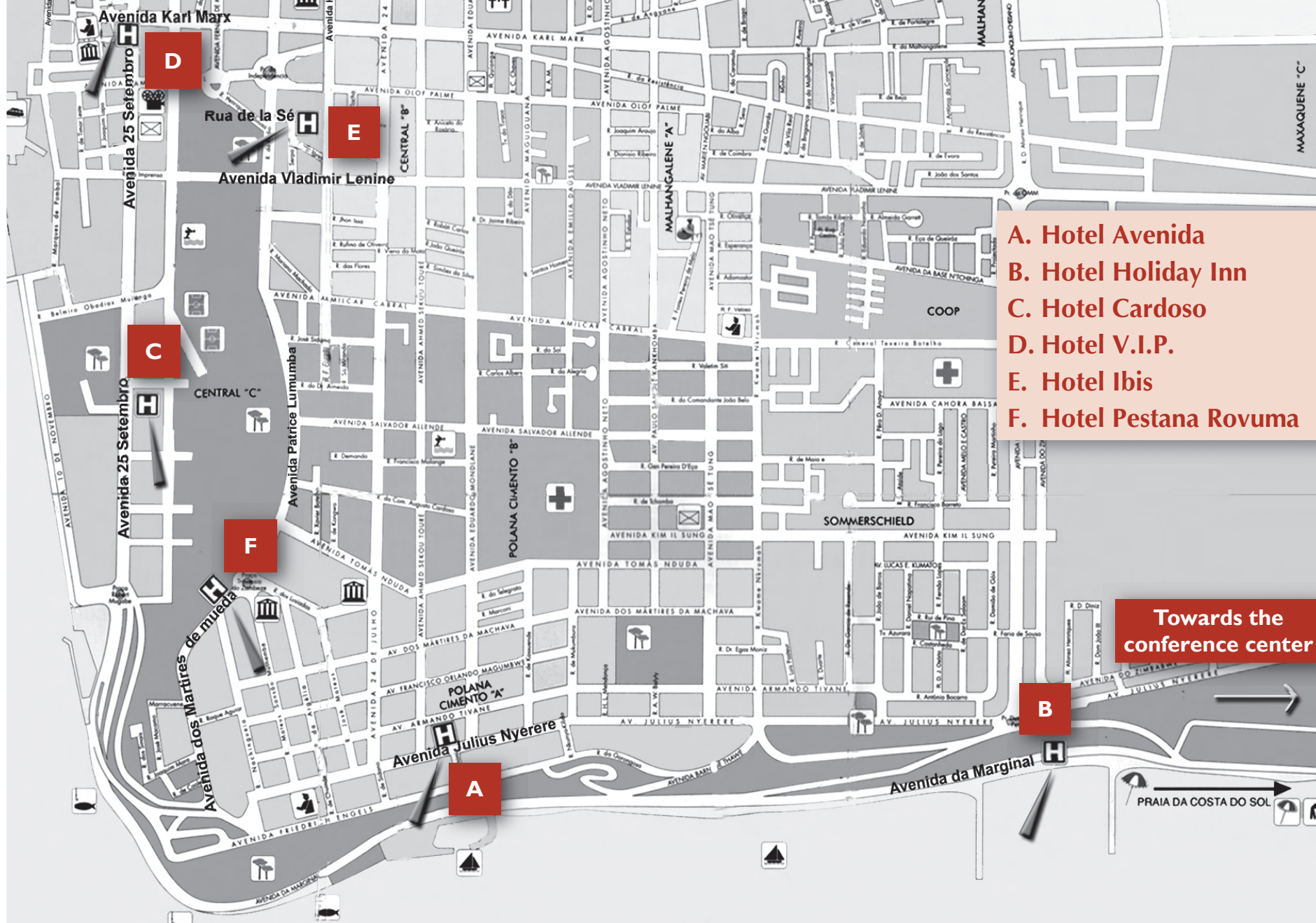


Centro Internacional de Conferência Joaquim Chissano

Avenida da Marginal 4441

Maputo, Mozambique

Phone: [+258] 21 48 63 95



- A. Hotel Avenida
- B. Hotel Holiday Inn
- C. Hotel Cardoso
- D. Hotel V.I.P.
- E. Hotel Ibis
- F. Hotel Pestana Rovuma

Towards the
conference center

Hotel List

- **Hotel Avenida:** Ministers and representatives of development agencies who are members of the ADEA Steering Committee will be booked in this hotel.
 Hotel Avenida Information
 Avenida Julius Nyerere 627
 Maputo, Mozambique
 Phone: [+258] 21 48 44 00 – Fax: [+258] 21 49 96 00
 Website: <http://www.tdhotels.pt>
 Payment modalities: Cash (ZAR, Euro, USD, MZN); VISA, American Express, Master, Diners – no travelers cheques and no British Pounds
 Internet access in all rooms via cable access
- **Hotel Holiday Inn:** Representatives of other development agencies will be booked in this hotel (participants from agencies who are members of the ADEA Steering Committee will also stay at the Holiday Inn if member agency participant numbers exceed the number of available rooms in Hotel Avenida)
 Hotel Holiday Inn Information
 Avenida da Marginal 4016
 Maputo, Mozambique
 Phone: [+258] 21 49 50 50 – Fax: [+258] 21 49 77 00
 Payment modalities: Cash (Rand, Euro, USD, Meticaïs); VISA, American Express, Master, Diners
- **Hotel Cardoso:** Representatives of other development agencies will be booked in this hotel.
 Hotel Cardoso Information
 Avenida dos Martires de Mueda 707
 Maputo, Mozambique
 Phone: [+258] 21 49 10 71/5 – Fax: [+258] 21 49 18 04
 Website: <http://www.hotelcardoso.co.mz>
 Payment modalities: Cash (ZAR, Euro, USD, MZN); VISA, American Express, Master, Diners)
 Internet access via access cards (WIFI)
- **Hotel V.I.P.:** Working Group representatives, presenters and international experts in education will be booked in this hotel.
 Hotel V.I.P. Information
 Avenida 25 de Setembro 692
 Maputo, Mozambique
 Phone: [+258] 21 35 10 00 – Fax: [+258] 21 35 10 01
 Website: <http://www.viphotels.com/hotelmmain.aspx?HotelID=5>
 Payment modalities: Cash (ZAR, Euro, USD, MZN), VISA, Diners, Masters
 Internet access via WIFI in the rooms and lobby area
- **Hotel Ibis:** Ministry officials will be booked in this hotel.
 Hotel Ibis Information
 Avenida 25 de Setembro 1743
 Maputo, Mozambique
 Phone: [+258] 21 35 22 00 – Fax: [+258] 21 35 22 20
 Website: <http://www.ibishotel.com>
 Payment modalities: Cash (ZAR, Euro, USD, MZN); VISA, Visa electron, Master
- **Hotel Pestana Rovuma:** Journalists, interpreters and international experts in education will be booked in this hotel.
 Hotel Rovuma Pestana Information
 Rua da Sé 114
 Maputo, Mozambique
 Phone: [+258] 21 30 50 00 – Fax: [+258] 21 30 53 05
 Website: <http://www.pestana.com>
 Payment modalities: Cash (ZAR, Euro, USD, MZN); VISA, American Express, Diners, Masters
 Internet access via WIFI in the rooms and lobby area

Please note that changes may have to be made in hotel lodgings for individuals within specific participant groupings depending on the confirmed numbers of participants and the available rooms in each hotel.

Upon arrival at the airport, each participant will be informed of the hotel in which a room has been reserved for him/her.

A forum for policy dialogue about education in Africa

A network of policy-makers, practitioners and researchers in the field of education

A partnership between education ministries and development and cooperation agencies

A catalyst for educational reform

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

Twenty years after it was founded, ADEA has come to represent a genuine partnership between African education and training ministries in sub-Saharan Africa and their technical and external partners. It has also developed into a partnership of policy-makers, educators and researchers, and, based on its capacity to foster policy dialogue, a catalyst for educational reform. It is recognized today as being a major actor in the processes of dialogue, sharing and learning for qualitative change in education aimed at promoting Africa's development.

This status serves ADEA's mission to act as a catalyst for promising policies and practices through the pooling of ideas, experience, lessons learned and knowledge.

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

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

Among its other activities, ADEA has an Intra-African Exchange Program and sets up inter-country quality nodes that encourage mutual learning and the sharing of knowledge and experiences. ADEA supports the implementation of the Second Decade of Education for Africa and has become a strategic partner of the African Union. It also organizes meetings meant to reinforce links between researchers and policy-makers. Since 2001 it manages the Africa Education Journalism Award to encourage the African press to cover education and thus promote public debates in this area.

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

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

For more information about ADEA please see its web site: www.adeanet.org



Association for the
Development
of Education
in Africa

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