



# Donors to African Education

NEWSLETTER

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## CFA Franc Devaluation: Are Negative Effects on Education Avoidable?

The recent devaluation of the CFA Franc will not immediately lighten the difficult burden of education authorities in the countries in the CFA zone. Any devaluation has two consequences: it makes imported goods more expensive, and it generates internal inflation thereby reducing the purchasing power of wages. These are precisely the two principal components of every education budget in the Africa region; the

major share of the budget is spent on teachers' salaries and the rest on the purchase of learning materials, in particular textbooks – most of which are imported.

In reality, budgetary difficulties date back further than the recent devaluation; they affected the region's education systems throughout the 1980s. The persistent economic recession that hit the countries in the CFA Franc zone led to tight budgetary policies; the latter reinforced by structural adjustment policies – implemented with the assistance of the major development agencies – the impact of which the education sector did not escape. The budget allocations for education fell faster in French-speaking countries of Africa than in English-speaking countries; the share of expenditure on non-salary items declined, and the percentages of the GDP or of public expenditures

allocated to education were severely affected. In terms of resources, the recent period has clearly been a painful one for the education systems of sub-Saharan Africa, and worse in francophone Africa than in anglophone Africa.

The immediate impact of the CFA devaluation will increase the difficulty surrounding imported goods. While detailed information is available on imported goods for the education sector, because salaries account for 80% to 90% of total educational expenditure, and the share of imported goods in non-salary expenditures (school building materials, books, school supplies, teaching equipment, vehicles and fuel for administration and inspection) is around 50%, we may conclude that imports account for around 10% of the education budget.

If one wishes to lessen the negative  
*(continued overleaf)*

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**Figure 1. Public Expenditure on Education**

	1985 (millions US\$ PPP)	1990	Variation 1985-1990
<b>Expenditure in francophone zone<sup>1</sup></b>	\$ 4,823	\$ 3,105	- 35.6%
<b>Expenditure in anglophone zone<sup>1</sup></b>	\$19,693	\$17,863	- 9.3%
<b>% GDP francophone countries</b>	4.0%	2.9%	- 27.5%
<b>% GDP anglophone countries</b>	3.9%	5.2%	+ 33.3%
<b>% public expenditure francophone</b>	14.4%	14.9%	+ 3.5%
<b>% public expenditure anglophone</b>	15.6%	18.3%	+ 17.3%

<sup>1</sup> In millions of constant 1990 dollars, at exchange rate allowing for parities of purchasing power.

Source: DAE.

effects of the CFA devaluation on education, and even to take advantage of the devaluation to adopt policies of import substitution, it is worth giving thought to the actions on which efforts should be concentrated.

More than in any other developing region of the world, education systems in francophone Africa benefit from a considerable number of foreign personnel and technical assistants (a not insignificant proportion of them financed by the French Ministry of Co-operation). This external cooperation is not entirely cost-free for the national budgets of the recipient countries, when they are obliged to cover accommodation costs for the expatriot personnel. However, over the past ten years or more, external assistance through the provision of foreign personnel for regular positions has become less common, and technical assistance has undergone functional modifications. These changes have resulted in a reduction in the number of technical assistants (3,300 in 1993 as compared with 5,000 six years earlier – a cutback of nearly 300 per year) and the replacement of teachers by technical advisers working at more central levels (central and regional administrations, national pedagogic institutes), providing aid for the development of curricula and teaching materials, planning and programming studies, evaluation of systems and pupils, and the training of key personnel. Hence, technical assistance now tends to be better targeted and less costly for the host countries (precisely because of the cutback in numbers). The devaluation is bound to speed up this positive trend.

In parallel with the above developments, the cost of technical assistance has greatly increased over the past twenty years because it has kept pace with that of highly skilled international labor. Such labor tends to be more highly paid than similarly qualified personnel in developed countries; in other words, it is more costly on the international salary market. For technical assistance contracts, a salary of \$4,000 to \$5,000 a month is hardly rare.

Such salary levels are between 10 and 20 times those of local personnel with equivalent qualifications (when they are available). These wide differences reflect rigidity in labor markets and an imperfect operation of the market. The devaluation of the CFA Franc will double these differences, bringing the cost of technical assistance to between 20 and 40 times that of its local equivalent. Bearing in mind that one of the underlying principles of classic economics is that remuneration – on balance – should be equated with productivity, the number of cases where the real productivity of technical assistants is 20 to 40 times that of highly skilled local personnel will be increasingly rare. To this economic argument should be added a social dimension, namely the undesirability of such enormous salary differentials that may give rise to discontent and frustration. It is true that the cost of technical assistance is rarely borne by local budgets, though not so rarely as one might believe; but a partial substitution of technical assistance personnel would create new jobs for nationals, enable external sources to fund more posts than previously, or to reallocate support from foreign technical assistance personnel to imported commodities to offset the decline in imports caused by devaluation.

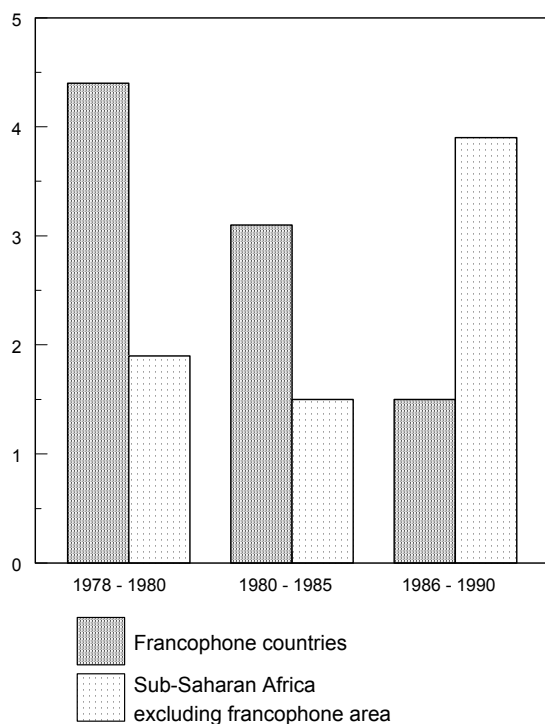
As to scholarships and grants for nationals from CFA Franc zone countries to study in developed countries, clearly their cost will not be affected where they are funded from external bilateral or multilateral sources. But their CFA Franc cost will be doubled when they are financed from the national budget of a country in the CFA Franc zone. Fewer grants of this type may therefore be anticipated, but it is difficult to say a priori whether the consequences will be more negative than positive. It should be borne in mind that though such grants enable the beneficiaries to acquire skills that are useful for their countries' economic development, their utility is nullified if the beneficiary does not return home at the end of the course – as seems to be the case increasingly in recent years. Furthermore, if grants for overseas studies are allocated to the best

students from the zone, they retard the qualitative improvement of national educational establishments by depriving these establishments of the best students; a university's chances of attaining excellence depend on the quality of its intake of students.

Lastly, there is the question of the continuing supply of goods that do not require foreign currency; fortunately most of the educational inputs fall into this category, especially at the primary level. If the devaluation attains its global objective, namely a stimulation of local production (be it intended for export, in which case the goods produced become competitive on world markets, or be it intended for the domestic market, in which case their prices become attractive compared with those of goods that were previously imported) then economic growth will result. Some economists doubt that devaluation will greatly affect growth in sub-Saharan Africa. They maintain that the goods whose production the countries of the zone can boost are already in oversupply throughout the world, and the possibilities of substituting imported goods by locally produced ones are limited by the low level of technological development of the countries concerned. True, the road ahead is covered with obstacles but, if we admit these arguments it is tantamount to asserting that no economic development is possible in these countries; and such a fatality is unacceptable. Besides, these economists' contention that Africa is an "exception" is not borne out by the facts; non-French-speaking Africa, which has undergone many devaluations in recent years, has embarked on a road to growth from which francophone Africa had strayed, as shown in the graph on page 3.

If the CFA Franc zone gets back on to the road to growth and if the education budget remains constant in terms of percentage of the GDP, public expenditure for education will increase at the same rate instead of remaining stationary as in the 1980s. A real annual growth of 4% to 5% can enable genuine national education policies to

**Figure 2. Average Variation of GDP from One Year to Another in %**



be put into effect. If teachers' salaries do not rise faster than inflation, it will be possible to recruit 4% to 5% more teachers a year; this would represent a major change by comparison with previous policies of structural adjustment based on a freeze of recruitment of civil servants, including teachers. Such a level of teacher recruitment would satisfy at one and the same time the needs generated by population growth (3.5% p.a.) and the gradual rise in school enrollment ratios. A country with a primary school enrollment ratio of 70% and an economic growth rate of 5% p.a., which maintains a constant GDP, will reach an enrollment ratio of 100% in about fifteen years.

Well before the devaluation, many studies had shown the increasing difficulties encountered by the countries of the zone in making textbooks available to pupils. Neither foreign aid, nor national budgets, nor family financial contributions, have prevented a relentless decline in the number of pupils with textbooks. All studies also revealed that it is not possible to learn to read without a book, and that there

can be no scholastic achievement without the ability to read. Furthermore, apart from the countries of the CFA Franc zone and a handful of very small countries, few countries in the world import most of their textbooks. New policies are therefore called for at both the national and regional levels; policies whose common denominator is the gradual reduction of the textbook sector's dependence on foreign sources of supply and the availability to pupils of textbooks that, while probably less glossy, are necessarily less costly. Some countries have already explored, with

some success, solutions of this kind, and such solutions should be widely adopted. National solutions should doubtless take precedence for books with a large print run at the primary school level, whereas sub-regional solutions should be sought for books printed in smaller quantities intended for higher stages of education.

Where other imported goods are concerned, local replacements pose a more difficult problem, for they often require a more highly developed technology than may be available in the region. Diversified policies combining several solutions are therefore called for; school buildings should use techniques favoring local materials and workmanship; occupational training should rely more on sandwich courses with practical and work experience in business and industry, thereby economizing on equipment and bringing the training more closely in line with employers' needs. Higher education should develop regional forms of cooperation to minimize the duplication of costly equipment, reduce grants for living expenses in favor of increased

pedagogical inputs, mobilize external aid and cooperation to meet the most urgent needs, and give preference to the acquisition of inputs such as scientific equipment or books rather than costly trips to foreign universities from which too few people benefit. South-South exchanges should be intensified at the expense of North-South exchanges. This should not reduce the aid commitments from the rich countries to the education systems of the region, but such aid should be channeled more into the areas where it has an unquestionable comparative advantage.

The devaluation comes at a crucial turning point in the history of the education systems of the countries of the CFA Franc zone. With increasingly tight budgets and unrealistic expectations about the capacity of international aid to replace national efforts in the long term, these education systems must nowadays prepare for some changes. These changes should lead them gradually towards self-sufficiency and regional cooperation. The possibilities of cost-effective substitution of foreign skills by national skills are by no means negligible; the same applies to the local or regional production of certain educational inputs, especially in the field of textbooks; finally there are less costly solutions using regional institutions for African students who used to study in universities of the North. The impact of devaluation may be the signal for a beneficial speeding up of these changes.

**François Orivel**  
**IREDU**

# Seminar on Girls' Education in the Sahel held in Dakar

The Human Resources Development Division of the Economic Development Institute (EDIHR) and the Human Resources Division of the Sahel Department (AF5PH) of the World Bank, in cooperation with UNESCO's Regional Bureau for Education in Dakar (BREDA) and the Forum for African Women Educationalists (FAWE) organized a seminar on Girls Education in the Sahel in Dakar from 11-13 January 1994. Participants in country teams attended from Burkina Faso, Cape Verde, Chad, Mali, Mauritania, Niger, Senegal and the Gambia. The country teams included Ministers of Education from seven of the countries involved as well as senior operational staff from each of the countries involved in designing and delivering programs to support the education of girls. Each country team brought an action plan. The seminar followed and built on the conference in Ouagadougou organized by UNESCO. The government of Japan and the Rockefeller Foundation provided financial support. The main objectives of the seminar were to convince senior policy makers of the benefits of educating girls, and to assist operational staff to develop and improve action plans to support girls' education.

On the first day, participants heard presentations from Prof. Joseph Ki-Zerbo, President of the Center for Research on Indigenous Development, on the cultural and social milieu affecting girls' education in the Sahel; Katherine Marshall, Director of the Sahel Department of the World Bank, on the social and economic benefits to the education of girls; H.E. Alice Tiendrebeogo, Minister for Education in Burkina Faso, and H.E. Adama Samassekou, Minister of Education in Mali, on the levels of participation, dropout and achievement of girls in formal education systems in the Sahel and the reasons for this; finally, Messrs. Boubacar Niane of Senegal and M. Ould Mahfoudh of Mauritania presented

plans to improve the situation of girls in their countries. Each of the four presentations was followed by a lively interchange between presenters and Ministers.

The remainder of the seminar was devoted to examining and refining action plans. Participants worked in country groups following further presentations on: interventions to support girls education; information, education and communication strategies; and gender stereotyping in textbooks. Each country presented the refinements and changes to the action plans on the last day. On the last day also, there was a panel discussion between participants and representatives of UNICEF, UNESCO and the World Bank to discuss how these agencies could assist the implementation of programs to support girls' education.

The seminar was characterized by the commitment of the participants, the interest of the agencies attending, the quality of a number of the presentations and the intention to translate plans into action. The breadth of the topic itself and the personal experiences which many participants shared made focus on topics and issues difficult. However, a number of issues were raised again and again. These included: the importance of setting the education of girls (and remedial support for the education of women) in a total development framework; the attractions of non formal education solutions for girls and women; the need for action research, in particular village-level indigenous research; and the key role to be played by social negotiation between governments and citizens to understand the causes of the problems and to identify and implement good solutions. Much more than at other seminars, participants identified with problems being discussed and, on many occasions, a number of heads nodded in unison as a

speaker identified a particular problem.

While the seminar was successful and may lead to direct action in at least some of the countries attending, there were some problems and at least one major omission from the topics discussed. The main problem was the shortage of time. The country team would have liked more time to interact with each other and with resource people, and to refine and develop the action plans. There was general agreement that three days were not enough. The main omission was a discussion of resources, constraints and reallocations. The provision of more resources to key aspects of the education sector is necessary to improve quality and to provide more places. It also seems obvious that girls would benefit (even more than boys, who would also benefit) from increased allocations to the education sector and from thoughtful reallocations within the sector. Given the increased commitment to the education of girls by senior policy makers, it may be time to plan discussions in and between countries of the modes of doing this which increase quality overall and protect and enhance the participation, persistence and achievement of girls. The national seminars will offer one possible venue of this.

The Working Group on Female Participation can play an important role in determining which programs are most likely to benefit the education of girls in Africa and in providing support for countries attempting to implement these programs.

**Paul Murphy**  
Economic Development Institute

# WG on Textbooks and Libraries meets in London

The Working Group on Textbooks and Libraries (WGTL) met in London on January 18th 1993, with attendance from seven donor agencies and three African professionals. The meeting focussed on raising awareness, research, and the private sector. It identified two new issues: literacy and the procurement of textbooks, and it agreed to work at a country-specific level to assist in developing national books policies.

## Getting the Message Across

In the two years since the 1991 Manchester Conference, the WG noted that out of all the book sector studies undertaken in Africa, only one has been developed into a national Books Policy. In the light of this, the WGTL discussed more effective ways to "get the message across". The WG has drafted guidelines for the book sector, but the debate must now focus on how these ideas can be developed into policy and practical action. At this WG meeting, Tony Read of IBD was invited to draw the WG's attention to the role to be played by national book conferences as one method of raising awareness. The importance of the holistic approach to books sector work was reiterated and all agreed that strategies which involve ministries of finance and commerce, in addition to ministries of education had to be developed. The WG is disseminating information on the availability of study reports (a bibliography of these has been prepared), it will make available to ministries of education the Books Policy Guidelines. In addition, the WG will work with one or two countries who have requested donor support to develop their national books policies.

## Research

In an attempt to systematize existing information, identify knowledge gaps, and prepare a research agenda, the WG

has completed an on-line database search, which helped to identify a number of recent reports and articles on the availability and efficiency of textbooks in developing countries. However, one area in which there appears to be a critical knowledge gap is that of the economics of publishing. The African Publishers network (APNET) prepared an outline for work on the "Economics of Publishing in Africa", and the WG agreed that this should be revised and focussed to relate specifically to the economics of textbook publishing. The terms of reference for research on the economics of textbook publishing are being developed with a view to using DAE core funds to commission research on this theme.

## Using the Private Sector

Policies for long-term sustainability and affordability have to involve the capacity of indigenous publishing. The African Publishers Network (APNET) works on a philosophy that book provision in Africa will only be self-sufficient when conditions are created for sustainable production and distribution within the African countries themselves. Victor Nwankwo, APNET Chairman, and Paul Brickhill, APNET Executive Director, presented the key issues that have to be addressed when discussing policies for textbook provision. They noted that privatization on its own was not the answer; the industry was fragile and required strategic government support. Processes whereby support could be given to the involvement and development of local capacity had to be discussed. The experience of SIDA support to Mozambique and Tanzania gave useful and relevant perspectives.

The guiding principle on textbook provision within educational support programs is to get the books on to the desks of children. While appreciating

the magnitude of support from the major multilateral agencies who have funded the provision of textbooks, it was noted that this has been accomplished through international competitive bidding which has frequently resulted in the importation of textbooks. While it was accepted that in some situations this may be the only way to alleviate current paucity, the African publishers view the position slightly differently. It would appear that understanding of the different methods of procurement for textbooks is poor, that there is confusion over the different possibilities, and that getting good low-cost textbooks into the classroom and promoting the local publishing industry are sometimes seen as competing and different objectives. The African publishers and several participants felt that this was an emerging issue which warranted the WG's attention.

## Special Interest Group on Literacy

Following the interest shown in literacy during the Task Force meeting in Angers, the WG has welcomed the creation of a special interest group on Literacy. In the context of the WG, the development of reading materials and pedagogical issues of literacy work would take priority over skill instruction, statistics etc. The Interest Group was invited to propose and present a substantive agenda item at the next WG meeting.

**Carol Priestley**  
WG on Textbooks and Libraries

## University Libraries....

In August 1993, with funding from the Ford Foundation, the University of Zimbabwe and the American Association for the Advancement of Science (AAAS) co-organized a workshop for university librarians from Eastern and Southern Africa on strategic planning issues, with a focus on using technology to enhance reader services. Seventeen librarians from eleven African countries participated in the workshop. A proceedings volume entitled "Survival Strategies in African Universities: New Technologies in the Service of Information" is available free of charge by writing to:

AAAS Sub-Saharan Africa Program,  
1333 H Street, NW,  
Washington, DC 20005,  
USA

## Debt situation undergoing rapid change

The DAE's third article in the series on "debt for education swaps" has been held over until the next newsletter. The recent devaluation of the CFA franc (*see the lead article*) has been accompanied by several initiatives from the Paris Club. In the light of these events, the African commercial and official debt situation is evolving rapidly. The third article has been delayed to allow for analysis of these developments. The article will appear in the next DAE Newsletter (Volume 6 No. 3).

# Project on CD-ROM for Selected University Libraries

## The participants

In January 1994, the sub-Saharan Africa Program of the American Association for the Advancement of Science (AAAS) launched a three-year pilot project to install CD-ROM technology at seven African university libraries. Those included are Addis Ababa University, the University of Dar es Salaam, the University of Ghana, the University of Ibadan, the University of Malawi, the University of Zambia, and the University of Zimbabwe. Collectively and individually, these universities mirror the circumstances of university libraries throughout the region.

## The project

AAAS will provide the seven participating universities with bibliographic databases on CD-ROM in the sciences and social sciences, coupled with document delivery assistance. The project will evaluate how well CD-ROM can supplement serial subscriptions and assess all the costs involved, including human resource costs. Document delivery is a crucial additional element, as many African research libraries have inadequate journal collections and insufficient funding to obtain full-text literature once a CD-ROM search is completed. The CD-ROM pilot project is relevant to the broader community of African universities, and the lessons learned will be applicable beyond the context of the seven pilot sites. Project direction at each site is in the hands of a management team representing both the library and the end-user communities.

## Initial activities

Three workshops are being held during the course of the project. The first, held in Dar es Salaam in February 1994, brought together the seven university teams to discuss project methodology and direction. The second workshop, which will take place in 1995, will concentrate on collection development in the new electronic era. Pilot project study results will be presented to senior African university administrators and the donor community during the third workshop, in 1996.

## Funding

The CD-ROM pilot project is funded by grants to AAAS by the Carnegie Corporation of New York and the Ford Foundation, and by the Rockefeller Foundation through its support of the University of Malawi library automation project. For further information contact:

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# Pan African Children's Book Fair in Kenya

The Pan African Children's Book Fair will take place in Nairobi at Kenyatta International Conference Center, Nairobi from 28 to 31 May. This event is steadily becoming Africa's most important book event focusing on children. The 1994 Book Fair is the third in the annual series and has attracted publishers from many African countries, US, Canada, Europe and Asia. The running theme of the fair is "Learning Science at an Early Age". This has been selected to draw the attention of publishers, writers, educators and policy makers to the need to develop quality, relevant and plenty of science publications for children – publications that render the learning of science fun and truly meaningful to children. The overall goal is to inculcate a science culture in the African community from the grassroots level.

Apart from the actual exhibits, a number of pertinent activities run alongside the book fair. These include workshops for children in creative writing, painting, sculpture and toy making, computers, debates on scientific matters; parents' activities aimed at encouraging a reading culture at the household level; and workshops for professionals in children's publishing and education. During this book fair awards will be presented to promote excellence in creative writing by children, authorship, illustration and design as well as marketing. Seminars for 1994 include the following:

- Innovative approaches to marketing children's books;
- Intra-African trade in children's books: opportunities and constraints;
- New trends in science teaching at the primary level;
- Illustrating children's science books.

Still in the planning stage is a major workshop aimed at bringing together publishers from Africa, Europe and USA to examine such issues as relationships

between Africa, Europe and American publishing houses and what each can offer in terms of trade (e.g. exchange of books, licenses and rights), as well as possibilities of sponsoring joint reading campaigns, etc. Finally, other related activities taking place during the 1994 Book Fair include:

- 6th International Conference and general assembly of the African Association of science editors 23 to 25 May 1994;
- Afro Asian Book Council Workshop on promotion of the reading habit in Africa and Asia;
- East African Publishers and Booksellers Associations meeting.

The annual book fair is organized by the Council For the Promotion of Children's Science Publications in Africa (CHISCI). The book fair is managed by a small secretariat under the guidance of a Pan American Advisory Committee comprising of professionals in publishing and education, and policy makers from different parts of Africa. The advisory Committee Chairman is Mr. Henry Chakava, Vice Chairman CHISCI and Managing Director of the East African Educational Publishers (formerly Heinemann Kenya).

The fair welcomes participation from publishers, printers, distributors and booksellers, manufacturers of educational accessories, libraries, foreign embassies and all those concerned with the promotion of reading materials from all over the world. For further information contact:

Mary H. Bugembe, Coordinator,  
Pan-African Children's Book Fair  
P.O. Box 61301  
Nairobi, Kenya  
Fax: (254-1) 442-469  
Tel: (254-1) 449-053  
or: (254-1) 442-341

## Science Publications for Children

The Council for the Promotion of Children's Science Publications in Africa (CHISCI) was established in 1988, as a vehicle to promote and contribute to an effective delivery forum of science to children, through quality publications originating from Africa and in any language whatsoever. Within this broad goal, the objectives of the Council are to:

- Promote and strengthen the authorship publication and distribution of children's scientific publications originating in Africa in any language whatsoever;
- Undertake special studies related to problems in children's scientific publishing enterprises in Africa, such as viability, international exchange, translation, film, copyright, co-publications, etc.;
- Promote and establish training programs for authors, editors, illustrators and publishers of children's scientific publications;
- Organize or assist in organizing national or multinational exhibitions, conferences or workshops on children's scientific publications;
- Establish a revolving fund for assisting authors, translators and publishers in initiating uniquely important publishing projects pertaining to children's publications;
- Organize or assist in competitions for encouraging excellence in children's science publications in Africa;

CHISCI is governed by an International Advisory Board comprising ten Africans and two members from outside Africa. Contact CHISCI via Henry Chakava of the East African Educational Publishers or Mary Bugembe of the Children's Book Fair.

# Action-oriented Research on Primary Schools in French-speaking Africa

In the context of its support of educational policies, the French Ministry of Co-operation focuses on three priorities:

- Matching the goals and organization of schooling to the real needs and resources of French-speaking African States;
- Strengthening school systems and giving them a more cohesive structure;
- Ensuring the sustainability of such systems (management of human resources, training networks, the provision of facilities) and mobilizing the different partners involved (teachers, parents).

The challenge facing African primary schools today is to ensure that they act as a promoter of development; to reconcile their role as a preparation stage for secondary education with the pursuance of specific goals, without which a wide-ranging primary education would have no justification. This implies striking a difficult balance between, on the one hand, establishing roots in the local environment, ensuring the continuity of family responsiveness to the school, *and attaching a value to local know-how*; and, on the other hand, *familiarizing the population with the acquisition of modern technology and expertise*.

Though the education systems of African countries are faced with serious problems, the most acute difficulties lie in the field of primary education – the final stage of education for about 80% of all children. Many reforms, perhaps too many that have led to nothing, have already been undertaken in this field over the past twenty years or more, not all of them with sufficient prior reflexion, much less assessment. The time has come to create conditions under which more methodical thought may be given to this subject, and more systematic and comparative research be carried out in several French-speaking

African countries; to give precedence to prompt and significant measures in the field, and to learn lessons from current and previous experience; in other words, to establish principles and bench-marks as guides to future action.

This is not a new problem, and various countries have tried – sometimes on their own, sometimes with the support of donors – to contextualize or ruralize their primary schools. It has to be admitted that such attempts have rarely produced positive results, and that they have, first and foremost, been opposed by the rural populations concerned.

These setbacks make any new approach to the problem even trickier, even though the issue is of greater topicality than ever. Nevertheless, some worth-while experiments have been undertaken here and there, and they should be recorded and scientifically analyzed in order to assess their cost and effects and to examine how they could be progressively more widely applied. This is the purpose of the French Ministry of Cooperation's project for action-oriented research on primary schools in Africa, as described in the box below.

In assigning "CEPEC International" responsibility for the scientific management and technical coordination of this project, the French Ministry of Cooperation undertook a year ago, along with its partners, to give attention to the goals of African schools and how they are run and financed. Through a study of the framework of cognitive, practical and social skills around which training plans could be developed or reshaped, this research should constitute a methodical and rigorous study of basic learning requirements, ensure a tie-in with development needs, and help to redefine the nature and role of the school.

The program of action-oriented research consists of "micro-experiments" in seven or eight countries. It does not call for extraordinary resources – quite the contrary; the idea is to conduct trials under the normal conditions of operation of the education system to clarify the phenomena of resistance, success and failure and to examine more closely the realities and the chances of transformation of the education system. Experiments in the field are conducted in participation by joint teams of African and French cooperation staff combining between them skill and knowledge pertaining not only to education but also to rural development, health, and the informal sector. The experiments are based on a methodology chosen in conjunction with "CEPEC International" so as to ensure a common approach and the networking of the results expected.

To facilitate exchanges of experience between countries, regular communication among them has been established through a quarterly newsletter and periodic meetings in Africa and France. A scientific symposium is planned for 1995 at which the research results will be assembled and validated in order to assess the value of the work accomplished by the teams. A working group could be constituted if the African Ministers of Education concerned so wish.

**French Ministry of Cooperation**



# NESIS Diagnostic Modules Refined through Two Regional Workshops

The DAE Working Group on Education Statistics has as its goal the strengthening of **national education statistical information systems** (NESIS). The NESIS program has developed a diagnostic package for the analysis of national education statistical systems and it has been used by 20 sub-Saharan African countries. Building on the diagnoses, two sub-regional technical workshops have been organized, bringing together chief education statisticians and NESIS coordinators.

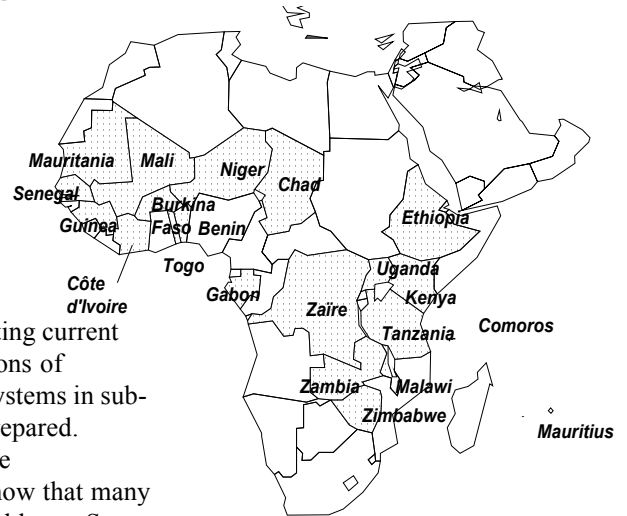
The first workshop for anglophone countries was held in Harare in February 1993 (*reported in the September 93, Volume 5 no. 2 edition of the DAE Newsletter*). From 1-7 December, 1993, a corresponding francophone workshop was held in Dakar, jointly financed by the DAE and the French Ministry of Cooperation. Thirteen Francophone African countries attended.

The Dakar workshop focussed on the diagnostic results, including the lack of resources for collection of essential data from schools, the continued predominant reliance on manual systems for data verification and compilation, and lack of staff with adequate training in computer hardware, software and data analysis. Representatives from the participating countries reviewed these problems and examined possible solutions. During the workshop the conduct of the diagnosis done with NESIS modules was reviewed. Participants shared experiences and findings from their respective surveys. Many revealing examples of both the difficulties as well as alternative solutions used in carrying out the survey were discussed. The presentations and discussions on strategies for reinforcing education statistical information systems focused around phases in the information cycle, such as assessment of information needs; records management and data collection; data processing and databases; analysis and presentation; information services and

publications management. Following the workshop, the countries worked to finalize their respective action plans.

A report summarizing the key issues of the two workshops and reflecting current states and future orientations of educational information systems in sub-Saharan Africa, is being prepared. Preliminary results from the Francophone workshop show that many countries face common problems. Some of the more salient findings were as follows:

- Insufficient allocation of resources for fundamental activities, such as reproduction of questionnaires for data collection and, very often, the dispatch and collection of the questionnaires to and from schools (in many countries, this is done on a purely ad-hoc basis, taking advantage of persons travelling privately – many questionnaires get lost on the way);
- Lack of any kind of record keeping mechanism at the school level. If records exist, they are rarely standardized throughout the country and rarely used as a basis for reporting to a higher authority;
- Manual verification and exploitation of school questionnaires, at decentralized and centralized levels, is time-consuming and a major source of error in the production of statistics;
- In the cases where some tasks are computerized, the personnel do not have the knowledge required to manipulate data or modify routines in programs or applications. In many countries most of the staff in the statistics unit are teachers who have not been trained to work with statistics;
- Many countries want to produce an information brochure summarizing the educational indicators in addition to



**Countries that participated in NESIS Workshops for Action Plan Elaboration**

- their yearbook, but lack the necessary skills to do statistical analysis;
- Over-dependency on external specialists and a perceived reluctance of foreign long-term experts to cooperate or mix professionally with local staff.

Starting from the pilot use of the initial diagnostic modules in several sub-Saharan African countries, the NESIS project has used regional workshops to focus and refine its diagnostic package. The DAE WG on Statistics, through its NESIS project, is now able to provide African ministries of education and development agencies with a technical assistance (T.A) package for diagnosis and action plan preparation. Other T.A. packages addressing problem areas identified through the numerous diagnoses conducted, are presently being developed. Should you be interested in knowing more about the activities of the NESIS project or concerned with the content of a particular National Action Plan, please contact the NESIS Coordinator, UNESCO Division of Statistics.

**Anna Eriksson**  
UNESCO

# Technical Assistance Packages: Improving Statistical Information Systems

The NESIS program (*see accompanying article facing page and the September 1993 issue of this newsletter - Editor*) is made up of a team working at the UNESCO Division of Statistics and receives support from Swedish International Development Authority (SIDA), UNICEF, the French Ministry of Cooperation, UNESCO and the DAE. The program includes the development and application of a technical assistance package for conducting diagnoses and formulating country-specific action plans to address the weaknesses in statistical information systems, and consists of:

- Country diagnoses for needs identification and action plan
- Technical assistance modules R&D in strategic problem areas
- Pilot projects for testing technical assistance modules
- Applications in national action plans and project design
- Dissemination of technical assistance modules

Following a meeting of the WGES held during the 1993 DAE Task Force sessions in Angers, the second phase of the NESIS program (1994-1995) was launched. This second phase includes pilot projects around which technical assistance modules, aimed at addressing priority areas identified during the first phase of diagnosis, will be tested and refined. In the third phase of the NESIS program, the packages or modules developed and refined through the pilot projects will be disseminated through national capacity-building programs.

## The basic operational principles

At its outset, the NESIS program established the following five basic operational principles:

- The approach to be applied to the technical assistance modules should take into account the information cycle of respective data areas;
- Design of pilot projects will be based upon an in-depth diagnosis of needs and feasibility studies conducted in each participating country;
- National staff should be fully involved, supervised by a national steering committee, with technical guidance and materials from the NESIS program;
- Sustainable operation of statistical information systems, through the institutionalization of professional, specialized organs for steering, execution, maintenance and improvement functions;
- The renewal of skill and techniques will be initiated in cooperation with training and support institutions. Innovations introduced through this project should be designed for adoption in the regular programs of national training institutes.

## What is a NESIS technical assistance module?

NESIS modules are parts of a broader package of technical assistance aimed at supporting national efforts to develop and maintain efficient country-level statistical information systems for the education sector. Each module focuses on a particular information subsystem

and a phase of the information cycle. For each of these focal points, the concepts, methods, models and tools are packaged into integrated, mutually-supportive products for on-the-job implementation and learning. Each module includes learning materials for use within national training programs.

Targets for improvements in statistical information systems are defined and put into practice for each of the respective phases in the information cycle. The operational targets cover the recording, collection, production and application of data on pupils, teachers, school facilities and materials and finance as shown in the box below.

The delivery methods that will be used to ensure that these technical assistance packages achieve their target of skill-transfer to country-level teams and also permit in-country training for various user-groups include:

- Direct on-the-job learning;
- Individualized self-study/tutorials;
- Seminar/workshop;
- Classroom training courses/programs; and
- Audio-visual/video course ware.

## Designing the NESIS Package

The guiding principle for the design of the NESIS modules is that implementa-

<p><b>Phases of Information Production</b> for data subsystems on pupils, teachers, schools, finance</p> <ul style="list-style-type: none"> <li>· source records management</li> <li>· data collection and reporting</li> <li>· data base management</li> <li>· data processing &amp; retrieval</li> <li>· statistical analysis</li> <li>· information dissemination</li> <li>· planning and management applications</li> </ul>	<p><b>Information Production Factors</b></p> <ul style="list-style-type: none"> <li>· manpower &amp; skills</li> <li>· administrative organization</li> <li>· working procedure and task management</li> <li>· material, facilities and logistical support</li> <li>· financial support for operations</li> </ul>
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tion and maintenance of the modules must be feasible and self-sustainable in a national context (national conditions were assessed in phase one which looked at the diagnosis of the current system and producers needs). The modules are aimed at both the national trainer and the final end-users or national technicians working with the statistical information system. The modules are designed to minimize both resource and time requirements. Module design will facilitate adaptation to country-specific situations and to be easily replicable and adaptable to the intended user groups for each respective modules. Modules will be adaptable for direct use at work with minimum amount of organized training. To the extent that training is required, the modules will include techniques for use within the national training programs and on-the-job implementation and learning.

### What subject areas should the modules cover?

The key areas for improvement in statistical information systems, as identified by the diagnostic survey, can be grouped into the general categories as illustrated in Figure 1. Clearly, the dependency within and between the module areas must be taken into consideration in the design, especially in regard to compatibility between the modules. The starting point for each module must be the findings from the diagnosis of the information consumer needs.

### Which modules should be prioritized?

Following advice from the WGES, the number of modules has been limited to priority areas. Several earlier areas have been consolidated or combined together. Through such amalgamation, areas with close links or with mutual dependency will be covered in the same or matching packages; for example, the source records and data collection modules.

Areas have been chosen that cover: (a) common problems in many countries; for example, school records management, financial information, and statistical analysis; (b) fundamental causal factors or bottlenecks in the statistical information system; for example, data processing capacity; and (c) issues that have been identified as priority in national action plans.

### The role of pilot projects

Pilot projects have two distinctive functions. The first is the development and testing of technical assistance modules for the priority problem areas. Pilot projects are to be conducted in a limited number of countries where R&D capacity exists, where the potential for action will lead to a generalizable solution to a priority problem area, and where input from the NESIS program can play a pivotal role. The second function of the pilot projects is that, through participation, the country(ies) participating in the pilot benefit from direct technical assistance from the project, specifically in the areas identified through the earlier diagnosis of their respective systems. Many countries have responded positively, because of this expected assistance to meet their needs and conditions.

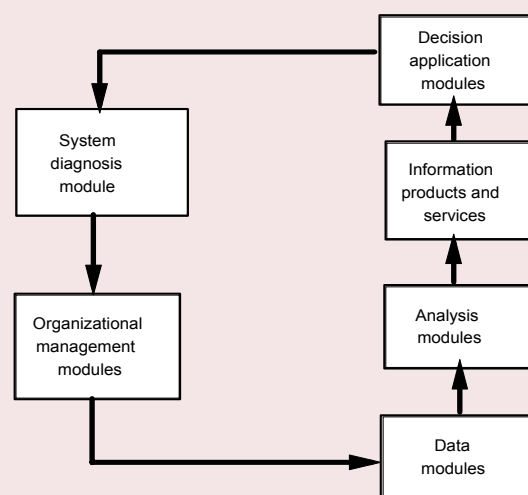
Because of the difference in the scale of

application, the pilot project is not a substitute for a country program. The pilot project is limited to the development of the prototypes of the modules and their testing. Their full-scale implementation will require resources and time beyond that foreseen for the development of the modules. To fully benefit from participation in the overall NESIS program, a country must have a sound and robust commitment to improving the statistical information system and the clear intention of implementing the technical assistance modules in its education development program and projects. Such a commitment should include the mobilization of funds for the program from both national and external sources. For this reason, the national authorities working on the NESIS program must also work closely with the bilateral development agencies at the country level (see Figure 2, on the issue of going to scale).

### The countries that will participate in the pilot project

The number of countries to be covered in the pilot project phase will be necessarily limited. The results of the first phase of country-specific diagnostic work will be analyzed to evaluate a country's potential contribution to the pilot project. Countries which have

Figure 1. Relations between Module Areas



requested participation, have conducted such a diagnosis, and mobilized both national and external resources will be given priority.

Criteria influencing inclusion in the pilot project include: (a) the priority of the problem for the country and its potential as a module addressing a generic issue; (b) present staffing capacity, skill levels and the feasibility of implementation; (d) the potential for a nationally sustainable program beyond the pilot project period; (e) the potential for significant impact upon the national information system performance; and (g) the potential for broad sectoral linkages (such as EFA or education financing).

### Coordinated support for NESIS from WGES members

Following SIDA, which financed the creation and initial operation of the team working on the NESIS program at UNESCO, the second phase is being supported by other members of the WGES: UNICEF, USAID, the French

Cooperation and UNESCO. Each contributing agency has targeted its support to different and complementary parts of the overall NESIS program. While agencies agree on the immediate need to concentrate on the “core data

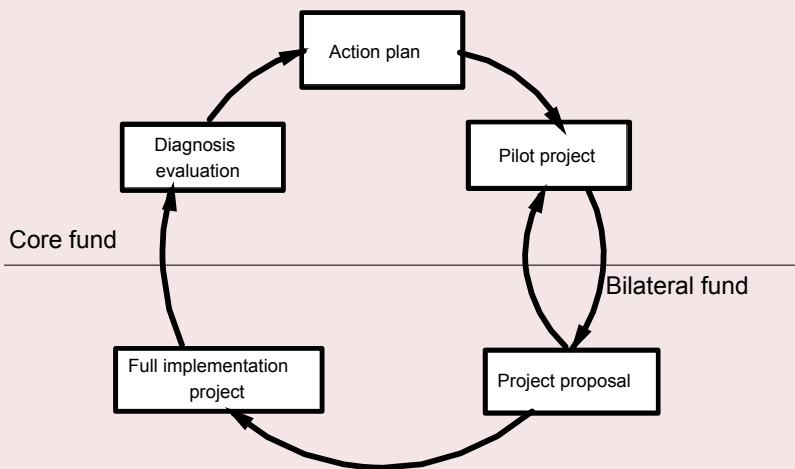
areas” (pupils, teachers, schools and finance), their respective interests enables coverage of different subject areas. In several of the critical areas, such as computer-aided management of data and the analysis of data for presentation, agencies are coordinating their support.

The table opposite shows the match between the priority of the funding agencies providing support to the NESIS program and the priority areas of the program as derived from the first phase of the NESIS program. The focus of each agency is summarized in the table below. Further adjustments and refinements will take place as more support becomes available and as the pilot projects come on stream.

**KoChih Tung**  
NESIS/UNESCO

**Figure 2. Going to Scale:**

Module Development and its Country Implementation



NESIS and Donors' Priority Areas				
NESIS diagnosis priority Subject Areas	Financing Donors' Priority			
	SIDA	USAID**	FRANCE	UNICEF
Data 1: School records management	Core data package for school survey			
Data 2: School survey				
Data 3: Core database		General database shell		
Data 4: Teachers Management Information System				
Data 5: Financial statistics			Financial statistics	
Analysis 1: Introductory statistics				
Analysis 2: Advanced statistics				
Application 1: Decision support indicators		School quality indicators	School indicators	EDI package
Application 2: Presentation				
*EDI data quality assessment				
*TMS has been proposed within the World Bank bilateral project in Zambia, in cooperation with the Working Group on the Teaching Profession and possibly IIEP				
**Modality of module development under USAID and French Cooperation has yet to be clarified				

# Private and Community Education in Chad

*An IIEP study, carried out before the devaluation of the CFA franc, highlights the difficulties and limitations of the development of private and community education*

Macroeconomic constraints weigh heavily on all developing countries, and the structural adjustment policies some countries are having to implement are limiting government spending on education. They do so just at a time when population growth and expansion of enrollments call for ever greater resources. To deal with the situation, some advocate developing a network of private schools and relying more heavily on the involvement of parents and village communities.

The investigation made in Chad by the International Institute for Educational Planning (IIEP) endeavored to describe how private and community schools operate and to delineate the problems they encounter. Furthermore, it aimed at clarifying the prospects for the further development of such schools. Hence, it was used to gauge the potential but also the difficulties and limitations regarding the development of private and community education in Chad. This work was accomplished at the request of UNESCO's Sector Analysis and Policy Division (BER/PSA). The project itself was part of the broader action program in the field of education, training, and employment supported by UNDP and assisted by UNESCO and ILO. That program has already enabled donors and the government of Chad to adopt a strategy for the development of the

education system to the end of the century.

## A Wide Variety of Situations

Private education is diverse and includes schools which differ by their status, their pupil population, their operating conditions, their organization and operation, the difficulties they face, and their teaching outcomes. Until the late sixties, private education was primarily made up of religious schools – mainly catholic – most of which had been created prior to independence. In addition, throughout the seventies and eighties a number of protestant, islamic, and secular schools were established in urban locations while community schools emerged in rural areas. In the towns and cities, private schools provide an alternative to the poor conditions and inadequate teaching prerequisites of the state schools. Quality of teaching is the main reason why parents choose to send their children to catholic, protestant, and secular schools. Private education can also dispense a different type of teaching by way of religious instruction and the use of arabic (particularly in islamic schools). Community schools satisfy a need for schooling not met by the inadequate government system, and proximity is the prime motivation behind parents' "choice" in this case.

**Catholic schools:** form a long-standing, well structured network and are highly reputed. They attract pupils from wealthy well educated families (over half of the parents make in excess of 1 million francs CFA per year; 36% of parents graduated from secondary school and/or university). Pupils are drawn to such schools for the high quality of education they provide rather than through religious conviction. By virtue of their special "associate catholic school" status they are provided with government-paid teaching staff. Since investments are paid for by the Catholic church and teachers' wages covered by the state, these schools only require a modest contribution from parents (4,000 francs CFA per annum) and encounter relatively few material problems.

**Protestant schools:** are few. Religious motivation was strong in the minds of the founders and is also a forceful element in the parents' choice (who belong to the affluent class). Created by churches or religious associations, they do not experience many investment problems. Tuition fees are higher (7,000 francs CFA per year) as most of the teachers are paid by the schools.

**Arab or Islamic schools:** have in some instances developed from koranic schools. Their chief problem is that they lack textbooks and therefore have to resort to foreign books, which causes a degree of mistrust among the population and supervisors. That wariness might be deepened by the fact that such schools can break with purely secular education. Pupils come from the working classes and many are the children of shopkeepers and

**Figure 1. National profile of primary schools by type of school**

	Catholic	Protestant	Arab	Secular	Community	State
Number of primary schools	36	13	43	10	547	1788
Primary school pupils as % of total	2.7	0.5	1.8	0.6	9.3	85.1
Teachers level BEPC or higher per school	81%	74%	73%	84%	38%	67.00%
No. pupils per textbooks	0.9	3.5	7.1	1.2	6.9	1.4

Source: 1991/1992 statistics processed by IIEP

tradesmen. Nearly half of the parents have never attended school. The schools are in difficult material and financial circumstances, with insufficient premises and a per-pupil budget lower than that of the catholic schools whereas they have to pay most of their teachers themselves. Families' acute shortage of money has repercussions on the operation of the schools and on teachers' pay (50,000 francs CFA per year)– which goes to strengthen the sense of abandonment by the government.

**Secular schools:** are a new conception and few in number. They arise from individual initiative and target the children of the wealthy. Half the parents have graduated from secondary school and/or university. Building the schools required heavy investment and this is reflected in the high yearly tuition fees families are asked to pay (40,000 francs CFA). To keep investments as low as possible, space has been very closely calculated, which accordingly hampers the schools' further development. Teachers' pay is lower than that of their government-paid colleagues (on average, 290,000 francs CFA per year).

**Community schools:** provide a genuine "minimum public service". They have been established by village communities to overcome the shortage of state schools. Pupils come from very-low-income farming families. Often they are the first generation of their family to go to school (two thirds of the parents have never attended school). While they do not have the problems of land and space with which the urban schools have to contend, they are in a very precarious financial and educational state with poorly-qualified teachers (62% have not reached fourth grade), crude facilities, total lack of textbooks in some cases, and high drop-out rates of pupils who risk a relapse into illiteracy. School budgets are ludicrous (435 francs CFA per pupil per year) and teacher's wages very low (36,000 francs CFA per year).

**Figure 2. Parents' Occupational profile and income by type of school**

	Catholic	Protestant	Arab	Secular	Community
<b>No of parents responding</b>	22	8	30	14	26
<b>Teachers, civil servants, management</b>	13	3	7	12	-
<b>Shopkeepers, tradesmen</b>	7	3	16	1	-
<b>Farmers</b>	2	6	1	-	-
<b>Other</b>	-	2	1	-	26
<b>Mean income *</b>	1,000,000	1,400,000	36,000	1,080,000	80,000
<b>Average expenditure per family per pupil *</b>	9,700	11,600	9,700	48,300	2,600

\* Francs CFA per year  
Source: IIEP survey conducted in June 1993 with 100 parents from 50 private and community schools

## Outlook

The enlargement of the network of private and community schools could help increase enrollments overall without overburdening the state budget. However, while demand for private schooling appears to be strong – either because of the quality of teaching (catholic and secular schools) or the additional capacity it gives to the system (community and islamic schools) – there are many constraints and obstacles hindering further growth.

Mindful of its image of high quality, which makes it inclined to educate the country's elite, the catholic schools only foresee the extension of their system within the framework of the agreement with the government whereby they are provided with government-paid teachers. Hence, the government must pay a high price as it has to draw resources from the public sector.

The growth of secular education is being curbed by the meager finances of the vast bulk of the population. Consequently, it does appear that private education can provide a mass solution to making education available to all. Education in arabic is facing the greatest obstacles for the pedagogical and material reasons given above. Indeed,

pupils are leaving many such schools. The community schools which are proliferating due to lack of coverage by the national system appear to have the greatest potential for expansion. They could even exceed the current 15% they account for as of first grade primary. However, their somewhat chaotic spread will have to be brought under control so that they can genuinely contribute to increased schooling by guaranteeing minimum standards of training, with sustained ministry supervision and assistance.

If basic education and primary schooling are priorities for the future of education in Chad (EFA strategy), private and community schools will only be able to make a partial contribution to the development of the system. The government will therefore have to shoulder its full responsibility for basic and primary education. It could however encourage the private sector to expand in secondary education which at present only caters for fairly small minorities of pupils from affluent backgrounds.

Serge Péano  
IIEP

# Education: Key to the Future or Bolt to the Past?

Founded in 1988 by the late Jeanne Sauvé, former Governor General of Canada, the Jeanne Sauvé Youth Foundation is dedicated to providing a "meeting place" for young leaders 18 to 30 years of age, from all walks of life and from all the countries of the world. This meeting place takes the form of regular international conferences, such as the first one held in 1992. Inaugurated by His Excellency Boutros-Boutros Ghali, the conference examined the theme, "Globalization and Nationalism". The second International Conference for Young Leaders organized by the Jeanne Sauvé Youth Foundation will be held May 21 to 28, 1994 in Montreal (Quebec), Canada. The subject for discussion will be education.

For any nation, whether considered first or third world, to develop – economically, culturally, technologically – its population must have the corresponding preparation to meet the demands of the future. In fact, few people will argue that a nation can develop in any sense of the term, with a population which has not received a thorough and relevant education. Furthermore, in this era of globalization and the advent of the knowledge-based economy, those nations which lack an educated population will, with each passing decade, lose their abilities to compete in the international arena. The development process of these nations will not only be slowed down, but they also stand to lose their present standard of living.

And yet despite the acknowledged importance of sound educational policies, education, in both developed and developing nations, is often relegated to the bottom of the list of national budgets and governmental consideration. A multiplicity of factors, internal and external, that do not take into account the requirements of the nation as a whole, or the aspirations of the individual, can affect national education policies. Choices are made in the determination of educational policies. Who makes these choices and why? Do education systems reflect a conscious selection of values? Undoubtedly, informal education is part of the entire education question. What are the sources of informal education and what is its relationship with formal education?

These are but a few of the questions that will be examined by the 200 young leaders who will meet this year in Montreal. And, because the delegates are young leaders, the conference will also focus on the future. It is not enough to undertake a diagnostic study of "education". Throughout the conference delegates will be encouraged to use the knowledge they have gained both in the formal sessions and through exchanges with their counterparts, to decide what action they can take within their countries, within their organizations, to improve the education of those people around them and who depend upon them.

Further information on the Jeanne Sauvé Youth Foundation and the second International Conference for Young Leaders can be obtained by writing to:

The Jeanne Sauvé Youth Foundation  
680 Sherbrooke Street West, Suite 110  
Montreal, Quebec  
Canada H3A 2S6  
Tel: (1-514) 499-3879  
Fax: (1-514) 499-2860  
Telex: 05-560821

## UNESCO's New Enrollment Projections (1960-2025)

UNESCO's Division of Statistics announces that the country by country enrollment projections for the period 1960-2025 are now available (5 diskettes ASCII text format). The diskettes may be obtained by sending a cheque or an international money order for US\$ 100 payable to the order of UNESCO. The diskettes contain tables by region with annual data for the period 1960-2025 on: (i) Enrollment ratios by age-group and sex; (ii) Enrollments by age-group and by sex; (iii) Gross enrolment ratios; and (iv) Enrollments by level of education and sex. A document analyzing these estimates and projections is also available (in English or in French only) free of charge. Requests should be sent to:

The Director  
Division of Statistics,  
UNESCO  
7 Place de Fontenoy  
75352 PARIS 07 SP, France  
Fax: (33-1) 45-66-46-44

## Have You Forgotten the "1" ?

Yes, it *is* possible to communicate with the DAE Secretariat using E-mail on Internet. The address to use is:

DSECRETARIAT1@WORLDBANK.ORG  
However, some people have had trouble connecting to us. This may be because the "1" from the address has been left out. Do verify your records and try again!

# The Working Group on Education Sector Analysis

*Established by the DAE in 1989, the WGESA is a focal point for exchanging information on analytic policy-oriented work on education and human resource issues in sub-Saharan Africa*

## Rationale for establishment of the group

Donor and development agencies assisting African education have come to play a central role in commissioning and conducting educational sector analysis. With policy as a principal concern, education sector studies have often aimed at addressing basic issues of learning, teaching, finance and management. Several factors support this role. Results from sector analysis have become one of the primary sources for donor assistance priorities and their subsequent programs. The increased role of research follows from the efforts of agencies to provide policy advice, in addition to their traditional provision of capital for investment, particularly in a context of financial crisis and structural adjustment. Thus, a situation has emerged that is fraught with frustration; a wealth of sector analysis remains inaccessible to many of those who need it most and an accumulation of experience on development policies and programs remains unexploited. Improved dissemination of such work is surely long overdue. Broader familiarity with the sector studies commissioned by the development agencies – the topics they address, their approach and methodology, and their analytic orientation – would prove useful to several constituencies.

It is in this context that the DAE's Working Group on Education Sector Analysis (WGSA) was established in 1989 with UNESCO as lead agency and that the WGSA adopted the objective of promoting exchange of information and experience on education sector analysis. To date, the WG has carried out an inventory and review of education sector analysis undertaken

in 38 sub-Saharan African countries between 1985 and 1989 and distributed it among DAE members ("Review of Recent Sector Studies and Preparation of a Sector Study Data Base, UNESCO, Paris, 1989"). A second review of sector studies was launched by UNESCO in consultation with the DAE Secretariat in September 1993; this will cover the period from 1989 to date.

## Reinforced goals

At the DAE Task Force Meeting in Angers (October 1993) the WGSA met to review and update its objectives, review the Group's work plan and to discuss the preparation of the new inventory. The meeting was well attended with eight African ministers of education or ambassadors from sub-Saharan Africa and fourteen donor representatives. The participants confirmed their interest in the Group's original objective, in continuing the collection and dissemination of sector studies, and in making a periodical analytical review. The results expected from the use of such analytical reviews – such as improving access to sector analysis commissioned or undertaken by international agencies, avoiding duplication and enhancing learning from experience – were still considered valid. In looking at the 1989 document, participants suggested that emphasis in the new review should be put on the need for broader coverage and accessibility of the inventory and review of sector studies, as well as a greater focus on meeting the information needs of the countries themselves rather than on donor requirements. The Group established a Steering Committee composed of seven voluntary members, and set it the task of

preparing a work plan following the orientations provided by the Group. Fourteen participants registered in the updated membership list and another seven asked that they receive follow-up information.

The Steering Committee met on 31 January 1994 at UNESCO, with the attendance from USAID, GTZ, CESO-Netherlands, ILO, The Gambia, Sudan, the group coordinator and the task manager from UNESCO and a UNESCO consultant. The Steering Committee focused its discussions on the work plan of the WGESA, agreeing that the first objective of the Group should be to prepare and disseminate an inventory and analytical overview of sector studies (IAOS). The Group agreed that, in the light of the conclusions of the recent DAE Task Force meeting in Angers, education sector studies – whatever their differences of content and design – are intended to contribute to, indeed improve the quality of national education policy and programs. The Committee recommended that the IAOS should aim at contributing to the policy formulation process and strengthening of national capacity building and of donor coordination. Thus, the policy process could feature in the inventory and the analytical overview. External agencies will provide the basic information needed for the inventory giving it an international dimension; thus the IAOS will provide the opportunity for a "stock taking" of sector analysis actions of the donor community and will provide information on changes in the emphasis of donors' programs, their different approaches and their links to current issues. The goals of the IAOS are outlined as follows:

- Preparation and dissemination of a



periodic inventory of education sector studies commissioned or undertaken by international and national agencies in the context of development cooperation, so as to facilitate broad access to the approaches used in, and findings from, such studies.

- Preparation and dissemination of a periodic analytical overview of education sector studies to enhance understanding of different national policy formulation processes and to permit a stock taking of the donor community policy agendas.
- Facilitation and encouragement of communication on sector analysis among policy makers and scholars in the countries concerned and the staff and consultants of the international agencies involved in sector studies.
- At a later stage and on the basis of its inventory and review work, the IAOS would initiate, support and cooperate in the organization of seminars or supplementary analysis and research focusing on the issues and approaches in policy analysis and policy formulation.

With UNESCO as the coordinator, the DAE Working Group on Education Sector Analysis will lead the IAOS initiative in the expectation that other appropriate institutions will assume greater responsibility for future reports. Over time, African institutions should play an increasing role in this process.

### Phases of IAOS work

For practical purposes, the work will be split into two phases. The **first phase** covers core activities relating to the preparation, publication and initial dissemination of the 1994 inventory and analytical overview (considered as a pilot for a continuing series of periodic reports). The Steering Committee emphasized the importance of ensuring, as part of the first phase, the adequate dissemination of the 1994 inventory and overview, both among countries and donors, and the high

quality of the report. The resources and funding available (from UNESCO and DAE core funds) will permit the completion of the first phase of activities. The output of this phase will provide the basis for the second phase.

As a **second phase** scheduled to start in 1995, depending on both interest and resource availability, a new set of related activities will be undertaken. This second phase will focus attention either on selected issues or on selected country experiences which cannot be fully addressed in the analytical overview. The second phase will also permit to expand the effort of dissemination and utilization of the inventory and overview. Finally, while the core activities would be mainly undertaken by a small group based in UNESCO, in collaboration with the WGESA Group and DAE, second phase activities would be the responsibility of African personnel working largely from their own institutions and would be funded by a broader group of funding sources. Two examples of possible activities for this phase are:

- Dissemination of examples of “good practice” of national capacity building and nationally based processes in sector analysis and policy formulation;
- Seminar on Policy Formulation: review of results of the IAOS’ analytical overview and of existing selected case studies/materials from different donor or national sources.

The Committee addressed general issues concerning the objectives and functioning of the Working Group and recommended that a special effort be made for making the activities of the Working Group better known among DAE members at large with a view to broadening the Group’s composition, mobilizing support and ensuring broad utilization of its output. The group is expected to work in synergy with other DAE working groups and with its DIS system and its forthcoming round of data collection.

**Lucilla Jallade**  
**WG on Education Sector Analysis**

## Calendar of events

M	A	Y
1 Sun		
2 Mon		
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### DAE Activities

#### WGHE

The WG on Higher Education will meet May 17 to 18, 1994 in Dakar, Senegal to discuss staff loss and retention, donor reporting systems, information sharing, and the future role and mission of African universities, followed by a joint meeting with the WG on Capacity Building in Educational Policy Analysis on Wednesday May 18, 1994 to examine the research environment in African universities. For further information contact: Mr. W. Saint, World Bank.

#### WGCB

The WG on Capacity Building in Educational Policy Analysis will meet on Thursday May 19, 1994 in Dakar, Senegal to examine the development plan for ERNESA. All Donor representatives welcome. For further information contact: Dr. K. Kinyanjui, IDRC Kenya, or Dr. S. Tapsoba, IDRC Senegal.

#### WGBL

The meeting of the WG on Books and Libraries is scheduled for June 21, 1994 in Washington. For further information contact: Mr. D. Swift, ODA.

#### WGTP

The WG on the Teaching Profession will meet to review progress on the Teacher Management and Support program, from July 5 to 7, 1994 in Harare, Zimbabwe. Open to WG members. For

further information, contact: Dr. H. Kaluba or Mrs. C. Coombe of the Commonwealth Secretariat.

### Other Meetings

① The French Association for Comparative Education (AFEC) will hold its first annual colloquium in Montreal May 10 to 13 1994 to discuss "Pluralism and Education" in Canada, Europe and the Southern Hemisphere. For further information contact: Ms. M. McAndrew, Center for Ethnic studies, University of Montreal.

② The second EDI Regional Seminar for Anglophone Africa on Girls' Education will be held in Nairobi, Kenya May 16 to 20, 1994 to discuss the cultural, social and economic issues, promising interventions and country action plans. Attendance by invitation. For more information contact Mr. P. Murphy, EDIHR (World Bank), or Mrs. E. Gachukia, FAWE.

### Workshops/training courses:

③ The IIEP in collaboration with the Ghana Ministry of Education and the German Foundation for International Development (DSE) will hold a sub-regional workshop in Accra, Ghana, for English-speaking West African countries on "Institutional Management in Higher Education" from June 9

- 24, 1994. For further information contact: Mr. B. Sanyal, IIEP

④ An intensive training course for francophone Africa entitled "Le pilotage de la qualité de l'enseignement primaire centré sur le fonctionnement des écoles" (maintaining the quality of primary schools) will be held in Dakar, Senegal June 14 to July 1, 1994. The course is organised by the IIEP in collaboration with BREDA. For more information contact: Mr. G. Carron, or Ms. P. Hurtebize, IIEP.



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