



Association for the
Development
of Education
in Africa

ADEA Newsletter

Editorial

Looking Beyond Primary Education

The theme of this year's Biennale on Education in Africa is post-primary education. It is fitting symbolically that Maputo should host the meeting, since the people of Mozambique offers to the continent the example of both a heroic struggle for national liberation and successful resolution of internal conflicts. May this strong historical will to emancipation and to overcoming challenges inspire the participants at the 2008 Biennale as they confront the key challenges currently facing educational development in Africa.

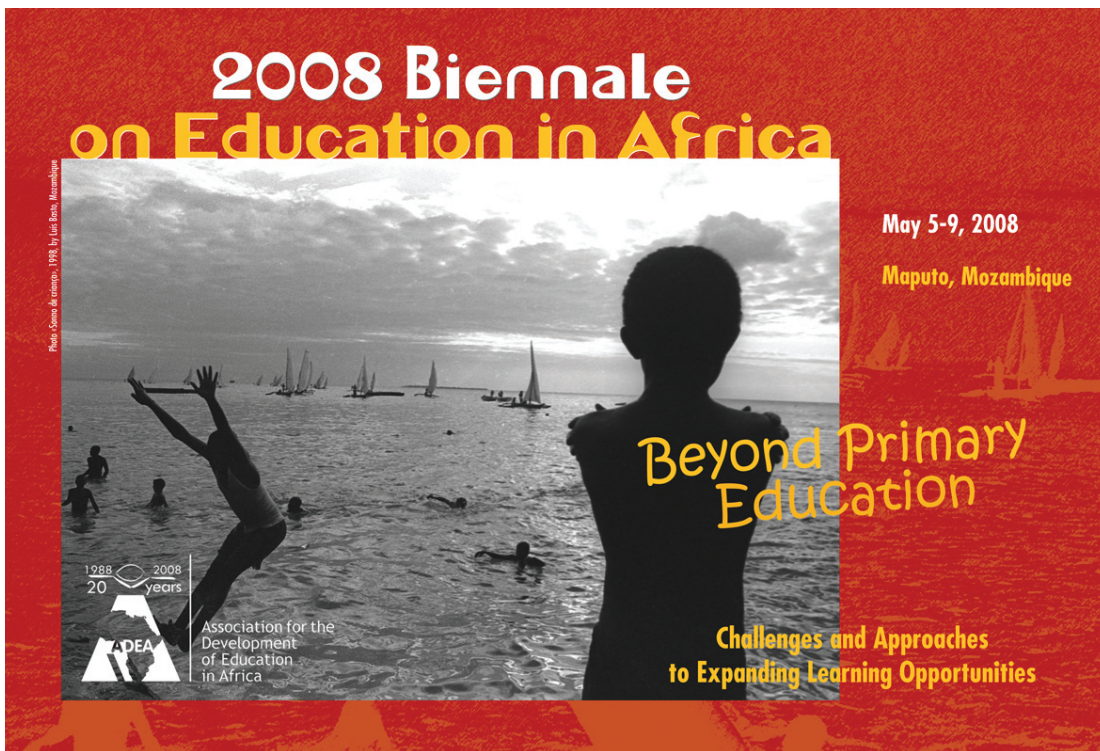
The challenge on the agenda of the Biennale is indeed a major one, which may be expressed in interrogative form: "Beyond Primary Education: How Can Learning Opportunities Be Expanded in Africa?"

differing from one country to another, has been remarkable on the whole, particularly since the Dakar World Education Forum in 2000: a boom in the number of children in school, strong growth in gross admission and enrollment rates, and even improvement in the gender parity index and completion rates, leading to a substantial increase in school system capacity in Africa.

To highlight these advances is by no means to suggest, however, that the work has been completed. Of the 72 million children worldwide lacking access to schooling, 33 million are in Africa. Completion rates in primary education, though slightly improved, are still relatively low. Quality and equity are still matters of concern, particularly as regards the situation of female, rural and poor children. This means that our mobilization and our efforts must continue, for although Africa has moved closer to the EFA goals, it is not really close to them.

At the same time, we must be aware of the risks entailed by this progress. As great masses of pupils reach the end of primary education, at least three such risks arise: the difficulty of managing flows efficiently and equitably, congestion at the end of primary school and the beginning of secondary education, and lack of learning opportunities for children leaving primary school at the age of 12 or 13.

The bottleneck in the final year of primary school causes a cumulative reduction in school system capacity. In systems where many pupils repeat the last primary year, the problem of repetition will gradually spread into



Why ask this question?

For nearly two decades, all efforts have been focused on the Education for All goals or, strictly speaking, on universal primary education. The progress made in Africa, though

differing from one country to another, has been remarkable on the whole, particularly since the Dakar World Education Forum in 2000: a boom in the number of children in school, strong growth in gross admission and enrollment rates, and even improvement in the gender parity index and completion rates, leading to a substantial increase in school system capacity in Africa.

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2008 Biennale, Maputo, Mozambique

Focus

2008 Biennale on Education in Africa

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the earlier years as well. In other systems, more children will leave school early without having acquired a sound basic education. In the end, the expected economic and social benefits of increased enrollment will be diminished, to say the least, and this will inevitably raise doubts concerning the usefulness of education in the minds of parents and local communities – a disastrous outcome.

On the other hand, there is the legitimate aspiration to raise the general level of education in Africa, particularly that of young people, not only as a fundamental human right but also as an investment for development. From this point of view, the fight against poverty (which is inseparable from the imperative of economic growth), globalization and the knowledge economy are all powerful reasons for Africa to build competitive skills.

These risks and imperatives all point toward the need to stop considering primary education in isolation and to promote instead a holistic view of educational development in Africa.

What does this mean?

In the vertical dimension, it means considering all levels of education systems so as to grasp the interactions, transitions, continuities and breaks among and between them, to optimize system effects, to construct teaching sequences and to ensure proper, efficient and equitable management of student flows and paths through the system.

Horizontally, a holistic perspective decompartmentalizes the various streams – general, technical, vocational, apprenticeship – to identify synergies, build linkages between the system's components and offer a wider variety of "bridges" than is found in the traditional pyramid structure with all its bottlenecks.

Where modes of delivering education and training are concerned, this perspective sees a diverse range of formal, non-formal and informal modes, including face-to-face teaching, distance education and open learning, which make it possible to provide for differing needs and situations, particularly those of people left behind by the uniform model, and to take a broader view of the current and potential resources that can be mobilized for this purpose.

This vision does not call into question the priorities that need to be set – in this case, priority to basic education. On the contrary, it strengthens the focus on basic education through carefully considered setting of priorities that takes all relevant information into account, as well as through system effects and interactions: success in primary school, for example, is influenced by early childhood development and parents' literacy, while at the same time it depends on the knowledge and skills (programs, teachers, principals, counselors, inspectors, etc.) developed by the higher levels.

That is what this Biennale is all about! It seeks to strengthen current areas of consensus by opening up new fields for dialogue, leading to a vision of a comprehensive, diversified and integrated system that will provide more and broader learning opportunities for all. This vision raises three major issues that are analyzed in the articles herein:

- ▶ How can a new conception of basic education, in which mandatory schooling lasts for 9 or 10 years, be promoted in Africa?
- ▶ What policies and strategies can bring about massive skills development that really prepares young Africans for their entry into social and working life, in line with the demand for skills emanating from the economy and from local communities?
- ▶ How can the connections between upper secondary education and higher education be improved so as to prepare African knowledge workers to cope with the challenges of both endogenous development and economic globalization?

To answer these questions, over 120 studies and research projects have been conducted on experiences in Africa and other regions of the world. They will serve as the basis for exchanges of experience and knowledge as well as policy dialogue among the main stakeholders in African educational development. It is our hope that they will give rise to paradigm changes and a new framework for reforms and change so as to make further quantitative and qualitative progress. ▶

MAMADOU NDOYE
EXECUTIVE SECRETARY, ADEA

Expanding post-primary education: Trends and emerging policies

Jacob Bregman, Thematic Coordinator for the 2008 ADEA Biennale

Adoption of the Millennium Development Goals (MDGs) and the prioritization of universal primary education have led to rapid increases 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 intensified competition for public resources. Based on a synthesis paper prepared for the Biennale, this article examines the main trends and summarizes the arguments advanced for expanding, adapting and improving lower secondary opportunities for youth.

There is 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 needed to drive economic growth in the 21st Century. There are also huge social pay-offs from better access to quality (junior) secondary education. Citizens who have completed "basic education" have fewer children, are better informed about HIV/AIDS, lead healthier lives, send their own children to school, and are more productive.

Primary and secondary education enrolment and completion rates vary widely in Africa. Some countries have high net enrolment rates in junior secondary in the range of 75-95 percent (Botswana, Cape Verde, Mauritius, Namibia, Seychelles and South Africa). Others still have low junior secondary enrolment rates (Chad, Burundi, Burkina Faso, Central African Republic, Congo Democratic Republic, Ethiopia, Mali, and Niger). Net enrolment and completion rates at the senior secondary level are also comparatively low in most sub-Saharan countries. In much of Africa this has led to a significant growth of private secondary schooling and other "further learning" opportunities. Worldwide trends show that junior secondary

education is usually part of a high-quality "basic education cycle" for all, while senior secondary education offers diversified pathways for further learning and entry into the world-of-work.

Restructuring is required

A fundamental restructuring of the African curricula is required to ensure that key skills are incorporated and that systems move from "selection" to "certification" in the assessment arena. The "selection-driven" system was inherited from Anglo- and Francophone traditional education structures. In many African countries, junior secondary is now also being included as the last stage of basic education and several governments have announced "free" universal basic education policies. Some have started to formulate similar policies for secondary education (Southern African countries, Nigeria, Uganda, Kenya). Basic education includes both a transition from primary to junior and to senior secondary, or to the labor market, as well as a time of transition from childhood to adolescence. The costs of expanding from primary into "basic education for all" will require better man-

aged resources, sustainable financing (by both public and private providers), and improved quality of graduates (having the relevant knowledge and skills comparative to their counterparts in other regions).

African Universities have been slow to participate in and to drive the transition to a modern and expanded basic and secondary education system capable of producing graduates with the right skills and competencies for the modern workplace, and not just for academic employment.

The new basic and secondary education reform policies in many African countries recognize that there is both economic and social value in expanding post-primary learning opportunities.

Both junior and senior secondary cycles in Africa are used as the main selection mechanism to regulate entry into higher education. This raises "efficiency questions". Students who start but do not complete the secondary cycles represent a significant cost to their governments. As a result, many capable African youngsters are denied a certificate of secondary school completion. The "selection versus certification" battle needs to be resolved, and African countries should examine the benefits of moving toward a system that provides more students with key competencies for the labor market rather than only selecting for academic learning. In most OECD countries sec-

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ondary education is defined by graduate profiles and attainment targets per cycle within a framework of key competencies.

To provide better delivery African countries are also moving toward decentralizing management and services and are planning to overhaul secondary cycles. Multiple problems facing African junior and senior secondary education (which have both very different structures and objectives) can not be seen in isolation. Increased access and better quality graduates require a balanced approach to building education systems.

The economic and social value of expanded learning opportunities

In Africa many young people have never had access to schooling or have dropped out for a variety of reasons. These out of school youth are mostly unemployed and from the poorest quintiles, which raises equity issues. Reform policies in many African countries recognize that there is both economic and social value in expanding post-primary learning opportunities. They are also reevaluating the curriculum while decentralizing management and services in order to better meet demand. International support will be needed to help implement these policies.

Rapid technology changes and the emerging knowledge economies – with their associated new job profiles – are another incentive for change in secondary education. Such a transformation should include adopting new science and technology subject content, training teachers to work with new technologies, upscaling and improving the professional support systems for secondary teachers, modernizing the secondary curricula, and providing better learning materials and infrastructure, in both urban and rural settings. This will inevitably require more cost-efficient service delivery to teachers, students and schools.

To improve quality of outcomes and assessment mechanisms African countries could benefit significantly from participation in international assessment exercises, even while they are in the

process of reforming their primary and junior secondary systems.

Another important improvement would come from providing incentives for teachers, and making effective teacher management the “cornerstone” of the basic and secondary education strategy. Teachers are an asset, but they must deliver their services in a satisfactory fashion. This requires a balance between fair compensation for work and results delivered, and offering remunerations that are in line with economic “affordability”.

In Africa the private providers are growing rapidly. African governments still need to catch on to the positive effect and the potential benefits that a fair and balanced incentive system for private providers can bring. This can be done through tax incentives and special targeted subsidies. Of course there needs to be accountability and “good administration” in return. This implies that private providers are satisfying minimum quality, safety and teacher-qualifications standards as determined by the appropriate authorities. Asian countries have demonstrated that private providers can be a significant factor in expanding access (in fact at the post-basic level they are the main / majority force).

Financing constraints and high unit costs

Africa’s constraints of public financing for basic and secondary education are further compounded by relatively higher unit costs as compared to other regions. Among the causes are inefficient use of (public) resources (related to teacher management, the multitude of subjects taught in junior and senior secondary public schools, use and management of infrastructure, and the inefficiencies in governance). Under scenarios for expanded access current staff salaries (as a multiple of GDP per capita) would not be sustainable. A secondary education system which has significant inefficiencies and does not deliver the desired quality of graduates to

the economy should fix these problems first before expanding or at least provide a clear strategy on how to fix them while expanding.

Most African Ministers of Education have called for significant improvements in science, mathematics and technology education at all levels. This presents serious challenges to primary and secondary education, for it will require fundamental reform of the curricula, greater practical work in science (labs) and the supply of relevant learning and teaching materials in these areas. Joining the Science and Technology revolution is not a choice for African education systems but an economic necessity.

The quality and relevance of education must be the starting point for attracting youngsters into further learning and into the world of work. If the “basics” are not “OK”, investments further down the system risk being in vain. In all middle- and higher income OECD countries there is a constant ongoing reform of primary and secondary education, driven by a dialogue between all socio-economic stakeholders. Development partners are called upon to invest more resources in a balanced development and growth of the African education system, and to provide stronger support for capacity building at central and decentralized levels. Ministers should focus on improved and sustainable public resource management for the planned expansion and quality improvement, so that accountability and transparency to the public (all players) is ensured. ▀

Rapid technology changes and the emerging knowledge economies -- with their associated new job profiles -- are another incentive for change in secondary education.

Diversity of post-primary education in Africa: The challenges ahead

Wim Hoppers, general coordinator for the ADEA 2008 Biennale

There is a growing need to provide diverse, cost-effective and alternative educational pathways for children who would otherwise be unable or unlikely to fulfil the complete cycle of basic education. The best approaches seem to combine a mix of both general education and some skills development.

Ideally all children should have access to nine years of continuous general basic education. But the reality is that most young people have to make do with a wide variety of informal and non-formal types of learning to receive their basic education, which focus more on skills training than on cognitive development.

In many countries only a minority of young people who start school ever benefit from formal post-primary education (PPE) opportunities.

This is a major challenge for the Biennale: how the transition from a conventional primary cycle into a continued level of basic education (up to 8-9 years) can be managed in such way that all children have access to a complete cycle of basic education. The answer may lie in providing other forms of delivery that offer multiple learning pathways and mixtures of general education and skills development that respond to children's diverse needs and circumstances.

It is recognised that cultural practices, widespread poverty, geographical distribution, ill health, and disability will prevent many young men and women from attending conventional full-time schooling. They will thus depend on flexible modes of delivery as well as on adjustments in the total mix of competencies that constitute desirable outcomes for basic education. For these reasons, diversity in basic and post-basic education is essential in order to provide cost-effective ways to enable all learners

to have a complete basic education as well as access to forms of post-basic education.

It appears that, based on country experiences and within the context of a reconstructed and extended *basic education cycle* at least six different pathways can be distinguished:

- *general education pathway* – with its *formal* and '*non-formal*' variants (including community schools and faith-based education);
- *general education pathway through open and distance learning (ODL)*;
- *non-formal general education with vocational skills pathways*, combining cognitive learning with skills development;
- *vocationalised education pathways* – with components of skills / entrepreneurship development and/or work orientation;
- *non-formal (vocational) skills training pathways* – together with functional literacy, life and other personal skills;
- *informal sector apprenticeship pathways* – now often with professionalisation through 'dual training' modes.

The participation of young people in these six pathways varies greatly from one country to the other. While in

several countries pathway 1 enrolls most children in the required age group, in others the largest number of young people are found in pathways 5 and 6. There are also many differences in the quality and relevance of what is being provided, and what chances this learning will open up for young people in the labour market. Much needs to be done to improve both the quality and the linkages between these pathways, further education and access to the world of work.

Major policy questions revolve around what a *comprehensive* (substance) and *complete* (duration) basic education should look like in terms of processes and outcomes, and how existing pathways can be *widened or complemented* in order to provide this. How can learners move easily between different pathways according to changing personal circumstances? How could less conventional forms of education be funded, such

that principles of equity and cost-effectiveness can be adhered to? How can public-private partnerships be enhanced so as to combine private participation in enhancing quality and effectiveness with effective government oversight and access to equitable access to state funds for those who need it?

This is a much bigger agenda than simply expanding formal junior secondary education. At the level of post-basic education this concern translates into how young people can have access to a

Diversity in basic and post-basic education is essential in order to provide cost-effective ways to enable all learners to receive a complete basic education.

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Program and themes of the Biennale

Maputo, Mozambique, 5 - 9 May, 2008

Biennale theme

The Biennale on education in Africa will take a closer look at post-primary education by exploring three sub-themes:

- The extension of obligatory education for all to 9–10 years (*“Towards 9/10 years of education for all: promising policies and strategies”*);
- The challenge of developing those competencies that will prepare young people for integration into social and professional life (*“Development of competencies for the world of work: the challenge to education and training”*);
- The transition from upper secondary to higher education, with the purpose of developing the skills needed for African development (*“Preparation of knowledge-based learning for the development of Africa: the articulation between upper secondary and higher education”*).

Official opening

Three heads of state are expected in Maputo. The Biennale will be opened by the Mozambican head of state, Armando Emilio Guebuza, in the presence of the President of the Republic of Algeria and guest of honor, Abdelaziz Bouteflika, and the acting President of the African Union, Jakaya Mrisho Kikwete.

Also speaking will be: the Director General of UNESCO, the Vice President of the African Development Bank, the Vice President for the African Region of the World Bank, the President of the Bureau of African Ministers and the President of ADEA.

Introductory sessions and in-depth sessions on transversal issues

Following the opening speech there will be three introductory sessions to set the scene. The first will introduce four reports: The 2007 Report on youth-centred development; an evaluation of Education for All (EFA) in Africa, based on the EFA Global Monitoring Report; The Dakar + 7 Report and the Report on East Asia’s experience with expanding post-primary education. The second session will introduce various initiatives and reports on the development of post-primary education in Africa: The World Bank’s Initiative for Secondary Education in Africa (SEIA); the Kigali call to action (UNESCO); dynamic partnerships for local governance in education (CONFEMEN); development of technical and professional skills (African Development Bank). Finally, the third sessions will present the results of analytical studies carried out by ADEA on the three themes of the Biennale.

The in-depth sessions will analyse the transversal issues that are related – among other things – to relevant policy orientations, the coherent and effective governance of education systems, the efficient division of responsibility between the State and its different partners, the mobilization of new resources and cost reductions, promising strategies for broadening access and strengthening equity, increasing the number of teachers and training them, developing curricula and competencies, and ensuring equivalencies and bridges.

Side Meetings

Several meetings will take place outside the Biennale, including the Forum of African Ministers of Education and Training that will convene on May 5 before the Biennale opening. For more information about the side meetings, please go to the Calendar on page 16.

Twentieth anniversary of ADEA

ADEA will celebrate its 20th anniversary during the Biennale in Maputo. On this occasion, people who have left their mark on ADEA will speak and a birthday book will be distributed. The celebration is also the moment when the first ADEA Medium Term Plan (2008-2015) will be officially launched.

Skills development and the world of work: Challenges for post-primary vocational training

Richard Walther, thematic coordinator for the 2008 ADEA Biennale

In this article, the author highlights the challenges facing post-primary technical and vocational training in Africa. He provides an overview of Africa's specific situation, linked to the socio-economic context. The article is a summary of a synthesis on skills development and the world of work which will be presented at the ADEA Biennale.

To address the question of skills development in the African context, one must recognize, first, the progress made by African countries toward enabling all young people to attain a higher level of education and training; second, that many school-age children are nonetheless excluded from the formal school system, and particularly from technical and vocational education and training (TVET); and third, that the alternative systems of post-primary education and training which are emerging in many countries can provide these excluded young people with basic life skills as well as the know-how and occupational skills they need to become employable.

In addition, it is impossible to speak of skills development today in accurate and relevant terms without situating the imperative need for qualified young people with occupational skills in the actual economic context of Africa. The reality of this context is that informal employment and activity are on the increase throughout the continent (with a share of the labor market ranging from 95% in Benin to 31% in South Africa) and on average account for over 50% of GDP. It

is important to place occupational skills development for young people within this context and to consider all forms of post-primary vocational education and training as the preferred means of preparing young people to enter the job market.

TVET formal education and training plays only a minor role in enabling young people to obtain qualifications and find employment. On the average, only 1% to 5% of young job seekers in Africa are trained in the TVET system.

Including TVET in a broader concept of skills development

The studies and analyses of post-primary education and vocational training to be presented and discussed at the 2008 ADEA Biennale will focus on the future of those children who have completed their basic schooling, though without excluding

those who have learned to read through non-formal education. These presentations will provide an in-depth look at all the course programs and schemes – formal, non-formal and informal – employed by African countries to provide young people with qualifications and to develop the skills they need to become readily integrated into the labor market.

In most of these countries, and particularly in sub-Saharan Africa, TVET as an exclusively formal education and training system¹ plays only a minor role in enabling young people to obtain qualifications and find employment. On average, only 1% to 5% of young job-seekers are trained in the TVET system, although in a few countries up to one-third of all secondary students are enrolled in TVET



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establishments. The bulk of vocational training is provided through non-formal or informal means, including on-the-job training, traditional apprenticeship and, increasingly, dual or “sandwich” training in which experience in the workplace is closely coordinated with acquisition of theoretical and practical knowledge.

Analysis of changes in national policies and practices regarding training and the school-to-work transition shows that the concept of post-primary education and vocational training is gradually shifting toward that of a variety of skills development paths and schemes targeting specific groups and taking account of the multiplicity, not to say complexity, of people’s socio-economic situations.

Maintaining diversity in an integrated vocational training system

The studies conducted for the Biennale identify the most typical programs deployed in African countries to develop the skills of as many young people as possible. At the same time, they show that national governments are increasingly placing these schemes within an integrated concept or system of education and vocational training.

Many skills development streams are emerging as alternatives to existing formal systems

Both Mali and Morocco have established, within their non-formal education departments, alternative literacy and vocational training systems for young people excluded from basic education. Most of the countries of West Africa (Benin, Ghana, Mali, Togo, Senegal) are shifting from traditional apprenticeship to dual apprenticeship. This enables young apprentices to receive theoretical training along with their hands-on training, to attain a recognized – and in most cases certified – level of qualification on completing their apprenticeship, and thus to be better prepared for ongoing changes in technology and jobs.

TVET systems are moving toward forms of occupational training covering the entire economic and social sphere

Namibia has substantially opened up its TVET system to people who had previously been passed over by the highly academic selection process, and has adapted programs for such people to the skills needed in the local business environment and labor market. Uganda has embarked on a reform based on redefinition of public-private partnerships to provide more of the skills required for economic development and thus to improve the image of vocational training, which is held in very low esteem. Ethiopia has radically changed its TVET paradigm by shifting from a supply-driven approach to a demand-driven approach, making the system accessible to those with few or no skills and encouraging training institutions to develop programs meeting the demand expressed by the local population, including the informal economy.

General and technical education systems is beginning to introduce the requirement that occupational training be adapted to the local environment

Senegal has introduced entrepreneurship as a subject of instruction in its junior secondary schools and *daaras*, enabling pupils to continue in general education while at the same time learning a trade related to the needs of the local economy. Kenya and Ghana have both become strongly aware of the importance of helping young apprentices to become integrated into the local environment, whether urban or rural. South Africa is developing “learnerships”, or dual training programs that prepare selected young people to work in local government bodies. The Comoros, Madagascar, Mauritius, Mozambique, the Seychelles and Tanzania are all engaged in reconciling general education with technical and vocational training and in ensuring that the two systems are held in equal esteem.

Rural areas are in urgent need of investment in vocational training

Most African countries face the challenge of ensuring food security and developing agro-industry as a potential source of exports, and should therefore consider rural areas as priorities for the development of occupational skills. Moreover, in most countries the rural economy employs 65% to 85% of the working population. Congo has begun to develop a vocational training stream in food preservation and processing. The Songhai centers in Benin prepare their students to develop profitable agro-output and provide them, in some cases, with the funds needed to start their own businesses. Cameroon’s “Rural Family Schools” are demonstrating how fruitful an initiative that qualifies young people to work in the fishing, farming and herding sectors can be. Botswana, South Africa, Ethiopia and Mali have adopted similar priorities.

Integrated PPET systems based on common approaches and values

Analysis of the various vocational training situations of African countries reveals a number of avenues for research and/or recommendations, which may be summed up as follows.

- **The foremost task of post-primary vocational training is to help all young Africans enter the job market.** To this end, Ghana has launched a “Women in Technical Education” program in order to end gender discrimination in this segment and to promote girls’ entry into the workforce. Most countries have developed alternative paths to occupational training and qualification for those excluded from the formal education and training system.
- **The challenge facing post-primary vocational training is to enable young people to learn a trade and at the same time to acquire initiative, creativity and entrepreneurial spirit, with the aim of moving gradually from subsistence employment to employment that contributes to growth and development.** In many countries, notably Botswana and the West African states, the school-to-work transition is mainly the work of the informal economy.

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Documents of the 2008 Biennale

Preparation of the Maputo Biennale started two years ago when ADEA's Working Group on Post-Primary Education started reflecting on how to approach the theme, assessed work that had already been conducted by other organizations, and commissioned new work in areas that still needed to be investigated. In addition, African countries and networks were invited to contribute successful and promising initiatives taking place on the continent. The result is a rich crop of over 100 studies on post-primary education. The studies are either papers addressing the general theme of the Biennale, "Beyond primary education: Challenges and Approaches to Expanding Learning Opportunities in Africa", or papers exploring more specifically one of the three sub-themes: Towards 9-10 years Education for All: Promising policies and strategies; Skills development and the world of work: Challenges for education and training; Preparing knowledge workers for Africa's development: Articulating upper secondary with higher education. These studies can be consulted on the ADEA website: www.adeanet.org

Overarching subject areas

- General synthesis paper: Beyond Primary Education: Challenges of and Approaches to Expanding Learning Opportunities in Africa. Pulling the Pieces...Together (Wim Hoppers and Steven Obeegadoo)
- HIV and AIDS in Formal and Non-Formal Post-Primary Education and Training in Africa: A Review of some Innovative Interventions (Eric ALLEMANO and Charles NZIOKA: ADEA ad hoc Working Group on HIV and AIDS)
- Administrative Competence for Reforms in Post-Primary Education in Sub-Saharan Africa (Steinar ASKVIK: Ministry of Education and Research, Norway)
- A Study of Selected Development Partners' Strategies for the Support of Post-Primary Education with Special Focus on Lower Secondary Education in Southern Saharan Africa (Karen Brit FELDBERG, Roald SKØELV, Robert SMITH and Titus TENGA: LINS - Centre for International Education at the University of Oslo (commissioned by GTZ on behalf of BMZ))
- The partnership dynamic for local governance in education (Adiza M. Hima: CONFEMEN)
- Transition / Articulation among Non-Formal, Primary, Secondary and Tertiary Education: Lessons from the Gabon, Mauritius and Nigeria Peer Reviews (Ibrahima BAH-LALYA, Joel SAMOFF, J.P. LEFOKA and K.S. SUKON: ADEA Working Group on Education Sector Analysis)

Towards 9-10 years Education For All: Promising policies and strategies

- **Towards 9-10 years Education For All: Promising Policies and Strategies. Thematic synthesis paper. (Jacob BREGMAN)**

Policy and Governance

- Educational reforms undertaken during the post-independence period in Benin, Cameroon, Guinea and Tanzania and their effects on post-primary education (Thierry HOUNTONDJI, Ibrahima BAH-LALYA, Joel SAMOFF and Pulane LEFOKA: ADEA Working Group on Education Sector Analysis)
- Extending basic education to include lower secondary education, while simultaneously addressing the quality imperative within the context of scarce resources (Pap SEY: Department of State for Basic and Secondary Education, The Gambia)
- Diagnosing the progress of reform at primary and lower secondary education in Tanzania (Amos G. MWAKALINGA, Cyprian M. MIYEDU and Joviter KATABARO: Ministry of Education and Vocational Training, United Republic of Tanzania)
- The case of locating expansion of Post Primary Education and Training (PPET) within Holistic and Integrated Policy Framework in Uganda (Joseph EILOR: Ministry of Education and Sports, Uganda)
- The Potential of Open Schooling in Africa: A Case Study of India's National Institute of Open Schooling (Sushmita MITRA and James STANFIELD)
- At the Crossroads: Choices for Secondary Education in sub-Saharan Africa (Adriaan M. VERSPOOR and Jacob BREGMAN: World Bank)
- Transitions in Secondary Education in Sub-Saharan Africa: Equity and Efficiency Issues (Secondary Education in Africa (SEIA) team, Africa Region Human Development Department, World Bank)
- Governance, Management, and Accountability in Secondary Education in Sub-Saharan Africa (Deborah GLASSMAN and Pat SULLIVAN: World Bank)
- An African Exploration of the East Asian Education Experience (Birger FREDRIKSEN and Jee Peng TAN: World Bank)
- The Kigali call for action. An expanded vision of basic education for Africa. High level seminar on basic education. Kigali – September 25th to 28th 2007 (UNESCO)
- Fit for Life? Non-formal Post-Primary Initiatives in Yemen, Malawi and Namibia (Katharina OCHSE: GTZ, commissioned by BMZ)
- Transitions from Primary to Post-Primary Education: Using Non-Formal Learning Opportunities to Increase Access and Relevance (Deborah GLASSMAN, Wim HOPPERS, Joe DESTEFANO: ADEA Working Group on Non-Formal Education)
- Madagascar: The challenge of expanding secondary education and training (Patrick Philippe RAMANANTOANINA: World Bank Madagascar)
- Open Schooling for Secondary & Higher Secondary Education: Costs and Effectiveness in India and Namibia (Greville RUMBLE and Badri N. KOUL: Commonwealth of Learning)

Financing: Resources, Needs and Sustainability

- Financial sustainability as a reference for the development of post-primary education in sub-Saharan Africa (Blandine LEDOUX and Alain MINGAT: IREDU and AFD/World Bank)
- Strategies for Sustainable Financing of Secondary Education in Sub-Saharan Africa (Keith M. LEWIN: World Bank)
- Public-private partnerships in lower secondary education: the case of Burkina Faso and Senegal (Amadou Wade DIAGNE and Ignace SANWIDI)

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- The Power of Public-Private Partnership: Coming Together for Secondary Education in Africa (Adriaan M. VERSPOOR: World Bank)
- The provision and financing of quality secondary education through Public Private Partnerships in Mauritius - a success story (Praveen MOHADEB and D. KULPOO)
- Achieving Universal Post-Primary Education in Africa: Innovative modalities and cost implications (Cream WRIGHT: UNICEF)

Access and Equity

- The contribution of private educational institutions to the post-primary education system (Thierry Claver HOUNTONDJI, Agnès Boco ALI, Sylviane B. E. K. Ajavon BALLEY and Nouhoun Yaya NADJO: Ministry of Primary and Secondary Education, Benin)
- Community schools and post-primary education alternative structures: strategies for extending basic education in Burundi (Pascal MUKENE, Edouard NTAMATUNGIRO, Rehema SEFU et Edouard JUMA: Ministry of National Education and Culture of Burundi)
- The rural dimension of schooling in sub-Saharan African countries: current situation and challenges for the development of lower secondary coverage (Alain MINGAT et Francis NDEM : AFD)
- Extension of lower secondary education to basic education (Oumar SOUMARE and Djibi THIAM: Ministry of Fundamental and Secondary Education of Mauritania)
- The Challenges of Private Supplementary Tutoring: Global Patterns and their Implications for Africa (Mark BRAY and Emmanuelle SUSO: UNESCO International Institute of Educational Planning)
- Nine years of basic education for all in Africa: the challenges of access and equity (Françoise CAILLODS : UNESCO International Institute of Educational Planning)
- Survey on ICT and education in sub-Saharan Africa (Glen FARRELL and Shafika ISAACS: InfoDev)
- Gender equity in junior and senior secondary education in sub-Saharan Africa (Esi SUTHERLAND-ADDY: FAWE / World Bank)
- Review of the use of ODL systems in the provision of post-primary education in Africa (Ephraim MHLANGA: South African Institute for Distance Education)
- Accelerating the Expansion of Access to Secondary Education. The 1980-1990 Experience of Zimbabwe (Fay King CHUNG)
- Gender Issues in Post-Primary Education in Africa (Maguette DIOP KANE, Daniel LINCOLN and Christina N'TCHOUGAN-SONOU)
- Transition to Post-Primary Education with a Special Focus on Girls: Medium-Term Strategies for Developing Post-Primary Education in Eastern and Southern Africa (Aster HAREGOT: UNICEF Eastern and Southern Africa Regional Office Education Section)

Education and Training Personnel

- The provision of teachers and education personnel for Post-Primary Education (David WEBB: ADEA Working Group on the Teaching Profession)
- Practice of INSET in Mathematics and Science Teachers and its Impact on Quality in Basic Education in Kenya (Samuel KIBE, John Otieno ODHIAMBO and Joseph Carilus Ateng' OGWEL: ADEA Working Group on Mathematics and Science Education)
- Recruiting, Retaining, and Retraining Secondary School Teachers and Principals in Sub-Saharan Africa (Aidan MULKEEN, David W. CHAPMAN, Joan G. DEJAEGERE, Elizabeth LEU: World Bank)
- The contribution of school principals to the improvement of post-primary education in Africa (Richard CHARRON: AFIDES)
- Expanding Secondary Education for Sub-Saharan Africa: Where are the Teachers? (Audrey-marie SCHUH MOORE, Joseph DESTEFANO, Arushi TERWAY and David BALWANZ: EQUIP2 / Academy for Educational Development)

Curriculum and Skills Development

- Competency-based curriculum development: some lessons from other regions (Renato OPERTTI: UNESCO International Bureau of Education)
- Uganda Secondary Education & Training Curriculum, Assessment & Examination (CURASSE): Roadmap for Reform (Andrew CLEGG, Jacob BREGMAN and Wout OTTEVANGER: World Bank)
- Curricula, Examinations, and Assessment in Secondary Education in Sub-Saharan Africa (Ramon LEYENDECKER, Wout OTTEVANGER and Jan VAN DEN AKKER: World Bank)
- The Link between Health, Social Issues and secondary education: life skills, health and civic education (Robert SMITH, Guro NESBAKKEN, Anders WIRAK and Brenda SONN: World Bank)
- Developing Science, Mathematics and ICT in Secondary Education: Patterns and Promising Practices (Wout OTTEVANGER, Jan VAN DEN AKKER and Leo DE FEITER: World Bank)
- ICT in education toolkit for policy makers, planners and practitioners (UNESCO, Japanese Funds-In-Trust, infoDev, AED, Knowledge Enterprise)
- Expanding and Democratizing Basic Education in Africa: Educational policy and curriculum perspectives (Teeluck BHUWANEE, Ann Thérèse NDONG JATTA, Renato OPERTTI and Philip STABBACK: UNESCO BREDIA)
- Nigeria Science and Technology Education at Post-Basic level (STEPB) Review of S&T education in federally-funded institutions (Africa Human Development Department (AFTH3) Nigeria Country Office, World Bank)
- Preparation for Life and Work: Comparative Study with a focus on Basic and Lower Secondary Education in Developing African Countries (Philip STABBACK, Dakmara GEORGESCU, Klaus JAHN, Elmehdi AG-MUPHTAH, Philippe DE CASTRO: GTZ)
- Strengthening the Relevance of Learning - Options for including basic life and work skills in upper primary / lower secondary education in Sub-Saharan Africa (Gerald A. STRAKA: GTZ)
- Identification of the basic skills and knowledge required for literate pupils to enter junior secondary education in five West African countries (Amadou Wade DIAGNE: ADEA Working Group on Non-Formal Education)
- Review of the State of the Art on Post-Primary Education and Training (PPET) in Eastern and Southern Africa (Pulane LEFOKA and Mary KITULA: ERNESA)
- Extension of basic education to lower secondary, the case of Mali: the study programs (Bonaventure MAIGA, Youssouf KONANDJI and Moussa BATCHITLY: Ministry of Basic Education, Literacy and National Languages, Republic of Mali)

Articulation and Assessment

- Improving the efficacy of assessment, certification and curriculum in the African education systems (Peliwe LOLWANA, UMALUSI)

Skills development and the world of work: challenges for education and training

- **Skills development and the world of work: challenges for education and training. Thematic synthesis paper. (Richard Walther and Hans Kröner)**

Policy and Governance

- Enhancing Equitable Access to TVET Through Coherent Governance, Public-Private Partnerships & Multimedia Campaigns Development (Joseph EILOR: Ministry of Education and Sports, Uganda)
- TVET and Public Policy: Revisiting TVET's role in four policy domains in sub-Saharan Africa (Hulya Kosar ALTINYELKEN: Ministry of Foreign Affairs, the Netherlands)
- Vocational training in the informal sector: how to dynamize the economy of developing countries. Conclusions of a field survey in seven African countries (Richard WALTHER and Ewa FILIPIAK: AFD)
- The Reintegration through Community Apprenticeship Project in the Republic of the Congo (Gaston DZONDHAULT, Maurice BANOUKOUTA, Emile MBOUKOU and Gilbert NDIRIMINA: Ministry of Technical and Vocational Education, Republic of the Congo)
- Developing a training market for the informal micro-enterprise sector: A response to the training deficit in TVET (Madhu SINGH: UNESCO Institute for Lifelong Learning)
- Non-formal education and training opportunities for youth living in the rural areas of South Africa (Kathy WATTERS: ADEA Working Group on Non-Formal Education / UNESCO UIL)
- Mapping the Non-Formal Education at Post Primary Education and Training Level in Ethiopia (Tilahun WORKINEH: ADEA Working Group on Non-Formal Education / UNESCO UIL)
- Vocational training and transition to work of trainees leaving Development Education Centres (DECs) in Mali (Bonaventure MAÏGA, Nouhoum DIAKITE, Soumana KANE and Amadou Mamou KONE: Ministry of Basic Education, Literacy and National Languages, Republic of Mali)
- Mapping Non-formal Education at Post-primary Educational level in Uganda (Twine BANANUKA and Anne Ruhweza KATAHOIRE: ADEA Working Group on Non-Formal Education / UNESCO UIL)
- Support for the Involvement of Social Partners with a View to Improving Technical and Vocational Education and Training (André GAURON et Michel VERNIERES: Ministry of Foreign Affairs, France)
- From traditional apprenticeship to restructured apprenticeship: toward the modeling of a post-primary vocational training system (Richard WALTHER: AFD)

Financing: Resources, Needs and Sustainability

- Production systems, income and schooling practices of farmers: Case studies in three regions of Senegal (Ibrahima HATHIE et Isabelle TOUZARD : Ministry of Foreign Affairs, France)
- Institutional strengthening in technological educational matters in the Democratic Republic of Congo (Gaston DZONDHAULT, Jacques MABIALA, Vivianne MASSENGO, Marc MANKOUSSOU, Monique MANTSOUAKA: Ministry of Technical and Vocational Education, Republic of the Congo)
- Summary of the report by Aurélie Venot on Costs and Resources for agricultural training policies: The Case of Cotton Farming in Burkina Faso (Aurélie VENOT : Ministry of Foreign Affairs, France)
- Vocational training financing mechanisms: a Europe-Africa comparison (Richard WALTHER: AFD)
- Finance mechanisms of Vocational Training in 5 sub-Saharan African countries (Richard WALTHER et André GAURON : Ministry of Foreign Affairs, France)
- Public-Private Partnership Models in TVET and their Impact on the Role of Government (Edda GRUNWALD: GTZ)

Access and Equity

- Training policies for disadvantaged youth in Latin America: Trends in institutional and learning approaches (Claudia JACINTO: redEtis)
- Increasing female participation in TVET particularly in male-dominated trade areas (Grace OTU-BOATENG, Asamoah DUODU, Isaac Koku ASIEGBOR and Seth Odame BAIDEN: Ghana)
- Insertion of young people trained at a learning and production unit in Senegal (Mbaye MBENGUE, Pape FALL and Sidy BA: Ministry of Technical and Vocational Education and Training, Senegal)
- Results of action research on links between general education and vocational training in Senegal (Cheikhou TOURE, Joseph SARR, Aissatou TOURE, Papa SENE, Mouhamed GUEYE and Daouda DIOP: Ministry of Education (Senegal) and UNESCO BREDIA)
- Gender Issues in Post-Primary Education (PPE) (Rudo B GAIDZANWA)
- Professional Agricultural Teaching, A Tool for an Economic Policy: The example of "200 hour" work placements (Alain MARAGNANI : Ministry of Foreign Affairs, France)

Education and Training Personnel

- Reform of Vocational Training in Benin: a rationale of joint development of a national dual-type apprenticeship mechanism (André GAURON : Ministry of Foreign Affairs, France)

Curriculum and Skills Development

- Vocational and Technical training issues in the agricultural sector and in the rural milieu: the case of West Africa (Alain MARAGNANI: Ministry of Foreign Affairs, France)
- Public-Private Cooperation in Vocational Education and Training: Framework, Implementation and Experiences – The Norwegian Case (Halfdan FARSTAD: Ministry of Education and Research, Norway)
- The skills-based approach in technical education and vocational training - Benin - Burkina Faso – Mali (Teeluck BHUWANEE: UNESCO BREDIA)
- Localisation of Technical and Vocational Education and Training (TVET): The case of Namibia (Joshua MUSHAURI and Lewis DURANGO: The Project Management Unit for the Establishment of the Namibia Training Authority)
- Towards an Entrepreneurial Culture for the Twenty-first Century (Edited by Sonia BAHRI and Klaus HAFTENDORN, Author: Carmela Salzano: UNESCO)
- See the Opportunities and Make them Work! Strategies for entrepreneurship in education and training 2004-2008 (Ministry of Education and Research, Norway)

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- A Study of Entrepreneurship Education in Botswana and the Significance of Institutional Preparation (Jacob R. SWARTLAND: Botswana, commissioned by the Ministry of Education and Research, Norway)
- School enterprises and sustainability: Challenges for secondary and vocational education (Madhu SINGH: UNESCO Institute for Lifelong Learning)
- Vocationalisation of Secondary Education Revisited (Efison MUNJANGANJA: UNESCO UNEVOC)
- Investigation of factors that influence the attractiveness of a TVET institution: A case study of Kaiboi Technical Training Institute (John W. SIMIYU: UNESCO UNEVOC)
- The Challenge of TVET Reform in Mozambique: Goals, Options and Constraints (Gilberto BOTAS: Ministry of Education and Culture, Mozambique)

Articulation and Assessment

- Creating Flexible and Inclusive Learning Paths in Post-Primary Education and Training in Africa: NQFs and Recognition of non-formal and informal learning – The Key to Lifelong Learning (Madhu SINGH: UNESCO Institute for Lifelong Learning)
- Validation of non-formal and informal learning outcomes in Norway (Torild Nilsen MOHN: Ministry of Education and Research, Norway)

Preparing knowledge workers for Africa's development: articulating upper secondary with higher education

- **Preparing knowledge workers for Africa's development: Articulating workers for Africa's development. Thematic synthesis paper (Kabiru KINYANJUI and George AFETI)**

Policy and Governance

- Selected interventions for promoting access to Higher Education in Ghana (Paul EFFAH, Frank O. KWAMI, Ebenezer OWUSU, Paul Y. DZANDU: National Council for Tertiary Education, Ghana)
- Sustainable articulation pathways and linkages between Upper Secondary and Higher Education in Africa: the Kenya case study (R.M. MUNAVU, D.M. OGUTU and P.M. WASANGA: Kenya)
- Articulation between secondary and higher education in Côte d'Ivoire (Bernadette AVO BILE EHUI: Côte d'Ivoire)
- Better articulation between upper secondary and higher education in Mauritania (Oumar SOUMARÉ and Djibi THIAM: Ministry of Higher Education and Scientific Research, Mauritania)
- The Articulation between Upper-secondary and Higher Education in a war-torn society: The Mozambican case study (Arlindo CHILUNDO, Manuel LOBO, Augusta MAITA, Ernesto NAVOHOLA: Mozambique)
- Articulation of the Namibian College of Open Learning (NAMCOL) and the formal education system in Namibia: a case study (Chuma MAYUMBELO, Alfred ILUKENA, Jerry BEUKES, Cavin NYAMBE, Hertha POMUTI: Ministry of Education, Namibia)
- Pathways for post-secondary education - the Singapore system (Dr. LAW Song Seng)
- State, markets, faith and proliferation of private higher education in Africa (N.V.VARGHESE: UNESCO International Institute of Educational Planning)
- Educational reforms in Africa: report on the case of the Bachelor's – Master's – Doctorate reform at the UCAD (Abdou Karim Ndoye)
- Diversification of Post-Secondary Education and Training: The Mauritian experience (Surendra BISSOONDOYAL, Raj S. LUTCHMEAH and Dhurumbeer KULPOO)
- Pathways and their impact on the demand for higher education in Uganda (Richard BOGERE SSENKAABA, Patrick George OKAE, Joseph OKUMU and Stephen EMURWON OLUPOT: Uganda)

Financing: Resources, Needs and Sustainability

- Financing of Higher Education in a Context of Rapid Expansion: Cases in Anglophone (Kenya) and Francophone (Senegal) Africa (Mohamed Chérif DIARRA, Michael N. NYAMUTE and Dr Mamadou DANSOKHO : ADEA Working Group on Finance and Education)

Access and Equity

- Being ready for the university: the role of ICTs in secondary education (Mohamed MAIGA, Moses MBANGWANA, Thierry KARSENTI, Kathryn TOURE, Mamadou Lamine DIARRA: Educational Research Network for West and Central Africa - ERNWACA)
- The effects of massification on Higher Education in Africa (Goolam MOHAMEDBHAL: ADEA Working Group on Higher Education)
- Higher Education and Research to Meet Education For All (EFA) Goals. Pilot Project Report (Isabelle TURMAINE and Nadja KYMLICKA: ADEA Working Group on Higher Education)
- Negotiating the interface between Upper Secondary and Higher Education in Sub-Saharan Africa: the gender dimensions (Grace BUNYI)
- The NICTs as a tool for development, policy sustainability and effective practices for education in Africa (Félix G. ANOMA-KANIE: IRCD)

Education and Training Personnel

- Staff Retention in African Universities and Links with Diaspora (Paschal B. MIHYO: ADEA Working Group on Higher Education)

Curriculum and Skills Development

- Higher Education and Human Development in Africa Today: The Challenge of Systemic Responsiveness and Socio-Cultural Accountability (Catherine ODORA HOPPERS)

Articulation and Assessment

- Differentiation and articulation in tertiary education systems: A Study of Twelve African Countries (Njuguna NG'ETHE, George SUBOTZKY, George AFETI: ADEA Working Group on Higher Education)
- The challenges of access and quality in higher education in East Africa: National Challenges; Promising Regional Responses (Raphael M MUNAVU and M. KITHUKA)
- The interface between further and higher education in South Africa: Factors affecting the higher education sector's capacity to meet national needs (Ian SCOTT and Nan YELD: Council on Higher Education (CHE), South Africa)
- The Role and Contribution of Higher Education to Improving the Quality of Basic Education: A Case Study of the Centre for Research on Improving Quality of Primary Education in Ghana (CRIQPEG) (Joseph GHARTEY AMPIAH: ADEA Working Group on Higher Education)

A wealth of experiences from Africa and other regions

Hans Krönner, thematic coordinator for the ADEA Biennale

Within African countries and abroad, there is a wealth of good practices in TVET. They provide a rich resource worth sharing with governments working towards preparing their young citizens for the world of work. Some examples are highlighted in this article.

Meeting all learning needs Preparing for employment and self-employment

Throughout Africa, jobs in the formal economy are scarce. For the vast majority of citizens, it is the informal economy that provides opportunities for work and income generation. TVET needs to equip learners with adequate competencies. Creativity, initiative, assuming responsibility, coping with uncertainty, evaluating risks and taking decisions – in other words, entrepreneurial skills – needs to be infused into any curriculum. Knowledge and skills related to economics, finance, resource utilization, management, markets, and the world of work are a most helpful foundation for self-employment and business startup. These skills should be integral part of any form of TVET. Several African countries have infused vocational and occupational subjects into general secondary education curricula (“vocalization”); however, the results in terms of learning and labor market outcomes have not always met the expectations.

- **Benin** is an example for the integration of entrepreneurship skills into the restructured traditional apprenticeship schemes (*Gérez mieux votre entreprise*; Project for the promotion de craftsmanship).
- **Botswana** delivers entrepreneurship education through the Botswana Technical Education Programme (BTEP).

Multiple avenues of vocational learning require multiple partners

Vocational learning can take place everywhere – including in schools, at

the workplace, through apprenticeship, through mass media or via the Internet. This reflects both the diversity of the world of work and the variety of individual learning needs.

Governments cannot cater for all these learning needs. In fact, in most African countries, formal schooling and training reaches less than 8% of an age cohort. It is employers, professional associations, private training institutions, communities, faith-based bodies and various other economic and social operators that contribute largely to the provision of training beyond the formal education system.

Training approaches that include exposure to real work situations are likely to make learning more relevant for working life, to match more easily with local needs, and to adapt more rapidly to the changing world of work.

An environment in which non-governmental providers are motivated to develop in areas of their comparative advantage is highly desirable. Involvement of non-governmental stakeholders in the formulation of TVET policy is a strong incentive for private partners to engage in training.

- **Benin, Togo and Mali** are combining delivery of theory in vocational training centers with exposure to real work situations in crafts workshops (restructured traditional apprenticeship schemes).
- **Mexico** has long tradition of government providing services to more than 80,000 enterprises that train 200,000 employees each year.

Partnerships and the role of government

Public-private partnership in TVET may well include sharing of responsibility. However, it rests on governments to ensure that political objectives are met, such as gender equity, quality of training, and overall articulation. This requires governments to move from a role of provider to a role of political regulation and monitoring of the TVET landscape.

- **Mali, Senegal and Benin** have established national councils for TVET which include social partners – representatives of employers and employees.
- **Egypt** has demonstrated how public private co-operation and partnership, responsibility sharing and co-financing can be successfully implemented.
- In **Norway**, extensive public-private partnership arrangements with social partners and private enterprise constitute the backbone of upper secondary TVET.

Access

Many kinds of barriers to vocational learning need to be addressed: Absence of suitable learning opportunities; lack of capacities; distance; direct and indirect cost of training; gender stereotypes; ethnicity; faith; special needs; admission requirements that limit progress of learners vertically and horizontally; absence of validation and certification; lack of information and guidance; insufficient quality of training; low social status of some areas of learning and working.

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- **Ghana** has launched a program “Women in Technical Education” (WITED) to help create equal opportunities for males and female to participate in TVET.
- **Comoros, Madagascar, Mauritius, Mozambique, the Seychelles and Tanzania** are aiming towards reconciling general education with technical and vocational education and enhancing parity of esteem between them.
- **Uganda** has launched a “social marketing” campaign to overcome the predominantly negative social perception of TVET.

Coherent policies

Many avenues, but one policy for education and training

A variety of vocational learning opportunities must not lead to fragmentation of TVET policy. On the contrary: it requires special efforts to ensure overall coherence. TVET needs to articulate with general education. General education and TVET are frequently administered as two subsystems with limited linkages and articulation between them. Thus, learners find themselves locked in TVET programs with dead ends, particularly when it comes to further learning and higher education.

Within most governments, ministries of education cover one segment

only of TVET. Even for government-provided TVET, ministries of education, of labor, of employment, of agriculture, of health, etc. tend to maintain separate arrangements for TVET. In some countries, responsibility is shared among ten or more ministries. This calls for policy coordination. Governments need to ensure vertical as well as horizontal mobility of learners, irrespective of boundaries of prevailing institutional settings.

- **Uganda** provides an example how policy coordination can be improved across sector ministries.

Assessment, certification, national qualifications frameworks

Recognition of prior learning

Knowledge and skills should be validated, no matter where and how they have been acquired. This is particularly important for learners who have acquired knowledge and skills through non-typical educational careers, e.g. at the workplace, through mass media, at home, or abroad. Validation and accreditation of outcomes of prior learning facilitates access not only to the world of work, but also to further learning.

- **Mauritius** has introduced recognition of prior learning to help workers made redundant from the sugar industry to find access in the country's tourism industry.

- **Namibia**, recognition of prior learning facilitates access to its distance education certificate courses, and alternative courses in primary and secondary education.
- **South Africa** uses recognition of prior learning for broadening the social base of universities and for accessing higher education by non-traditional students and adults.

National qualifications frameworks

At the system side, national qualifications frameworks are increasingly introduced to overcome fragmentation of education and training systems. In order to facilitate learners' movement and progression, qualifications frameworks need to ensure proper articulation between formal, non-formal and informal learning opportunities. This requires active involvement of non-governmental providers and stakeholders.

- **South Africa** has adopted an integrated approach to education and training for establishment of a national qualifications framework.
- **Namibia and Zimbabwe** focus their qualifications frameworks mainly on vocational qualifications.
- **Mauritius** involves relevant ministries, employers and business as well as training and education institutions in the development and implementation of the national qualifications framework. ▀

>>> Continued from page 5

wide variety of competencies essential for youth development and for socio-economic advancement across the diversity of learning options.

It is also recognised that, while many countries prefer to move formal vocational training programmes to the post-basic education sub-sector, the reality is that large numbers of school-going children and young people enrol in informal or non formal skills development pathways (often by default). They need recognition and support for what they are doing already. **The challenge here will be to widen such pathways through co-operative mechanisms, and to make them as complete a basic education as possible.**

For the purposes of validating learning outcomes and transferring from one

pathway to another it is helpful to explore various approaches to constructing ‘national qualification frameworks (NQF)’ with inbuilt components of ‘recognition of prior learning’ (RPL). Most NQFs are being established to address *validation, credit transfer, and building bridges* across different modalities for skills acquisition. This is essential in improving efficiency in skills development and effectiveness in meetings demand in the world of work. However, there are also more limited mechanisms that help validate learning outcomes related to essential competencies in basic and post-basic education. Forms of such ‘system’s assessment’ practices need to be examined. Validation and equivalencies of outcomes are essential measures to promote coherence, articulation, and thus equitable access.

Non-formal education increasingly provides learning pathways that are complementary to formal basic (primary) education, whether in the form of alternative modes of delivery for categories of disadvantaged children and young people or in the form of remedial programmes for dropouts, orphans and vulnerable children, and over-aged learners. NFE is also being used as an alternative pathway that focuses directly on preparing young people for life and work in their socio-economic environments. NFE approaches often help to create ‘hybrid’ programmes based in regular schools, whereby ‘care and support’ elements are established by other sector agencies (through public-private partnerships) to enable young people ‘at risk’ to be in school. ▀

Celebrating 20 years of dialogue and partnerships for leadership and change

In Maputo, ADEA will be celebrating twenty years devoted to the advancement of education in Africa and a new beginning at a significant turning point in the life of the organization. 2008 is a milestone marking yet another passage for ADEA, which has evolved from a donors' club created in 1988 to a partnership between African ministries of Education and development partners having strengthened ties with the African Union and other regional organizations.

In addition to marking ADEA's twentieth anniversary, 2008 is a highly symbolic year in terms of solidly anchoring ADEA in Africa. After twenty years based in the North, in Washington and Paris, the ADEA Secretariat will be moving to

Africa, to the headquarters of the African Development Bank based in Tunis. In addition, a protocol agreement has been signed with the African Union in the context of the implementation of the Second Decade of Education for Africa, the ADEA and COMEDAF Bureaux of Ministers are in the process of being merged and ADEA's scope of activity has been expanded to embrace the entire continent as recommended by the African Union's Tenth Summit of Heads of State in January 2008. 2008 is also the year of the launching of ADEA's first medium-term strategic plan (2008-2012).

At the Biennale, participants will celebrate ADEA's journey from 1988 to 2008 and its coming to a new age. On this occasion, personalities hav-

ing marked ADEA will share stories on ADEA and what it has achieved. "Twenty years of dialogue and partnerships for leadership and change", a book collecting such stories from over 30 persons having made a unique contribution to ADEA will be shared with the 600 or so Biennale participants and members of the ADEA community. ADEA will also launch its first medium term plan in Maputo, a springboard for the organization. After the Biennale, the 20 years book will be open to all persons who have been associated with or involved in ADEA over the past 20 years. The stories will be collected in a dedicated web site, which will be accessible as of May 30, 2008 from the ADEA web site at www.adeanet.org

About ADEA

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, African ministerial conferences and ADEA Steering Committee seminars are high points for policy dialogue and exchanges on topical issues of concern.

ADEA Working Groups (WGs) give a unique perspective on specific topics related to education in Africa. 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. Two ad hoc groups have been set up to explore concerns related to HIV/AIDS and post-primary education.

Other activities include the creation of inter-country quality nodes to ensure that lessons learned by ADEA have an impact on the ground, activities supporting the implementation of the Second Decade of Education for Africa and meetings to reinforce links between researchers and policy-makers. Since 2001 ADEA also 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. Its publications program seeks to share on a wide scale lessons learned from the Biennial Meetings and other major 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**

2008 EFA Global Monitoring Report: Africa makes impressive but uneven progress

Cynthia Guttman,
Communication Officer, EFA Global Monitoring Report team

The region has progressed at a faster pace than in the 1990s towards universal primary education, over ten countries have abolished primary school tuition fees, national spending has increased and gender disparities in access to school have been reduced.



The facts speak for themselves: sub-Saharan Africa has acted on Dakar's call to action in 2000 when 164 governments and partner organizations made a collective commitment to dramatically expand educational opportunities.

These are some of the positive elements published in the EFA Global Monitoring Report 2008, "Education for All by 2015: Will we make it?". The report was presented at the High Level Group in Dakar in December 2007 and informed the meeting's discussions and recommendations.

In a region where 41% of the population lived under \$1 dollar a day in 2004, a few specific accomplishments should be highlighted:

- ▶ the number of children enrolled in pre-primary schools increased by 61% between 1999 and 2005 although the average gross enrolment ratio remains at a very low 14%
- ▶ primary enrolments increased by 29 million (36%) between 1999 and 2005, translating into a rise in the average primary net enrolment ratio from 57% to 70%. Several

countries saw their NERs increase by more than 20 percentage points

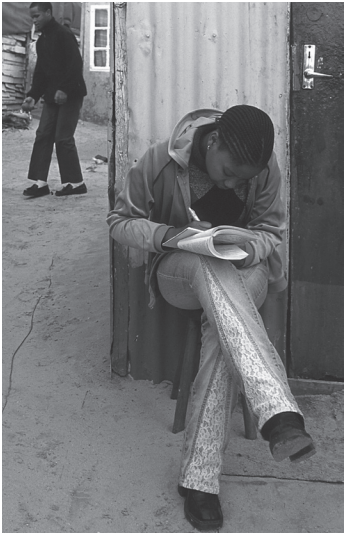
- ▶ gender disparities in enrolment in the first grade improved since 1999 with noteworthy progress in Burkina Faso, Ethiopia, Equatorial Guinea, Guinea and the Niger
- ▶ enrolment in secondary education – considered in many countries as compulsory at the lower level – increased by 55% between 1999 and 2005
- ▶ half the countries in sub-Saharan Africa spent more than 5% of GNP on education on 2005, though there was considerable variation among countries.

Several countries that registered sharp progress have abolished school fees across the board or through a phased-in approach (Lesotho, Mozambique), hired more female teachers (Guinea), conducted community sensitization campaigns to increase gender equality (Burkina Faso, Ethiopia), or increased the number of classrooms (by 55% in Ethiopia). Others have set up mechanisms to redistribute funds to poorer regions (Burkina Faso). School meals and take home rations were accompanied by sustained enrolment increases in 32 countries in the region. Donors have funded at least part of the additional expenditure necessitated by fee abolition in several countries, including Ghana, Kenya, Mozambique, Uganda and the United Republic of Tanzania.

Such rapid progress, however, is putting enormous pressure on education systems. The number of pupils per teacher has increased, many countries are relying on a large stock of poorly trained contract teachers to fill the gap and education provision remains inadequate in rural areas. The challenge to expand systems, to reach the 33 million children still out of primary school and to improve the quality of education are top priorities for governments and donors alike.

What do policies need to act on? First poverty. All evidence points to the fact that poverty significantly reduces the likelihood of school participation. Households in rural or remote communities tend to have less access to primary

Building knowledge for Africa's Development:



The critical role of upper secondary

Kabiru Kinyanjui and George Afeti
thematic coordinators for the 2008 ADEA Biennale

How can African countries ensure that the quality and content of secondary education is adequate to prepare graduates for higher education and the competitive learning demands of modern knowledge societies? How can inequalities be overcome so that more students gain advanced skills? African case studies highlight the challenges while the Asian experience suggests some ways forward.

Inspired in part by the Asian experience, African countries now recognize the potential of higher education to drive economic growth, improved living conditions, the creation of livelihoods, cultural development and global competitiveness. Thus discourses on Education for All (EFA) and the Millennium Development Goals (MDGs) in Africa reflect both the local as well as international perspectives. In the decades immediately after independence, the critical role of higher education was to produce the human resources needed for post-independence national development. Today, however, African universities and other tertiary institutions are increasingly called upon to apply more of their energies to research and innovation and to grow partnerships capable of driving economic and industrial development. Universities in particular are under pressure to go beyond imparting knowledge, skills, competencies, capacities and attitudes to investment in a research enterprise that can lead to the creation of new

ideas, knowledge, innovations and processes linked to social and economic development.

Critical challenges for higher education

Higher education is also perceived as a vehicle for various groups to acquire the political, economic and social capital needed for participation in the democratic space and overall development. It is also seen as an instrument for equitable distribution of wealth, resources and opportunities in society.

In this sense, higher education has become a highly sensitive political issue and a commodity that is valued and in great demand. It nevertheless faces a number of critical challenges.

Historically higher education in Africa has been accessible to only a few and has largely remained so despite its recent expansion

in many countries. In comparison with developed countries and the emerging economies of Asia, African countries are lagging behind in terms of the proportion of the relevant age cohort

that is able to access higher education. While in Africa this proportion is about 5 percent, the fast developing countries of Asia are targeting about 50 percent of the age cohort. Secondly, the inequalities of the past have persisted: gender, regional, racial and social class. Thirdly, the challenge of establishing a balanced discipline mix, relevant curriculum and high-quality skills and competencies remains. High levels of graduate unemployment persist at the same time as serious shortages of advanced skills and specializations in various sectors.

Transition and access

For higher education institutions to fulfill their national mandates while playing a dynamic role in the emerging knowledge economy and preparing their graduates for global competitiveness, they must address these challenges. At the same time they must ensure the preparedness and smooth transition of secondary school leavers in terms of their academic performance, language, mathematics and science skills, as well as their values and attitudes. All are critical if higher education is to successfully produce the adequate number and quality of graduates needed.

Today, African universities and tertiary institutions are increasingly called upon to apply more of their energies to research and innovation and to grow partnerships capable of driving economic and industrial development.

2008 Biennale, Maputo, Mozambique

Findings from country case studies

The case studies commissioned for the ADEA 2008 Biennale have looked into the issues of access, equity (gender, regional and to some extent social class), quality and relevance of preparation of students in upper secondary for tertiary education. The countries surveyed cut across Lusophone (Mozambique), Francophone (Mauritania, Côte d'Ivoire), and Anglophone (Ghana, Kenya, Uganda) countries. The role of examinations in mediating pathways and allocation of places in higher education institutions is also given attention. In a number of countries, it was observed that examinations play a crucial role in determining the way teaching and learning is done in secondary schools, and how the curriculum content on the whole is emphasized and implemented. The quality of secondary education is also influenced by teacher, student and

parental perception of how the limited places in higher education are allocated. Secondary education has therefore become a preparatory theater for the intense competition experienced in the transition and access to higher education. The main concern is whether the students are adequately prepared not only for access but also to succeed in higher education as well as for life-long learning.

The case studies do indicate that demand for tertiary education will continue to escalate, calling for additional funding and investment in the sector. The state will play a bigger role in regulating and building effective governance structures and formulating policies, while the emerging partnership of state and private providers will have to be strengthened and expanded. This could bring much needed additional financial resources into the sector although finding adequate resources for research and training

personnel will remain a tricky issue. Regional cooperation in higher education is expected to grow and mechanisms for this to happen will be needed.

Rethinking articulation with secondary and other levels of education

The higher education sector must rethink how it will articulate with secondary and other levels of education to ensure the quality and preparation that are needed for a seamless transition. Institutions in the sector can provide remedial programs to prepare students for increased access and success in higher education, but they will be required to go beyond this intervention. The biggest challenge will be to give more attention to the quality of preparation of secondary school teachers and to undertake research to strengthen teaching and learning at the lower levels of education. ▀

>>> Continued from page 8

Post-primary systems must train young people for self-employment, for starting and managing a business, as is the case in Angola and South Africa.

- ▀ **A post-primary vocational training system cannot not be truly integrated and efficient unless it is managed on a partnership basis and in accordance with principles of good governance.** The business and socio-economic organizations concerned are already participating actively – following the example of Benin, Mali, Senegal, Tunisia and South Africa – in defining the skills and training needed by the young people in their charge. In addition, public-private partnerships, as established in Egypt, has demonstrated their ability to provide a qualitatively sound response to the challenges involved in providing vocational qualifications.
- ▀ **The various forms of vocational training should lead to recognized, certified qualification.** A post-primary vocational training system will be truly integrated only if the various training and skills development programs (formal, non-formal and informal) lead to recognition

of the knowledge, experience and skills acquired. Such recognition requires the establishment of procedures to validate experience, as has been done in Mauritius, Namibia and South Africa.-

- ▀ **The establishment of an integrated system of post-primary vocational training requires appropriate resources and financing methods.** Public education budgets currently allocate only meager resources to vocational training. Moreover, these resources go exclusively to formal TVET systems. To implement an effective policy on training and integration into the workforce for young Africans, countries will need to rethink their current budget policies and to adopt co-financing methods involving, as is already the case in many countries, both domestic stakeholders and international technical and financial partners.

Lastly, the skills development policies implemented must enable Africa to cope with the challenges of globalization. Africa must fight poverty by using all available means of making the transition from a subsistence or informal economy to an economy capable of growth and

development. At the same time, it must face up to the increasingly competitive nature of technological development and trade globalization. Africa will meet these two challenges only by investing to the hilt in the qualification of young people, who account for over 60% of its population, enabling them gradually to acquire the stock of knowledge and skills they need to become active in economic and social life and full-fledged citizens of today's globalized world. ▀

1. The term TVET was long used to refer virtually exclusively to formal provision of technical education and vocational training, within the school system. Both UNESCO and the ILO have redefined it more broadly, to refer to "those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupants in various sectors of economic and social life". The present article employs the term TVET in this broader sense, using as well the equivalent expression "skills development", and designating TVET (also known as TEVT, or technical education and vocational training, and as TVSD, or technical and vocational skills development), extended to include non-formal and informal means of acquiring occupational skills, by the term "integrated vocational training system".

>>> Continued from page 16

education: for every 100 urban children enrolled, only 33 rural children are enrolled in Burkina Faso, 43 in Ethiopia and 54 in Chad. The number of girls starting school across the region is still less than 80% that of boys. Only 35% of countries with data available in 2005 had achieved gender parity in primary education (only 6% at secondary).

Second the quality of education. National learning assessments in several countries (Ethiopia, Senegal and South Africa) find that rural children achieve lower levels in language and mathematics than urban children. Too many children do not reach the last grade of primary education (63% median survival rate). In several countries fewer than half of all pupils reach the last grade. Safe and healthy schools (e.g. appropriate sanitation for girls); learning materials and sufficient hours of instruction (at least 800 hours/year) are imperative for quality learning. Initial instruction in the mother tongue improves literacy acquisition.

Third, related to the above, teachers. The region still has the highest primary pupil-teacher ratio in the world (45:1), climbing above 60:1 in several countries (Chad, Congo, Ethiopia, Mozambique and Rwanda). The share of trained teachers was below 50%

in several countries, including Chad, Madagascar and Mozambique. HIV/AIDS is an important cause of teacher absenteeism and attrition. Countries have attracted teachers to the profession by lowering teacher training admission requirements, shortening the initial training cycle and making paths into the profession more flexible.

Finally primary education must be connected with wider educational opportunities.

Enormous strides have clearly been made. However, a big shadow remains the number of countries defined as fragile states. Many are in conflict or post-conflict situations. Data is often scarce for them, but they are likely to suffer from low educational development and hence deserve prime attention.

Ensuring that adults, particularly mothers are literate, has an impact on whether their children, and especially their daughters attend school. Yet 150 million adults in the region – 62% of them women – cannot read and write. The average adult literacy rate (59%) is well below the world average of 82%. Early learning and pre-school programmes improve children's well-being, prepare them for primary school and give them a better chance of succeeding once they are enrolled. Yet only 19 out of 40 countries with data indicated that they have a programme targeting children under 3 while pre-primary enrolments remain extremely low and tend to benefit children from more affluent households.

Enormous strides have clearly been made towards achieving universal enrolment at primary level. In some cases, international aid has effectively supported these national efforts. This must continue. Aid to basic education to the region amounted to US\$1.5 billion a year but remains insufficient and does not always benefit the countries furthest from reaching the EFA goals. Some with high-proportions of out-of-school children received relatively low amounts of aid to basic education per child (Burundi, Congo, Côte d'Ivoire, Mali and the Niger).

Although prospects based on current trends find that few countries have a high chance of achieving universal primary education and gender parity by 2015, the 2008 Report emphasizes that progress is clearly a dominant feature of this mid-point review. A big shadow remains the number of countries defined as fragile states; many are in in conflict or post-conflict situations. Data is often scarce for them, but they are likely to suffer from low educational development and hence deserve prime attention. ■

The 2008 EFA Global Monitoring Report is available in English and in French at: www.efareport.unesco.org

To obtain a copy, please write to efareport@unesco.org



Calendar

ADEA 2008 Biennale on Education in Africa

May 5-9, Maputo Mozambique / The Caucus of Miniusters will meet on May 5, before the Biennale starts

ADEA side meetings during the Biennale

May 2 -May 12, 2008

- ADEA Secretariat and the Working Group on Communication for Education and Development (WGCOMED) – Study visit of the African Education Journalism Award.
- ADEA Working Group on Higher Education – Steering Committee Meeting
- Merged ADEA Working Groups on Education Statistics, Education Sector Analysis and Finance and Education – Steering Committee Meeting
- ADEA Working Group on Early Childhood Development Meeting – Going Beyond Primary Education: Moving Towards 9-10 Years of Education for All.

May 5, 2008

- ADEA Working Group on Education Sector Analysis – Information Meeting
- ADEA Working Group on Education Statistics – Educational Planning Capacity Building
- ADEA Working Group on Non-Formal Education – Steering Committee Meeting
- ADEA Working Group on Higher Education – Steering Committee Meeting (continued)

May 6, 2008

- ADEA Working Groups on Education Statistics – Presentation NESIS Eye

May 7, 2008

- ADEA Working Group on Books and Learning Materials – book launch
- ADEA Working Group on Distance Education and Open Learning – technical meeting
- ADEA Working Group on Communication, Education and Development – Round Table

Other meetings during the Biennale

May 4, 2008

- FAWE – Steering Committee Meeting
- FTI Evaluation Oversight Committee – FTI External Evaluation: ADEA Input on the Terms of Reference

May 5, 2008

- GTZ - EFA-FTI Introduction and presentation of Capacity Development Guidelines
- UNESCO International Institute of Educational Planning – Presentation: Capacity development: how can we avoid failure?

May 6, 2008

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

May 7 2008

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

Dates and venues may change. For more information please consult the ADEA web site (www.adeanet.org)



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