

**W**elcome to our fourth and final edition newsletter for the year 2013. This publication seeks to update and inform you, the reader, on activities of the Association for the Development of Education in Africa (ADEA)'s Working Group on Education Management and Policy Support, WGEMPS, and related developments in the field. The newsletter is intended primarily for use by producers and users of education policy review, education finance, statistics and analytical information.

## WGEMPS Activities

### September

#### **ROCARE/ERNWACA Regional Scientific Committee Meeting – Bamako, Mali**

*1-6 September.* The ADEA WGEMPS Coordinator participated at this first meeting of the new committee formed in January 2013. Among the objectives were to design the Educational Research Network of West and Central Africa (ERNWACA) or Réseau Ouest et Centre Africain de Recherche en Education (ROCARE) research policy for the 2013-2016 period and review a set of articles submitted for publications in the ERNWACA Journal of Educational Research in Africa (JARE). The meeting developed the research policy for 2013-2016, updated the terms of reference for the National Scientific Committees and reviewed all articles submitted by authors for publication. *Contact: Mohamed Diarra; [mohameddiarra@hotmail.com](mailto:mohameddiarra@hotmail.com).*

#### **Liberia Peace Education Policy Dialogue Forum Planning Meeting – Monrovia, Liberia**

*23 September-1 October.* In 2011, ADEA WGEMPS conducted four case studies on post-crisis, post-conflict countries (Democratic Republic of Congo, Kenya, Liberia and Zimbabwe) and analysed their management experiences in reconstructing education with peace responsiveness as a special focus. Policy dialogue forums (PDFs) have been held in the DRC, Kenya and Zimbabwe, with Liberia being the last country. The WGEMPS Coordinator joined representatives from NGOs and officials from Liberia's Ministry of Education in a planning meeting to organise a policy dialogue forum in early 2014. The planning meeting agreed on the theme, which will focus on youth skills development as part of the process of consolidating peace through education, in light of the findings of the Liberia case study on youth unemployment. The meeting also appreciated the need for a clear coordinating mechanism for the wide range of stakeholders to be involved in the forum. In addition to informally meeting representatives of UNICEF, USAID and the Norwegian Refugee Council (NRC) in Liberia to explore possibilities of their involvement in the forum, the Coordinator also made significant contributions to the on-going Liberia education sector review deliberations, especially regarding Early Childhood Education, Higher Education, Technical and Vocational Skills Development (TVSD) as well as the Planning, Governance and Funding components of the program of work. *Contact: Mohamed Diarra; [mohameddiarra@hotmail.com](mailto:mohameddiarra@hotmail.com).*

#### **African Education and Finance Alumni Network Meeting – Dar es Salaam, Tanzania**

*24-26 September.* Three ADEA WGEMPS staff participated at the third African Education and Finance Alumni Network (AEFAN) meeting whose theme was "Do modes of financing really matter to Education results?" Mr Samataba, Tanzania's Deputy Permanent Secretary in the Prime Minister's Office officially opened the workshop, which also saw the launch of the Alumni's "Who's Who" profile publication, structured according to country. Angela Arnott, the keynote speaker made a presentation on "Innovative modes of financing education in Africa: Lessons to learn" arguing that there is a need to look at optimal efficiencies – allocative and technical – in order to adopt innovative financing for education. Shem Bodo led the discussion on improving public financial management to reach educational outcomes, noting that the level of autonomy by sub-national entities to determine their expenditure allocations, and the ability to raise revenue, are two important factors in a decentralized system. Other presentations and discussions focussed on funding of tertiary education, the UN post-

2015 consultation process, school based management and how regional networks can play a role in improving financial management in Africa. Country teams from Malawi and Mozambique reflected on the past, present and future of the Alumni based on their experiences as active network teams. Participants elected a six-member executive committee of the Alumni, with Shem Bodo being the new chairperson and Brighton Mutasa an executive member responsible for the database. Participants recommended that membership of the Alumni be extended to other players in the field of education, planning, economics and finance to make it a vibrant professional association. *Contact:* Angela Arnott; [a.arnott@afdb.org](mailto:a.arnott@afdb.org), Shem Bodo; [s.bodo@afdb.org](mailto:s.bodo@afdb.org) or Brighton Mutasa; [b.mutasa@adeanet.org](mailto:b.mutasa@adeanet.org).

## October

### **Second EFA Big Push Conference: Implementation of Acceleration Plan in Volunteer African Countries – Luanda, Angola**

*18-22 October.* The ADEA WGEMPS Coordinator participated at this conference which served the role of assessing the progress made by the first wave of eight countries in the implementation of their EFA acceleration plan. A shared understanding of a common African position about the post 2015 education development agenda on the continent was reached. Following the induction of a second wave of eight countries, simulation exercises were conducted and internalized for these countries. The conference recommended the strengthening of the coordination and follow up mechanisms, especially at the national level. Participants also called for the mobilization of domestic financial resources, and the involvement of civil society, the private sector and other important constituencies at all levels (continental, regional and national) in the process. The Coordinator also held a meeting with Angola's Minister of Education and discussed the possibility the Ministry funding the pilot of a set of non-formal education indicators of the Second Decade of Education for Africa Action Plan. *Contact:* Mohamed Diarra; [mohameddiarra@hotmail.com](mailto:mohameddiarra@hotmail.com).

### **Professional Certificate in Education Finance, Economics and Planning**

*28 October – 2014.* ADEA WGEMPS enrolled two of its members of staff in a one-year certificate study, jointly offered by the University of Witwatersrand's SADC Centre of Education Policy Support in Johannesburg together with GIZ Capacity Building International, Germany. The three-part course targets officials and professionals involved in education policy, planning, financing and budgeting, who are employed in African ministries of education and finance, NGOs and education training institutions. ADEA WGEMPS is one of the developers of this course and two of its staff members continue to teach some of the courses on Finance and Planning. Learning involves residential and online phases; the latter include tutor and expert chat sessions as well as a discussion forum. Students are required to submit a set of assignments and undertake final examinations, and course graduates automatically become members of the African Education and Finance Alumni Network (AEFAN), which is currently chaired by an ADEA WGEMPS staff member, with a second staff member being in the Executive Committee. *Contact:* Youssouf Maiga; [y.maiga@afdb.org](mailto:y.maiga@afdb.org) or Simbarashe Sibanda; [sibandasingba@gmail.com](mailto:sibandasingba@gmail.com).

## November

### **First Peer Review of SADC EMIS Norms and Standards – Gaborone, Botswana**

*11-15 November.* The SADC Secretariat, in collaboration with ADEA WGEMPS, is facilitating an EMIS peer review in member states using the SADC EMIS Norms and Standards Assessment Framework jointly developed in 2011 by WGEMPS. A representative from ADEA WGEMPS and Ministry of Education officials from Namibia and Zambia peer reviewed Botswana's EMIS to benchmark the country's capacity to produce quality education statistics – in terms of relevance, accuracy, timeliness and comprehensiveness. Focussing on four thematic areas of policy and legal frameworks, resource availability and utilisation, statistical processes, and education information reporting, the review recommends, among other things, that the EMIS unit be mandated to coordinate and disseminate statistical data on education and training for all education and training institutions and for all levels. This is in addition to elevating EMIS to allow effective participation in management meetings and decisions, continuous capacity building, eliminating duplication in counting, addressing challenges in timeliness and punctuality in producing annual statistics and adhering to set frequencies and release dates for statistics. A draft report has been produced and will be shared with the Ministry for validation and the development of a clear roadmap for improvement. *Contact:* Tegegn Nuresu Wako; [tn.wako@gmail.com](mailto:tn.wako@gmail.com).

## **Second Peer Review of SADC EMIS Norms and Standards – Mbabane, Swaziland**

**24-30 November.** A representative from ADEA WGEMPS, as well as officials from the ministries of education of Mozambique and South Africa conducted the EMIS peer review exercise in Swaziland's education ministry. The purpose was to review the country assessment of EMIS Norms and Standards undertaken by the Swazi national team, composed of key role players in EMIS, planning, budgeting, the Central Statistical Office and directors from pre-primary, basic education, secondary, technical and vocational education as well as non-formal and higher education. Overall, the review determined that Swaziland's EMIS minimally complies with the SADC EMIS Norms and Standards, performing well in norms such as reporting accountability, statistical confidentiality, registration of institutions and learners, coherence, comparability and Integration, sound methodology and appropriate statistical procedures, and non-excessive burden on respondents. It, however, faces challenges in terms of its policy and legal framework as well as its level of resources – with regards to timeliness and punctuality, data collection mandate, quality commitment, impartiality and objectivity and resource adequacy – which the Ministry needs to address as these are key enabling conditions for effective EMIS. Lack of adequate allocation of resources is impacting on Swaziland EMIS' ability to produce comprehensive and timely statistics which undermines its capacity as a reliable statistical producer. A draft report has been produced and will undergo endorsement and finalisation so as to aid the relevant stakeholders in adopting best practices for EMIS development in the country. *Contact: Angela Arnott; [a.arnott@afdb.org](mailto:a.arnott@afdb.org).*

## **ICQN on Peace Education Focal Points Technical Workshop – Nairobi, Kenya**

**26-29 November.** ADEA participated at this technical officers' workshop – through the WGEMPS representative – organised by the ICQN Secretariat with support from ADEA, UNICEF, UNESCO and INEE. Opening the meeting, Kenya's Cabinet Secretary in the Ministry of Education, Science and Technology, Professor Jacob Kaimenyi, stressed the need to reach out to the youth through peace education and increase their peace capacities as this could result into influencing almost half of the continent's population with positive attitudes towards supporting and promoting the communities they live in. Nine countries (Angola, Burundi, Botswana, Cote d'Ivoire, Kenya, Liberia, Mozambique, Somalia, South Sudan and Uganda) shared their experiences on proactive approaches they have deployed to promote peace through education. Presentations were also made on achievements to date (ICQN Secretariat), conflict sensitive education (INEE), Teaching Respect for All (UNESCO), inequity and conflict for out-of-school children (UNICEF) and the role and potential of education in promoting consolidation of sustainable peace (International Education). The meeting endorsed a revised governing structure for the ICQN, with clearly defined roles and responsibilities of the various components which now include the ADEA Bureau of Ministers as the apex body, and developed a harmonised 2014-2017 work plan with activities to be implemented at the Secretariat and country levels. Participants also resolved to retain the current leadership and hosting arrangements for the ICQN. Immediate steps include the finalisation and sharing of the workshop report by the Secretariat and the creation of national chapters. *Contact: Shem Bodo; [s.bodo@afdb.org](mailto:s.bodo@afdb.org).*

## **December**

### **UNESCO Forum on Global Citizenship Education – Bangkok, Thailand**

**02-04 December.** ADEA WGEMPS staff member participated at this forum – organized by UNESCO's Division for Peace and Sustainable Development – organizing a concurrent session on the role of global citizenship education in peace-building and conflict-sensitive education. The ADEA representative made a presentation covering the role of education in peace-building, the link between peace and values education in the 2012 ADEA Triennale and ADEA's contribution to peace-building in Africa through the Inter-Country Quality Node (ICQN) on Peace Education. The presentation also highlighted some gaps in the implementation of peace education, and made policy-level considerations where GCE could support. The Coordinator for Education and Fragility Working Group (INEE) also made a presentation in this session, moderated by Dr Kilemi Mwiria of the ICQN on Peace Education, which focussed on how to integrate conflict sensitivity in education programmes, planning and policies. Key reflections included how to include peace education into other subjects such as maths and science as well as outside the classroom, the inclusion of psychological support to learners and educators affected by conflict, learning to know self before knowing others, and consulting, engaging

and planning with the youth. UNESCO will produce a major publication within the first half of 2014 – initially in English, Arabic, French and Spanish – and disseminate widely to facilitate greater support for country level implementation. *Contact:* Shem Bodo; [s.bodo@afdb.org](mailto:s.bodo@afdb.org).

### **ECOWAS EMIS Experts Meeting – Banjul, Gambia**

*02-06 December.* A representative from WGEMPS participated in the experts meeting which was dedicated to addressing outstanding issues that could not be included in the agenda of the 4<sup>th</sup> meeting held in Abuja, Nigeria in 2012. The thematic areas included the establishment of equivalence of certificates in the ECOWAS region, promotion of e-learning and e-services, education of girls and other vulnerable children, EMIS and HIV and AIDS preventive education. *Contact:* Youssouf Maiga; [y.maiga@afdb.org](mailto:y.maiga@afdb.org).

### **Seventh Meeting of Committee of Directors General of National Statistics Office – Johannesburg, South Africa**

*05-07 December.* An ADEA WGEMPS official participated at this meeting, organized by the African Union Commission (AUC) in collaboration with the United Nations Economic Commission for Africa (UNECA) and the African Development Bank (AfDB). The meeting discussed the challenges linked to the production of economic statistics and also reviewed the implementation of the African Charter on statistics and the harmonisation of statistics in Africa (SHaSA). Other issues discussed include the operationalization of the African Institute of Statistics and the Pan African Statistical Training Centre as well as contributions to the formulation of Africa's development agenda 2063. The meeting made several recommendations, including the need to prioritize the use of administration records for the production all statistics, a request to Members States to introduce “economic census round” so that countries can re-base economic indicators around the same period, establishing or enhancing a Statistical Business Register as a basis for improving economic statistics – taking into account the *Guidelines for building statistics business register in Africa*, and strengthening systems of national accounts and exploring other possible measures of well-being. UNECA has proposed a Memorandum of Understanding with ADEA on working with African countries on statistics - this will be pursued in 2014 with a possibility of linking this with the existing framework of cooperation between UNECA, AUC and AfDB. *Contact:* Angela Arnott; [a.arnott@afdb.org](mailto:a.arnott@afdb.org).

### **The First Ministerial Forum on the Integration of Information and Communication Technologies (ICTs) in Education and Training in Africa – Tunis, Tunisia**

*09-11 December.* The Forum was organized by ADEA, the African Development Bank (AfDB), UNESCO, the Organisation Internationale de la Francophonie (OIF) and Intel, under the auspices of the Tunisian Ministry of Education. The initiative is aimed at helping African Ministries of Education and Training harness the strategic use of ICTs to accelerate the transformation of education and training systems and came against the backdrop of challenges facing the continent's education and training systems. Among the challenges are providing access to quality education and training for all African citizens (at present, more than 30 million children of primary school age do not attend school), making up the shortage of teachers – estimated at over 30% of the teaching force, improving the quality of instruction and of teaching methods, and enhancing both the availability and the relevance of school textbooks. This two-day Ministerial meeting was preceded by a one-day high-level policy workshop, and officially opened by Tunisia's Minister for Information and Communication Technology, Mongi Marzouk. The meeting noted that the continent can ‘leapfrog’ to high-tech teaching methods if educators invest much more time, money and effort in ICT. Delegates expressed their commitments on behalf of their countries to promote ICT integration to boost the continent's competitiveness in the world and to ensure its economies continue to grow. ADEA also signed a Memorandum of Understanding with Intel. *Contact:* Mohamed Diarra; [mohameddiarra@hotmail.com](mailto:mohameddiarra@hotmail.com), Shem Bodo; [s.bodo@afdb.org](mailto:s.bodo@afdb.org) or visit [www.adeanet.org](http://www.adeanet.org).

### **ADEA 39<sup>th</sup> Steering Committee Meeting – Tunis, Tunisia**

*12-13 December.* The Coordinator and a staff member represented WGEMPS at the 39<sup>th</sup> Session of the ADEA Steering Committee meeting. The main objective of the meeting was to identify mechanisms for operationalizing the Medium Term Strategic Plan for 2013-2017, as well as activities for 2014. The meeting was preceded by the Bureau of Ministers meeting and a meeting of the agencies. The Bureau of Ministers meeting discussed the on-going initiatives within the framework of the post-2015 agenda

and the implications for ADEA, updates on follow-up actions of the 2012 Triennale, potential partnerships with the Southeast Asian Ministers of Education Organization (SEAMEO) and with the Millennium@EDU. It also looked at tools to enhance ADEA's coordination with Ministries of Education and Training through its national focal points as well as the current financial situation in ADEA. *Contact:* Mohamed Diarra; [mohameddiarra@hotmail.com](mailto:mohameddiarra@hotmail.com), Shem Bodo; [s.bodo@afdb.org](mailto:s.bodo@afdb.org) or visit [www.adeanet.org](http://www.adeanet.org).

## Events and Training Opportunities

### October

#### **Follow-up workshop for implementing Triennale recommendations – Tunis, Tunisia**

*28-29 October.* A methodological workshop for developing a conceptual and methodological approach for implementing ADEA's strategic policy framework to follow up on the 2012 Triennale recommendations took place in Tunis. The workshop drew 33 experts from the ADEA Secretariat, its Working Groups, the Inter-Quality Country Nodes (ICQNs), Task Forces, country representatives from Burkina Faso, Cote d'Ivoire, Kenya, Kano State (Nigeria), Mauritius and Niger, and representatives of the Youth and the African Diaspora. The meeting reviewed the relationship between education and training as well as sustainable social and economic development in Africa and concluded that education and training are at the core of Africa's economic and social progress. Solutions should be provided in meeting Africa's challenges, both internally and globally. *Contact:* Hamidou Boukary; [h.boukary@afdb.org](mailto:h.boukary@afdb.org).

### November

#### **37<sup>th</sup> Session of UNESCO's General Conference – Paris, France**

*05-20 November.* The 37<sup>th</sup> UNESCO General Conference took place in Paris where all member states and other international bodies were represented. This meeting facilitated the adoption of UNESCO's new Medium Term Strategy (2014-2021) which replaces the Millennium Development Goals (MDGs) in the areas of education, science, culture, communication and information. The conference also resulted in the re-election of Irina Bokova as Director-General of UNESCO for a second term. *Visit:* [www.unesco.org](http://www.unesco.org).

#### **African Virtual University (AVU) 1<sup>st</sup> International Conference – Nairobi, Kenya**

*20-22 November.* The conference was held under the main theme of "Integrating eLearning and Open Education to Increase Access to Quality Education and Training in Africa", which brought together over 100 participants from across Africa and beyond. Discussions on the challenges of integrating eLearning and Open Education as means of increasing access to quality education and training took place. *Visit:* [www.avu.org](http://www.avu.org).

### December

#### **Seventh Pan-Commonwealth Forum on Open Learning (PCF7) – Abuja, Nigeria**

*02-06 December.* This forum was held in partnership with the Federal Ministry of Education and the National Open University of Nigeria (NOUN). The meeting addressed "Open Learning for Development: Towards Empowerment and Transformation" through five themes: "Girls' and Women's Education", "Skills Development", "Promoting Open Educational Resources (OER)", "Innovation and Technology" and "Institutional Development". *Visit:* [www.pcf7.net](http://www.pcf7.net).

### January 2014

#### **Official launch of the 2013/14 Education for All Global Monitoring Report – "Teaching and learning: Achieving quality for all" – Addis Ababa, Ethiopia**

*29 January.* A one day meeting will be organised by UNESCO, with the purpose of disseminating the 2013/14 Global Monitoring Report. The report aims to explain how investing wisely in teachers, and

implementing other reforms aimed at strengthening equitable learning, can transform the long-term prospects of people and societies. *Contact: Redman, Katharine; [e.subden@unesco.org](mailto:e.subden@unesco.org)*

## February 2014

### **African EduWeek 2014 – Johannesburg, South Africa**

*31 January-06 February.* This event will bring together education representatives from across the continent to find solutions to the issues facing education in Africa today. The aim is to provide delegates with a fresh perspective on the challenges currently facing the continent's education, as well as skills and strategies necessary to overcome them. Delegates will also have the opportunity to participate in open debates and share their own stories. *Visit: [www.educationweek.co.za](http://www.educationweek.co.za)*

## March 2014

### **2<sup>nd</sup> Emotional Intelligence Education Forum – Cape Town, South Africa**

*31 January-06 February.* Educators who are interested in Emotional Intelligence and Positive Psychology are invited to participate in the EQ 2014 Education Forum. The Education Forum will explore the latest scientific research, best practice and proven techniques in Emotional Intelligence and Positive Psychology to enhance wellness, success and performance in Students. *Visit: [www.sbs.co.za](http://www.sbs.co.za)*

## Education Development News

### Global

#### **Global Teacher Shortage: Data show sub-Saharan Africa and Arab States worst hit**

New projections released by the UIS for the first time to mark World Teachers' Day indicate that 1.6 million new teaching posts will be needed to achieve universal primary education by 2015. This number will rise to 3.3 million by 2030. One-third of in Sub-Saharan African countries are suffering from teacher shortages. To achieve universal primary education, the region needs to create an additional 500,000 posts by 2030 and replace 1.4 million teachers leaving the profession. *Source: [www.uis.unesco.org](http://www.uis.unesco.org). Accessed on 12 November 2013.*

### Africa

#### **Major digital hub deal to boost education in Africa**

Over half a million teachers and learners in nine countries in Sub-Africa are set to experience a step change in access to digital educational resources in their schools. British council and Bharti Airtel have joined forces to provide 127 digital hubs in schools across these countries. Digital hubs have already been set up through partnerships with Microsoft in Uganda, Tanzania, Kenya, Zambia, Rwanda, Sierra Leone, Malawi, Ghana and Nigeria. *Source: [www.itnewsafrika.com](http://www.itnewsafrika.com). Accessed on 12 November 2013.*

### Countries

#### **Central African Republic: Seventy per cent of school children still not in classrooms**

Seven out of ten primary school students in the Central African Republic have not returned to school since the conflict started in December 2012, according to UNICEF and partners. About 65 per cent of schools surveyed had been looted, occupied or damaged by bullets or shells. In response, 1,352 primary school teachers have been transported back to their posts and almost 25,000 children affected by conflict are now in catch-up classes. *Source: [www.unicef.org](http://www.unicef.org). Accessed on 23 October 2013.*

#### **Ethiopia: Declaration of Intent for Joint Initiative signed in Addis Ababa**

The signing ceremony for the Joint Initiative on Youth Employment in Africa took place on September 2013 at the African Union Commission (AUC) in Addis Ababa. The Initiative is a response by AUC, AfDB, UNECA and ILO to the call by African Heads of State and Government in Malabo in 2011 on the youth employment challenge in Africa. *Source: [www.afdb.org](http://www.afdb.org). Accessed on 18 November 2013.*

### **Kenya: New policy framework to protect courses and mandates of upgraded colleges**

Kenya has formally allowed universities to take over tertiary colleges in a new policy framework. But the upgraded institutions must retain their original courses, programmes and mandates. The government also approved a public-private partnership, which saw the approval of 47 projects under the PPP programme, among them expansion of university hostels and other facilities. *Source: [www.worlduniversitynews.org](http://www.worlduniversitynews.org). Accessed on 03 December 2013.*

### **Morocco: Japan Loans Morocco \$87 Million for Educational Purposes**

Japan provided Morocco with a loan worth 87 million to finance projects aimed at improving education in rural and desert areas. The loan will finance the construction of 21 academies and will also help raise the quality of basic education in rural and desert areas. These projects are part of a strategic plan to bridge the economic and social gap between urban and rural areas in Morocco, *Source: [www.menafn.com](http://www.menafn.com). Accessed on 06 December 2013.*

### **Senegal: AfDB approves US\$ 33.5 Million to promote youth and women employment**

AfDB Board of Directors approved a loan amounting to US\$ 33.5 for Senegal, to help the country finance the Project to Support the Promotion of Employment for Youth and Women (PAPEJF). The project will generate at least 15,000 sustainable decent jobs in rural and semi-urban areas (60% for youth of both sexes and 40% for women) and develop the technical and managerial skills of 17,000 entrepreneurs. *Source: [www.afdb.org](http://www.afdb.org). Accessed on 18 November 2013.*

### **Swaziland: Grade zero to be introduced**

The government is making some significant changes to early childhood development and education (ECDE). In a landmark announcement that could lead to the transformation of the education system, the Prime Minister, Sibusiso Dlamini, has announced that the government will be introducing Grade 0 in at least 50 schools across the country. *Source: [www.osisa.org](http://www.osisa.org). Accessed on 10 December 2013.*

## **Vacancies, Awards and other Opportunities**

### **Call for Papers And Presentations: The 14th Biennial World-Conference University of Calabria, Cosenza (Italy), August 20-23, 2014**

Interested individuals have been invited to submit papers which should have a philosophical bearing on education or childrearing. Conference papers and discussions will be organised around the theme of "Old and new generations in the 21st century: Shifting landscapes of education". The abstracts should not be more than 600 words and the actual discussion paper should also not exceed 6000 words. Deadline for submission is the 1<sup>st</sup> of February 2014 *Visit: [www.ucm.es/info/inpe](http://www.ucm.es/info/inpe).*

### **Call For Papers: The Pan African International 2014 Symposium**

The symposium welcomes papers and panel proposals from a wide variety of scholars, community researchers, activist, educators, and others. Topics and issues raised at the panel may include Science & Technology, Education for Liberation, Stages of Pan Africanism, African Union International as well as Africa and its Re-colonization. Paper proposals should be roughly be between 250 words, the due date is 29 April, 2014. *Visit: [www.mochasuite.com](http://www.mochasuite.com).*

### **Vacancy Notice: Regional Education Specialist Fund Manager Team**

The Girls' Education Challenge (GEC) is seeking to recruit a Regional Education specialist who will be based in London, but with frequent travel to Africa. A major part of the role will be to have oversight of the projects from an education point of view – to be responsible for lesson learning across the region and pursuing particular thematic issues that arise, particularly around learning. Interested candidates should hold a master's degree in education/ development and a minimum of 5 years' experience. Deadline for applications is 30 January 2014. *Contact: Amy Fitch; [girlseducationchallenge@uk.pwc.com](mailto:girlseducationchallenge@uk.pwc.com).*

### **Call for Proposals: e-Learning Africa 2014**

Participants are called to submit their, experiences, researches, thinking and expertise that make up the complex but thrilling picture of ICT for development, education and training in Africa. The overall theme is "Opening Frontiers to the Future". Deadline for abstracts submission is 30<sup>th</sup> January 2014. *Visit: [www.elearning-africa.com](http://www.elearning-africa.com).*

## Networking and Resources

### **Millennium Development Goals (MDGs) Report 2013: Assessing Progress in Africa towards the Millennium Development Goals**

As MDGs target date of 2015 approaches, it is essential to take stock of Africa's progress. This 2013 MDG report reveals a mixed pattern—successes and failures, improvements and challenges, innovations and obstacles. *Source: [www.afdb.org](http://www.afdb.org). Accessed on 10 December 2013.*

### **The Global Learning Crisis: Why every child deserves a quality education**

This publication stresses the importance of education to a child's life, where education is viewed as a fundamental human right. However, many states Africa are failing to provide access to quality education with large pockets of excluded children, especially on the fringes of society, including rural and indigenous populations, working and street children as well as the disabled being out of school. A possible solution is also highlighted in the book. *Source: [www.unesco.org](http://www.unesco.org). Accessed on 19 November 2013.*

### **Gender Equality, HIV and Education**

This booklet presents evidence and experience on gender, HIV and education from a variety of perspectives, taking an analytical look at key issues that continue to impede progress in HIV prevention, in access to care and services, and in ensuring that all children have access to a full and good quality education, emphasising the need for a holistic approach that includes commitment from all the different sectors. *Source: [www.unicef.org](http://www.unicef.org). Accessed on 14 November 2013.*

#### **Newsletter information sources include:**

*ADEA, African Countries' and Ministry of Education websites, University World News, SADC, UNESCO, UIS, IRIN News, World Bank, All Africa Global Media, Southern African Regional Universities Association (SARUA), Association of African Universities (AAU), IIEP, IICBA, OSISA, African Capacity Building Foundation (ACBF), SciDev.net, Pambazuka Newsletter, FAWE and general sources.*

The comments expressed in this newsletter are those of the author(s) and do not necessarily reflect the views of the Working Group or those the working group represents. No responsibility is therefore taken for the veracity of information provided.

### **Working Group on Education Management and Policy Support (WGEMPS)**

P. O. Box HG 435, Highlands; 8 Kenilworth Road, Newlands; Harare, Zimbabwe  
Phone: +263 4776114-5 / 776775-9 / Fax: +263 4 776055; Email: [m.diarra@afdb.org](mailto:m.diarra@afdb.org) or  
[mohameddiarra@hotmail.com](mailto:mohameddiarra@hotmail.com); Web: [www.adea-wgemps.org](http://www.adea-wgemps.org).

#### **Bureau Régional de l'UNESCO (BREDA)**

12, Avenue Léopold S. Senghor, BP 3311 Dakar SENEGAL  
Tél. : (221) 33 849 23 23 - ext 2348 / Télécopie (221) 33 821 38 48 ; Mèl : [sised@adeanet.org](mailto:sised@adeanet.org).