In this Issue...

African 'Success Stories' Promote Cross-Fertilization of Experiences in Education

At the instigation of African Ministers, the DAE has undertaken the publication of reports describing successful experiences in the field of education. In these papers, African Ministers 'tell their story' of how they have dealt with a specific sectoral problem. The reports are expected to benefit the African education community at large.

The production and distribution of these papers is part of DAE's efforts to promote the sharing of African expertise and the cross-fertilization of creative responses developed on the continent. These intra-African exchanges are considered essential for African skill development and sustainable capacity-building.

The first paper of the Successful Experiences series has been published. It describes the redeployment of teachers in Guinea. The second one, on the coordination of aid in Ghana, is well under way. A third report, on the reinsertion of child soldiers in Uganda, is in the initial stages. The DAE plans to launch other studies in 1996, and welcomes suggestions on future topics of interest.

I n his opening speech at Tours, Mr. Ingemar Gustafsson, President of the DAE, stated, after commenting on work accomplished by the DAE as it enters into its eighth year of existence: *"I have a strong sense now that the picture which is beginning to emerge in Africa is not all crisis and problems. We are beginning to see many creative responses to the problems of African education"*. This statement suggests that there are valuable experiences which have occurred in the education sector in Africa and which African countries can capitalize on. Earlier on, at the meeting of the Bureau of African Ministers of Education in Mauritius in September 1994, ministers had proposed to produce a set of papers describing successful African experiences. These papers were seen as an opportunity for African ministers to bring to the attention of their peers that could be transferable to other countries facing similar problems. The proposal was adopted by the Caucus of African Ministers in Geneva in October 1994, and, subsequently, DAE's program was expanded to include the production of papers describing successful experiences.

"There is a strong sense now that the picture which is beginning to emerge in Africa is not all crisis and problems. We are beginning to see many creative responses to the problems of African education."

Raison d'être of the 'success stories'

The papers are an opportunity for a country to 'tell its story' of how a *specific* problem was tackled and overcome. The target audience for these papers is African education ministers and senior ministry officials. Hence, the perspective of these papers is *practical*, and their aim is to account for a country's experience in a *pragmatic* and *non-theoretical* manner.

The reports are not intended to simply provide a description of a technical solution to a technical problem. Rather, they aim to highlight the *critical elements* that have made the experiences a success. In other words, what is sought is an analysis of the *special elements that allowed political, social, technical, bureaucratic or other constraints to be overcome.* The papers will seek to capture as much of what went on behind the scenes as possible and to analyze the *'back-room dynamics'* that are not usually documented.

The papers are intended to highlight the critical elements that have made the experience a success. They seek to capture as much of what went on behind the scenes as possible and to analyze the 'back-room dynamics' that are not usually documented.

In order to keep an African perspective, it was decided on the onset that the papers would be written by national authors who had been closely associated with the experience.

We are providing a brief synopsis of the first two successful experience papers. The first paper, *The Redeployment of Teachers in Guinea,* is available in French and English. The second paper, on the coordination of aid in Ghana, is well under way and should be completed by June 1996. A third paper on the reinsertion of child soldiers in Uganda is in the initial stages.

The redeployment of teachers in Guinea

The Redeployment of Teachers in Guinea was written by Alamah Condé, Assistant Inspector-General in the Ministry of Pre-University Education and Vocational training of Guinea. The report describes how Guinea carried out the redeployment of its teaching staff between 1992 and 1993, drawing the attention of the reader to the social and political aspects of this sectoral adjustment. Sections on the reasons behind the reform, its objectives, the contextual factors, the strategies used, the key factors of success, and lessons learned are contained in the paper. As a result of this experience, significant efficiencies were developed that led to increased enrollment in both urban and rural schools.

Aid coordination in Ghana

Before 1993, various donor-assisted projects were managed by separate project units requiring separate and distinct administrative facilities and staff. This led to a proliferation of project management units with under-utilization of personnel and poor capacity building. Cooperation between funding agencies was negligible and projects overlapped in many cases whilst in certain areas there was very little or no support at all.

Today, Ghana has a single Projects Management Unit. This has facilitated the coordination of all agency funded projects within the sector. Ghana has also established a sector forum which involves all funding agencies and the Ministry of Education. The forum has enhanced cooperation between funding agencies and has provided useful information on each partner such as their area of expertise.

The successful experience paper will describe how Ghana has managed to achieve coordination among donors, bringing out the special elements that have contributed to this experience.

Suggestions are welcome

At the last meeting of the Bureau of Ministers which was held in Accra (February 8-9, 1996), Ministers reaffirmed their interest in the Successful Experiences papers and expressed the wish that more reports be produced. A suggestion was made to use the newsletter to draw more attention to this important part of the Intra-African Exchange program.

The DAE welcomes suggestions either on special experiences or on specific topics of interest.

In suggesting a topic, it is important to bear in mind the key criteria to be met by the papers, i.e.:
- A *specific* topic
- A *special* experience
- An experience *which can be shared* with other African countries.

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Suggestions should be directed to the DAE Secretariat
IIEP, 7-9 rue Eugène-Delacroix,
75116 Paris
Tel : (33) (1) 45 03 37 96
Fax: (33) (1) 45 03 39 65
E-mail on Internet:
DSECRETARIAT1@WORLDBANK.ORG
or **TH.DESRUELLES@IIEP.UNESCO.ORG**

DAE commissioned African Successful Experiences as of March 1996

Title of Publication	Current Status	Expected Completion Date
The Redeployment of Teachers in Guinea	Study is completed	Currently available in french and English
Coordination of Funding Agencies in Ghana	Study is under way	June 1996
The Reinsertion of Child Soldiers in Uganda	Terms of reference being prepared	End of 1996

The DAE's Books and Learning Materials Working Group, was established in 1989.

Objectives

The working group's **global objective** is to enhance awareness (by Governments, the private sector, development agencies and NGOs, etc.) of the need for a holistic approach to the development and supply of material for literacy and learning purposes in Africa.

Short-term objectives are: (a) to strengthen the network of policy makers and practitioners interested in book development and delivery strategies, (b) to identify the technical and financial resources needed on order to launch and implement viable national book policies, and (c) to encourage governments, the private sector, development agencies and NGOs involved in materials development to collaborate in the establishment of common strategies and procedures.

The **medium-term objective** is to provide a forum that will examine the range of different options for making teaching and learning materials more accessible.

The **long-term objective** is to support the development of national book policies within the context of a coordinated strategy for the creation of a more conducive literate environment.

Major meetings

The first meeting held in 1994 in London focused on how the WG might assist African governments to take book sector studies forward into national policy. Issues pertaining to the procurement of textbooks was the central theme of the second meeting (Washington, June 1994).

The third meeting (Paris, January 1995) focused on the World Bank General Operational Review of textbooks and support to publishing in national languages.

Membership

The Working Group's **lead agency** is the Overseas Development Agency (ODA).

Members of the WG's steering committee are: Ministère de la coopération, France; Ministry of Education, Zambia; Swedish

International Cooperation Development Agency (SIDA); Finnish International Development Agency (FINNIDA); African Publishers' Network (APNET); UNESCO; Danida, Danish Ministry of Foreign Affairs.

Other members include **African Ministries of Education** from the following countries: Guinea, Niger, Central African Republic, Madagascar, The Gambia, Mali, Mauritania, Mozambique, Senegal, Seychelles, Togo, Uganda, Namibia, Rwanda, Zambia, Zimbabwe.

Other **member funding agencies** include: African Development Bank; Agence de coopération culturelle et technique (ACCT); Ecole internationale de Bordeaux; CIDA; Carnegie Corporation of New York; Commonwealth Secretariat; Confemen; Coopération par l'Éducation et la Culture (CEC); Deutsche Stiftung fur Internationale Entwicklung (DSE)- Zentralstelle fur Erziehung; European Commission; Ford Foundation; Gesellschaft fur Technische; IIEP; International Literacy Institute (ILI); Netherlands Center for the Study of Education in Developing countries; NORAD; World Bank.

APNET

WGBLM is associated with the African Publishers' Network (APNET), its African partner institution.

APNET is a pan-African network of national publishers' associations and publishing communities which was founded in 1992 with the objective of strengthening African publishing capacities. To achieve this objective, APNET has embarked on a number of programs such as training in publishing, the promotion of intra-African trade, the conduct of research and policy studies, lobbying, and various efforts to support national book and publishing institutions.

Program Content (1996-1997)

The following main activities will be conducted by WGBLM in 1996-1997:

➤ **Research studies:**

- Research on the economics of educational materials in Africa
- Case studies on the effectiveness of publishing educational materials in national languages.
- Study of national policies on the distribution and dissemination of educational materials in West Africa
- Development of relevant book policy guidelines
- Research into different options for financing access to teaching and learning materials

➤ **Support for policy implementation:**

- Coordinated donor support to a National Book Policy in at least one African country

➤ **Support to APNET:**

- Support to the APNET Resource Center

DAE Working Group on Books and Learning Materials

Lead Agency: Overseas Development Administration (ODA).

Convener: Dr. Carew Treffgarne
Tel: (44) (171) 917 0658
Fax: (44) (171) 917 0287

Coordinator: Carol Priestley
Tel: (44) (181) 997 3274
Fax: (44) (181) 810 9795

African Partner Institution:
African Publishers' Network (APNET).

P.O. Box 4209, 78 Kaguvi St., Harare, Zimbabwe
Tel: (263-4) 739 681 or 751 202
Fax: (263-4) 751 202 or 729 905

What makes a successful South-North publishing partnership?

The concept of South-North partnerships for the publishing industry is being promoted by a number of organizations and individuals and increasingly discussed at workshops and international book events. Partnerships figured prominently on the agenda of the last two roundtables on publishing in Africa, organized respectively by the Agence de coopération culturelle et technique (ACCT) in Lomé, Togo (October 30 - November 2, 1995) and the Bellagio group in Addis Ababa, Ethiopia (November 19-22, 1995). It thus seems timely to review some key criteria for South-North publishing partnerships to be successful and to suggest ways in which these kinds of partnerships may be promoted.

Writing in the field of human resources development, Ron Hughes[1] states that "partnerships involve two or more individuals or groups working together for a common purpose." He writes further that "effective partnerships are based on mutual understanding and sharing of values, a high degree of trust, rigorous challenge of critical ideas and jointly creative solutions to tasks and problems". The Concise Oxford Dictionary defines a partner as a "person associated with others in business of which he shares risks and profits".

What ingredients make a successful partnership?

All these ingredients definitely apply to the field of publishing. Indeed, at the Addis Ababa roundtable of the Bellagio group, the image of marriage was used to describe the qualities of a solid partnership. While this led to some good-natured joking about monogamy versus polygamy (and the greater experience of the latter in the South), the image is very appropriate.

Each partner must contribute significantly (though differently) to the endeavor, with full faith in the synergy of the common effort. The knowledge that "together is better", i.e. that each partner's share of benefits will be greater while the share of risks will be lesser, is a strong catalyst.

A number of other 'ingredients' make up a successful publishing partnership:

➤ **A commercially viable project**
Motivation is likely to be strongest when the project is commercially viable. This is also crucial to sustainability as attention must be paid to avoiding any extended dependency on subsidies and international aid.

➤ **Adequate financial, human, and technical resources**
Sufficient financial resources need to be available to the partnership from the beginning of its existence. How much is enough? There is no simple answer to that, as each partnership will have different financial requirements. In keeping with the principles of partnership, the start-up costs should be shared between the North and the South. However given the severe undercapitalization of most African publishers, and the comparatively more stable financial situation of Northern publishers, thought needs to be given to what a fair share for the Southern publisher to carry is. This share may vary with time.

In addition to financial resources, attention will need to be paid to human and technical resources as the required investments will also be measured in time and effort.

➤ **The issue of balance**
South-North publishing partnerships need to be balanced. This was clearly stated at the latest ACCT workshop. If the two (or more) publishing houses

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At the ACCT meeting in Lomé, Côte d'Ivoire was mentioned as an example of a country where partnerships have developed successfully. Today, three million textbooks per year are produced locally thanks to these partnerships.

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differ significantly in size, the result may not be a partnership. Instead, it may be one more case of dependency or exploitation. Training may be the key to ensure the autonomy of the Southern partner so as to avoid any 'Big Brother' situations, even if they are well intentioned.

➤ **Experience of partners**
Publishers will naturally need to be professionals, in the generally accepted sense of the term, i.e. book publishers rather than just printers of leaflets for other organizations. Thanks to the strong evolution of the African Publishers Network (APNET) and the growth in professional publisher associations APNET has spurred in Sub-Saharan Africa, it should become increasingly easy to verify the *bona fide* nature of a publisher, as well as any ties to multinational publishers that may be contrary to the objectives of empowering local publishers.

➤ **Transfer of technology and know-how**
Partnerships should facilitate the transfer of technology and know-how (including management) to the Southern partners.

➤ **Developing local capacities**
Partnerships should contribute to the development of local capacities. In the long run, most 'book chain' operations—from design to distribution—should be located in the South.

Successful partnerships can contribute to empowering local publishers and sustainable book development in Africa. At the ACCT meeting in Lomé, Côte d'Ivoire was mentioned as an example of a country where partnerships have developed successfully and are

now contributing to the local production of three million textbooks per year.

How can publishing partnerships be promoted and sustained?

➤ The role of public authorities
Public authorities can encourage the development of publishing partnerships by creating legal and fiscal environments which are favorable to them. Measures which may encourage the development of partnerships include: taxing imported finished products, removing tariffs on inputs, guaranteeing markets for the partnerships on a medium-term or long-term period, contributing financial resources such as direct funding or subsidies.

➤ Assisting publishers to meet each other
One way to encourage partnerships is to assist publishers to meet each other. This raises issues of communication, travel costs, and appropriate venues. International book fairs are the traditional meeting place for publishers. Fairs are where the most successful titles are displayed and potential compatibility between lists, editorial style etc. can be evaluated.

Further meetings at fairs, as well as visits to the respective publishing houses and professional exchanges at various hierarchical levels of the firms (Chief Executive Officers, senior editors, etc.) will be needed to assess the suitability of working with each other.

Once a preliminary business agreement has been reached, a considerable amount of work still needs to be done before the partnership can be said to be effective. Training in specific areas (e.g. marketing or financial management) may be crucial and a period of apprenticeship will be needed on both sides. Local capacity should grow over time, as one small successful project is grafted onto another.

At some point, the partnership should have developed the capacity to submit a (joint) bid under the International Competitive Bidding, and ultimately Local Competitive Bidding, practices used by the International Financial Institutions for book procurement.

Partnerships are needed in a variety of constellations. While this article has focused on South-North partnerships, South-South partnerships are equally important. The two types of partnerships can be combined in a number of ways to contribute to sustainable book development around the world.

Based on an article by
Diana Newton,
International Publishing Partnership,
and excerpts from
the Report of the ACCT Meeting
(Rapport général – Initiation de projets éditoriaux régionaux pour le manuel scolaire)
(Lomé, October 30-November 2, 1995)

> **International Publishing Partnership (IPP)**
> is an international development initiative supported by the Canadian International Development Agency (CIDA), a member of the DAE Working Group on Books and Learning Materials.
> IPP's long-term objective is to develop sustainable publishing capacities in developing countries by fostering commercial partnerships between Canadian and developing country publishers.
>
> Tel: (613) 241 93 09
> Fax: (613) 562 23 29

1. Hughes, Ron. *Sustainable Human Resource Development: a background paper.* CIDA. August 1992.

African Publishing Review
Revista das Ediçoes Africanas
African Publishing Review

The Newsletter of the African Publishers' Network (APNET)

The *African Publishing Review* is a bi-monthly newsletter published by the African Publishers' Network (APNET), a pan-African network of national publishers (see page 3). The newsletter is now in its fifth year of publication. Over 10 000 publishers network through the newsletter.

In the *African Publishing Review, you will* find:
• News and reviews of the latest **African releases;**
• News of **African prize-winning publications;**
• **Co-publishing, rights and translation** opportunities in Africa;
• News of African **Book Fairs;**
• Contact **addresses** of African publishers;
• News of what is going on in publishing in African countries.

If you are involved in publishing, bookselling, business, research, development work, or education and would like to receive *African Publishing Review,* you may contact;

African Publishing Review,
78 Kaguvi Street, P.O. Box 4209, Harare, Zimbabwe
Tel: (263) (4) 739681 Fax: (263) (4) 751202 E-mail: apnet@mango.apc.org

Challenges for the Publishing Industry
in the Developing World

There are few 'theories' of publishing—efforts to understand the 'whys' as well as the 'hows' of the trade—despite the fact that books and journals remain, even in this era of electronic communications, the major means of scientific communications worldwide. Modern publishing, using the printing press, evolved over several centuries, as did the other elements of publishing such as editing, ditribution, and copyright. Thus, the impact of the book on society seems less dramatic than that of, say, newspapers or television. An entire academic field—communications—is based on the analysis of mass communications, while there remains a dearth of analytic research on books and journals publishing. These have been regarded as 'old technology,' and publishing has often been viewed as a 'gentleman's' profession.

If the literature on publishing is limited in industrialized nations, it is even more scarce in the developing countries of the Third World. The limited research done in the West, in any case, has only peripheral relevance to Third World nations, and therefore there is an important place for research that looks at the issues that directly affect the developing countries—such as adapting technologies to economies with poorly developed infrastructures, or the problems of transforming book importers into professional publishers.

Few generalizations hold about the Third World. The problems of countries without any significant publishing industries, low per capita incomes, and low literacy rates—such as Burkina Faso or Mali—are quite different than those of India, which despite poverty, has built up a powerful indigenous publishing industry. Yet, experiences of the highly successful Pacific Rim countries, which have built up active publishing industries, might be relevant to other Third World nations, even though economic circumstances differ significantly. There is a growing need for South-South communication

with regard to capacity building in publishing, and book development.

Third World countries are inevitably affected by the broad trends in publishing worldwide. While publishing is increasingly multinational and interdependent, developing countries generally find themselves in a peripheral position without much power over the processes or outcomes of international forces that affect them. Book distribution networks, paper supplies, manufacturers of printing equipment and the new high-tech computer-driven composition equipment now used by publishers exist mainly in the industrialized nations. The major international copyright treaties, the Berne Convention and the Universal Copyright Convention, were established by the industrialized nations and continue to be dominated by them, but it is widely recognized that copyright, in the long run, is in the best interests of all countries, and almost all Third World nations have joined one of the international copyright conventions. Problems of piracy still exist, but pressures by Western governments including the threat of trade sanctions have reduced the level of book piracy in many countries.

The social structure, educational system, literacy rates, language issues, and the general economic and political realities of the Third World constitute the context for any consideration of the publishing enterprise. Publishing and the educational system are directly related. The economic bedrock of Third World publishing is textbooks, which provide the largest single market for

books and, in many countries, the only market. There have been many debates concerning who should publish textbooks and who should pay for them. In many cases, government agencies have taken responsibility for textbook production, removing from the private sector the main potential market for books. These agencies have often been slow and inefficient in producing books and frequently have been more expensive as well. Recently, debates about textbook production have resulted in the increased use of private sector publishers for textbook production.

Most Third World countries are linguistically diverse, in constrast to most industrialized nations which are relatively homogenous. Linguistic diversity creates specific challenges for publishing. The economics of local language publishing are complex and usually disadvantageous. With a few exceptions, local languages have a limited market and little export potential. Commercial channels are not well developed and are generally dominated by European-language books. Financing, perhaps the most serious problem for Third World publishing, is especially difficult as banks are reluctant to lend to risky enterprises.

While generalizations about Third World publishing are difficult to make due to vast differences among nations in terms of economic development, literacy rates, and access to paper, printing equipment, and editorial and publishing expertise, some issues are common to publishers in most parts of the Third World.

The economic bedrock of Third World publishing is textbooks, which provide the largest single market for books and, in many countries, the only market. There have been many debates concerning who should publish textbooks and who should pay for them. Recently, debates about textbook production have resulted in the increased use of private sector publishers for textbook production.

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1) *Book distribution*. In almost every Third World nation, the book distribution mechanism is inadequate, even where a substantial publishing industry exists.

2) *Language*. Language is one of the most difficult issues facing publishing in many parts of the Third World. How should the publishing industry deal with the multiplicity of languages that exist in many developing countries?

3) *Economics*. In many nations, publishing is on shaky economic ground. The issues of adequate credit, better accounting procedures, inventory control, and indeed the entire financial basis of the publishing industry, need to be addressed as the publishing industry grows.

4) *Private versus public interests*. The issue of the appropriate roles of the state and of private enterprise in publishing has been hotly contested in the Third World. It seems clear that the state, through appropriate legislation and encouragement, must help the development of indigenous publishing. Yet, as is the case in many countries, direct state control over segments of the publishing industry, especially textbook publishing, has not only weakened the industry but has often resulted in inefficiency and high costs.

5) *Professionalism*. In order to have an effective publishing industry, there must be a trained cadre of professionals—editors, designers, proofreaders, and the like. Most Third World countries lack this expertise and there are few opportunities for providing relevant training.

6) *Capacity-building and the issue of dependency.* What should the role of multinational publishers be in the Third World? What is the best way of building indigenous publishing? What is the best balance? In the context of an interdependent world, how can Third World countries reduce their dependency on the industrialized nations?

There are a small number of organizations, journals, and other media that consider, on a regular basis, the topic of Third World publishing. The organization with the longest involvement with publishing and book development in the Third World is UNESCO.

The World Bank has been involved in lending programs for textbook development and publishing for several decades, and commissioned a number of "book sector" studies of specific Third World countries. The Bellagio Publishing Network Research and Information Center has organized and stimulated research relating to Third World publishing issues, and widely disseminates this information. On a regional level, the African Publishing Network (APNET), established in 1992, has noticeably increased the amount of information available concerning publishing in Africa. The Bellagio Network's quarterly *Bellagio Publishing Network Newsletter* and APNET's *African Publishing Review* draw together information on a wide range of publishing initiatives in Africa and other developing nations.

The quarterly *African Book Publishing Record* is the only journal exclusively concerned with Third World publishing issues. In addition to articles about publishing and books, it features listings of new books published in Africa. The two scholarly journals, both published in English, that deal solely with publishing, *Scholarly Publishing* and *Publishing Research Quarterly*, feature occasional articles on Third World issues. *Logos,* a quarterly publication focusing broadly on books and publishing, has also featured a number of articles on Third World publishing.

Books and publishing are, without question, one of the necessary elements in Third World development. Publishing will remain important into the 21st century. An international perspective together with increasing knowledge of the challenges, the nature of the problems that must be faced, and possible solutions, can allow a better understanding of the successes and failures in the world of books and publishing in developing countries.

Philip G. Altbach
Excerpted from an essay entitled
"What We Know About Third World Publishing: Issues and Debates"
published in *Bibliography on Publishing and Book Development in the Third World, 1980-1993.* (Norwood,

The Economics of Publishing Educational Materials in Africa

The DAE's Working Group on Books and Learning Materials (WGBLM) has commissioned a research study entitled *The Economics of Publishing Educational Materials in Africa*. The objective of the study is to develop analytical tools that will allow governments to address the issues of book provision and book development in a systematic way, enabling them to develop an appropriate strategy for the sustainable provision of textbooks.

Methodology

Opifer Ltd., the consulting company which has been selected to carry out the study, is drafting questionnaires to provide information on three main points: (a) the business environment surrounding textbook publishing; (b) the publishing industry itself; and (c) the critical success (and failure) factors related to textbook provision.

These questionnaires will be distributed to six groups in 46 countries of sub-Saharan Africa: Ministries of Education; Ministries of Finance; Ministries of Trade/Industry; Publishers' Association/National Book Councils; educational publishers; and, book vendors.

In addition, interviews and group discussions will be held in 13 study sample countries. These are: Ghana, Kenya, Malawi, Tanzania, Uganda, Zimbabwe (Anglophone); Cameroon, Côte d'Ivoire, Mali, Senegal, Togo (Francophone); Angola, Mozambique (Lusophone).

The input of recognized practitioners in textbook publishing and distribution in Africa is considered essential as their experience, whether in the State, NGO or private sector will ensure that realistic and appropriate policies are proposed. In addition, they hold vital information about the actual practice of book provision in Africa.

Field Research Aims to Improve Basic Education

Report on a colloquium held at the *Cité des sciences et de l'industrie* in Paris (November 27-28, 1995)

The purpose of this colloquium was to disseminate the results of practical field research carried out in eight West African countries: Cameroon, Chad, Côte d'Ivoire, Guinea, Niger, Mali, Mauritania and Senegal. These experimental approaches were conducted by CEPEC International (Educational Studies Centre for Experimentation and Advice), within the framework of a project initiated in 1992 by the French Ministry of Cooperation.

Approximately 140 participants attended the conference. Twelve African countries were represented, two of them by their ministers (Guinea and Senegal).

The purpose of the practical field research is to analyze specific difficulties experienced by some basic schools at the micro-social level, and to develop new and effective actions. The objective is to contribute to better quality basic schooling in Africa.

During the meeting, participating African education ministers and administrators expressed the wish that this type of research in education be developed further. They also suggested that the research be rooted more deeply in African institutes of education and teacher training schools.

The following table summarizes the practical field research conducted in four countries, in different contexts. ❐

	Issues	Hypothesis
Cameroon	**The use of local environmental resources ; practical scientific learning** How can better use of the environment be made? Can environmental resources be used as a teaching framework or supporting tool in order to: enhance pupils' scientific awareness; make them better prepared to control their environment?	Using local environmental resources to a greater extent in elementary school improves learning results. This will also help to develop attitudes and habits favorable to the safeguarding of the living environment.
Guinea	**Experimenting with practical workshops in elementary schools** Can schools be designed to be open to the environment? Are there ways of alternating approaches (basic learning and practical activities) in order to improve effectiveness? Room made for guided activities: How can optimum use of guided activities be made? Can links be established between basic learning and practical activities?	Practical activities enhance basic learning and facilitate the transfer of knowledge, provided they are designed by parents, teachers and pupils, and are offered through an inter-disciplinary approach.
Mauritania	**Remedial schools** These schools are set up for children who have been cut off from the school system, and marginalized from society. What kind of requirements/conditions should these schools meet to ensure that the children will either acquire the basic skills needed to bring them back into the school system, or be able to apply to institutions which will help them reintegrate the community?	The experience acquired by street kids—dropouts or children who have never been to school—will help them develop certain scholastic skills if they are offered the right type of instruction within remedial schools.
Niger	**Involvement of parents in innovative strategies** Given the acute crisis of the education system, are teachers and parents still sufficiently motivated to be able to reflect on the future of schools, and undertake concrete actions that will revitalize their schools?	Launching an awareness campaign would result in the following: (a) all parties concerned would feel deeply involved in the resolution of the problems; (b) deliberate and voluntary commitments would be made at grass roots level, rather than in reaction to external injunctions. Prior conditions necessary for a genuine involvement of actors would be met.

Results: Certain approaches proved to increase the knowledge acquisition of pupils in remedial schools. Among these were: explaining to them the purpose of what they were being instructed (presenting them the approach used); relating what was being taught to them to specific contexts (skills developed in the street were an important support); the instructor's consideration of the street kid's history (his life experience, his suffering) and his efforts to relate them to the child's reactions and behavior.

Results: An awareness campaign was launched, which respected the village's traditions. Parents were invited to share their thoughts and provide input on the school. This resulted in their greater involvement in the school's life. The campaign was also useful to demonstrate the contradictions existing between the parents' expectations of school (for instance sending children to school will get them a job) and their image of the school (as a bureaucratic, colonial, elitist structure focused on the memorizing of 'bookish' knowledge). Some of these perceptions were removed and it is hoped that as the next school year begins, attitudes and behaviors will have changed.

Teacher Management and Support Program—Francophone WGTP Is Set for Next Stage of Activities

The objective of the Teacher Management Support (TMS) program in 1993-1995 was to conduct a thorough diagnosis of education systems in sub-Saharan Africa from the perspective of education staff personnel management. The francophone section of the Working Group on the Teaching Profession (WGTP) has completed that task. It is now set to move on to the next stage of activities with the objective of formulating concrete plans, paying particular attention to the economic, political, and social feasibility of the proposals.

All countries participating in the TMS program have decided to continue with the next stage of operations. For this second part of the program, Côte d'Ivoire has been designated to coordinate the working group's activities along with the French Ministry of Cooperation. IREDU *(Institut de recherche sur l'économie de l'éducation)* from the *Université de Bourgogne* will continue to provide methodological support. It will assist in the finalizing, implementation, and follow-up of national action plans in 1996-1997. It will also assist national teams to design and publish manuals, and to constitute a network of experts for the benefit of countries who have not taken part in the TMS program.

Countries have been divided into two sub-groups depending on the level of progress of their work. Countries in *sub-group A* (Burkina-Faso, Côte d'Ivoire, Gabon, Guinea, Mali, Senegal) have finalized their action plans and are in the process of implementing them. Countries of *sub-group B* (Madagascar, Mauritania, Niger, Tchad) are in the final stages of preparation of their action plans.

Timetable of activities

The timetable of planned activities is as follows:
Phase I (starting in March 1996)
- S*ub-group A*: National action plans will be implemented. Management and teaching post indicators will be used. Methodological support will be pro-

vided as well as logistical and financial assistance.
- *Sub-group B*: National teams will be asked to finalize their action plans.
Phase II (starting in April 1996)
- *Sub-group B* countries will be informed on work done and methods used by *sub-group A* countries.
- Methodological guidelines and manuals will be prepared based on the experience of the national teams.
- A network of experts will be constituted.
These activities are intended to assist national teams who have not taken part in the TMS program formulate similar national action plans.

Phase III (starting in April 1996)
- Continuation of activities for *sub-group A*
- *Sub-group B* will receive support for the implementation of their action plans.

Two seminars are planned for these different stages of work. The first seminar will be held in Abidjan in March. The second seminar is scheduled for June. Workshops will be organized in countries who request additional methodological support.

**Georges Solaux, IREDU
and Joëlle Lanot,
French Ministry of Cooperation**

Gestion et mobilisation des personnels enseignants dans les pays francophones d'Afrique subsaharienne*
Ministry of Cooperation, Paris, 1996.

This document is a report of TMS program activities conducted by the francophone WGTP over the last three years (1993-1995). The work consisted in designing a questionnaire, analyzing the responses collected by national teams, and organizing three regional seminars set up as training workshops. The work consisted in a thorough diagnosis of the education systems of ten countries (Burkina-Faso, Côte d'Ivoire, Gabon, Guinea, Madagascar, Mali, Mauritania, Niger, and Tchad), viewed from the angle of education staff personnel management. Results have been used as a basis for the preparation of national action plans.

The report is divided into four parts. The first chapter is devoted to a reminder of theoretical expectations, and to a detailed presentation of the approach used. In the second chapter each participating country is compared on the basis of international indicators and answers given in the questionnaires. The third chapter contains a brief description of the action plans prepared by the national teams. These plans are analyzed in the last chapter.

**To receive this document,
you may contact:**

**Ministère de la Coopération
57 boulevard des Invalides
75700 Paris, France**

**Tel: (33) 47 83 17 33
Fax: (33) 47 34 64 05**

**Available in French only*
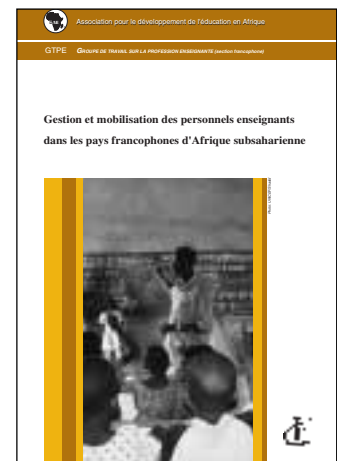
WGHE reflects on future priorities and activities

The Working Group on Higher Education (WGHE) held its ninth meeting in Mauritius last January. The meeting was planned and carried out jointly by the Association of African Universities (AAU) and the WGHE, and co-hosted by the University of Mauritius.

Four studies on higher education management

The main theme of the meeting was *Higher Education Management*. Four research papers on university finance, drawing on some 35 investigations by African university staff, were presented. The studies were sponsored by AAU's *Study program on Higher Education Management* with funding from the government of the Netherlands and SAREC/SIDA.

In the first study, *Resources for Enhancing University Research and Post-Graduate Training: A Ghana Case Study,* Moses Anyimadu from the University of Ghana analyzes the processes whereby research is funded at the University of Ghana. Though his survey of ministries shows that considerable resources are budgeted for research and training, most research and post-graduate training at Ghana's three main universities is funded by international donors. The author is making recommendations to improve the management of research funding. The second paper, *The Social Background of Makerere University— Students and the Potential for Cost-Sharing*, addresses the issue of cost-sharing. The author, Muhammad Mayanja of Makarere University, suggests that fee-paying might be a strategy for university development. In *Data Availability for University Management at Makerere University*, Sarah Nakabo-Ssewanyana has identified the various types of information routinely collected by the university administration and assesses their suitability for the purposes for which they were collected. The last paper presented was *Modeling for Recurrent Budget Estimates and Funds Allocation,* by Lennox Liverpool of the University of Jos (Nigeria). The

report presents the advantages of using FTE (Full Time Equivalent) rather than enrollment head count for rational budget planning and allocation. The study also assesses the compliance of Nigeria's federal universities with national norms intended to promote managed growth and efficiency.

The potential use of new information and communication technologies

WGHE coordinator William Saint presented a recent World Bank paper, *The Africa Virtual University*. The paper considers how recent advances in telecommunications technology, information science, interactive multimedia, and educational software may contribute to help increase access and quality of African tertiary education.

While presentation of the paper aroused much interest, participants reacted in a cautionary and occasionally critical way. Among the concerns expressed were: that this was a top-down approach, technology-driven initiative at risk of advancing northern commercial interests more than African educational objectives; that North American models seemed to be the domain of information technology firms which did not serve socially sensitive education interests; that such a system might foster African dependence on externally-designed and managed systems.

Progress report on the South Africa National Commission on Higher Education

Dr. Teboho Moja, Executive Director of the South African National Commission for Higher Education briefed the WGHE on the Commission's progress in developing proposals for the restructuring of the country's entire higher education system.

The Commission was established a year ago and is required to present its report by the end of 1996.

WGHE's future work program tentatively sketched

WGHE coordinator William Saint remarked that the *Joint AAU/ WGHE Colloquium on the African University in the 1990s and Beyond*, held in Lesotho in January 1995, marked the completion of an initial work phase. The WGHE therefore needs to define its role for the next phase.

Regarding future activities of the WGHE, it is felt that a proper balance is needed between *process-oriented activities* for sharing information, exchanging experience, and generating consensus on donor and institutional priorities and *product-orientated activities* having a more direct impact on the pressing problems in higher education and research that afflict the region.

Though no conclusion was reached, it was tentatively agreed that WGHE activities should embrace both process and product-oriented outputs:

■ Process-oriented outputs could include meetings, studies and workshops on new issues of interest and concern. Among these was a progress report on African universities.

■ Product-oriented activities will seek to build upon themes that have been developed by the WGHE to date, and will seek to involve the AAU in their implementation. Topics likely to be encompassed include university strategic planning, interuniversity cooperation in postgraduate training and research, electronic networking, and improved higher education management.

The presentations and discussions on WGHE's future activities showed once again the high degree of convergence, interrelationship and complementarity of objectives and programs between the WGHE and the AAU.

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WGFE Steering Committee Meets in Dakar

The steering committee of the DAE's Working Group on Finance and Education (WGFE) met for the first time in Dakar last November (16-18 November, 1995).

Highlights of the meeting

Points discussed during the two days included the following points:

Project objectives and scope: It was emphasized that the working group should not only focus on budgetary techniques but should broaden its scope to encompass the following issues: public and private expenditures, household spending habits, management of funds, and how these relate to public, private, and community investments in education.

Literature review: The working group had initially planned to launch a study on *State of the Art Budget Techniques* which would give an overview of the current budgeting capacities in the education sector in a selection of African countries. Suggestions would then be made to improve budget preparation and the management of resources allocated to education. This element of the work plan—considered too narrow—has been changed and the group has now opted for a *Literature Review* which will throw light on the more general picture of how education is financed (actors involved, processes, techniques used, etc.). The study will draw upon was has already been published on the subject.

Case studies: Countries selected for the case studies will be chosen on the basis of clearly defined criteria. The committee agreed that the literature review

would bring out what issues were most relevant, and, hence, countries would be requested to demonstrate how their experience related to these issues. Economic, demographic, and linguistic factors will also be taken into account.

Terms of Reference for the Steering Committee: Terms of reference for the Steering Committee were approved. Awa Thiogane was elected President of the Steering Committee until the next Meeting to be held in Dakar in September 1996. Mrs. Awa Thiogane is Director of the Statistics Division within the Ministry of Education of Senegal.

Structure of the program unit: It was stressed that while there is an element of research in the working group's activities, the working group aims primarily at being results-oriented and at creating expertise within the ministries of education

A brief history of WGFE

The working group on finance and education was created in 1994. Its overall objective is to increase education ministries' capacities to attract and better manage financial resources.

One of the special features of the working group is that it brings together researchers, as well as experts in the fields of education, statistics, and finance. The working group is also a partner to an African institution (CODESRIA) which acts as project manager. Codesria (Council for the Development of Social Science Research in Africa) is a pan-African organization which was created in 1973. Based in Dakar, Senegal, its goal is to strengthen social science research across the continent.

❐

CODESRIA

CODESRIA is a pan-African organization which was created in 1973. Its goal is to strengthen social science research across Africa.

The organization acts as a coordinating body whose main objectives are facilitating research, promoting research-based publishing and creating multiple fora geared towards the exchange of views and information among African researchers.

CODESRIA publishes a newsletter, the *Codesria Bulletin*. The bulletin contains information on CODESRIA's activities and those of other social science organizations in Africa.

CODESRIA
B.P. 3304, Dakar, Senegal
Tel: (221) 25 98 22123 Fax: (221) 24 12 89
Telex: 61 339 CODES SG
e-mail: @Geo2.Poptel.Org.UK

For further information on the four research papers on university finance (article on facing page) you may write to: The African Association of Universitites (AAA), P.O. Box 5744, Accra-North, Ghana.

The Africa Virtual University paper can be obtained by writing to Etienne Baranshamaje, Human resources Division, Africa technical Department, The World Bank, 1818H Street N.W., Washington, D.C. 20433, USA or through the following E-mail address: AVU@WORLDBANK.ORG.

CALENDAR OF EVENTS

MARCH

1	Ven	
2	Sam	● WGFP Meeting (FEMSA)
3	Dim	
4	Lun	● WGFP Meeting
5	Mar	
6	Mer	
7	Jeu	
8	Ven	
9	Sam	
10	Dim	
11	Lun	
12	Mar	❶ 1996 World Conference
13	Mer	on Literacy
14	Jeu	
15	Ven	
16	Sam	
17	Dim	
18	Lun	
19	Mar	
20	Mer	
21	Jeu	
22	Ven	
23	Sam	
24	Dim	
25	Lun	● WGBLM Workshop
26	Mar	● WGES Workshop(26-28)
27	Mer	● DAE WG Coordinators
28	Jeu	
29	Ven	● DAE Steering Committee
30	Sam	
31	Dim	

APRIL

1	Lun	● WGTP-A Workshop
2	Mar	
3	Mer	
4	Jeu	
5	Ven	
6	Sam	
7	Dim	
8	Lun	
9	Mar	
10	Mer	
11	Jeu	❷ CODE seminar on 'Partners
12	Ven	in African Publishing'
13	Sam	
14	Dim	
15	Lun	
16	Mar	
17	Mer	● WGTP-A Workshop
18	Jeu	❻ CONFEMEN Meeting
19	Ven	● WGTP-F Seminar
20	Sam	
21	Dim	
22	Lun	● WGBLM Steering (22)
23	Mar	❸ ILO Meeting (22-26)
24	Mer	
25	Jeu	
26	Ven	
27	Sam	❺ Sao Tomé e Principe Forum
28	Dim	
29	Lun	● WGES Meeting
30	Mar	(to 10/5)

Dates to be confirmed:
● WGBLM Workshop
● WGES Workshop

MAY

1	Mer	
2	Jeu	
3	Ven	
4	Sam	
5	Dim	
6	Lun	❹ Pan-African Meeting
7	Mar	(Issues on the Use of
8	Mer	National Languages
9	Jeu	in African Education
10	Ven	Systems)
11	Sam	
12	Dim	
13	Lun	
14	Mar	
15	Mer	
16	Jeu	
17	Ven	
18	Sam	
19	Dim	
20	Lun	
21	Mar	
22	Mer	
23	Jeu	
24	Ven	
25	Sam	
26	Dim	
27	Lun	
28	Mar	● WGES Workshop
29	Mer	
30	Jeu	
31	Ven	

DAE Activities

● **DAE Steering Committee Meeting**
Fifth Session of the Steering Committee of the DAE. March 28-30. Paris, France.

● **DAE WG Coordinators Meeting.**
March 27-28. Paris, France.

● **WGFP**
Working Group on Female Participation.
- FEMSA Donors Consortium Meeting. March 2, Oslo, Norway.
- Joint Meeting on Building Capacity in Strategic Resource Planning for Girls' Education. March 4-5, Dublin, Ireland.

● **WGTP-F**
WG on the Teaching Profession, Francophone section. TMS Seminar: Finalizing and Implementation of Action Plans. March 19-21. Abidjan, Côte d'Ivoire.

● **WGBLM**
WG on Books and Learning Materials.
- Workshop: Launching of the study on the distribution and dissemination of educational materials in West Africa. End of March.
- Technical Workshop: Study on the Cost-Effectiveness of Publishing Educational Materials in National Languages. March 25-27, Dakar, Senegal.
- WG Steering Committee Meeting. April 22, Brussels, Belgium.

● **WGES**
WG on Education Statistics.
- Business and Technical Meeting. March 26-28. Paris, France.
- Technical Workhop with pilot countries. Theme: School records management and date collection—final aspects. Two weeks in April. Lusaka, Zambia.
- Sub-Regional Technical Meeting. Theme: Education Development Indicators—Finalization of National Reports. April 29-May 10. Harare, Zimbabwe.
- Technical Workshop with pilot countries. May 28-31. Dijon, France.

● **WGTP-A**
WG on the Teaching Profession, Anglophone section.
- TMS Gender Sensitization Training Workshop. April 1-4, Maseru, Lesotho.
- Workshop on Head Teachers Training Modules Development. April 17-21, Maputo, Mozambique.

The views and opinions expressed in authored articles of the DAE Newsletter are those of the writers and should not be attributed to the DAE, or to any other organization or individual.

Other Meetings

❶ **1996 World Conference on Literacy.**
March 12-15. Philadelphia, USA.

❷ **CODE Partners in African Education Seminar** April 11-12. Oxford, U.K.

❸ **ILO Meeting** Theme: The Impact of Structural Adjustment on Educational Personnel. April 22-26 April, Geneva.

❹ **Panafrican Seminar** on the Use of National Languages in African Educational Systems. May 6-10, Bangui, Central African Republic.

❺ **Ministry of Education, Sao Tomé e Principe.** Forum on Education Issues. March 27-28.

❻ **47th Session of the CONFEMEN**. April 18-19. Liège, Belgium.

Association for the
Development of African Education

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Tel.: (33) (1) 45.03.37.96
Fax: (33) (1) 45.03.39.65
Telex: 640032
E-mail sur Internet=
DSECRETARIAT1@WORLDBANK.ORG

Please address all correspondance to:
Development of African Education Newsletter
7-9 rue Eugène Delacroix
75116 Paris, France