

ANNEX I**THEMATIC PROGRAMME INVESTING IN PEOPLE****THEME 2.1: EDUCATION, KNOWLEDGE AND SKILLS****PROMOTING EQUAL ACCESS TO QUALITY EDUCATION FOR HARD-TO-REACH CHILDREN****1. IDENTIFICATION**

Title	Contributing to the development of equitable and high quality education in Africa – the Association for Development of Education in Africa (ADEA) DCI-EDUC/2011/275-734		
Total cost	Indicative total cost: EUR 7 492 881 EU contribution: EUR 1 000 000		
Method/ Management mode	Project approach — Joint management with an international organisation (African Development Bank)		
DAC code	11110	Sector	Education policy and administrative management

2. RATIONALE

The thematic programme ‘Investing in People’ pursues a broad approach to development and poverty reduction, with the general aim of improving human and social development levels in partner countries in accordance with the United Nations Millennium Declaration and the Millennium Development Goals (MDGs). It is based on Article 12 of the Development Cooperation Instrument (DCI)¹, and is detailed in the *Strategy Paper for the Thematic Programme 2007-2013*². The second theme of the programme – ‘Education, knowledge and skills’ – covers a specific area of action on promoting universal access to quality primary education by boosting enrolment rates and promoting equal access among boys and girls and children from hard-to-reach groups. Furthermore the *Mid-term Review of the Strategy Paper* adopted on 5 November 2010³ underlined the importance of also supporting actions at global and regional levels which are guided by the objective of promoting policy dialogue, knowledge generation and innovation while strengthening the role of the EU in shaping global/regional initiatives.

2.1. Sector Context

More than ten years have passed since the international community adopted the six Education for All (EFA) goals in Dakar in 2000. The record since then has been mixed. While much has been

¹ Regulation (EC) No 1905/2006 of the European Parliament and of the Council of 18 December 2006 establishing a financing instrument for development cooperation (OJ L 378, 27.12.2006, p. 41).

² http://ec.europa.eu/development/policies/9interventionareas/humandev_en.cfm

³ http://ec.europa.eu/europeaid/what/health/documents/investing_people_mid-term_review_en.pdf

achieved over the past decade, many of the world's poorest countries are not on track to meet the 2015 targets. In particular, UNESCO⁴ has warned that following the global economic crisis there is a real danger that much of the progress of the past ten years will stall or be reversed above all in sub-Saharan Africa where the goal is to place 32 million out-of-school children into classroom. However, on the current trends there will still be 23 million African children out of school by 2015. Moreover, Africa has some of the world's deepest inequalities based on factors such as gender, language and location.

In 2006, in Maputo, the African Union (AU) launched the Second Decade of Education for Africa. Together with the Maputo Declaration of the Conference of Ministers of Education of the African Union, the Plan of Action for the Second Decade of Education was also approved. Moreover an organisational strategy "Creating a positive climate for the implementation of the plan of action", which outlines the structure planned for the implementation as well as partnerships that have to be in place for the effective implementation of the Second Decade, was also elaborated. To this purpose the AU identified the Association for Development of Education in Africa (ADEA) as a partner in the region to facilitate the process of implementation of the Second Decade of Education in Africa, which resulted in the signing of a Memorandum of Understanding in 2008.

The 2009 meeting of Ministers of Education and Ministers of Finance organized by the World Bank, the African Development Bank and ADEA showed that Education is yet to receive enough attention in terms of budgetary allocation by decision makers.

- Africa-EU partnership

The Joint Africa-EU Strategy was adopted at the EU-Africa Lisbon Summit in 2007, with a view to strengthening the ties between both continents with the development of a 'co-owned joint strategy' reflecting the needs and aspirations of the peoples of Africa and Europe. The purpose of the strategy is to develop practical approaches for future partnerships between the EU and Africa based on the principle of common interests and ownership. The second Action Plan (2011-2013) is embedded in eight thematic partnerships. Partnership four – "The Millennium Development Goals Partnership" – includes in its 3rd Priority action to "*take action to accelerate the implementation of the AU's Second Decade for Education in Africa in the preparation of the next ADEA's triennale in Ouagadougou⁵ to promote critical skills for sustainable development in Africa*" to achieving the Education for All goals in Africa.

The seventh partnership (Mobility Migration and Employment) includes Higher Education but also better employability through adequate vocational skills in relation to the needs of the market.

The partnerships have a close connection with education, particularly the partnership No. 4 on MDGs, through MDG2 (ensure quality primary education for all).

⁴ EFA Global Monitoring Report 2010 – Reaching the marginalised

⁵ The Triennale was originally scheduled for Dec 2011 and was postponed to Feb 2012.

On 1st June 2011 the African Union and EU Commissions' 5th College- to College meeting issued a joint Declaration in which they have reaffirmed their commitment to “maintain and strengthen [their] joint efforts to achieve universal basic education and reinforce institutional and professional capacities to achieve the objectives of the Second Decade for Education in Africa”. In order to promote education at all levels, the two commissions said that they “will launch the African Higher Education Harmonisation through the revised Arusha Convention and Tuning project this autumn and will support the Association for the Development of Education in Africa, including the Ouagadougou Conference of November 2011.” (Article 15 of the Declaration).

The project will significantly contribute to the above efforts by ADEA and partners to improve the quality of policy dialogue through the ADEA *Triennale* (scheduled now for February 2012) and sector analysis covering the whole education sector. The variety of the working groups of ADEA, the audience received by ADEA communications and events organized are concrete examples of the role ADEA can play on the African scene.

- ADEA's role

Created in 1988, ADEA is first and foremost a **forum** for policy dialogue between governments, agencies and development agencies. Its mission is “*to act as a catalyst of innovative policies and practices for change in education through the pooling of ideas, experience, learning and knowledge*”. It is a partnership between African education and training ministries and their technical and external partners, a **network** 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.

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

2.2. Lesson Learned

ADEA has proven its capacity to move from a donor coordination platform (originally Donors for Education in Africa DEA) to a broad network including national authorities, non-state actors and donors' community.

Over the last twenty years ADEA Biennales have addressed three sets of key challenges facing educational development in Africa. From 1993 to 2001, the Biennales provided the opportunity for African policy-makers, funding and technical agencies and the education practitioners on the

continent to reflect and acquire tools for dealing with issues of policy formulation and implementation geared towards promoting access and equity. Between 2001 and 2006 the Biennales focused squarely on issues of quality, more specifically in terms of how it is delivered at both the policy and classroom levels. Since 2008, ADEA has responded to the tangible successes of the Universal Primary Education / Education for All (UPE/EFA) efforts in terms of the number of children completing primary and basic education. The 2008 Biennale on post-primary education in Africa introduced issues that countries are now engaged to implement such as (i) the extension of basic education from 6/7 years to include the 5 years of the junior secondary cycle; (ii) revisiting and reforming Technical and Vocational Education and Training (TVET) and its articulation with the world of work and (iii) the need for the training of knowledge workers within the context of globalization.

The next *Triennale* will cover all the aspects of education (quality, equity and inclusiveness, partnerships, policy formulation, post primary ...) while adding the comprehensive view of the whole sector and stressing the urgency of promoting the critical skills, knowledge and qualifications the African continent needs for a sustainable development.

ADEA has been at the vanguard of new approaches and delivery modalities for educational cooperation in Africa. It has promoted dialogue on new partnerships with a focus on the coordination of external partners, country leadership, and harmonisation of external efforts with internal processes and the building of national capacities. More recently, the emphasis given in ADEA's Medium-Term Plan (2008-2012) on partnership with the African Union and the Regional Economic Communities (RECs), within the framework of the implementation of AU's Plan of Action for the Second Decade of Education in Africa, continues to embody the principle underlying ADEA's philosophy: that African countries and regional organisations should be in the driving seat in defining the educational development Agenda.

ADEA's expertise has been recognized by the AU in its increasing reliance on ADEA to help implement the Second Decade of Education. After the 2007 Meeting of the Conference of Ministers of Education of the African Union (COMEDAF), which launched the AU's Second Decade of Education Plan of Action and identified ADEA as a key partner for its implementation, the African Heads of State Summit in 2008 prompted the signing of a Memorandum of Understanding between the AU and ADEA. ADEA is now playing a key supporting role by providing technical assistance to the AU in the seven focus areas of the Second Decade Plan of Action: books and learning materials, African languages, Education Management Information Systems (EMIS), higher education, teacher development, gender and science and technology. The Working Group on Education Management and Policy Support (WGEMPS) is working with the AU and the RECs in the harmonization of EMIS systems continent-wide, as a basis for the setting up of the Observatory of Education Policies that will monitor progress in implementing the Second Decade and ultimately in achieving EFA goals.

One of the greatest strengths of ADEA has been its capacity to create effective partnerships for the development of education in Africa and to convene a wide range of stakeholders. Over its twenty years of existence, ADEA has broadened the scope of its partners to include (and engage in policy dialogue): (i) regional organisations such as the African Union and the regional

economic communities; (ii) NGOs and civil society organisations, whether African or non-regional such as FAPE⁶, FAPED⁷, All African Teachers Organisation (AATO), Education International (EI) and READ Educational Trust; (iii) African professional networks such as the AAU⁸, ERNWACA⁹, ERNESA¹⁰, APNET¹¹, PABA¹², SMASSE¹³, teacher training colleges, etc.) ; and, more recently, a number of initiatives including the Global e-Schools and Communities Initiative (GeSCI), the Association of Canadian Community Colleges (ACCC), CEGEP International, a Canadian organisation promoting general and vocational colleges worldwide) with whom concrete partnerships are being finalized or sought. Recognizing that new development partners have entered the scene in Africa, ADEA is also reaching out to countries such as Australia, Brazil, China and South Korea, multilateral organisations such as the Islamic Development Bank (IDB) and foundations with a strong interest in education (Open Society Institute, William and Flora Hewlett, Bill Clinton, Bill and Melinda Gates). Northern African countries are expected to bring new perspectives and experiences. Relations with the media have also been developed in recognition of the important role journalists can play in educational development by promoting public debates on education in Africa.

Through partnership building and networking, ADEA has made a significant contribution to social capital formation and cross-fertilization of ideas. A case in point is the November 2004 Conference organized by ADEA in collaboration with the World Bank and Education International on ‘contract’ teachers – a new category of teachers emerging in a number of African countries to address the issue of the teacher gap in Africa’s bid to achieve the 2015 EFA goals. The conference – which brought together representatives of Teacher Trade Unions, Parent/Teacher Associations, Ministries of Education, Ministries of Finance and Ministries of the Civil Service from eleven African countries – is an illustration of ADEA’s partnership building and convening power. The Conference adopted a policy framework to support governments to gradually integrate and provide professional development to non-civil servant teachers in Francophone countries. Following on from this conference, a workshop was organized in Dakar that made progress in developing two other policy frameworks: one for the training and professional development of contract teachers; another addressing career plans and issues such as the promotion, social protection, rights and obligations of contract teachers.

ADEA Working Groups have also developed networks of professionals in their respective domains, which are contributing to reform on the ground. ADEA’s Working Groups have developed networks of education specialists in a number of areas: information management systems, education finance, distance education, early childhood development, mathematics and science education, books and learning materials and education journalism.

⁶ FAPE: Fédération africaine des associations des parents d’élèves (African Federation of Parent Associations)

⁷ FAPED: Fédération africaine des parlementaires africains pour l’éducation (African federation of African Parliamentarians for Education)

⁸ AAU : Association of African Universities

⁹ ERNWACA: Education Research Network for Western and Central Africa

¹⁰ ERNESA: Education Research Network for Eastern and Southern Africa

¹¹ APNET: African Publishers’ network

¹² PABA: Pan-African Booksellers’ Association

¹³ SMASSE: Strengthening of Mathematics and Science and Technology Education

ADEA has contributed to building a culture of research and analysis within Ministries of Education, thereby contributing to improving policy reform processes ADEA systematically engages all Ministries of Education to reflect on their policies and programs and the reasons of their success/failure. Ministries are regularly invited to identify experiences that they consider to be successful (for example on the occasion of the Biennales), to document them and to reflect on the conditions and factors underlying success with a view of improving policies and practices. ADEA will also launch an Education Research Award during the 2012 *Triennale* in Burkina Faso to encourage the development of and use by Ministries of Education of quality research for informed decision-making.

An example of how stock-taking, research and analysis facilitated by ADEA has had a direct impact on reform is the work carried out by ADEA's Working Group on Early Childhood Development (WGECD), which has facilitated the design and implementation of policy projects in Burkina Faso, Ghana, Mauritania, Mauritius, Namibia and Senegal. A document building on lessons learned from these projects was published in 2005¹⁴ and has had a significant impact on policy development processes in several other African countries. A strategic framework for Early Childhood Development (ECD) in Africa (2006-2010) was thereafter developed, based on outcomes of conferences on Early Childhood Care and Education (ECCD) organized by ADEA which brought to light promising and sustainable ECD programs in Africa. The 2007 EFA Global Monitoring Report, focusing on ECCE, drew heavily on lessons learned by WGECD and in 2010 the AU has added ECD as the 8th priority area of the Second Decade for Education in Africa.

- 2010 Evaluation of ADEA

ADEA commissioned an independent evaluation whose objectives were to: (i) review ADEA's progress in responding to the recommendations of the 2005 evaluation; (ii) assess the effectiveness, efficiency, and relevance of ADEA and ADEA Working Groups (WG); (iii) carry out a mid-term review of the 2008-2012 Medium-Term Strategic Plan (MTSP) and (iv) assess the coherence of ADEA activities vis-à-vis the MTSP and the Action Plan of the African Union Second Decade of Education; compare ADEA with similar organisations; and make recommendations for the future of ADEA.

The evaluators provided the following conclusions:

"ADEA is recognized as a pan-African organisation that is relevant to African educational leaders, ministries of education, donors, and partners and seems poised to become a continental voice for educational development in Africa.

In the last five years, ADEA has evolved from a donor-led organisation based in Paris to an African-led initiative based in Africa. It has relocated the Secretariat to the African Development Bank (AfDB) in Tunis, signed a Memorandum of Understanding with the African Union, and created and strengthened linkages to African educational leaders and a wide range of partners at the national and regional level.

ADEA has had a challenging agenda and has made some major accomplishments since 2005. It has undergone a formal change in leadership and its governing structure has provided the guidance necessary for its development. It has implemented the key recommendations of the 2005 evaluation, and is on track to achieving the strategic objectives of the 2008-2012 Medium Term Strategic Plan (MTSP). ADEA's 9 working groups (WGs) are generally perceived as being effective in providing technical assistance and contributing to the educational development of

¹⁴ *Planning Policies for Early Childhood Development: Guidelines for Action*, Emily Vargas-Barón, ADEA WGECD/UNICEF/UNESCO, 2005.

Africa in their respective thematic areas. The hosting arrangement with AfDB has improved ADEA's financial and administrative management. ADEA is efficiently managed, has introduced an Executive Committee to assume fiduciary responsibility and administrative oversight, and has integrated results-based management tools to improve planning and monitoring.

The evolving context within which ADEA operates also presents some challenges. The most critical is the need to more clearly demonstrate the essential role that policy dialogue plays in achieving long term development change. For ADEA this means improving the ability of the association and its working groups to better communicate and report on outcomes and contributions to longer term results. Donor contributions to ADEA have fluctuated widely over the years and may diminish in response to the global economic context and the growing demand for more tangible results. When coupled with increasing budgetary restrictions and the rising demand for demonstrable results, ADEA's financial viability appears to be increasingly at risk. ADEA's outreach across the continent also means that its constituencies are increasingly expecting ADEA to do more, in more countries and in more languages, at a time when competition for scarce resources is increasing. While ADEA has taken steps to develop a knowledge management strategy and has strengthened its outreach by increasing dedicated resources for communication, stakeholders do not clearly understand its purpose or functions."¹⁵ ()

The report recommended that the following actions should be taken in the light of the findings: (i) review ADEA's mission and mandate to better reflect the evolving needs of its key stakeholders and changing environment; (ii) clarify ADEA's approach to being a pan-African organisation – *Africanization* of ADEA; move from donor-driven organisation to African-led organisation; (iii) expand and diversify its sources of income as continued dependence on donors is not sustainable, and adopt a new business model that links outcomes to clients' demands; (iv) review the operating structure and the functioning of the component units; (v) establish a comprehensive performance management system that ensures the achievement of the desired outcomes and the availability of data for monitoring and evaluation; and (vi) continue to strengthen its communication and knowledge sharing potential in order to provide the authorizing environment the kind of information it needs.

ADEA is now poised to implement these recommendations.

2.3. Complementary actions

The European Commission (EC) has been providing funding to promote education, as well as technical and vocational training in different areas through various cooperation instruments. Most substantial contributions have been channelled through EU-funded country programmes, in countries where education has been identified as a focal sector. In addition, there is stronger emphasis on supporting education indirectly through poverty reduction support programmes.

In the ACP area, a contribution of €63 million to the FTI -Catalytic Fund (CF) was approved in 2006 from the resources of the 9th EDF. A further €42.45 million have been committed from the Investing in People programme (2007-2010) in support of the FTI-CF, the Teacher Task force and the Education in Emergencies and Post-crisis Transition Programme.

¹⁵ ADEA Evaluation Report, Volume 1, pp. v-vi. The evaluation report is available at the following address: http://www.adeanet.org/adeaPortal/programs/en_programs-old.jsp

Relations with other main actors in the field of education:

AU: ADEA has signed a Memorandum of Understanding with the AU in which ADEA is given mandate to support the AU Commission in the implementation of the decade of education in Africa. The coordinator of the ADEA working group on Higher Education is presently seconded to the AUC and will contribute to strengthen AUC's services capacity in higher education.

FTI: Africa is the less developed continent in education indicators and a majority of the countries endorsed in FTI are African. FTI objectives of supporting national education policies in the framework of EFA show clear complementarities between FTI and ADEA principles. FTI secretariat is regularly associated to ADEA's activities.

UNESCO: ADEA's working group on teaching profession has developed various initiatives and is closely associated with UNESCO regional bureau for education in Africa (BREDA), UNESCO Teachers Training Initiative in Sub-Saharan Africa (TTISSA) and with International Teachers Task Force initiated and supported by the EU and whose secretariat is located in UNESCO Paris. UNESCO is member of the Steering Committee and ADEA works in very close coordination with UNESCO headquarters and with UNESCO Regional Bureau for Education in Africa based in Dakar (BREDA). UNESCO is hosting the ADEA working group on Early Childhood Education.

ADEA contributed to the creation of the newly created International Task Force (ITF) on 'Teachers for EFA' and is a member. As a voluntary global alliance of EFA partners working to address the 'teacher gap', the ITF will stand to benefit from ADEA's 20 years of work on teacher management and support and professional development in Africa. Furthermore and given that the countries furthest away from reaching the EFA goals and those with the largest teacher gap are found in Africa, the ITF will benefit from ADEA's work on the professional development of a new category of teachers that emerged in the late 1990s to meet the teacher gap for EFA: contract teachers. ADEA has developed two policy guidelines that will facilitate the South-South and North-South-South cooperation in relation to teachers.

2.4. Donor coordination

ADEA gives a good example on how donors can better work together and confront their views on the critical issues for education in Africa.

Steering Committee meetings and regular events organized by ADEA give an opportunity for sharing and better understanding each other. Each Steering Committee is preceded by an inter-agency meeting.

Nine EU agencies (eight Member States and the European Commission) plus Norway and Switzerland are part of the Steering Committee, which makes ADEA a good platform for EU coordination in education.

Following the Paris Declaration principles and the Accra Agenda for Action, the EU is moving to the preferred most aligned modalities supporting national policy. The corollary for the EU is having good quality policy dialogue with partners countries, based on shared values and evidence based analysis.

In the preparatory process for the Ouagadougou *Triennale*, a forum for private sector was organised in May 2011. Various representatives from private sector, such as Private investors in Africa (PIA), or the francophone permanent conference of chambers of commerce (CPCCAF) participated actively in the forum and delivered key messages towards policy-makers. Those messages will be relayed during the *Triennale*.

2.5. Presentation of ADEA

- Governing bodies

ADEA is governed by a Steering Committee composed of ten African ministers of education and representatives of most multilateral and bilateral development organisations who work in the education sector in Africa. The Steering Committee is supported by an Executive Committee mandated to make decisions on operational matters in order for the Steering Committee to be able to focus on policy and strategic issues. The Steering Committee is both ADEA's governing body and ADEA's primary instance for coordination among funding agencies, among African ministries of education, and between these two components.

- Members

The *Steering Committee*, ADEA's governing body, is composed of ten African Ministers of Education representing the five regions of Africa and representatives of most multilateral and bilateral development organisations that support the development of the education sector in Africa. Members currently include:

- 10 African Ministers of Education (currently from Algeria, Burkina Faso, Cameroon, the Democratic Republic of Congo, Kenya, Libya, Mozambique, Namibia, Nigeria and the Republic of Congo);
- 12 countries (Austria, Canada, Finland, France, Germany, Ireland, Japan, the Netherlands, Norway, Switzerland, the United Kingdom and the United States of America), represented either through their Ministry of Foreign Affairs or their development agencies;
- the European Commission;
- Multilateral organisations for which education and development are an important priority (UNESCO, UNICEF, African Development Bank, World Bank);
- Two foundations: the Open Society Initiative of South Africa (OSISA) and the Calouste Gulbenkian Foundation from Portugal;
- The African Union Commission (AUC), which is an observer member.
- The Fast Track Initiative (FTI), which is also an observer member.

- Budget and financing

ADEA is funded by membership and voluntary contributions. Its annual budget has been at an average of about USD 10 000 000 over the past three years. Largest contributors have been the World Bank (10%), the Netherlands (10%), CIDA Canada (9%), Switzerland (5%) and the Education Program Development Fund (EPDF) (5%). Regular contributions have been received by the African Development Bank, Austria, the EU, France, the Calouste Gulbenkian Foundation, Germany, Ireland, Finland, Japan, UNESCO, UNICEF, the United Kingdom and African education ministries (52%). In addition, African ministries of education have contributed to ADEA activities in their countries for an estimated amount of about USD 250 000.

ADEA objectives

The overall objective of ADEA is to contribute to the development of equitable and high-quality education and training in Africa, through the harmonized efforts of African governments and their partners, and the creation of an enabling political and social climate, in order to provide effective support to African nations in achieving international and continental educational and developmental goals.

Since 2008 ADEA has embarked on the implementation of its 2008-2012 Medium Term Strategic Plan and, more specifically of the following 5 Strategic Objectives:

- i. Foster the development of a shared understanding for coordinated and effective action by the main stakeholders to tackle the major challenges facing educational development in Africa.
- ii. Contribute to the achievement of continental and regional integration objectives in the education and training sector, as defined by the AU and its New Partnership for Africa's Development (NEPAD) program through the Plan of Action for the Second Decade of Education for Africa (2006-2015) and Africa's Science and Technology Consolidated Plan of Action.
- iii. Produce the knowledge and lessons learned from successful experiences in areas that are critical to the qualitative transformation of education in Africa in order to reinforce the policies and capacity for reform.
- iv. Disseminate as widely as possible the messages and findings accumulated by ADEA from policy dialogue, analytical research and exchanges of experience in order to support knowledge sharing, inter-learning and capacity building.
- v. Improve ADEA's performance in the areas of management, planning, evaluation and accounting and financial reporting while at the same time strengthening its institutional capacity and organisational mechanisms.

3. PROJECT DESCRIPTION

3.1. Objectives

The overall objective of the project is to contribute to the development of equitable and high quality education and training in Africa through ADEA's Mid Term Strategic plan and more specifically through the five actions described below.

Considering the specificities of ADEA and its unique role in the development of Education at continental regional and national level in Africa, the project will also contribute to support ADEA in its reform process and strengthen its capacity in line with the conclusions of the 2010 evaluation (see page 7).

3.2. Expected results and main activities

The activities concerned in this action cover the period 2012-2013 during which ADEA will be organising and following up its 2012 *Triennale* on Education and Training whose theme is “Promoting critical knowledge, skills and qualifications for sustainable development in Africa: How to design and implement an effective response through education and training systems?”. On the other hand, In-Country Quality Nodes (ICQNS) are related to the *Triennale* given that they are follow-up thematic mechanisms put in place to ensure translation of recommendations into concrete activities and policies that ultimately lead to ownership by African countries. Communication activities will be carried out to provide visibility to the *Triennale* and the commitments and frameworks for action stemming from the debates and reflections.

Action 1: Mobilisation of key partners for the 2012 Triennale

Bringing together key policy-makers and actors in fostering sustainable development in Africa (Ministers of Finance, technical and vocational skills development (TVSD) and Labour, Youth, Employment, etc.) levels (Under ADEA strategic objective 1)

The *Triennale* (formerly Biennale - held every other year) is ADEA's foremost policy dialogue forum. The *Triennale* meetings are the highest point of the activities and life of the Association. The main objective of the meetings is to encourage and sustain frank and open discussions between African ministers of education and training, development agencies, and other education professionals. The 2012 *Triennale* on Education and Training in Africa will be held in February 2012 in Ouagadougou, Burkina Faso. This *Triennale* will pursue and extend the policy dialogue initiated in previous Biennales, particularly the 2008 Biennale in Maputo on the theme of post-primary education. More specifically, the 2012 *Triennale* will focus on efforts to find answers to the following question: **Promoting critical knowledge, skills and qualifications for sustainable development in Africa: how to design and implement an effective response by education and training systems?**

The main objective of the event is to bring together key policy-makers and actors in fostering sustainable development in Africa (ministers of finance, TVSD and labour, youth, employment, etc.; development agencies; civil society; enterprises, etc.) and involve them in a participatory and collaborative process of analysis, reflection, deployment, sharing and action focusing on the

reforms and innovations that will drive the reforms. These reforms focus on the following areas: (i) the pursuit of new education and training policies and strategies capable of leading Africa to the goal of sustainable development through the effective targeting and consideration of economic and social sectors; (ii) a cultural transformation in order to enhance and release sustainable development potential and assets in different African countries and (iii) the emergence of new diversified and integrated education and training systems as well as schemes which, within the context of lifelong learning, could create a mass of critical skills and qualifications.

Result action 1:

To bring together diverse and relevant groups of policy-makers, economic and social actors in order to engage with them on the theme of the *Triennale* through policy dialogue and design of solutions for Africa's economic and social development.

Main activities Action 1:

For the policy dialogue to be meaningful in terms of expected results, the following categories of key actors will be brought to the *Triennale*:

- Meet the cost of securing travel and hotel accommodation for African stakeholders representing education and training, finance and other relevant development sectors;
- Ensure participation of representatives and create conditions for accommodating representatives of bilateral and multilateral agencies that are key partners of African governments;
- Ensure the participation and meet the cost of key representatives of African and international private sectors and social partner organizations youth and civil society representatives.

Action 2: Follow-up to the *Triennale* recommendations

Follow-up of *Triennale* with key implementing bodies and partners at the national, sub-regional and regional levels (Under ADEA strategic objective 2)

The follow-up is in terms of translating the main recommendations and commitments stemming from the policy dialogue into strategic frameworks for action with key implementing bodies and partners at the national, sub-regional and regional levels. This in line with the achievement of continental and regional integration objectives in the education and training sector, as defined by the AU and its NEPAD program through the Plan of Action for the Second Decade of Education for Africa (2006-2015) and Africa's Science and Technology Consolidated Plan of Action.

Results Action 2:

- Wide consensus on the substance of the strategic frameworks on skills development among national, sub-regional, regional, social partners, civil society organisations (CSOs), private sector actors and international funding and technical partners achieved. Credible (financially sustainable) and implementable strategic frameworks for policies and partnerships are available at national, sub-regional and regional levels;

- Political and financial commitments to the implementation of the frameworks by national, sub-regional, regional, social partners, CSOs, private sector actors and international funding and technical partners are secured. By 2013 national and regional qualifications frameworks or schemes are under discussion with the assistance of ADEA, in at least three sub-regions;
- Existing and new national, sub-regional and regional implementation mechanisms are properly resourced (financially and in terms of human resources) to carry out their activities. Plans for the implementation of an integrated vision of a holistic, diversified and integrated systems of education and training are developed with the assistance of ADEA in a few African countries;
- Capacities for setting up inter-country schemes and tools able to facilitate the identification and production of critical knowledge and skills for high added value jobs and activities promoting sustainable development at local, national sub-regional and regional level are built. Plans for the implementation of an integrated vision of a holistic, diversified and integrated systems of education and training are developed with the assistance of ADEA in a few African countries. By 2013 common indicators and tools for analyzing the labour market skills demand are adopted with the assistance of ADEA by the employment and training observatories in at least one sub-region;
- Capacities for pooling together conceptual and operational resources in order to create innovative and efficient schemes and pathways for integrating the high number of African unemployed young people into the world of work are created. Public-private and public-CSOs- private working groups on skills development, education and STI are facilitated by ADEA in an increasing number of countries;
- Outcomes of the *Triennale* are discussed by the COMEDAF at a regional meeting.

Main activities Action 2:

- Building consensus on the substance of the strategic frameworks on skills development among national, sub-regional, regional, social partners, CSOs, private sector actors and international funding and technical partners;
- Marshalling political and financial commitments to the implementation of the frameworks by national, sub-regional, regional, social partners, CSOs, private sector actors and international funding and technical partners;
- Strengthening of existing and creation of national, sub-regional and regional implementation mechanisms;
- Facilitating the creation of inter-country schemes and tools able to facilitate the identification and production of critical knowledge and skills for high added value jobs and activities promoting sustainable development at local, national sub-regional and regional level;
- Analysing through research the possibilities of pooling together conceptual and operational resources in order to create innovative and efficient schemes and pathways

for integrating the high number of African unemployed young people into the world of work.

Action 3 : Inter-Country Quality Node (ICQN)¹⁶ on Peace Education

To support African countries in developing and mainstreaming peace education policies and programs into education and training systems (Under ADEA strategic objective 3)

Results Action 3:

- ICQN Peace Education becomes more operational and relevant to the needs of member countries. Education sector Peace Education policies are available in at least 4 member countries that joined the ICQN in 2009;
- Specific follow-up activities of the *Triennale* are undertaken by the ICQN;
- National and regional expertise is strengthened. Plans for mainstreaming existing and promising pilot and experimental Peace Education curricula and programs are developed with the assistance of ADEA in the member countries of the ICQN;
- National policies are formulated and integrated into education and training systems. School and community-based interventions on issues of environmental conservation and natural resources management are introduced in ICQN countries with ADEA's support;
- Sub-regional and regional bodies endorse and champion Peace Education. COMEDAF endorses ADEA's ICQN Peace Education activities and their extension to other African countries.

Main activities Action 3:

- Supporting countries in taking to scale effective peace education programs;
- Organising and supporting policy dialogue forums/events for the building of peace for sustainable development through education sector restoration and construction;

¹⁶ ADEA's ICQNs bring together representatives of Ministries of Education to address a challenge that has been identified as a national priority. The countries concerned form a network for the discussion and sharing of problems encountered and solutions tried. The ICQNs are supported by one or more specialized national or regional institutions allied with a strategic partner, which may be an ADEA Working group.

Expected results of the ICQNs is the capitalization of lessons learned, the ownership of lessons learned and the implementation of the recommendations stemming out of ADEA's work.

Several ICQNs have been launched including the ICQN on Technical and Vocational Skills Development, the ICQN on Bilingual Education and Languages of instruction, the ICQN on Teacher Professional Development and the ICQN on Peace Education. Each ICQN is led by a country.

- Promoting peace education through an effective communication and dissemination strategy;
- Providing technical support to countries for the formulation, strengthening monitoring and implementation of Peace Education Policies and Strategies;
- Fostering strategic inter-disciplinary, inter-regional and multi-sectoral partnerships/networking and collaboration with various stakeholders at the national, sub-regional and regional levels;
- Informing policy development and strategic interventions based on knowledge sharing and development through effective research;
- Developing research agendas for evidence-based/ informed policy-making;
- Consulting for the finalizing of the strategic frameworks in light of the outcomes of the *Triennale*.

Action 4: Inter-Country Quality Node (ICQN)¹⁷ on Technical Vocational Skills Development (TVSD)

Supporting African countries to reform their policies/programs in order to enable the greatest number of youth and adults to acquire the knowledge and know-how needed to join the workforce for the growth and development of their country, region, community or sector of activity (*Under ADEA specific objective 3*)

Results Action 4:

- National TVSD policies are formulated and integrated into education and training systems in the ICQN member countries in cooperation with ADEA;
- Regional and sub-regional cooperation on TVSD is enhanced. At least two sub-regional cooperation frameworks on TVSD are conceived at regional level;
- Public-private partnerships are established;
- ICQN TVSD becomes more operational and relevant to the needs of member countries. Sustainable training schemes for integrating young people in the labour market are promoted in the ICQN countries, apprenticeship for adults at work are developed, qualifications frameworks or schemes taking into account the recognition of non formal skills acquisition are experimented;
- Specific follow-up activities of the *Triennale* are undertaken by the ICQN;
- National and regional expertise is strengthened (networking);

¹⁷ Cf foot note 3

- Efficient information tools and networks on common challenges and experiences are set up;
- Inter-country working groups conceive, implement and pool together common means and tools for the members of the Node.

Main activities Action 4:

- Organising and supporting policy dialogue forums/events on the need to move from the concept of TVET to TVSD;
- Developing a framework for action in advancing regional cooperation through Regional Economic Communities and public-private partnerships in TVSD;
- Developing and conducting research agendas and carry out joint studies on key areas such as: (i) Renewed apprenticeship pathways; (ii) Developing new ways of integrating young people into jobs; (iii) Developing new ways of increasing the technical and professional skills of working adults in the formal and informal sectors; (iv) Reinforcing public/private partnership in managing the training centres and TVSD schemes; (v) Conceiving national qualification frameworks or, at least , appropriated qualification schemes taking into account the recognition of non- formal skills acquisition;
- Reinforcing the role of the professional organisations and social partners in TVSD;
- Providing technical assistance to countries for the formulation of policies and operational planning and strengthening monitoring and implementation capacities;
- Promoting a regular sharing of quantitative and qualitative data in order to identify common thematic topics and challenges;
- Setting up inter-country working groups on thematic topics identified as constituting common challenges and tasks for the members of the Node;
- Pooling together inter-country resources, means and tools in order to speed up the provision of critical skills in strategic and key activities and jobs.

Action 5: Communication and Publications

To report and disseminate messages, findings and recommendations stemming from ADEA's activities and programs among education partners and stakeholders at the regional, sub-regional and national levels and in the public sphere via the media (*Under ADEA strategic objective 4*)

Results Action 5:

- Senior staff in African Ministries of Education, AUC, development partners, Regional Economic Communities and other partners/ stakeholders supporting education in Africa are informed about ADEA activities and programs and of the results and recommendations of ADEA's work, including key messages and findings stemming from the *Triennale*;

- Senior staff in African Ministries of Education, AUC, development partners, Regional Economic Communities and other stakeholders supporting education in Africa are informed of *Triennale* discussions, and key messages, findings and recommendations stemming from the conference;
- ADEA's actions get known in the public sphere and foster public debates on education and development in Africa.

Main activities Action 5:

- Publishing and disseminating the ADEA Newsletter in print and on-line versions in three languages (French, English and Portuguese);
- Publishing and disseminating the two major publications stemming from the *Triennale* in three languages (French, English and Portuguese);
- Promote by all means amongst all education partners the clear link existing between ADEA's activities and the JAES;
- Developing media relations at international, regional and national levels and organise media coverage of ADEA events by inviting the media to ADEA events and organising press conferences and press launches, disseminate press alerts and press releases.

3.3. Risks and assumptions

Stakeholders recognize that ADEA is not solely responsible for achievement of impact-level result, and that attribution of results at this level to the actions of a specific actor (such as ADEA) is impossible.

Assumptions

- Strong political will and financial commitment to educational reform and development is maintained and/or increased at the national level.
- Education remains a top priority for Africa's development partners.
- The amount of resources allocated by external partners to education in Africa increases.
- National governments retain ultimate responsibility for educational achievements.

Risks

- External shocks (economic disruption, war, civil conflict, disease, natural disaster) disrupt regional educational development.
- National governments and/or international community reduce funding for education.

- Lesser political commitments from African authorities at national, regional or continental levels in the process engaged to foster policy dialogue and exchanges in education through the support of ADEA.

3.4. Crosscutting issues

ADEA's educational activities allow for addressing a host of reform issues in other sectors such as economic planning and finance, employment and training, health, environment, gender, aid effectiveness and good governance. ADEA has also addressed the mitigation of HIV and AIDS in its programs since 1999.

3.5. Stakeholders

ADEA's main stakeholders are ministries of education and training in the 54 African countries and their technical and funding partners, education and training professionals and NGOs and CSOs involved in education. The primary beneficiaries are the African children/students and their parents who aspire for a much better future out of poverty and ignorance.

4. IMPLEMENTATION ISSUES

4.1. Implementation method

The duration of the project is indicatively expected to be a maximum of 24 months starting in January 2012. Activities will be implemented in joint management with the African Development Bank (AfDB), through the signature of a standard contribution agreement.

4.2. Procurement and grant award procedures

All contracts implementing the action are awarded and implemented in accordance with the procedures and standard documents laid down and published by the International Organisation concerned (AfDB).

4.3. Budget and timeframe

The total initial budget for the action is estimated at EUR 7 492 881 and EU will contribute with a maximum of EUR 1 000 000 during this action. The EU contribution will support the implementation of ADEA's plan of action in relation to its Mid-Term Strategy Plan for the 2012 period and beyond.

The following is an indicative breakdown by activity of the 2012-2013 estimated budget:

No	Activity	Total budget in Euro	Timeframe
1	Mobilization of key partners and actors for the 2012 <i>Triennale</i>	2 809 881	January- march 2012

2	Follow-up to the <i>Triennale</i> recommendations	1 481 000	April 2012- April 2013
3	Inter-Country Quality Node (ICQN) on Peace Education	1 411 000	January 2012-December 2013
4	Inter-Country Quality Node (ICQN) on Technical Vocational Skills Development	1 411 000	January 2012-December 2013
5	Communication and publications	380 000	January 2012-December 2013
Total		7 492 881	

4.4. Performance monitoring

Being hosted by the African Development Bank, ADEA performs within AfDB's financial control procedures. AfDB's financial control section ensures that expenditures are within the set limits of ADEA's approved annual work plan and budget.

ADEA's activities are led by the Executive Committee and the Steering Committee, as outlined in 2.3, coming together twice a year to agree on program priorities and approving work plans and budgets.

The ADEA Steering Committee, of which the European Commission is a member, will advise on and monitor project implementation.

This governance structure also guarantees performance monitoring through approval of annual activities and financial reports. These detailed reports are based on performance indicators, outputs and - where possible - outcomes.

4.5. Evaluation and audit

ADEA follows AfDB's rules and procedures with regard to financial management and audit. ADEA's accounts are audited on an annual basis by AfDB's external auditors, currently KPMG Paris. Certified audited accounts are available for all past years.

ADEA's last external evaluation has covered the years 2005 – 2010. The points highlighted by the evaluators were generally positive. In addition, the last evaluation proposed a set of actions for ADEA's evolution, specifically with regard to mandates of ADEA Working Groups.

The current Medium Term Strategic Plan (2008 – 2012) will be evaluated internally and will lead to the following one to cover the years 2013 to 2017.

4.6. Communication and visibility

Activities to ensure visibility and communication of the project and its results include:

The ADEA *Triennale* is the largest conference on education in Africa worldwide, in terms of participation, the substantive work conducted leading to the event and the richness of the policy dialogue which takes place, bringing in a large representation of African Ministers of Education, senior representatives from MoEs and development agencies, NGOs, universities and research institutions, and civil society. The 2012 *Triennale* will also bring in new actors, including the private sector representatives and economists and youth leaders.

The event is a unique opportunity to promote public debates going beyond ADEA's traditional network and for ADEA to achieve greater visibility. Communication and visibility will be ensured through building awareness of the *Triennale* before and during the event through media coverage and events; organising media coverage of the event in Ouagadougou. Pan-African and international media will be invited to cover the event, as well as national media organisations and foreign correspondents based in Burkina Faso.

Adequate visibility for the EU contribution will be provided as part of the visibility and communication strategy designed for the overall initiative, in line with the *Communication and Visibility Manual for EU External Actions*¹⁸.

All communication and visibility work will be carried out in collaboration with the European Commission. The European Commission and EU Delegations will be kept informed of developments and activities.

18 http://ec.europa.eu/europeaid/work/visibility/documents/communication_and_visibility_manual_en.pdf